Collaboration across Boundaries

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I love the theme of this issue of Alki—COLLABORATION: working or laboring together towards a common goal. That is the essence of what WLA is and does. Through community building, advocacy efforts, conferences and workshops, WLA brings people together to support libraries and those who work in them.

The recent 17th Annual Washington Association of Library Employees Conference was an example of collaboration that included the efforts of many people, from the planning to the implementation. The conference was held Oct. 2-4 at the Olympia Red Lion Hotel and offered an all day preconference on supervisory skills, as well as tours of the State Library and the State Capitol. The great programming confirmed the fact that we all are part of a bigger community of practice and provided tools to improve skills and effectiveness in the workplace.

Some of the highlights included Doris Helge's interactive presentation "Joy in the Workplace" that gave tools for stress relief, problem-solving, and positive interactions with co-workers. ALA President-Elect Camila Alire spoke about emotional intelligence in the workplace; her discussion was backed up by a break-out session by Dr. David Whitfield and Natalie Mattson called "Emotional Intelligence and Diversity." On Saturday morning, Karen Srege gave an update on ALA's library support staff certification program, which is of interest to many. For more information, the program has a website at http://www.ala-apra.org/certification/supportstaff.html.

Washington author (and librarian) Jo Dereske gave a very enjoyable talk on writing from the perspective of both the writer and the library, that included stories about letters she receives from readers. Bill Barnes and Gene Ambaum of Unshelved (http://www.unshelved.com) kept the audience in stitches for the Friday evening banquet, sharing behind the scenes insights into producing the comic strip that takes place in a library.

Huge "thank yous" to WALE Chair and Conference Co-Chair Heidi Chittim, to Conference Co-Chair Georgette Rogers, and to everyone involved with the conference. I would also like to thank library directors, trustees, and friends groups who understand the value of conference attendance and supported staff to attend.

Other current WLA collaborative efforts:

- WLA sponsored seven member participants at the Oct. 2008 PNLA Leads Leadership Institute.
- Rayette Sterling is representing WLA on the Connecting to Collections Steering Committee, a project of a Washington State Library IMLS grant.
- WLA is sponsoring one ALA Emerging Leader participant, Ahniwa Ferrari.
- A WLA Continuing Education Grant Task Force, lead by Mary Ross, has been created to develop solutions to the affects of changes in LSTA rules for continuing education grants.
- WLA continues to seek out opportunities to support the "Spokane Moms," WLMA, and school librarians and paraprofessionals in their legislative efforts to fund school libraries.

Thinking of future collaborations, be sure to mark your calendar and begin planning for the joint PNLA/WLA Conference that will be held in Victoria, British Columbia, on August 11-13, 2010. Phil Heikkenen, WLA Conference Coordinator for 2010, is moving forward with plans for WLA to participate in this joint effort. Since the conference will be held outside of the U.S., extra planning is required, such as getting passports or enhanced driver licenses for Washingtonians. It should be a fun and beneficial event for everyone who attends. Enjoy reading many other examples of collaboration in the library community in this issue of Alki.

I wish you happy holidays and a successful 2009!

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Martha Parsons

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"Alki," a Native American word meaning "bye and bye," was suggested by Nancy Pryor, Special Collections at Washington State Library, as the title for the Washington Library Association’s journal. "Alki" is also the state motto, signaling a focus on the future.

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Alki’s purpose is to communicate philosophical and substantive analyses of current and enduring issues for and about Washington libraries, personnel, and advocates, and to facilitate the exchange of research, opinion, and information.

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Cover photo taken by Jennifer Knight
From the Editor

By Julie Miller

Contemplating the theme of this issue, “collaboration across boundaries,” I turned to the Oxford English Dictionary, as I often do when I want to understand the nuances of language. Boundary has its roots in Old French, with a version of the word bound first appearing in print in 1205 AD. Not surprisingly, the first definition referred to the limits of an estate or region, a topic of great importance in feudal Europe. A couple of hundred years passed before boundary began to refer to the limits of immaterial things, such as feelings or imagination. Our language describes a long tradition, then, of the articulation of and concern for limits: the boundaries that separate yours from mine.

The ancient Romans had a word for collaboration, probably a necessity for a people who built roads and aqueducts across a continent with little more than intellect and muscle. The Latin word literally means “labor together.” The English word collaborate, however, does not appear in literature until 1871 in a work by J.H. Appleton. (Perhaps not coincidentally, Victorian England was a time of expansion and colonization that required working together.) The early use of collaboration had a positive connotation of cooperation; during World War II, it took on the negative nuance of conspiracy.

The articles in this issue reflect “collaboration across boundaries” in the best sense. Some of the boundaries are geographic, such as in Deanna Sukkar’s article “The Road to Global Connections and Better Lives” about the Global Libraries initiative at the Gates Foundation, and Rayette Sterling’s article “Washington Idaho Network,” which describes boundary-crossing closer to home.

All of the articles related to this theme, however, address crossing the more intangible boundaries of culture, community, trust, and spirit. Brian Soneda’s “Collaboration across Boundaries: the Skagit Story” offers examples of partnerships born of necessity and the spirit of public service. Can a special library and an academic library learn to tango? Find out about joint-use libraries in Annanomi Sams’s article “Are We Partners? Are We Married? ...Do We Dance?” ALA President-elect Camila Alire discusses the importance of collaboration for libraries in an Alki interview, “Community, Collaboration, and the Cowboy Cha-Cha.”

As evidenced in this issue, the library community in Washington has the experience and determination to work together to overcome limits, whatever the nature of the limits may be. I hope you will find a success story here that inspires you.

An editor is a collaborator whose job it is to present her authors as faithfully and well as possible. I thank all of the authors who contributed to this issue and made my first time out relatively easy. I also thank my collaborators—or conspirators—on the Alki editorial board for their support, as well as Kristin Crowe and Tammy Reniche at MCA. Here’s to many more collaborations.

Join WLA

The Washington Library Association includes some of the best and brightest members of the Washington library community.

What unites us is our care for the well-being of Washington libraries. For more information visit our Web site at www.wla.org. Explore the site, and make our business your business.

Membership information is at www.wla.org/membership.

Julie Miller is Associate Dean of Libraries at Eastern Washington University
Chile. A dense, urban neighborhood in the hills of Valparaiso. The unemployment rate hovers around 75 percent. Many people live in shacks. The one crumbling library has few books. When Hoerner arrives, it is standing room only. Crowded around the library’s two computers are townspeople. A young man is giving a computer lesson. He explains later that he is unemployed like everyone else in the community, but that they all feel a sense of responsibility for each other. Even though there are no jobs, he wants to help train his neighbors, so when an opportunity comes, they will be ready.

That was four years ago. Long-time grantees of Global Libraries, Chile’s 378 libraries all have computers now and offer Internet access. They are developing increasingly sophisticated user content.¹

We are funders and shapers—we rely on others to act and implement. Guiding Principle #4

The Global Libraries Initiative, a part of the Bill & Melinda Gates Foundation’s Global Development Program, strives to help public libraries provide free access to computers and the Internet in the United States and over a dozen countries around the world. Engaging partners across governments and organizations, traversing languages and borders, navigating social and cultural boundaries—the foundation extols the connection between sustainability and local partnerships. In fact, elements of collaboration are reflected throughout the foundation’s guiding principles.

We take risks, make big bets, and move with urgency. We are in it for the long haul—Global Libraries Guiding Principle #7.

I met with Jessica Dorr, Program Officer, and Darren Hoerner, Associate Program Officer, to find out more about Global Libraries. They have both been with the library project from its inception in 1997. I asked how they go about choosing their grantees countries.

In a nutshell, the foundation looks for countries that are best poised to reap the benefits of the grant. They also look for areas where they can make the biggest impact. They seek neither the poorest nor the wealthiest countries, but the “middle-tier” that have both need and readiness. “You have to find the sweet spot,” Dorr says. “The place where there is the highest need, there is usually the least readiness. The list is not as big as you might think.”

