



ACRL Washington Newsletter

Fall 2006, No. 59

ACRL WA Newsletter

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President's Message

by Beth Lindsay

It seems that only yesterday summer was just beginning, and now that the leaves have turned vibrant colors and are falling to the ground, I cannot deny that fall has arrived. Time moves so quickly, and it is hard to feel caught up with our busy schedules. Luckily, though, many of us were able to take a couple of days out of those hectic schedules and recharge our batteries at the Menucha retreat center, while learning about new technologies that we can apply to our work. I really appreciated that we didn't just hear about the latest trends, but rather had discussions about choosing and applying new technologies wisely and efficiently. Thank you to the Oregon Chapter for another great fall conference at peaceful Menucha. Congratulations to the Washington Chapter scholarship winners, Robyn Ward, a student in Emporia State's SLIM program, and Linda Shippert, a new science librarian at WSU Pullman. Be sure to read their conference reports in this issue.

We are looking forward to the next conference, scheduled for October 25-26, 2007, at Pack Forest. The conference will be exploring themes of liaison and outreach work. ACRL president Julie Todaro will be attending the conference and offering her workshop on the "power of personal persuasion" for outreach and liaison work. As many of us have learned, building a new program or services does not ensure that anyone will come. The importance of effective outreach work cannot be understated in today's academic libraries. We will have other speakers at the conference, too, including presentations by members like you. If you have a dynamic outreach program or have developed a unique liaison program, please consider presenting at Pack Forest. A call for proposals will come out in early 2007.

If you are interested in becoming more involved with the chapter and its activities, please consider standing for election to the chapter board. We are currently recruiting volunteers for Member-at-Large and Vice-President/President-Elect. Our Past President, Jessica Albano, is chairing the nominating committee. Please contact her at jalbano@u.washington.edu if you are interested.

See you at Pack Forest in 2007!



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The Whitman College Penrose Library by *Barbaraella Frazier and Michael J. Paulus, Jr.*

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Whitman College, located in Walla Walla, Washington, is a private, residential college that is committed to providing an excellent, well-rounded liberal arts and sciences undergraduate education. In support of this mission, Penrose Library provides broad resources and services, as well as an attractive and well-used building, to support teaching, learning, and research at the college.

The Library's mission is to serve "as a bridge between the Whitman College community—students, faculty, administration, and staff—and the information resources that promote teaching, research and learning in the spirit and mission of the College."

The Penrose Library collection includes books, periodicals, archives and special collections, VHS cassettes and DVDs, government documents, online databases, maps and microforms. The Library has over 450,000 catalogued items and over 19,000 unique journal titles. In addition to the numerous study carrels for individual use, there are eight group study rooms and large open areas to accommodate a variety of social and learning needs. The Library provides desktop computers for student use, some with special software for students with disabilities, has fully-wired laptops available for check-out and also has Ethernet and wireless service for personal laptop computing. Copy machines, microform reader/printers (including one that will make digital scans of microform images) and a library fax machine are available.

Penrose Library, Quick Facts:

- Open and Full Service 24/7
- 450,000 cataloged items
- 19,000 unique journal titles
- Member of the Orbis Cascade Alliance, Oberlin Colleges, NITLE, and NAPCU
- Bibliographic Utilities
 - Catalog: Millennium, Innovative Interfaces Inc.
 - Electronic Reserves: Docutek ERes
 - OpenURL: Article Linker
 - Proxy Server: EZProxy
- United States and Washington State Government Documents
 - Complete United States Congressional Serial Set
 - American State Papers (1789 to 1838)
- The Whitman College and Northwest Archives
 - Archival holdings:
 - Papers of early Northwest missionaries, settlers, and important Whitman alumni/ae
 - Records of the college and local organizations
 - Special collections:
 - Early illustrated books
 - Northwest Americana
 - Stuart Napoleon Collection
 - Book arts
 - Highlights:
 - a medieval book of hours
 - a copy of The Nuremberg Chronicle (1493)
 - some of the first books printed in the Northwest at the Lapwai Mission Press (1839-45)
 - a first edition of Darwin's On the Origin of the Species (1859)



On a blustery fall evening in Walla Walla, Whitman College students work and study in the comfortable seating of the ethernet & wireless capable Allen Room of the

Penrose Library.

Images of the Penrose Library



In a secluded corner of Penrose Library, Whitman College, two students recapture their childhood in a tree house while quietly pursuing academic goals.



In Penrose Library at Whitman College, students are equally at home with books & computers.

A Brief History of the Whitman College Library

Whitman College was originally chartered as a pre-collegiate, coeducational academy in 1859. It was founded by Rev. Cushing Eells to memorialize his missionary colleagues, Marcus and Narcissa Whitman, who established a mission not far from the current city of Walla Walla in 1836 and were killed by a group of Indians in 1847. The first classes at Whitman were not held until 1866, when a site for the school was secured and its first building was constructed. But the school suffered from financial and leadership problems until 1882, when Whitman added a collegiate program that attracted new financial support and a new president, Alexander Jay Anderson, past president of the University of Washington .

The library began with college instruction in 1882 and consisted of a purchased copy of Webster's Dictionary and three donated "educational reports." When Rev. Myron Eells, the son of Cushing Eells, inquired about the development of the college library and whether or not the college would be interested in some of his books, President Anderson replied, "Whitman College Library has now four books. Send yours." Eells sent 10 books, 15 pamphlets, and \$25. Later, in 1907, Eells's substantial special

collections of missionary and Pacific Northwest history materials were bequeathed to the college.

Developing the library was a leading concern as the college sought support. Within ten years, the library had a \$1,000 endowment, a serviceable collection of 3,700 bound volumes and 2,200 pamphlets, and it had been designated as a depository of public documents. During the first half of the twentieth century, administration of the library benefited from professional librarians who began applying emerging principles of librarianship to acquisitions, cataloging, and reference service.



"The Shack"



Reynolds Hall and Annex

But it was not until the latter half of twentieth century, when endowments and budgets were more substantial, that the library's 100,000-volume collection—the third largest for a college in the state—developed more evenly and had an appropriate, permanent facility. The library was initially located in Whitman's first building, then moved to its second building in 1883, and then relocated to the college's first stone structure, the Whitman Memorial Building, in 1900. There the

library expanded, first onto a second floor in 1914 and then into a temporary annex, appropriately referred to as "The Shack," in 1921. In 1934, library materials were culled from various locations around campus and placed in a reconfigured dormitory, Reynolds Hall. This building could not accommodate the increasing size or weight of the library and so another annex, a concrete block, was constructed in 1951.



Penrose Memorial Library, 1957



Stuart Wing of the Penrose Memorial Library, 1974

Finally, in 1957, the college built a three-level, fire-proof library building, the Penrose Memorial Library, named after the college's third president, Stephen B. L. Penrose, who had led the college for 40 years. In 1974, Penrose Library was expanded by sixty percent with the addition of the Stuart Memorial Wing, named after Mr. Elbridge H. Stuart, a former trustee and benefactor of the college. With the Stuart Wing came the Stuarts's unique collection of books, artifacts, and furniture associated with Napoleon Bonaparte and his time. In 2000, the library was completely remodeled and renovated. Today, Penrose Library houses a collection of some 450,000 catalogued items and provides functional and attractive facilities for library work.



Penrose Library in 2000

Barbaraella Frazier is a Reference & Information Literacy Librarian, Penrose Library, Whitman College, Walla Walla, Washington

Michael J. Paulus, Jr. is Archivist and Special Collections Librarian for the Whitman College and Northwest Archives, Penrose Library, Whitman College, Walla Walla, Washington



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Central Washington University

The Central Washington University Archives at James Brooks Library is proud to announce the completion of its first digital image collection. The Rufus Woods Photograph Collection contains photographic prints and negatives of the Grand Coulee Dam in Washington State prior to, during and after construction. The images visually document the construction of the dam, the conditions in the Columbia River Basin throughout construction and the introduction of irrigation in north central Washington State. The collection may be viewed at http://digital.lib.cwu.edu/cdm4/index_RufusWoods.php?CISOROOT=%2FRufusWoods.

In addition to the Rufus Woods Photograph Collection, three other digital collections have been launched, including a selection from Central's small collection of medieval manuscripts. The digital collections can be found at <http://digital.lib.cwu.edu/>.

Amber Johnson has recently joined the staff of Brooks Library as a Graduate Assistant. She is pursuing an Master of Music in Music Performance at CWU and works in the Music Library and in the Reference department. She received her undergraduate degree in Music from the University of Northern Iowa and her MLS from the University of Iowa. Amber spent the last three years as the Humanities and Music Librarian at Mansfield University of Pennsylvania. An article she co-wrote will appear in

the November issue of the *Journal of Academic Librarianship*.

submitted by Anna Creech

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Eastern Washington University

Dr. Julie Miller has joined the EWU Libraries as Associate Dean of Libraries. She comes to us from Western New Mexico University, where she served as the University Librarian.

Ielleen Miller is the new Library Instruction Coordinator. Ielleen coordinates library instruction at EWU, updates the library web site, and works at the reference desk. She comes to us from the University of Illinois, Springfield, where she was the Instructional Services Librarian.

Nadean Meyer fills the new Learning Resources Librarian position at the JFK Library. She is recreating the curriculum center with a K20 focus, integrating technology and print resources for teaching and learning. She comes to Eastern from Medical Lake High School where she was the Library Media Specialist, in addition to serving as an adjunct instructor for the EWU Department of Education. She is webmaster for Washington Library Media Association and co-chair of the WLMA Task Force on Social Studies Classroom Based Assessments. She obtained her MLS from the University of Oregon, a BA in General Humanities from Washington State University, and a BA/Ed in Communication Studies and Library Science from Eastern Washington University. We are very pleased that Nadean has joined the Eastern team.

submitted by Doris Munson and Carol King

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Emporia State University School of Library and Information Management

As of August 1st, the Portland office of Emporia State University's School of Library & Information Management (SLIM) will be at 1020 SW Taylor, Suite 447, Portland, OR 97205. (We are on the south side of Multnomah County's Central Library.) Our phone numbers remain the same -- 503-223-8280 or 800-236-7302.

For more information, see: <http://slim.emporia.edu/oregon/>

submitted by Perri Parise

Gonzaga University

Frederic Räuber, Foley Instruction Librarian, left in August to take a position with the Marin County Library System. **Kelly O'Brien Jenks** has been appointed to that position. Kelly has her MLS from San Jose State University and has been working at Foley in the Periodicals/Microform area.

submitted by Linda Pierce

Renton Technical College

Faculty librarian **Debbie Crumb** will be a co-presenter of a 90-minute session at the 2006 WAESOL (Washington Association for the Education of Speakers of Other Languages) Conference that will be held at Highline Community College in Des Moines on Saturday, October 21, 2006. The session is titled "ESL and Libraries: Dynamic New Partnerships" and will discuss the cooperative activities of the ESL department and library at Renton Technical College and will give excerpts from some of the library workshops developed specifically for ESL students.

Debbie Crumb will also be a co-presenter at the all-day workshop to train new accreditation evaluators that is being conducted by the Northwest Association of Colleges and Universities on Friday, November 3, 2006 at the Hilton Seattle Airport and Conference Center in SeaTac. Debbie's focus will be to cover Standard Five - Library and Information Resources.

submitted by Debbie Crumb

Saint Martin's University

O'Grady Library welcomed three new staff members this summer. **Anar Imin** (Public Services), **Juanita Johnston** (Technical Services), and **Jin Zhang** (Administration). Anar has a BA in English Literature from Xinjiang University and worked for nearly ten years at the University of Idaho Library prior to joining Saint Martin's. Juanita, who earned a BA at Whitworth College, has fifteen years library experience and was most recently at McChord Air Force Base Library. Jin, in addition to

being the library's half-time administrative assistant, is an MBA student at Saint Martin's.

Also this summer, I, **Scot Harrison**, was named Library Director, effective July 1. I came to Saint Martin's in 2001 as Electronic Services and Reference Librarian and had served as Interim Director since May 2005. In addition to my library responsibilities, I was Title III Grant Coordinator for the University from January 2005 through September 2006.

Finally, I am happy to report that Saint Martin's has accorded librarians full faculty status, including rank, tenure eligibility, and all the responsibilities that go with being a member of the faculty.

submitted by Scot Harrison

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Tacoma Community College

Librarian, **Syd Sullivan**, is on family leave fall quarter and is in the process of bringing home her and husband Mark's adopted son, four-year-old Abraham, from Panama. We all look forward to meeting him. We are lucky to have three adjunct librarians: **Laurie Shuster**, **Anna Horn**, and **Kate Magner**, filling in for Syd and providing release time for librarian, **Becky Sproat**, who serves as the campus assessment liaison.

Disappointingly, problems with funding resulted in the loss of a planned remodel for the library. We were, however, able to do some major rearranging over the summer which has moved us closer to our original remodeling goals.

Our Department Chair this year is newly tenured faculty librarian, **Rachel Goon**.

It looks like another busy year--we've already taught 24 one shots (in the first two weeks of school)!

submitted by Becky Sproat

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University of Washington Bothell / Cascadia Community College

Librarian Fellowship Program:

The UWB/CCC Campus Library is piloting a year-long fellowship

program for recent MLS/MLIS graduates to learn more about academic librarianship and information literacy instruction at the entry level. Fellows will be working closely with librarian mentors in curriculum development and information literacy instruction at both institutions. Fellows will be actively involved in the overall work of the Reference & Instruction Services Unit, and will participate in special projects such as collection development. We are happy to report that we have recently appointed our first two fellows: **Adam Jackman** and **Katy Dichter**, both recent graduates of the UW Information School.

September Project:

For the September Project 2006 <http://www.uwb.edu/library/theseptemberproject/>, the UWB/CCC Campus Library is featuring a display of books, films, and periodicals with the theme of "Community and media response to democracy in a post-9/11 world". The September Project display is also tied to an education display for Constitution Day, which included a multi-media slideshow that engaged patrons in thinking about the Constitution, democracy, and citizenship.