Before approaching a country, they screen extensively so the grantee has the best chance of succeeding. Does the country have a public library system in place? Is the government stable and will it support both the initiative and the role of libraries to provide free and open access to information? What are the land distances and user populations like? How are the country’s electricity, telecommunications, and connectivity infrastructures? “We don’t want to distract from other critical priorities that the country may face just because we want to do this program. It has to be a good fit and the right fit for the country for us to move forward, so we do a lot of vetting,” Hoerner explains. Once a country is selected, the country team arrives and begins an intensive process of “stakeholder engagement” to get stakeholder feedback, build relationships, and develop planning strategies. Frequently, initial contact begins with the government of a country. Representatives from the ministry of education, health, or agriculture are often solicited. From local mayors to school groups, the team strives to communicate with all areas that will be touched by the program, whether governmental, private, or non-profit.

Lithuania is a case in point. With sixty municipalities, it wasn’t a problem for the program director to meet with each mayor. Latvia, on the other hand, has 525 municipalities. A different approach was used, meeting in groups to find regional coordinators, people to serve as project advisors or to join steering committees.

So each country is a little different. Take Botswana. When Hoerner worked with the librarians there, they needed to go to the village chief to get access to the people in the community. With collaboration taking place at such a local level, it is easy to see how the entire process, from research to planning to implementation, can take five to seven years.

We treat our grantees as valued partners, and we treat the ultimate beneficiaries of our work with respect. Guiding Principle #10

Similarities in working with libraries both here and abroad were noted. Dorr remarked, “I will sit in a library in Lithuania and think to myself, I had this conversation the last time I was in Mexico.” Lack of funds is a dominant concern. Concomitantly, there is relentless need for advocacy in championing libraries, especially to government officials. They found libraries addressing disability issues and librarians endeavoring to be the best information providers possible. Finally, perhaps not unexpectedly, most librarians the world over are women.

As for differences, Hoerner observed, “Each country has a slightly different take on what a public library is. We find some very interesting variations. In Ukraine, the library is part of a community center so it adds a whole host of non-traditional library services. It is actually an exciting model to think about.”

They also noticed a certain dynamic that exists between library funding and policy. Although libraries everywhere are primarily funded locally, the responsibility of setting library policies is different. Unlike in the United States, in many countries the ministry of culture or a national organization sets library policy. This model can be favorable in terms of maintaining standards, but it creates an element of “tension”

Deanna Sukkar is the project manager for the World Language Web Expansion Project at the Seattle Public Library. She also works as a reference librarian at Highline Community College.

Continued on page 6
between the local funding and national mandate that is not normally found in the states.

We take risks, make big bets, and move with urgency. We are in it for the long haul. Guiding Principle #7

Lessons learned. They came early on and involved assumptions. Let's start with Mexico. Assumption: The frequent turnover of librarians in this country was economically motivated. After all, in the United States when a librarian acquires more skills and experience, they often move on to a better paying position. Dorr learned, however, that the librarian in Mexico is a politically appointed position, likely to change every three years with the election of a new mayor. Moreover, officials had only a tenuous grasp of the qualifications of a librarian. Consequently, the foundation invested a lot of time in educating them and advocating for staff training and a reduction in librarian turnover.

For the second hindsight, return to the United States and travel back to the early nineties. Assumption: People will see the intrinsic value of connecting libraries to the Internet. Dorr saw this as "such an obvious benefit that we didn't need to spend any time promoting it and we didn't need to spend any time evaluating why it was important." Fast forward five years. "And so the librarian goes to the city council and says, I need this money to replace these computers and the city council says, well why?" The team doesn't make that mistake anymore. Laying such groundwork is now an integral part of the process. They work with their grantees on developing advocacy skills to support continuation of services and promote funding for new technologies and training.

Delivering results with the resources we have been given is of utmost importance—and we seek and share information about those results. Guiding Principle #11

Once computers have been installed, the Internet turned on, and the library staff is teaching community members, the job is not yet finished. The foundation is escalating their efforts in this next step: sharing what they have learned. They are reaching beyond the usual articles and conference circuit. Recently, in this effort to be more transparent, and in support of the University of Washington's Center for Information & Society (CIS), Global Libraries published the foundation's country assessments on the CIS Web site.

Getting the word out not only provides insight to others within the field, but it allows libraries to see what other libraries are doing. Sharing from grantees is particularly powerful. Hoerner lauded the efforts of Chile, who hosts delegations and publishes extensively. Dorr added, "Better funded libraries tend to foreshadow where the libraries are going, so knowing the new things that are happening in libraries is important." Smaller, rural libraries look toward city library systems; large libraries, to other countries. Lithuania and Latvia, for example, are particularly interested in Scandinavian models. "Libraries in developing countries want to be providing those services...They hear about libraries in Denmark that have a second life site and they say what is that? Can we set that up?"

Science and technology have great potential to improve lives around the world. Guiding Principle #3

By understanding the local needs of each country, providing resources and training, engaging partners, and promoting sustainability, the foundation works diligently to help bridge the digital divide. They are making a difference in the lives of many people. Dorr tells a story that speaks to the heart of their mission:

"Having a computer and an email address is revolutionary. It is vitally

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The University of Washington's iSchool Goes Dutch
by Jennifer Knight and Zola Mumford

Last summer the University of Washington's (UW) iSchool collaborated with the Netherland's Virtual Knowledge Studio for the Humanities and Social Science to offer twenty-four iSchool students a research design-focused study abroad experience in the Netherlands. Based in Rotterdam, the three-and-a-half-week Exploration Seminar combined curriculum from research design, a core requirement at UW, with lectures from innovative Dutch researchers. Led by fearless UW lecturer Trent Hill, the group learned research methods and current trends in knowledge management while eating, biking, and touring across Holland.

The Virtual Knowledge Studio examines how scholars and researchers study and develop tools to help facilitate their work in an electronic environment. Partnering with Erasmus and Maastricht universities, the Virtual Knowledge Studio is working on a variety of different projects, from developing searchable audio and film files, to visualizing a knowledge landscape. Researchers are from backgrounds ranging from physics to journalism.

The studio's director, Paul Wouters, has lectured and worked with a variety of departments on campus for several years. Last summer, the UW's Honors College partnered with the studio in Amsterdam. The Exploration Seminar this summer marked the first time the iSchool and the Virtual Knowledge Studio collaborated on a project of this scale.

According to Hill, the iSchool decided to offer the seminar in response to perceived student demand. Additionally, the seminar fits neatly into the department's strategic plan to increase the visibility of the school and the profession internationally. The decision to partner with the Virtual Knowledge Studio and have the program in the Netherlands was based in part on the school's existing relationship with the studio as well as on Hill's contacts and prior knowledge of the country.

Using Research Design (course number LIS 570) as a framework for the seminar made sense to the department. LIS 570 has not always been popular with iSchool students; Hill thought offering a study abroad version of the class might help market the program and make good use of the guest lecturers. According to Hill, "One of the nice things about doing the research methods class in the Netherlands is that we're able to talk to a lot of people in the Netherlands who do [research].... I think sometimes in the American library community it's easy to overlook the fact that the tools we use are created by people. We sort of take for granted that they exist and think that someone's going to hand us the catalog that we're going to use. Well, in the Netherlands, I think for various reasons, that just doesn't work, so there's more of an awareness and engagement with the active process of design at the local level."

At Delft Technical University (DTU), the group saw this active process of design first hand; when their catalog interface didn't work for them, they developed an open-source prototype.

Typically, one guest lecturer from the Virtual Knowledge Studio spoke to the class each week, and Hill gave two lectures a week about the nuts and bolts of research design. Students spent some of their time out of class in small groups developing a research proposal on a topic of interest. The final project for the class was due in early fall in order to allow students the opportunity to explore the Netherlands.

No library and information school program would be complete without the incorporation of field trips to several innovative libraries, including Delft University of Technology (DUT), Delft Concept Center (DOK), and the Rotterdam Public Library. Based on extensive user studies, DUT is building a usable catalog and library space. DOK's building innovation, incorporation of gaming, and Shanachie Tour (http://www.shanachietour.com) have put it on the map of notable libraries in the world. Rotterdam Public Library's "third place" design and partnership with a music library distinguish it from other Dutch libraries. Rotterdam Public Library also houses a "Lees en Schrijven" center, also known as an Integration Point, which provides Dutch language learning resources in Dutch libraries. Text, multimedia, and tutoring resources are provided to immigrants and native Dutch speakers wishing to improve their language skills.

One of the goals of any exploration seminar or study abroad program is for students to learn something about the culture of the country where they are studying. In addition to lectures and standard course fare, Hill planned dinners and field trips to Arnhem, Middelburg, Utrecht, Bruges, Amsterdam, and Delft for the group. The group biked through National Park Hoge Veluwe, ate traditional Dutch fare in Middelburg, and carted umbrellas around Bruges. Students were encouraged to explore the country and librarianship. We visited many libraries, ate a lot of stroopwafels, and laughed, all the while toting our umbrellas.