Team members for the 2006 September Project include the project coordinator, **Amanda Hornby** (Media Studies Librarian), **Venta Silins**, (Education Librarian), as well as staff from the Campus Library and Media Center: **Jackie Ray**, **Chalie Asmus**, and **Marc Studer**.

Community Media Collection and Website:

The UWB/CCC Campus Library is pleased to announce the new Community Media Collection and website <http://www.uwb.edu/library/communitynews/>. The mission of this collection and website is to bring the community together through local media resources that represent a diversity of interests, ideas, and people in the Pacific Northwest.

Amanda Hornby and Cascadia Community College faculty David Ortiz have organized a panel discussion with community media representatives to be held October 18, 2006, to kick-off the new collection and website. Event information online at: <http://www.uwb.edu/library/theseptemberproject/events.html>

Publications:

Sarah Leadley (Head, Reference and Instruction Services) and Becky Rosenberg (Director, UWB Teaching and Learning Center) have published *Yours, Mine and Ours: Collaboration among Faculty, Library, and Writing Center*. Centers for Learning: Writing Centers and Libraries in Collaboration. Publications in Librarianship, No. 58. Association of College and Research Libraries: Chicago, 2005.

Suzan Parker (Social Sciences Librarian) and **Laura Barrett** (Undergraduate Services Librarian, UW Seattle) have published a new book chapter "A Picture Worth a Thousand Words: Visual Literacy Through Critical Inquiry." In D. Cook and T. Cooper (Eds.), *Teaching Information Literacy Skills to Education and Social Sciences Students and Practitioners: A Second Casebook of Applications*. Chicago: Association of College and Research Libraries.

Leslie Bussert (Ethics and Humanities Librarian), **Suzan Parker**, and **Mark Szarko** have a new textbook chapter in press (due out in 2007): "Interdisciplinary Inquiry through Collaboration." In E. Connor (Ed.), *Primer on Instructional Services in Academic Libraries*. Binghamton, NY: Haworth Press.

Presentations and Poster Sessions:

Amanda Hornby co-presented a poster session on "Fostering a Climate for Collaborative Undergraduate Research" at the 2006 University of Washington Teaching & Learning Symposium, with Becky Rosenberg, Director of the Teaching and Learning Center, and UWB professors David Goldstein, Gowri Shankar, and Jerelyn Resnick.

Sarah Leadley presented on a discussion panel: "Common Ground: Information Literacy at two year and four year colleges" at the College Librarians & Media Specialists of Washington State Conference (CLAMS) in May 2006.

Amanda Hornby presented a poster session entitled: "The Media is the Message: Information Literacy Instruction through New Media" at the 2006 American Library Association Conference, New Orleans, LA. Amanda also volunteered at "Librarians Build Communities," the day-long community service project to re-build destroyed New Orleans libraries.

Leslie Bussert, **Suzan Parker**, and **Mark Szarko** presented *Using Cultural Artifacts as a Pathway to Information Literacy* at the LOEX of the West Conference in Kona, Hawaii (June 2006). **Doreen Harwood** (Business Librarian) and **Alyssa Deutschler** (Global Studies Librarian) also co-presented a round table discussion about "Connecting with Students: Making the Case for Information Literacy Skills."

Julie Planchon Wolf (Nursing Librarian) presented research and moderated a panel discussion on Preventing Plagiarism through Pedagogy. Panelists included Becky Rosenberg, Cinnamon Hillyard (UWB faculty), and Brian Bansenauer and Chris Byrne (Cascadia Community College faculty).

Committee Appointments:

Katie Whitson (Head, Access Services) has been elected as the Vice-Chair/Chair Elect of the Anthropology and Sociology Section of the Association of College and Research Libraries.

Suzan Parker has been appointed as the Co-Chair of the Intellectual Freedom Committee for the Association of College and Research Libraries.

Staff Appreciation Award:

- **Marc Studer**, Campus Media Center Production Services, received the UWB Chancellor's Staff Appreciation Award for 2006.

Promotions/Reappointments:

- **Julie Planchon Wolf**, Reference & Instruction/Nursing Librarian, reappointed as Senior Assistant Librarian, 7/1/2006
- **Natalie Beach**, Reference & Instruction/Global Studies Librarian, promoted from Senior Assistant Librarian to Associate Librarian, 7/1/2006.

New Appointments:

- **Adam Jackman**, Librarian Fellow 10/2/2006
- **Katy Dichter**, Librarian Fellow 10/2/2006

Goodbyes:

We wish our colleagues **Mark Szarko** and **Natalie Beach** well as they take on challenges in their new positions. Mark is now the Instruction Coordinator and Reference & Instruction Librarian in the Humanities Library at MIT in Boston. Natalie is the Library & Tutoring Director at Chemeketa Community College in Salem, OR.

submitted by Suzan Parker

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University of Washington, Seattle

Events

- The Common Book - Fall 2006 marks the first time all new freshmen and transfer students will read the same book. The book selected is Tracy Kidder's Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World. Lectures and special programming, including visits by author Tracy Kidder and Dr. Paul Farmer,

have been scheduled. Events are open to the public. Information can be found on the UW Common Book website. The UW Libraries is supporting the event by hosting lectures, providing additional reading material lists and training book group discussion leaders.

- UW Common Book page:
<http://www.washington.edu/oue/commonbook/>
- UW Libraries Common Book page:
<http://www.lib.washington.edu/commonbook/>
- Robert Schenkkan, Pulitzer Prize winning playwright (The Kentucky Cycle) and screen play writer (The Quiet American, among others), has been selected as the first UW Libraries Maxine Cushing Gray (MCG) Visiting Writers Award recipient. He will be in residence at the Suzzallo Allen Graduate Library over the next year.

Grants and Fellowships

- Leadership and Career Development Program (LCDP) 2007-2008 Fellowships: Three UW librarians have been selected as fellows - Joanne Rich, Information Management Librarian at the Health Sciences Library; Deepa Banerjee, South Asian Studies Librarian; and Angela Weaver, Head of the Drama Library.

New Appointments, Promotions & Reclassifications

Carol Brittnacher, Natural Sciences Reference Librarian (Temporary) (50%), Natural Sciences Library, 6/16.

Laura Barrett, Undergraduate Services Librarian, Odegaard Undergraduate Library, from Assistant Librarian to Senior Assistant Librarian, 7/1.

Edward Roberts, Head, Information Systems, Health Sciences Libraries, from Assistant Librarian to Senior Assistant Librarian, 7/1.

Laura Lillard, Education Librarian and Diversity Officer, Reference and Research Services Division, from Senior Assistant Librarian to Associate Librarian, 7/1.

Maureen Nolan, Natural Sciences and Resources Librarian, Natural Sciences Library, from Senior Assistant Librarian to Associate Librarian, 7/1.

Theresa Mudrock, History Librarian, Reference and Research Services Division, from Associate Librarian to Librarian, 7/1.

Zhijia Shen, Director, East Asia Library, 9/1.

John B. Vallier, Head, Multimedia Services, OUGL, 9/1.

Heather Davis, Jackson Project Archivist (Temporary), Special

Collections Division, 9/1.

Reappointment-Provisional/Continuing/Permanent Appointments*

Gail Kouame, Consumer Health Coordinator, Health Sciences Libraries/Regional Medical Library, Senior Assistant Librarian, 7/1.

Eileen Llona, International Studies Computer Services Librarian, Digital Initiatives Program, Senior Assistant Librarian.

Ann Lally, Head, Digital Initiatives, Digital Initiatives Program, Associate Librarian, 7/1.

Resignations

Shalini Miskelly, Natural Sciences Reference Librarian (50%), Natural Sciences Library, 6/15.

Elinor Appel, Reference Librarian (50%), Reference & Research Services Division, 9/21.

Retirements

Nancy Blase, Head, Natural Sciences Library, 6/30.

John Gibbs, Assistant Head, Music Library, 6/30.

Kathleen Forsythe, Electronic Resources Cataloging Librarian (80%), Monographic Services Division, 9/30.

submitted by Jennifer Sundheim

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University of Washington Tacoma

UW Tacoma Library's First Endowment!

We are pleased to announce that Education Professor, Belinda Louie, and her husband Dr. Douglas Louie have established a \$25,000 endowment for the Professor Belinda Y. Louie Children's and Young Adult Literature Library Endowed Collection. This endowment will allow



Professor Belinda Louie,
Dr. Douglas Louie and family.
Photo by Dale Goodvin.

the library to continue to build this wonderful collection in support of our Early Childhood Education program. In addition to the endowment, Professor Louie has commissioned a work of Japanese paper-cut art to hang in the library. The artist, Aki Sogabe, is a well-known children's book illustrator from Bellevue. A

reception in the Louie's honor will be held December 13, 2006 at the Library.

The Freshmen are Here

UW Tacoma opened its doors to freshmen for the first time this year. Librarians are working with the nearly 190 new college students who are beginning their studies in co-hort groups. Globalization is a theme throughout the interdisciplinary focused, team-taught classes and Librarians **Suzanne Klinger**, **Carole Svensson**, **Jennifer Sundheim**, and **Justin Wadland** are providing integrated instructional sessions on using the resources and services of the UW Libraries.

New Thesis Collection

Responding to student requests,
Jennifer Sundheim,
Collection



Taste of UWT
Photo by Dale Goodvin

Development Coordinator, has re-located thesis from three UW Tacoma programs - Computing and Software Systems,

Interdisciplinary Arts and Sciences, and Nursing into a central location in the Chihuly Room.

Previously, the theses were interspersed with similar subject matter materials throughout the library. However, over the last year more and more students wanted to do side-by-side comparisons of theses written by other students at UW Tacoma. We hope that the collection will better meet the needs of students and encourage more students to engage in scholarly projects.

September Project

This year's



Mike Honey, UWT Faculty leading September Project discussion. Photo by Dale Goodvin.

September Project, coordinated by librarian **Justin Wadland**, featured two film events that examined the War on Terror. After each film, local experts responded to the topics covered and facilitated a discussion. The featured films were 1) *The Ground Truth: the Human Cost of War*, which presents the experiences of men and women who have volunteered for service in Iraq, documenting their recruitment, training, combat, homecoming, and struggle to reintegrate with their families and community. 2) *Unconstitutional: the War on Our Civil Liberties*, which scrutinizes the Patriot Act, comparing its broad provisions to rights guaranteed in the Constitution. Personal stories from ordinary people reveal how the government has used the Patriot Act to encroach upon our freedom.

Panelists from the UW Tacoma faculty, ACLU, and the Bill of Rights Defense Committee Tacoma spoke with over 50 attendees at each session.

Justin was also a guest columnist in the *Seattle Post-Intelligencer* and his opinion piece on the September Project can be read at:

http://seattlepi.nwsourc.com/opinion/284075_lib91107.html

Librarians Promoted

Heartiest congratulations go to **Carole Svensson** and **Justin Wadland** on their recent promotions. Carole, Head, Digital Library Services was promoted to the rank of Associate Librarian with permanent appointment. Justin, Media Librarian, attained the rank of Senior Assistant Librarian. Carole and Justin's contributions to the UW Libraries, the Tacoma campus community, and the profession are many and we are proud of all their accomplishments.

New Librarian

We are happy to welcome **Erica Coe** as our new Instructional Services Librarian. Erica will join the UW Tacoma Library staff on November 1, 2006. Erica comes to us with seven years of professional experience at the University of Dayton and University of Southern Mississippi. Erica recently held the position of Collection Management and Instruction Librarian in the Roesch Library, University of Dayton. Erica received her MLS in 1999 from Indiana University (Bloomington) and her MA in Literature in 1997 from Ball State University. Her professional experience includes reference, instruction, collection development and digital initiatives. She has also served on university libraries and university committees including the North Central Accreditation Association/Accreditation Subcommittee.

submitted by Anna Salyer

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Walla Walla College

We welcome our new Periodicals Librarian, **Annette Melgosa**. Annette comes to us from the Adventist International Institute of Advanced Studies in the Phillipines she was served during the past eight years. While there she served as Acting Library Director as well as the Information Technology Director, she taught graduate classes in Instructional Media, School Librarianship, Library Management, School Library Administration, and Reference Services. Prior to moving to the Phillipines, Annette was the Assistant Librarian at Newbold College in England for five 5 years. Annette has her M.A. in Library and Information Studies from the University College, London as well as a M. A. in Education from Adventist International Institute of Advanced Studies. She is currently working on a M.Ed. Educational Technology from University of Southern Queensland. Additional certifications include a Diploma in Information Technology in Applications Software from the Royal Society of Arts.

Annette is a past president and current member of the Adventist

Librarian's Association (ASDAL) and is a published author and experienced presenter.

submitted by Carolyn Gaskell

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Washington State University

Departures

John Webb has retired and moved to Vancouver, Washington. He plans to spend time with his grandchildren. John was the Assistant Director for Systems and Facilities and is the Editor for Information Technology and Libraries.

Lynn Chmelir has accepted the position of Library Director at Clark College. Lynn was the Assistant Director for Collections and Technical Services.

Robyn Haynes has left Washington State University to develop her Antiques business. She and her husband, Greg, have moved to Astoria, Oregon. Robyn was the Circulation Supervisor for the Owen Science and Engineering Library.

Arrivals

Sarah French has accepted the position of Education and Social Sciences Librarian. She has her M. A in Library and Information Science from the University of Iowa and has an M. Ed, in Counseling Psychology, from the University of Oklahoma.

Libby Lusby has accepted the position of Circulation Supervisor for the Owen Science and Engineering Library.

Gabriella Reznowski has accepted the position of Humanities Librarian for Languages and Cultures. She has an MLIS from the University of Alberta. Previously she was a librarian at the Marana Unified School District in Tucson, Arizona.

Nicholas Schiller has accepted the position of Library Instruction Coordinator at WSU Vancouver Campus. He has an MLS from Emporia State University. Previously he was a librarian at Pierce College and Edmonds Community College.

submitted by Joel Cummings

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Menucha Conference Reports

First Time attendee scholarship winner, [Linda Shippert](#), and student scholarship winner, [Robyn Ward](#), kept notes during the ACRL OR/WA Annual Joint Conference at the Menucha Conference Center in Corbett, Oregon and wrote these conference reports. If you weren't able to make it to the conference, these reports will fill you in on what you missed!