Dutch Designs is in the works for next year with Hill again at the helm. Barring problems with the host site, LIS 570 will be offered next summer. Inspired by the success of the program, the iSchool may try a program in Munich, Germany, next year as well.
Last spring, I packed my little blue Subaru with an overnight bag, two clipboards, four pens, a digital camera with extra batteries, and a cooler full of snacks. At 8:00 am, I loaded up my faithful dog Zooey, and then stopped to pick up Shawna, a library volunteer I affectionately call “the Whiz Kid” who is always up for adventure. By 8:10, the three of us had hit the road for a tour of rural libraries in northeastern Washington.

Our mission: to gain ideas for bettering our own small, rural library in Roslyn.

We chose the northeastern part of the state because the libraries there are mostly small and far-flung. Some of them are located in tourism-driven towns like ours, and it is a pretty drive, especially when the orchards are in bloom.

We had a two-day itinerary and thirteen copies of our three-page checklist. We planned to visit eleven libraries and two bookstores starting in Cashmere and ending in Leavenworth. Our first mistake: we didn’t tell anyone we were coming. When we walked in with our camera and clipboards, staff and patrons alike suspected some sort of quality control or government interference. Needless to say, we began to introduce ourselves immediately.

I had a long list of areas I wanted to cover, but my priorities were: overall feel of the library and library experience, organization of collections, displays and signage, and furnishings and layout.

We allowed ourselves thirty minutes at each library. To keep it interesting, I gave Shawna the challenge of finding a particular book on the shelf at each library and timing how long it took to get her hands on it. She was REALLY good, sometimes using the catalog, other times just going by sign. In one, I said the name of the book, she looked around the room, walked a few steps, plucked it off the shelf, and handed it to me. I believe it was Lean Mean Thirteen by Janet Evanovich. I swear I didn’t see it sitting there.

At any rate, by the end of the two days, most of our checklists were left blank or with a few short words scribbled to describe a general feeling or anything that really stood out. Yes, we were exhausted after nearly a dozen library visits, even the dog. But what is more, we had experienced the most fundamental example of library collaboration, the library district.

While each library had its own special flavor and feel, certain things were common among them because of the collaboration made possible through the North Central Regional Library district. All of the children’s areas had bright, child-sized computer stations with Lifet ime Learning software. All of the libraries offered wireless Internet access. All of them had the same menu of databases and the same website with which to interact with their patrons online. And all of them had an online catalog of holdings for the entire region; patrons could order books from any of the libraries, thereby making a collection of more than a half a million titles available to the residents of even the tiniest town.

Indeed, these are the areas in which collaboration makes the most sense. A library district allows the rural libraries in our state to maintain their community’s own unique character while providing services and materials to that community which far surpass what a small town would be capable of providing on its own.

As for Shawna and me, our mission was accomplished. We had pages of ideas, not only from the libraries and bookstores, but from our talks about libraries in between the visits. We have already implemented some of these ideas in the Roslyn Library. Others are being incorporated in our board’s long-range planning.

Clearly, libraries that collaborate with other libraries are able to offer more materials and more services. But an even more fundamental quality makes libraries great: a great library staff. Everywhere we went, the excellent service we received, the friendliness of the staff and volunteers, and the help offered that made the library a place we wanted to be. The staff members made us believe that, whatever we were looking for within the library walls, could and would be found with their help. Above all, great libraries begin with us.
Collaboration Across Boundaries: the Skagit Story

by Brian Soneda

This statistic is in no way a point of pride, but it is in every way a fact of life about public library service in Skagit County: about 40,000 residents of the county, or roughly one-third of the population, live in unserved areas. Skagit County has four municipal libraries (Mount Vernon, Anacortes, Burlington, and Sedro-Woolley) and two partial county library districts (La Conner Regional Library and the Upper Skagit Library). All six libraries offer several services to non-residents (use of computers, attendance at programs and events, browsing use of the collection and paperback collections available for honor system loan) but require payment of a fee for a library card to borrow cataloged materials in library collections. These annual non-resident fees range from a low of $30 (Upper Skagit Library) to a high of $80 (Mount Vernon City Library) and entitle the cardholder to borrow materials only at the library issuing the card. These non-resident card fees are slightly subsidized by a Skagit County annual allocation in support of non-resident use of the existing libraries (with a total allocation of $48,000 split between libraries in 2008).

Library visitors, particularly first-time visitors who have recently moved to the county from areas with library districts, are often stunned to find that they are not eligible for a card at their "local" library, when they may live a block outside of city limits. Teachers are often faced with the heartbreaking reality of teaching a classroom with some students eligible for resident cards and others ineligible for full service unless their parents can afford to purchase a non-resident card. County residents have declined to support a county-wide district library three times, with the most recent vote coming in 2005. In these tough economic times, there will be no fourth effort anytime soon.

So what is a service-minded library director, staff member, library board member, city leader or library lover to do in this have and have-not situation? To borrow a phrase, we collaborate across boundaries.

A pilot-project reciprocal borrowing agreement between Burlington and Mount Vernon is well-regarded by library users in both communities, as well as by both staffs, library boards and city administrations, and seems well on its way to becoming a permanent agreement. Other Skagit libraries are strongly contemplating forming reciprocal borrowing agreements.

The directors of the six public libraries meet every month; these meetings sometimes include directors of the PACCAR (special) and Skagit Valley College (academic) libraries and are always extremely valuable as a forum to discuss common concerns, partnerships, and collaborations. Burlington Public Library Director Maggie Buckholz describes collaboration as "our way of demonstrating to our tax payers and stakeholders that we are all doing all we can to provide value-added services for those tax dollars."

In many ways, the Youth Services librarians at the six libraries have been the leaders in Skagit collaboration across boundaries. Over the years, the Summer Reading Program has become truly a joint program of pooled resources, collaborative scheduling, and funding of hired events, involving the libraries, the six Friends groups, and "outside" partners such as Skagit Transit (SKAT) and Skagit Kids Read. K. J. Cooper, children's librarian at La Conner Regional Library, noted that when she arrived in 2005, the "help and support of experienced people from other Skagit libraries was an invaluable gift" and that "besides the guidance they provided, the synergy created when we got together to brainstorm was tremendous."

The six libraries have collaborated with each other and other community partners on grant proposals; most recently Sedro-Woolley Public Library and Mount Vernon City Library were both beginning LSTA/IMLS funded One Book grant projects with multiple community partners such as the Children's Museum of Skagit County, the historic Lincoln Theatre, and local school districts.

My favorite collaborations across boundaries in Skagit County are the partnerships the libraries have formed with various regional performing arts groups, including Meta Performing Arts, Shakespeare Northwest and the Theater Arts Guild (TAG). By the time you read this article, we will have completed a wonderful collaboration with TAG on its production of A Christmas Carol, with the Skagit County Community Action Agency an additional partner. Dickens' powerful message of grace, redemption, and the obligation of a community to look out for all of its members resonated with all of the partners. The libraries' "in" was that the production was based on a iconic piece of literature, but our commitment to collaborating across boundaries for better libraries, better library service, and a better community kept us at the table.

This photo of the six Skagit public library directors was taken on the ferry to Orcas Island. The directors are, left to right seated: Aimee Hirschel, Upper Skagit Library; Joy Neal, La Conner Regional Library; Debra Peterson, Sedro-Woolley Public Library; left to right standing: Brian Soneda, Mount Vernon City Library; Cynthia Harrison, Anacortes Public Library; Maggie Buckholz, Burlington Public Library.

Photo by Linda Lambert, Director, Whatcom Community College Library.

Brian Soneda is director at Mount Vernon City Library and a member of the ALKI Editorial Board.
Washington Rural Heritage: Collaborations Based on Local History
by Evan Robb and Kirsten Furl

Small, rural libraries working with local historical societies and museums. Institutions normally open only a few hours a week suddenly having a web presence. Historic treasures, previously hidden away in basements, boxes, and closets, now available to researchers around the globe. These are a few of the collaborative outcomes of Washington Rural Heritage (WRH). Perhaps the most meaningful result of this project, however, is evidenced by the partnerships forged within the communities involved. The success of this project relies on members of small towns coming together with one goal in mind: to display their heritage proudly for the world to see.