To see pictures taken at Menucha, check out the [images tagged "menucha06"](#) on Flickr.

First Time Attendee Conference Report by Linda Shippert

Menucha Conference Center, nestled in the woods near the Columbia River Gorge, feels like a real retreat from the workaday world. The views from the grounds are stunning, showing wide vistas of hills, trees and the gorge. Attendees of the 2006 ACRL Washington & Oregon Joint Fall Conference were especially lucky to be treated to sunny skies instead of the forecasted rain. It was a beautiful setting for diving into the nitty gritty of Library and Librarianship 2.0.

Janeane Rockwell-Kincanon (Western Oregon University), ACRL-OR chair, welcomed us to Menucha and to the conference, and then introduced the first keynote speaker. Dr. Bernier (San Jose State University) presented "The Emerging Youth Literacy Landscape of Joy," telling us about "new youth literacies" and the role of young people in the information future. He pointed out several gaps in current scholarship which lead to deficiencies in teaching information literacy to young people, such as seeing young people as one-dimensional "students" and as information consumers, not producers. Most importantly, he mentioned that we cannot assume that information seeking behavior is individuated for young people; it's more likely to be collaborative. Finally, he mentioned some research possibilities for the future, posing the question, "why are youth successful in certain literacy behaviors but not others?"

The second keynote speaker was Jessamyn West (Librarian.net), who gave a very enjoyable presentation entitled "A sensible approach to new technologies in libraries: How do you work Library 2.0 into your 1.5 library with your 1.23 staff and your .98 patrons?" She began by discussing the diversity of tools available for the read/write web, including email, instant messaging, blogs, wikis, rss, social networking (yes, my pets have accounts on Catster and Dogsster), and beyond, to the

potentials of open source software, such as mash-ups. The bottom line is that there are tons of tools out there, so it's important to go wherever the eyeballs are. It's not necessary to know everything about how to use these tools up front - knowing how to read the manual and the help files is more important. Jessamyn also noted the digital divide between people who have access to broadband and those who are still using dial-up. Most of the interaction on the read/write web is happening with those who have the faster broadband connections, leaving the dial-up folks behind as the web evolves. You can see Jessamyn's slides at <http://www.librarian.net/talks/acrl-or/>

Rachel Bridgewater, (WSU-Vancouver) presented "Web 2.0 Is the Web" or "We're All Millennials Now," weaving together the keynote presentations. I was particularly intrigued by her point that using the metaphor of "pages" to shape our understanding of the Web limited the ways in which the early Web developed. Now the younger folks, who can understand the Web without metaphor, are helping take the Web in new, un-page-like directions. We need to "learn from students about the future of the information landscape as our metaphors lose their utility."

The Washington State Chapter Meeting was short and sweet, and afterwards it was time to cut loose at the Conference Party. It was a lot of fun, with some people playing games, some people carving pumpkins, and a lot of people mingling. The highlight was the "steal this book" game, although we were all much too polite about stealing. I'm going to be way more cutthroat next time!

Friday came awfully early, but fortunately we were greeted with another delicious meal before diving into the day. The day included a panel and then a discussion on "Using New Technologies for Teaching." Dr. Shaun Huston (Western Oregon University) told us how he uses TypePad and LiveJournal instead of paper journals to encourage his students to get more writing practice, get experience using technologies, and to engage with other students. The assignments are structured so that the students are logging in and participating regularly, to maximize their opportunity to interact and learn from each other.

Anne-Marie Dietering (Oregon State University) talked about productive ways students can use Wikipedia. Disadvantages aside, it has some advantages over traditional encyclopedias - even those that are online. She suggests to students that they use Wikipedia as a place to start exploring a topic before choosing a thesis statement, since it is easy to go from broad to specific, and to link to related topics. She recommends using Wikipedia's history and discussion pages to teach students about the nature of the scholarly conversation. Students need to understand the rhetoric of using sources - why to use them, not just how.

Elizabeth Breakstone (University of Oregon) presented on using IM for reference. Instant Messenger clients are easier to use and more familiar to students than the expensive 24/7 products many libraries use. Although there are some features that IM cannot reproduce, IM can be set up to save transcripts of sessions and even to forward instant messages to email when you are not logged in to IM. It can also be used to improve communication between library departments, as well as helping to provide information services to areas of the library that are without service desks. Elizabeth explained that it's possible for a single reference librarian to handle in-person, phone and Instant Messenger questions, since, although we may feel pressure to answer questions immediately, the culture of IM is accepting of delays, as students generally multitask while using IM.

Elizabeth also presented for her colleague, Annie Zeidman-Karpinski, on ways the University of Oregon is using podcasts and wikis. An oral history project on the Willamette was presented as a series of podcasts, a much cheaper alternative than the original idea of using university voicemail boxes. They have found wikis to be helpful because they can be used on different platforms and posting updates is easy, not requiring a tech person as intermediary. One recommendation was to create a wiki for the reference desk to keep track of resources for class projects. The bottom line, though, is that any technological solution requires peer buy-in; if you create a wiki and no one else uses or edits it, it isn't fulfilling its function.

The discussion which followed ranged far and wide. Some web sites that were mentioned that I particularly enjoyed visiting included Wikipedia in Simple English (http://simple.wikipedia.org/wiki/Main_Page), If Amazon Looked Like Our OPAC (<http://library2.csusm.edu/amazon/>), Evergreen, Georgia's statewide OPAC (<http://gapines.org/opac/en-US/skin/default/xml/index.xml>), and Pew Internet reports (<http://www.pewinternet.org/reports.asp>), which Jessamyn described as "crack for librarians."

Of course, the best part of the conference was being thrown together with a relatively small number of colleagues from the region. The intimacy of this setting makes it a great starting place for first-time conference goers and I'm very grateful that I received the first-time attendee scholarship so that I was able to attend. I'm definitely looking forward to next year's conference at Pack Forest!

Menucha Conference Report: Library School Student
by Robyn Ward, Lewis and Clark College

I felt honored to be the recipient of the student scholarship

award to attend the ACRL-OR/WA conference "Resistance is Futile: Academia Meets the NeXt Generation. This was my first time attending the conference and had an extremely pleasant experience. The theme for the conference really tied in nicely with two of my current MLIS classes which deal with reference/teaching services and models for user research and behavior. How do we as Information Professionals provide users with the information they need and want? And how do we present these options so our users will be able to effectively learn and get what they need efficiently?

Web 2.0 or the Read/Write Web is the big buzz word around many libraries. Questions addressed at the conference were: How are libraries using the many social software options that students are using today? Wikis, Blogs, Chat, Instant Messaging, Podcasts, these are all options that can be integrated into the library or into the classroom. Should we be using these tools? I got the sense from others at the conference that we don't have to use these tools if we don't have a need for them. These tools are supposed to help libraries interact with their community, not to create pressure or anxiety for feeling like we aren't keeping up. I felt that many of the speakers emphasized that we should know what these social software tools are, how these tools work, and think about how they can be a benefit for our communities.