In spring 2007, Laura Robinson of the Washington State Library (WSL) set to work developing a collaborative model to enable small, rural cultural institutions and libraries throughout the state to create and sustain digital collections available to anyone with an internet connection. A successful cross-institutional initiative has emerged—a WSL digitization project based on shared knowledge, shared infrastructure, and shared stories, and funded through the federal Library Services and Technology Act (LSTA).

How it works: Washington State Library provides server space for web development, collection display and permanent “dark archiving” of digital files, as well as digital repository/library software, face-to-face and online training (in areas such as collection management, shared metadata standards, digitization best practices), and on-site digitization of cultural heritage materials. For their part, Washington Rural Heritage participants commit to building and sustaining their digital projects, vetting copyright, and developing and preserving their collection(s). Project managers at participating libraries coordinate with partnering institutions (e.g., nearby historical societies and museums) to select materials for digitization, to manage a localized digitization workflow, and to catalog materials, often with the help of local experts.

Columbia County Rural Library District exemplified this type of multi-faceted collaboration last winter and spring when they built a collection of early schoolhouse photographs using funds awarded as part of a WRH sub-grant. Director Janet Lyon and her staff partnered with the Blue Mountain Heritage Society and the Historic Dayton Depot Society to cull material for the collection. Local authors, researchers, and even a newspaperman then lent their expertise to the project, adding accurate, historical metadata to many items. Library patrons—everyday individuals from around the county—offered one-of-a-kind photos of schoolhouses from their own private collections. A local consultant (and wheat farmer) was hired on a temporary basis to research, scan, and catalog material for the collection; he was even “loaned” a 1900 map by the County Assessor’s Office to aid in his research.

“The ongoing activities of searching for early school photographs and researching information about them became a topic of many positive conversations about our local library,” said Lyon. “Positive support was forthcoming for almost any request of a local individual or organization.” The end result of this impressive collaborative effort is a comprehensive, authoritative collection of historic schoolhouse photographs. Not only have they been well-described, but photo records have also been geo-referenced to display within a Google Maps viewer on the Washington Rural Heritage web page—adding a great deal of context, discoverability, and interactivity to the collection.

As successful as Columbia County’s grant project was, building and sustaining true collaboration is a challenge in just about any context. This is certainly the case when fostering collaboration between distinct cultural heritage entities such as museums, historical societies, archives, and libraries. These institutions traditionally have overlapping missions (e.g., education, interpretation, information-sharing) but frequently differ in their approach to maintaining and sharing collections (e.g., curation vs. circulation).

One might expect these sorts of cultural differences to extend to cross-institutional digital initiatives. Not surprisingly, many successful digital library cooperatives feature collections that are regionally focused. This success has little to do with the convenience of geographical proximity. Rather, when the focus is shifted from discrete collections or genres of materials (typical of a large university’s digital initiatives) to telling the stories of a particular community, stakeholders see a reason to buy in to a larger vision, and collaboration between formerly unrelated institutions gets a nudge in the right direction.

These stories are at the heart of WRH’s mission. Community members see WRH as a platform to share what they love so much about their particular corner of Washington. Ofentimes, they are preserving their own personal heritage; consequently, they have proven to be valuable contributors to both a project’s collection as well as creation of item descriptions (metadata). As staffers painstakingly catalog images, poring over community records for names and hitting up local volunteers for forgotten memories and stories that enrich the item for the user, the sense of pride exhibited in these collections shines through the computer screen.

Washington Rural Heritage is currently recruiting new participants—libraries interested in digitizing their unique collections. To find out more about the initiative, visit the Washington Rural Heritage collection at: http://www.washingtonruralheritage.org or the project blog at: http://blogs.secstate.wa.gov/wrh/.

Evan Robb is project manager and Kirsten Furl is digital projects librarian of the Washington Rural Heritage project at Washington State Library.

Library Services and Technology Act (LSTA) funds are provided to the Washington State Library by the Institute of Museum and Library Services (IMLS).
Global Connections

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important. In the United States, we take this for granted. ... I met with a woman in Mexico who talked about her husband..."

Jiménez’s husband was an illegal resident and had been working in the States for eight years. When computers came to Jiménez’s rural village, she began taking lessons. “I learned how to chat, how to create an email address, and how to search for information,” she said. “I never thought that I would be able to learn these things.” Emailing her husband soon turned into communicating with a Web-cam. Now their children are able to get to know their father—by sitting in front of a computer. “Through the Web camera, he was able to see them grow.”

Now that’s what Global Libraries is all about.

- **Want to hear more?** Listen to the entire interview with Jessica Dorr and Darren Hoerner on Alki Cafe. [wla.org/publications/alki/alki-cafe/](http://wla.org/publications/alki/alki-cafe/)

- Take a look at the Gates family guiding principles. [www.gatesfoundation.org/about/Pages/guiding-principles.aspx](http://www.gatesfoundation.org/about/Pages/guiding-principles.aspx)

- **Check out the Center for Information & Society** [www.cis.washington.edu/landscape](http://www.cis.washington.edu/landscape)

**References**


Washington Idaho Network: Trust and Goodwill Create a Successful Collaboration
by Rayette Sterling

Washington Idaho Network (WIN) is a unique model for multi-type library collaboration. The network includes school, public, special, and academic libraries spanning across the Inland Northwest. The roots of WIN go back to the late 1980s and the formation of the Inland Northwest Library Automation Network (INLAN). Ron Force, Dean of Libraries at the University of Idaho and Bob Burz, Dean of the Library at Gonzaga University both saw the need for library automation. GU was building a new library and had the capital funds to devote to automation. The two deans worked together to build a relationship based on this mutual need. INLAN’s founding members were Gonzaga, University of Idaho, Whitworth University, and North Idaho College. INLAN used the CARL system as its library automation platform, with the Tandem mainframe installed in the Foley Center Library on the Gonzaga campus. By 2000, the mainframe system was no longer supported.

At the same time, the Idaho State Library wanted to create a virtual catalog to support libraries north of Boise. Idaho was looking at the Endeavor system and had grant money to fund the new software project. After the death of Bob Burz, Acting Dean Eileen Bell-Garrison at Gonzaga, working with Force, moved the project forward. At that point the Cooperative Information Network (CIN) and Valley Library Network (Valnet), consortia of the Idaho Commission for Libraries, were added, and WIN was created to serve as an umbrella for all the member groups.

Trust and Goodwill
WIN is structured with Gonzaga University as the fiscal agent, contracting with member libraries for services. The dean of Gonzaga’s library is automatically the president of the organization. GU handles the reporting and taxing. By virtue of being a private university, Gonzaga is able to be fiscally nimble. According to Bell-Garrison, there is less red tape than in public institutions, which allows WIN to work across state lines to meet user needs. This arrangement allows very small and geographically remote libraries to have access to a sophisticated library automation system.

Bell-Garrison stressed that WIN’s success is based on the consortium’s goodwill and trust. She stated that WIN “brings out the librarian in me. It fosters lifelong learning and resource sharing. And, as a mid-sized private institution, Gonzaga is perfectly positioned to manage the consortium.” Ironically, the map of libraries served by WIN follows closely the trail of the Black Robes, according to Bell-Garrison. The Black Robes were the Jesuit missionaries who settled in the region, and founded Gonzaga University. WIN also fits with the educational mission of Gonzaga based on outreach, respect, and learning from each other.

Lessons of WIN
WIN provides member libraries with library automation services using the Ex Libris software, and serves as a technical resource. In order to strengthen working relationships, much like the Black Robes, WIN staff members go on the road to meet member librarians where they are. WIN provides not only a computer interface but also a human interface for members. Success of the consortium is not only measured in the benefits of cost and resource sharing. It is also based on building relationships. According to Bell-Garrison, “As a human interface, it is important to always be nice, call people by name, and personalize services. The goal is to create a reservoir of goodwill. To convince people we care because we do. The relationship is based on trust and care.”

Kathleen O’Connor, assistant dean for library systems at Gonzaga, coordinates that human interface. The WIN team includes project managers who each have specific skills. Paula Foster deals with database issues, Cindy Kirkpatrick handles circulation, and Mary Ellen Willensen works with creating reports. The team also includes Karen O’Shaughnessey who, as the program assistant, provides front line support answering phones and responding to email. This group provides training and support customized to members needs. According to Loraine Hoagboom from Lewiston Public Schools, WIN staff members make it easy to get technical support. In addition, O’Connor visits each site at least once a year.

Challenges
Internet connectivity is the biggest challenge for rural libraries. Some of them are running on dialup or satellite connections. Configuring the shared Ex Libris system for multi-type libraries is also challenging. Public libraries have high circulation but do not really handle serials or reserves. Academics have a broader array of services but have fewer circulation needs. Therefore, the system is used differently depending on the setting. WIN configures the automation system to meet these individualized demands. Hoagboom stated that dealing with software issues requires a little give and take. Because the consortium has many types of libraries, software is used that fits the majority of needs. The project managers help ensure that all needs are met.

Because of the unique geography of the region and the size of some of the member libraries, courier services are not always straightforward. WIN’s resource sharing success depends upon efficient courier service, but that is not always available. Some sites use volunteers, and weather can be an obstacle. In fact, in at least one case delivery was slow because the volunteer courier stopped to read the book.

Values
WIN provides networking, both human and computer. Bell-Garrison states, “WIN builds relationships that foster lifelong learning and education, but it is grounded in the reality of life in the Inland Northwest. It takes us outside of ourselves and makes connections that are important to people.” Similar to the Black Robes, the WIN consortium takes a path of discovery and exploration toward education.
Collaborations of a Boundary-crossing Librarian

by Jonathan Potter

Two years ago, I transferred into a new position at the Riverpoint Campus Library in Spokane. I had spent the previous three years in a tenure-track library faculty position at JFK Library on the main campus of Eastern Washington University (EWU) in Cheney, where the opportunity to make a lateral transfer into the new position at Riverpoint presented itself. I went after it. I knew I would be entering a very different academic world at Riverpoint, where EWU and WSU (Washington State University) share a campus, institutional boundaries can get blurred, and opportunities for collaboration abound. But I don’t think I appreciated the amazing nexus of collaborative boundary crossings I would find.

"This new position is a natural conduit for communication and greater awareness between the librarians at two campuses."

A New Kind of Position
The creation of this position was itself a boundary-crossing experiment. Patricia Kelley, the EWU dean of libraries, proposed the position in part to strengthen ties between the main library at the Cheney campus and the much smaller, shared-institution library at Riverpoint. The new position has a health sciences focus, and it is also EWU’s first tenure-track librarian position at Riverpoint. The library faculty member in this position shares fully in peer review, university service, and professional development activities required of the other tenure-track librarians at EWU.

Although the two campuses are separated by fewer than twenty miles, the culture and focus of the two places are quite different. This new position, therefore, is a natural conduit for communication and greater awareness between the librarians at the two campuses.

Two years after creation of the position, it has borne some of the fruit the dean was hoping for. I have been instrumental in bringing faculty development workshops, for example, from the Cheney campus to Riverpoint. My working relationships with colleagues at the JFK Library have remained strong, while I have also embarked on creative collaborations with my Riverpoint co-workers (from both WSU and EWU) on projects like a dual-institution laptop circulation program and an ongoing series of lunchtime drop-in instruction sessions for both EWU and WSU students and faculty.

Two Kinds of Libraries
The road has not, however, been without its bumps. University service, faculty meetings, outreach efforts, traveling for off-campus instruction sessions, and other professional activities often take me away from the library. The position has a ten-month contract, so I disappear completely to be a stay-at-home dad for two months in the summer. At the larger, more generously staffed main campus library, these absences were expected and easily absorbed. Riverpoint Campus Library has a small, close-knit staff where “everyone does everything” and the absence of even a single co-worker can present great scheduling difficulties.

The reality of working in a small library requires chipping in from time to time on a service or task that isn’t necessarily in one’s job description. I perform circulation functions in both institutions’ circ systems competently enough to cover the desk when the need arises. I can count the money and operate both EWU and WSU cash registers when necessary. I assist both EWU and WSU folks as well as community users in the less-than-straightforward process of printing, copying, or scanning. Heck, I even shelve books in a pinch. These are all legitimate, if unheralded, boundary crossings, and I enjoy occasionally getting to do the nitty-gritty tasks that librarians in larger academic libraries rarely do.

Jonathan Potter is Reference & Instruction Librarian/Health Sciences at Riverpoint Campus Library, Spokane, WA.

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Blurring the Boundaries
The boundary-crossing plot at the Riverpoint campus thickens in my area of health sciences and allied health sciences. As a shared campus, Riverpoint by its nature encourages collaboration across institutional boundaries; the Riverpoint Campus Library, with its mix of EWU and WSU staff and collections, is a great example. Now zoom out and look at my position against the broader landscape of the allied health sciences programs at Riverpoint.

The prime example of how institutional boundaries get blurred among the academic departments I serve at Riverpoint is the Communication Disorders program. At the graduate level, it is a joint WSU-EWU program. Students from both institutions attend classes taught by instructors from both institutions. EWU students earn a master of science in Communication Disorders, and WSU students earn a master of arts in Speech and Hearing Sciences. The differing nomenclature is itself an interesting study in the semantics of academic boundary crossing.

Until this year, WSU’s academic calendar has been on a semester system, and EWU has been on quarter. The resulting hybrid academic schedule in Communication Disorders conformed to neither system and therefore pleased no one. Beginning this year, the scheduling problem was ameliorated by having the EWU Communication Disorders Department switch over to the WSU semester system. This change creates a new set of scheduling problems, however, especially for the undergraduates in the EWU program who may be taking elective courses on the quarter system outside the department while operating on the semester system within the department.

Serving one program that operates on the semester system—among all the other EWU programs that operate on the quarter system—means that I have requests for instruction sessions waiting for me the day I begin the academic year. Rather than planning annual leave between EWU quarters, I adjust my schedule with regard to the Communication Disorders programs. My WSU counterpart in the library and I work in close collaboration with each other and with the EWU and WSU teaching faculty to schedule instruction sessions for the department.

We also collaborate on the collection development work we do. Collaboration across boundaries in this case is both an energizing opportunity and a practical necessity. Institutional insularity is not an option.

Other departments I serve at Riverpoint break down the barriers, like conflicting schedules, that traditionally divide. EWU’s Dental Hygiene Department, for example, works in collaboration with several community colleges in western Washington to offer EWU degree-completion programs. Students enrolled in these programs complete a two-year associate degree followed by two more years of EWU courses to complete a bachelor’s degree in dental hygiene at the same physical location. As the librarian who supports the Dental Hygiene Department, my responsibilities include on-site instruction sessions, creation of online guides and other tools to help students in these programs, and collaborative relationships and open lines of communication with librarians and teaching faculty at the community colleges.

RIDE and WWAMI: Models of Collaboration
Finally, this year marks the beginning of a new pair of collaborative efforts that establish a University of Washington health sciences presence at Riverpoint. The two programs are the Regional Initiatives in Dental Education (RIDE) and the Washington, Wyoming, Arizona, Montana, and Idaho (WWAMI) partnership for medical education. RIDE brings the University of Washington’s (UW) School of Dentistry to Riverpoint in collaboration with EWU; WWAMI does the same for the UW School of Medicine in collaboration with WSU. Both programs also collaborate with each other by bringing together both dental and medical students for some of the coursework. The intersecting lines of collaboration cross institutional boundaries, departmental boundaries, and professional/academic boundaries. Furthermore, the aim of both programs is to cross the urban/rural divide and encourage new dentists and doctors to consider service to rural areas of the inland northwest and elsewhere.

RIDE and WWAMI have provided me and the other librarians at Riverpoint with new opportunities for creativity and collaboration. For example, my Riverpoint librarian colleagues and I now have UW-affiliate library faculty status, which gives us access to the wide array of online resources offered by the UW library system. In addition to mastering EWU and WSU databases and resources, we have a new set of databases and resources from the UW. We also provide services to a group of medical and dental students and faculty with hybrid UW/EWU/WSU identities. Talk about built-in boundary crossings!