I was pleased with the quality of the presenters. I learned a tremendous amount and felt that what was presented to be very applicable to what is happening or what can happen in libraries today and in the future.



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Gonzaga's Homepage Redesign by Linda Pierce, Gonzaga University

We need something different! I think it is boring! We haven't changed it in over three years. We need to keep up with what's new! It won't take too long!

All of these statements were made by the Public Services staff at the Gonzaga University Foley Library last spring; they were made in reference to the library homepage. These comments and others led to a project this summer to redesign and reshape our face to the university and our patrons. We went into the project without much of an idea of what we wanted but we did know what we were unhappy with, including the following:

- Too much text
- Too much library jargon
- No clear direction about where students should start looking for information
- Direct searching from the homepage

Our goal was to make the library homepage more interesting, helpful and informative. All of this had to be done within the very rigid constraints of the university's web content management system (CMS by Microsoft). We could do whatever we wanted within our allotted space on the page as long as we didn't change colors, fonts, want to do flyouts, etc. So we set out to create a new look for the library's web presence realizing we would have to make numerous compromises along the way.

Where did we start? All the Public Services librarians began looking for library web pages they liked, determining what did they have in common, why were we drawn to them, and what could we incorporate from them into our page. We found [Library Success: a best practices wiki](#) that provided links to some great sites, it also talked about the problem of jargon and make us think in some new ways. All the Public Services faculty then met with the library web/graphic designer and started discussing what we were looking for and viewed sites that had inspired us. We then turned the project over to our web/graphic designer to come up with a prototype! That of course meant that she had to interface with the campus web team, break the new to us that flyouts wouldn't work the way we wanted them to and eventually present us with a mockup of the new page.

We learned about doing usability testing and rejected it. This was probably not great advice but our time was running out and we wanted something up before school started. We got the mockup from Brenda, added some additional links and decided to go for it giving ourselves about 2 weeks to decide on any additional changes before we froze the page for the rest of the semester. More tweaking was done and in the end we were satisfied. The page may not match our high expectations but we have gotten many good comments and reviews from students and faculty.

During this time the librarians were also busy redesigning our online subject guides which were basically our print guides in electronic format. So coming soon to a Foley webpage, new and improved subject guides - the first ones are set to roll out next week!

The project also really helped us to think of the web pages as more transitory, they need to be looked at on a regular basis and changed when needed to meet the current uses and needs of our students and faculty. Who knows where the new library 2.0 might take us, we already have a wiki, can a blog be far behind?

www.foley.gonzaga.edu



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Back to the Future: Marketing the Library in the 21st Century: A Personal Perspective *by Bruce McClay, Walla Walla College's School of Nursing Library*

Recently a new term has exploded into library vernacular - Marketing! Oh, it was there before under a different guise, but ignored by many who considered marketing appropriate to the corporate world, but out-of-place in the professional academic environment. No longer. Reality has hit. Many in the library profession now recognize that their livelihood and future depend on successful marketing. We are no longer the only research/resource game in town; and unless we play to the crowd, at least a little, we may soon be out-of-town. Mark Clayton in the *Christian Science Monitor*, 2002, pointed out that the quiet world of the college library has been thrown into a state of flux. Legislators and even college administrators are looking for proof that libraries still matter to students, who would rather use a search engine than hike to the library. According to the Association of College and Research Libraries, book circulation and the number of questions asked of reference librarians at the nation's top university research libraries dropped in 1999-2000 to their lowest level in a decade. Rivkah K. Sass in *Library Journal*, June 2002, says "Librarians do not promote library services well and often are reluctant to borrow from the private sector, although that may be the only thing that will guarantee a viable future." Marketing has arrived!

A perusal of the literature reveals that the concern for successful marketing crosses library boundaries. Medical libraries, corporate libraries, public libraries, school libraries, academic libraries - all want to know what they can do to draw users in. Kristine Dworkin in *Online*, Jan/Feb 2001, says that it is necessary for libraries "to shed their stodgy traditional image and utilize creative methods in marketing their services or be lost in the crowd." *American Libraries*, May 2002, carried an article with the thought-provoking title "Are We Sabotaging Ourselves with Our Professional Image?" A recent book, *The Visible Librarian: Asserting Your Value with Marketing and Advocacy*, by Judith Siess, shares practical strategies for librarians to connect with their customers and make their services visible and valuable. In the ASDAL Action, Spring 2002, Wolfhard Touchard, Reference Librarian at Andrews University, reported on a workshop titled "Marketing is Everything: Applied Marketing for Libraries." This workshop, sponsored by the Michigan Library Association (MLA), included seven sessions conducted by experts, which shows how vital the MLA considered marketing. Marketing is a current, relevant issue in librarianship. An interested librarian could do a

lot of reading about marketing, a lot of talk about marketing, attend a lot of sessions on marketing, and never really do much about marketing.

In this article I will address marketing from a personal perspective. I will share what has worked for me. From 1997 - 2000, I served as the Instructional Services Librarian for the University of Texas Pan American. This involved coordinating a team of five instructional librarians and two assistants. Among other things the team was responsible for marketing the library's instructional program to the campus and community. During that time classes offered by the instructional team increased by 10%, while student and faculty participation increased by 40%. Enrollment for the university remained stable, so the increase in participation could not be attributed to more students on campus, but rather to successful marketing of the instructional program.

In July of 2000, I became Assistant Librarian at Walla Walla College's School of Nursing Library in Portland, Oregon. Many students and faculty were choosing to go elsewhere (there are many library choices in the Portland area) to do their study and research. My main goal was to effectively market the library and its services to the students and faculty. The marketing strategy has been successful as the library is now the first research choice of students and faculty. The 2002 report from the Northwest Association of Schools and Colleges and Universities evaluation team states the following: "Everyone at the Portland Campus has high praises for their library and staff. Students perceive the library as dynamic and personable. Students and faculty laud the service and access to resources." So, what has worked? What worked at the University of Texas and is working at the School of Nursing?

To succeed specific strategies must be implemented. These could be stated in a more professional, academic way, but strategies that work are remarkably simple; thus, Back to the Future. A creative re-application of old service principles to the library environment provides the most positive results.

Get Active:

Develop a plan for marketing the library and its services and implement it. Seek student and faculty input and revise as needed. Some schemes implemented at the University of Texas to get faculty and their students in were:

1. Early each year department chairs, new faculty, and library liaisons (each department had a faculty member appointed as liaison to the library) were invited to a bread, cracker, and cheese luncheon at the library. When it comes to drawing people in, food works wonders. Faculty would be introduced to the bibliographers for their departments and introduced to the instructional program emphasizing how

the program could aid them and their students. Most faculty will buy into a program that they feel will aid them and help their students succeed and involves a minimal amount of effort or change on their part.