It’s an exciting time to be a librarian—there’s so much happening with Web 2.0 and Library 2.0 applications, social networking, open access, the information commons, the development of e-text and text readers like Kindle, the continuing emergence of information literacy as an academic and social value. In all of these areas, opportunities for creative collaboration across the traditional boundaries of librarianship abound. So when I look at all the ways my position here at Riverpoint is poised for collaboration, it only seems to be part and parcel of the exciting times we’re living in as librarians right now. I’m looking forward to this wild ride across boundaries I’ve only begun to cross.
“Partnership,” “marriage,” and “joint-use” are typical terms describing the coming together of two libraries serving two or more distinct user groups as one library. In some cases, these arrangements leave each library in its own physical location, but in most cases the libraries are co-located in a single facility. Such is the case for the U.S. Department of Energy’s Pacific Northwest National Laboratory’s Hanford Technical Library (HTL) and Washington State University Tri-Cities’ (WSU T-C) Max E. Benitz Memorial Library. Located in Richland, Washington, both libraries, as well as the Department of Energy’s Public Reading Room, operate from the Consolidated Information Center (CIC) on the WSU Tri-Cities campus.

**Are we dancing?**

Sheila Creeth, then university librarian at the University of Iowa, used the metaphor of dancing as she spoke about what it is to be partners in an activity and engaged in the same business. “Dancing together...[is] a commitment and involvement, an agreement to communicate in order to be in step together and to avoid stepping on one another, understanding and patience (some people may just be learning to dance or learning to dance together), and the possibility of being creative and having fun!”

What a wonderful metaphor for looking at the current state of our joint-use library, and perhaps, a suggestion for our future.

While most joint-use libraries are the result of the coming together of two free-standing libraries, a joint-use library between a library for a regional campus of a major university system and a free-standing government/corporate library offers both challenges and opportunities. The 2007 Joint Use Libraries, an international conference, held that funding, staffing, and assessment are the top challenges for joint-use libraries. These challenges are our challenges at HTL and the WSU T-C library.

**Funding**

Budget constraints and funding decisions have historically fostered long-standing cooperative arrangements between libraries, be they consortia with a variety of purposes and services or more single-minded buying groups. The WSU Tri-Cities library, for example, shares in purchases with the other WSU libraries for much of its subscription collection (journals and databases) and is able to provide access to resources far beyond what it could were it standing alone with a relatively small budget. The Hanford Technical Library, on the other hand, operates primarily in a stand-alone environment for most of its subscriptions, participating in only a few buying groups. Both libraries subscribe to many of the same journals, journal and e-book packages, and databases.

Since moving into the CIC when the building first opened in June, 1997, the joint-use relationship has followed a dual-structure management model, with each library managing its own budget and staff. Each library seeks to provide easier access to the combined collections through shared policies that, for example, allow reciprocal borrowing. Improved access to collections via the Internet over the past eleven years has provided access to our e-resources for our primary customers wherever they are. Through our websites we have informed the local community about the resources available in our libraries. But is that enough?

It is increasingly apparent that, to better serve the combined customers of our parent organizations, the two libraries must work with each other, as well as with other libraries and publishers, to achieve additional cooperative arrangements and contracts to minimize our duplicate expenditures. With several years of flat budgets and no changes on the horizon, new money is not flowing to either library. Demands from our users for improved access to both collections and for tailored/personalized interfaces require that we be responsive to be credible.

By working together, with each library bringing resources to the table, we can redirect current and future budget dollars to new services, such as deploying a common interface to our two integrated library systems (long overdue), standing up SharePoint portals to deliver information resources to joint PNNL-WSU research interests, and increasing the WSU T-C staff size to work with students at point of need rather than exclusively in the library. Leveraging the depth and strengths (e.g., information technology, information management services, and research in computer science and analytics) of our parent organizations, we may also redirect budget dollars for new developments in library services that would enable all our users to more discover and use information more efficiently.

**Staffing**

The literature on joint-use libraries describes the most successful partnerships as those with an integrated staffing approach. Such an approach typically considers equal contributions of labor from each library for integrated service areas, budgets to support equitable staff and professional development to meet joint goals, and assurance of adequate staffing levels. We see examples of this model in some of the larger joint-use libraries, such as San Jose State University and San Jose Public Library, and the Broward County Library and Nova Southeastern University. This model is not in place in the co-location of our two libraries and the reading room. Nevertheless, our joint-use model has delivered a number of benefits and efficiencies to each organization and their users.

Until fall semester of 2007, the WSU Tri-Cities campus enrolled only upper class and graduate students; it is now in the second year of a new four-year undergraduate program. With just over five full-time equivalent employees (FTEs)—one of whom is a librarian and tenured faculty member—and a library open 69 hours a week, the WSU T-C library

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Alki: The theme of this issue of Alki is "collaboration across boundaries." How does that theme resonate with you?

CA: Well, you know we're in this library field, and one of the things that has been absolutely important is that we can't do it alone. We're not funded in our libraries, we're not funded in our association work, to be able to go it alone. So the whole idea of collaborating and resource sharing, whether it's human resources or financial resources or material resources, all of that is part of collaboration, so I love the theme—we just can't do it without collaborating.

Alki: The WALE conference committee was delighted by your offer to speak at the annual WALE conference. As ALA president-elect and in your role as ALA president, what will be your focus?

CA: I am going to really talk about and emphasize the impact that libraries have on all of our communities, whether that community is schools, or academic institutions, or cities and counties—it doesn't matter what our communities are. And when I talk about that impact, I'm really talking about the value of libraries and the value of all of us as library employees. There's going to be two arms to that. One is advocacy. I'm not talking about the advocacy we do with decision-makers and legislators. I'm talking about grassroots advocacy, where we've got our rank-and-file librarians and library staff really involved in being able to advocate for themselves for their respective libraries and also to advocate for themselves as library workers.

Then the second arm is really literacy advocacy. I'm doing that because a literate community, again no matter how we identify that community, is a very informed community. For me, literacy can go across all lines. I'm talking about reading, technological or digital literacy, cultural literacy, and information literacy. So that's what I'm hoping to focus on and we'll have a leadership group that will be working with me to put this together.

Alki: What I really like about that is the next theme for our March issue is "The State of Reading in Washington" and the theme for the July issue, which is the WLA conference issue, is "Impact and Influence."

CA: This is perfect!

Alki: I want to talk about your significant work in advocacy for libraries. Sometimes it seems that the library community's ability to influence others is dissipated because we're somewhat fragmented. We have competing organizations, sometimes with conflicting values. We're sometimes separated by library type. How can libraries overcome this challenge?

CA: Actually, Julie, that has not been my experience at least relative to legislative advocacy. I say that from the standpoint of being involved in several states and being involved in ALA's National Library Legislative Day. That's the time that, of all times, other than seeing people at conventions, that's the time that we have trustees, we have citizens, we have academic library folks, school library folks, and public library folks, all represented. And we're pretty much unified when we go into either our state legislator's office or our federal legislator's office. I've not experienced that fragmentation from the real action environment.

What's really important is we can't afford to be fragmented because the whole idea of this impact on our communities or convincing people that the library is the heart of all of our communities, really means trying to bring all kinds of libraries together, and the people who work in those libraries, to be able to advocate for their particular library, to be able to advocate for the role and value of libraries in general, and to be able to advocate for themselves. I think that will help in terms of the perception of some kind of fragmentation.

Alki: One successful collaboration, or grassroots advocacy effort, that worked here in Washington recently was the "three moms from Spokane," who were able to gain some real political influence to pass funding for school libraries. Have you had a chance to meet them?

CA: Oh, I've met them, and what a hoot they are! I met them in Anaheim. They came to the reception that was held in my honor, celebrating my being elected [ALA president]. I really enjoyed them. There's one thing I want to say about grassroots advocacy. For me, there are two

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Continued on next page
kinds. They [the three moms] are absolutely grassroots advocacy, and theirs is tied to getting to the decision-makers and to the legislators to try to make a difference and to get them to change their minds relative to funding for school libraries. That is absolutely necessary in what we do, and we need to support those kinds of efforts.
The grassroots advocacy effort that I'm talking about is member-driven advocacy. That is, that any member of ALA could be trained -- it doesn't matter if they are library support staff or if they're MLS librarians, but I'm talking about the from-line rank-and-file people -- who can be trained to be advocates for their particular library, and who can be trained to advocate their value and their library's value to other people. That's the kind of grassroots I'm talking about, so it's a little bit different than the legislative grassroots.

What's really interesting is that, when ALA did a survey of members, advocacy was one of the top two things they wanted ALA to be involved in. For those of us who are library administrators, we're being paid to be advocates. That's part of our job. But think of all of these rank-and-file librarians and library support staff who are out there -- if they could be trained to do this effectively, and part of it is understanding the power of personal persuasion and having the self-confidence to do that, which would be part of the training -- think how effective we would be because [then we would have] all of those people who are not [currently] advocating for their respective libraries, whether school, academic, or public libraries.