2. The campus administration presented one day orientation for all new faculty and staff. After some negotiation (making friends with the right people), the instructional service department was invited to be part of the orientation. We were given a ten minute shot, so we made it as upbeat and entertaining as possible. More than anything we wanted to leave a good taste so the listeners would want to visit the library.
3. We courted the English department until they were wholehearted supporters of the library and its instructional program. This courting took time, but in the end each freshman English class would come to the library for a two to three day instructional session timed to fit with the beginning of an assigned research paper.
4. Each year an instructional librarian would target a department that had not been using the library instructional services. One librarian targeted the PE department one year, communicating with and building a relationship with teachers and the department chair. Result: some in the PE department starting bringing classes over for a one-shot library introduction. The focus always was to develop a positive working relationship and let faculty know what we could do to serve their needs and the needs of their students.
5. The instructional librarians made themselves available to participate on university committees; thus, becoming visible and valuable. Exposure works wonders.
6. Involvement on a committee positioned us to know when the university was moving toward implementing a new campus-wide email system. We offered our services and were teamed with the technology department - they implemented the program, we did the faculty and student training. One result was that the instructional service staff was given special commendation, the Meritorious Service Team Award, at the yearly awards assembly. Again, exposure!
7. We revised all formal written communication to be positive and friendly and to emphasize how we could serve. A welcome letter with brochure went out to each faculty member at the beginning of each academic year. Previous letters included an invitation from the instructional services department, and then a list of what the faculty member should do to prepare their students for a profitable visit to the library. We deleted the "what you need to do" part and expanded the "what we can do for you" part. Get them in the door first, and then, when the moment is right, talk about how they can help you provide a meaningful library session.
8. Advertise, Advertise, Advertise. We instituted a formal,

consistent, appealing process for getting word out about instructional programs. This involved a spot on the library web page; brochures; posters in the library, on campus, and in the community; a library newsletter; and, most important, direct invitations to faculty and students. For example: if a reference librarian noticed a student struggling with a database or information resource, the librarian would say, "If you would like to learn more about _____ we have a half hour open class this Thursday at noon. You are welcome to come." A list of classes was posted at the reference desk.

9. We surveyed students to determine their greatest research/resource needs, and then planned open classes around those needs and student schedules. Classes that had a wider appeal, such as locating medical information on the web, were advertised in the local community. Those completing a session were given a certificate of completion. When we started giving the certificates we noticed an increase in the number of those returning for another class.
10. The advancement office arranged campus tours for local groups (schools, organizations, clubs). Previously the tour guide, usually a student, would only walk the group through the library lobby. We contacted the advancement office and made arrangements for an instructional librarian to handle the library portion of the tour.
11. We made every effort to collaborate with faculty to optimize student learning. In requesting a library instructional session for their classes, faculty would fill out a form. The form was all we needed to schedule the session, but an instructional librarian would contact the professor either by phone, or in some cases a personal visit. Working together, we would plan the best learning experience for the students.
12. The university sponsored a student outreach fair at the beginning of each year. The instructional services staff managed a table on behalf of the library. Various goodies were given away to attract students interest. Of course, the goodies were handed out with library information.
13. We sought out new faculty. Each semester we would get a list of the new faculty and an instructional librarian would make contact welcoming them to the campus and inviting them for a brief tour of the library with an emphasis on their area of interest.

All of this, of course, had its disadvantage. When student and faculty attendance at instructional sessions increased by 40%, the work load also increased. Some students and faculty began associating the library with a particular librarian, and would seek that librarian out when they had a resource need. Student and faculty evaluations indicated that the extra work was well worth the effort though. One student reported at the end of an instructional session, "I thought this was going to be boring, but this library rocks!"

When I moved from the large university library to a small college branch library, marketing took on a different flavor. The principles remained the same, but the applications changed. Library space was redesigned to be more student friendly and to eliminate or minimize barriers to service. The reference collection was moved to be near the library computer lab. Videos and periodicals were moved to be more accessible to students. A portion of the reference desk was removed to open the area up more and eliminate a barrier between library workers and students. Comfortable chairs, a leather couch, and appealing art were all added to give the library a new, student friendly look. But all these physical changes would have been useless without the active inclusion of the other two marketing principles: Get Positive and Get Personal.

Get Positive and Get Personal:

Marylaine Block in "The Secret of Library Marketing: Make Yourself Indispensable" states, "Marketing is an ungodly, complicated problem for librarians . . . we offer an immense range of products . . . to an immense range of audiences. We need to define which product we want to sell, and to which audience." I disagree with Marylaine. The bottom line in good marketing is essentially very simple, and what you are selling, more than anything else, is yourself. To sell yourself, you must get positive and personal.

Becoming customer obsessed underlies all successful marketing. You must believe the following. If you don't, then your marketing efforts will have a disappointing taste.

1. The student or faculty member is the most important person in your library or office, whether that individual enters in person, by phone, or by email.
2. The student or faculty member is not an interruption of your work; he is the purpose for it. You are not doing a favor by serving him; he is doing you a favor by giving you the opportunity to serve.
3. The student or faculty member is not someone to argue with or match wits with; you will never really win this argument.
4. The student or faculty member brings you his wants; it is your job and privilege to handle them profitably to both him and you.

How can you let students know that they are number 1 in your library? Tell them regularly and frequently. Focus on their needs; lose what is comfortable for you and focus on what is comfortable for them. Get to know them by name. This can be challenging if you have 2000 students on campus, but work on it. Each year I give serious study to the Mask, the Walla Walla

College student mug (picture) book. I cut out the pictures of the new students and past them on the bulletin board above my desk. If you are the bibliographer for a particular department, then you should know the names and research interest of each faculty member in that department. Seek them out - be a prowler on the constant watch for the struggling, frustrated look - and then offer to help. When you see students or faculty both in and out of the library, greet them by name with a smile. Smile, smile, smile. The most important item you wear to the library each day is your expression. Your eyes and facial expression say much more than anything you actually say. Good old fashioned positive friendliness works marketing miracles. This is the grand secret of successful marketing, and so easy to implement.

Dare to be a little creative. This helps produce a positive atmosphere in the library and will draw students in. Food and music have long been kept out of the library, but the reasons don't always make sense. For instance, it is commonly believed that students learn best in a perfectly quiet environment, but this belief is not supported. Research indicates that subtle, not overpowering, background music, especially classical, heightens retention and recall. I have experimented with music in my library with extremely positive results. Students have repeatedly said that they learn better with soft background music; it relaxes them and eases the tension. As we move into the Christmas season, share a little Christmas music and a little Christmas cheer? Surprise the students in your library with music and treats occasionally. I ran across a phenomenal buy on fresh satsuma mandarins, and put them out for students along with a bowl of pistachios. Aside from a few pistachios hulls that missed the waste can and ended up on the carpet, everything was kept neat and clean. The word spread. Students came to the library to get a treat, and they would visit a little before heading back to class more satisfied and less tense.

An important aspect of successful marketing that is often overlooked is to provide training in customer service. I have been through orientations in five different libraries (two small college, two large university, and one high school), and not one of the orientations included a component on quality customer service. It is often assumed, incorrectly, that a professional will know the basics of good customer service. There are specific skills that can be taught, and training in good customer service should be a major part of any orientation for a professional, para-professional, or student library assistant. Customer service skills should also be regularly reviewed. A program of training all new student workers was instituted in my library, along with a program of reviewing every other quarter the qualities of good service for the returning workers. Encourage all service employees to have a positive attitude, and perhaps even make it a part of their job description.