Alki: The Power of Personal Persuasion, of course, is the title of a document that Julie Toddoro created. I think when you were ACRL president, that I've used to help me be a stronger advocate. How are you going to do outreach to the rank-and-file membership of ALA because it sounds as though you're talking about people who don't necessarily go to the annual conference and whose involvement may be reading American Libraries every month?

CA: One of the things that makes ALA so strong is our chapters, our state chapters like WLA. This leadership group is going to put this [advocacy initiative] together with producers, and part of that will include the promotional aspect. I anticipate that we'll be very much involved with the chapters and with getting the information down to the chapters. We have the ALA Advocacy Office, now, that's been funded for about a year. They already have a model where they're going out to the various state associations and state chapters. Jim Rettig, our current ALA president, has advocacy as his major initiative. This [initiative] will just spring off what he is doing. But I want this to be member-driven advocacy. I want this to be the rank-and-file folks involved. We'll come to their states to do the training, as well as have the training at ALA's national conferences and at the different division national conferences. We can't do it overnight. It will start during my presidential year, but it will continue through the Advocacy Office.

Alki: To shift gears a little bit, in the state of Washington, demographics are changing, and our communities are beginning to see greater cultural diversity. I know you've done a lot of work in diversity, and that you've been REFORMA president, and you're one of the 100 most influential Hispanics in the US. It seems to me that it's a good opportunity for libraries to play a leadership role in their communities in welcoming this diversity. Can you give some examples of libraries that you've seen and observed in your years in working in this area that are really doing it well, and that you think are models of serving a culturally diverse user group?

CA: Let me talk about the areas that I'm most familiar with, and that is obviously our Latino communities across the country, and then let me talk about two places that I'm most familiar with. Ghada Eltarka is a one-person show for Boulder Public Library. She does unbelievable outreach for Boulder Public Library that includes not only trying to get to the Latino underserved community in Boulder, but she also reaches out to other ethnic and racial groups and does a lot of bilingual programming. She develops wonderful partnerships, with different organizations and groups in the community to do programming. I think that's a great example.

The other example that I'm most familiar with, because I'm from Colorado, is Denver Public Library. It started under the leadership of Rick Ashton, the former city librarian, but it has continued from his tenure. They have done a lot to reach out to their different diverse communities. I can speak particularly about the Latino community in that they used to use [the money they received as a library serving populations over 100,000] to put into collection development for Spanish language materials and bilingual materials. So they put a lot of good collections into their branches. But it's not just the Latino community. They've also been working with the Hmong community in west Denver.

I would tell you there are superb programs across this country, from California all the way to the Queens Public Library that still is supporting their New Americans project. It's really important, like you said, because we're talking about the changing demographics of this country. There are more and more people of color in the country, and we need to be able to serve them and we need to be able to reach out to the underserved. Libraries are the perfect organizations to do that because our services are free. Having said that, we know we all pay tax dollars to support libraries. But to come in and use our public libraries, people can do that without having to have money in hand.

Alki: You are coauthor of a new book, Academic Librarians as Emotionally Intelligent Leaders. I've heard about emotional intelligence and wanted to ask if you could talk about it and why it is important for libraries now.
CA: The reason I am so sold on emotional intelligence leadership, or EI leadership, is because libraries and people working in libraries have had to go through so many changes in the last decade or so, changes due to technology, changes due to funding issues—just a myriad of reasons why we’ve had to change so that our organizations are extremely dynamic. Change is not easy for a lot of people, no matter whether they’re working in libraries or some other area. Change is very hard. If you’re an EI leader and you’re a change agent, you have to be aware of your own emotions and manage them. And then you have to be very aware of the emotions of people you work with and how to help them and manage their emotions. If you’re an EI leader and going through a change, you’re able to see people who feel the change, people who are angry about the change, people who are sad about the change, and people who are happy about the change. And deal with them because you’re aware of the emotions, and you know then you have to act accordingly to get them to move along with the change.

Alki: You include a chapter on resonant leadership. It seems a key component of this leadership model is taking care of yourself, self-renewal, self-revitalization, when you’re in a leadership position. What do you do to revitalize and reenergize yourself in order to remain engaged and passionate about libraries?

CA: That’s a hard one—that’s one of those I’d better practice what I preach. [laughs.] I would tell you I really believe in resonant leadership because you have to take care of yourself in order to help people and to lead people. I do try every day to take my dogs out for this long beautiful walk. We live out in the country, I also try to spend some time with my husband and do some relaxing. It’s very difficult, because it’s an early day for me, and the day is a long day, but I always make time to stop what I’m doing and to do that wonderful walk. With resonant leadership you have to be very mindful of yourself and taking care of yourself so you can then be in condition to lead others. I am hoping that I’ll be a resonant ALA leader, but I’m going to have to work on it some more. I’m not there yet.

Alki: What question do you wish I had asked you by now?

CA: You’ve asked a lot of good ones. I’m real interested in mentoring and networking and role-modeling, and I think they all fit together. I tell library school students and new librarians, young librarians, that developing a network is so key to their success. That network needs to be within their library environment, within their state association environment, and also within the national environment. I can’t tell you how [much] my success and my career have been dependent on the network I developed. Part of that, in terms of the leader’s role, is the mentoring and role-modeling that we play. I always see myself as a role model. I’m very mindful of what I do and what I say as a professional librarian and as a professional administrator because I know there’s always somebody watching me, somebody looking at me as a potential role model. We never know when we’re somebody’s role model. So we always have to be mindful of that as someone in a leadership position.

The second thing tied to that is mentoring. I think it’s a professional obligation for all of us who have been successful in our jobs, in our profession, within ALA, within the state associations, to be mentors to people who are up and coming, to people who have just started the profession, because our success is their success. Our being able to pass this gift of a successful career in our wonderful profession is what mentoring is all about. We need to mentor people, and then, as they become successful, they then need to pass that gift to somebody else coming into the profession.

Those are the three areas that I’m glad I had the opportunity to bring up. Thank you.

Alki: Finally, there’s one more question. I know that you like to have fun—what’s the most fun you’ve ever had in a library?

CA: Oh my gosh! I think the most fun was—for people who know me—my motto is, “You work hard, and you play hard.” You work hard, and you give as a volunteer to our different associations all you can give during the day, and then you have fun that evening. But you’d better be able to get up the next morning for that 8:00 meeting you’re chairing and do a good job!

Having said that, with that motto, I remember that in the Colorado Library Association, every other year we’d go up to the mountains to some resort, and that’s where we would have our conference. One year we were going someplace close to Aspen, and they were going to have a country-and-western band. This was at the time when country line dancing was so big, and I thought, this is crazy—they’re going to have this band, but nobody’s going to dance because they don’t know the line dances.

I was dean at the University of Colorado-Denver library, and I offered to the folks going from UCD to CLA to give line dancing lessons. We had about twenty people, and every lunch-time I would teach them these line dances. We’d practice to these different country-and-western songs. Then when we got up to this conference, there we were, and we were the leader of the pack. Everyone knew their dances! We did the cowboy cha-cha and the boot-scootin’ boogie, and we did all of these wonderful dances. And that’s one of the most fun times I remember—but we’ve always had fun in the libraries I’ve worked in.

Alki: What a great note to end on. Thank you.

CA: Thank you, Julie, for the opportunity.
Today's students are thought to be "computer savvy." Some say students have grown up with computers and "already know how to search." Testing of incoming English 101 students at Peninsula College in Port Angeles, Washington, in 2003, 2005, and 2008 reveals otherwise. This report summarizes research done from 2003 to 2008 and highlights the outcome of a five-minute mini-pretest given to students.

Of the thirty-two students who took the pretest, ninety percent were between eighteen and twenty-five years old. The World Wide Web was developed in 1991, when most of these community college students were between four and eleven years old. So, the students have coexisted in a Web-enhanced world for more than fifteen years—all of their adult lives. Nevertheless, evidence indicates they do not know how to search Web-based library resources efficiently or effectively.

The mini-pretest
The library classroom computers were set to the library home page, so no time was wasted logging on. The task was to find one book and one full-text article in five minutes. (This exercise can be completed comfortably in less than two minutes.) Students were given title and author information for a speech found in each document. The URL of the library home page was also given, in case they needed to return to it. Students were informed the task was to find the two items in five minutes.