Archbold, Stewart, and Hornbrook (1998) in their research on quality and excellence in service in the health care field identified three distinct areas:

1. Skill: necessary knowledge, skill, and resources to provide the needed service.
2. Enrichment: a manner of endowing activities with meaning and/or pleasure.
3. Predictability: regularity, dependability.

These same apply to the library, but I sometimes fear that we stop at number 1. We have the skill - the knowledge and resources to provide good service, but without regular enrichment the service will never be complete or truly satisfactory.

Marketing has found a home in the library, and it is here to stay. Treat it well and you will reap rich rewards. It's not complicated - get personal, get positive, and get active. A sign hangs on the wall above my desk reminding me constantly of what is most important: "They may forget what you said, but they will never forget how you made them feel." If your library is a place that people dread, all the outreach and marketing in the world will be useless.

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Developing the General Education Program at WSU Vancouver

by Karen Diller, WSU Vancouver

Washington State University Vancouver was formally established in 1989 as a branch campus of the state's land-grant institution and opened its own campus in 1996. Currently, WSU Vancouver, with an enrollment of 1369 FTE and a fulltime faculty of more than 90, offers junior, senior and graduate level courses in more than 35 fields of study.

Beginning in Fall 2006, Washington State University Vancouver became a four-year institution, admitting freshmen and sophomores for the first time. This has provided the campus with a unique opportunity to custom design a General Education curriculum that values student-centered, active learning and the engagement of students and faculty with real-world concerns. In addition to implementing electronic portfolios (ePortfolios), unique features of the General Education program include an interdisciplinary core linked to a unifying campus theme, linking among all courses, and a commitment to outcomes-based learning designed around six learning goals. Librarians, as faculty, were involved in the planning for this new curriculum and are excited about the centrality of information literacy to the General Education program.

Courses within the program are designed around six Learning Goals: Critical Thinking, Quantitative and Symbolic Reasoning, Information Literacy, Communication, Self in Society, and Specialty. Each Learning Goal has specific outcomes that will be evaluated through the use of rubrics developed by an Assessment Committee. The outcomes for the Information Literacy Goal are based on the Information Literacy Competency Standards developed by ACRL. As students progress within the General Education Program, they will be asked, at specified times, to provide evidence of and reflection on their progress in each of the Learning Goals. Progress within a course will be evaluated by the teaching faculty. Progress, as part of program assessment, will be evaluated by an assessment team.

All General Education courses will need to address the Learning Goals; however, the three one-credit courses which emphasize Information Literacy are the required ePortfolio courses. The ePortfolio is seen as an integral part of the General Education program at WSU Vancouver and three 1-credit courses have been designed for students to have a place (in both space and time) to make specific connections among the disciplinary and interdisciplinary content of their education as a whole. These

courses have been designed by a team of faculty and information technologists lead by a librarian.

As the campus worked on designing the General Education Program and then looked at practical aspects like the large number of transfer students, budgetary concerns, and others, the program naturally went through many changes. It is worth noting, however, that the information literacy goal, the emphasis of this goal in required courses, and the integral involvement of library faculty in course development remained. As Librarians, we saw the results, demonstrated in a very real way, of all of that advice that we receive at library conferences. How many times have we heard "get out of the library", "get involved", "stay involved", "devote real staff/faculty time to campus-wide projects"? It really does work to raise the visibility of the Library and to achieve a true integration of information literacy into the curriculum - outcomes that will greatly benefit our students.

For more information about the General Education Program at WSU Vancouver, see: http://www.vancouver.wsu.edu/gen_ed/



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Taking Immersion Home

by Lynn Kanne, Seattle Central Community College

How can a dozen librarians promote information literacy (IL) in a three-college district with thousands of students? And how can we be sure that students have multiple opportunities to seek and use information in a variety of contexts? The Seattle Community College District librarians asked ourselves these questions at a regional ACRL Immersion in early summer 2005.



One key answer: Get more faculty involved! One way to do it: Take Immersion home. In September 2006 we offered a three-day faculty workshop to provide willing faculty partners with tools and motivation to join our IL cause. Thirty-three participants from both academic and workforce education programs registered for the program.

workforce education programs registered for the program.

Why a local "immersion"? Because faculty need time to consider IL and develop curriculum that integrates it meaningfully. The local immersion also allowed the district librarians to collaborate on a major project, an endeavor we were eager to take on after the bonding experience of the ACRL Immersion. And, we hoped that our district wide approach would help us raise awareness and support for the project, perhaps even provide a model for other district efforts.

Planning began in fall 2005. To find funding for speakers, food, supplies, and-most importantly- participant stipends, we developed a brief proposal for various college and district wide administrators.



Our proposal defined the major outcomes:

(1) To promote faculty driven initiatives to incorporate IL outcomes in curriculum design; and (2) To encourage teaching that integrates IL outcomes with course content. We secured most of the needed funds from college and district sources after much leg-work and follow-up. The same LSTA grant that had funded the 2005 ACRL Immersion also provided funds for follow-up projects.

Librarians at each college recruited and registered participants. Although attendance was an initial concern, librarians succeeded in filling the program beyond capacity by sending multiple promotional emails and flyers and following up with personal contact-we literally walked the halls poking our heads into offices.



This effort was made easier by our existing relationships with faculty; we have been engaging with them about information literacy for years. The faculty also

had their own motivation: they saw the need to help their students become information literate in order to succeed in a world filled with too many information choices.

The three-day program offered engaging and playful activities designed to support the curriculum projects that faculty proposed when they registered. Faculty who completed projects within three weeks of the program-and 29 of them did-received a \$200 stipend.

Day One: Defining Information Literacy

Yvonne Sanchez, a district trustee, kicked off the event with an

inspiring keynote speech about the value of information literacy in the "real world." Sanchez had little background in IL, but we took her to lunch to talk about IL and she ran with it. We then focused on defining IL and brainstorming ideas about its meaning in different contexts. To finish the day, a one-hour library "boot camp" gave a refresher on basic library resources.

Day Two: Outcomes and Assessment

Building on the IL discussion from day one, Deb Gilchrist, Dean of Libraries and Media Services at Pierce College, presented an assessment model and worked with participants to develop outcomes and assessments for their IL curriculum projects.

Day Three: Putting it all Together

Faculty spent the morning working with librarians refining their projects. Later, they discussed IL articles that we had assigned on day one. Finally, faculty demonstrated their learning by creating and performing short skits. To close the event, Mike Eisenberg, Dean Emeritus and faculty of the UW iSchool, offered the framework of the Big Six IL model through his unique and energetic approach.



The Bottom Line

Planning this workshop was immensely time consuming but very rewarding. The librarians owe much to the expertise they observed at the ACRL Immersion, but the true heroes were the faculty who trusted us enough to commit three late summer days to information literacy. The stipends, a promise of relevant and interesting content, and our personal contacts with faculty helped fill the roster. Many hours of planning, good food, a concrete and manageable product, and great speakers helped make the event a success.

We have gained new allies on our campuses. They are

implementing information literacy in their courses and many have committed to help us expand IL throughout the curriculum. Although we may not repeat this workshop right away, it has helped build critical mass for continuing to integrate information literacy outcomes in our college curriculum.