Our library catalog uses ExLibris Voyager software, which is standards-based and built on open-systems technology. The deep Web source searched was EBSCO's Academic Search Premier, one of the world's largest full-text, scholarly, multidisciplinary databases.

Students were asked four questions to confirm that they actually found the items. For the anthology containing a speech, they were to give the title and call number of the book. For the article containing the speech they needed to give the place and date the speech was given. (The place and date information appear immediately under the article title.) Neither speech is available on the surface Web (as of May 8, 2008), so search engines would be useless in finding the full text of either speech. The full text is readily available in the library collection and in deep-Web databases.

Task instructions
1. Find a book containing "Energy and the Job Market," a speech by John C. Sawhill. Search for it in the Peninsula College online library catalog. The library's "Online Catalog" is found at: http://peninsula.library.ctc.edu

Q1. What book contains the speech?
Q2. What is the call number of the book?
Q3. In what city was this speech delivered?
Q4. On what date was this speech delivered?

Results of the mini-pretest
Although given the author and title of a speech, and placed in front of an online catalog, sixty-nine percent (22/32) were unable to find the book containing the speech; seven out of ten students were unable to search our Web-based catalog to find the title of a book and identify the book's call number. Thirty of the thirty-two students (ninety-four percent) scored at fifty percent or lower (i.e., answered two or fewer questions correctly). One student answered all four questions correctly. The perception that students "already know" how to search is not supported by this evidence.

<table>
<thead>
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<th>Questions</th>
<th>No. of Correct Responses</th>
<th>% of Correct Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1  What book contains the speech?</td>
<td>10 of 32</td>
<td>31.25%</td>
</tr>
<tr>
<td>Q2  What is the call number of the book?</td>
<td>8 of 32</td>
<td>25.00%</td>
</tr>
<tr>
<td>Q3  In what city was the speech delivered?</td>
<td>1 of 32</td>
<td>3.13%</td>
</tr>
<tr>
<td>Q4  On what date was this speech delivered?</td>
<td>2 of 32</td>
<td>6.25%</td>
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Incoming students may be "surf savvy," but they are not "search savvy." This mini-pretest task measured ability to do a simple search using an electronic database. When asked a question like, "What do you consider to be the main concepts in your thesis statement?" the response is often a blank stare. Instruction in both location and analysis are needed, and whether we call it "research skills" or "information competency," such instruction is necessary for improved academic performance.

Results indicate seven out of ten students could not use the library catalog to find a book containing a speech when given the author and title of the speech. Students appear to not understand basic concepts of database searching and seem not to have experience with database search techniques to find scholarly literature.

These results are consistent with research done at Peninsula College from 2003 to 2008 through the administration of BILK (Brief-test of Information Literacy Knowledge) to a larger, representative student sample of 375 students from both Professional-Technical and Arts & Sciences classes in which six out of ten students could not interpret citations to scholarly literature or correctly identify search statements containing Boolean logical search operators.1

continuing on page 21
At lunch on the first day of InfoCamp, attendees filtered past the buffet tables casually; taco fixings were side notes to the conversation taking place. Riveting, deeply engaged conversation characterizes every element of InfoCamp, including the buffet line, and the slow meandering through choices of crunchy or soft, guacamole or sour cream, meant the lineup of over 180 people moved glacially. With gentle reminders to hungry attendees approaching the buffet table about the people waiting behind them, the pace significantly quickened, and disaster was averted. Everyone had the time to enjoy their meal, chat with colleagues, refuel, and dive back into the activities of the day. Experience has shown that plentiful food and caffeine are vital factors to a successful InfoCamp.

On September 27–28, 2008, for the second consecutive autumn, librarians, information architects, user researchers, user-experience designers, and other information professionals, students, and entrepreneurs descended on Youngstown Cultural Arts Center in West Seattle to attend InfoCamp Seattle 2008, a uniquely collaborative conference featuring presentations and discussions about the latest ideas from the user-centered information community.

All conferences are collaborative events. It takes many people to come together to provide material to fill up days of programming. But InfoCamp stands out from other conferences because it blends an “unconference” format with traditional conference features to produce a hybrid event. With the exception of keynote speakers and lunch, very little is officially planned. InfoCampers arrive with an idea of what they want to learn and what they can offer to teach. Attendees step forward and become participants by signing up to lead sessions on subjects of their choosing, then blend back into the audience in the next session. At InfoCamp, everyone has a voice, and everyone is a participant.

Essentially, InfoCamp provides a venue; an empy, structured schedule; the intellectual context; some of the usual conference trappings (name tags, t-shirts, exhibitors booths) to set the atmosphere; and a bunch of caffeine and food to keep things going for an entire weekend. The rest is provided by the Campers. The session schedule is determined spontaneously by the attendees, resulting in a dynamic and exciting environment where everyone contributes to the activities.

Setting the intellectual context begins long before the event takes place. A massive publicity effort helps to shape the perception of the event and to set expectations. This effort is accomplished by using email lists, establishing an online presence with event postings, building excitement with social media, and using word of mouth by talking about the event with local professionals and students. During the event itself, brilliant and vibrant local professional luminaries deliver keynote speeches, anchoring the intellectual discussion by providing the basis from which the weekend’s collaborations can spring.

After the keynote session, attendees sign up for blocks of time and rooms to lead sessions on any subject of their choosing. Before the sessions, the people who have signed up give a pitch about the subject matter they intend to address. InfoCampers respond by asking questions of the session leaders, or bargaining for merging sessions as present-

Andrew Szydłowski is an interactive communications coordinator for the Washington State Department of Transportation and one of the organizers of InfoCamp 2008.

Continued on next page
Many students gravitate toward Web search engines (which index less than twenty percent of the existing scholarly literature). Search engine users type in a keyword, and wade through results lists of irrelevant and unscholarly Web pages. Some students may consider this inefficient process to be "doing research," even though eighty percent of the scholarly literature is not searched.²

Conclusion
The fifty-minute, one-shot instruction session does not provide sufficient learning opportunity in the use of electronic resources, nor time to provide a more complete theoretical framework. Just as biology cannot be taught in fifty minutes, neither can information competency. The poor results from pretests given from 2003 to 2008 indicate a more systematic approach is needed.

Information competency instruction might be profitably embedded throughout the curriculum because every discipline relies on information, whether in the form of novels, poetry, literary criticism, scientific reports, clinical trials, or government publications. Students need to know how to access multiple sources of disciplinary information, information which is always rapidly changing. Students need to be able to access information in multiple formats (not just Google Web pages). Students need the ability to search efficiently and effectively, both to further their academic purpose, and to acquire the skills that will enable them to become life-long learners.

Credit-bearing information studies classes or first-year seminars might be profitably utilized to provide theoretical grounding in online research, the organization of information, and the place of the research process within a larger social context. These classes allow students to proceed based on an understanding of how scholarly knowledge is produced and disseminated and provide multiple opportunities for extended practice searching a variety of electronic resources.

Credit-bearing classes provide students with the opportunity to gain a greater appreciation of social and ethical issues related to information use. Armed with foundational knowledge in information studies, students can repeatedly apply their knowledge through assignments that require accessing the literature of various subject disciplines. Through cross-disciplinary literature access (research across the curriculum), students will gain information competency and graduate with transferable skills that will serve them in future professional and personal endeavors.

References
Conference Committee x Collaboration = 2009 WLA Conference
by Eva Silverstone

Jan Sanders, keynote speaker

Paula Poundstone, FOLUSA spokesperson and banquet speaker

Jane Smiley, featured author at GetLit!

A conference committee is a perfect example of "collaboration across boundaries," the theme of this issue of Alki. Drawing on committee members from many different organizations, with a variety of skill sets, is necessary to plan and execute a successful conference. Any one organization would be overtaxed if it supplied all the members of a conference committee. Collaboration isn't an option—it's a requirement!

The conference is shaping up to be a great opportunity to expand your library knowledge, spend time sharing ideas with colleagues, and hear some talented and well-known speakers. The 2009 conference theme, Impact & Influence, reinforces the ways that libraries play important roles with their constituents, as well as the influence that library staff have to effect change and positive outcomes. Some of the conference highlights are:

Jan Sanders, Keynote Breakfast Speaker. Jan Sanders's involvement in WLA conferences is almost legendary—you may have heard of the unscheduled beer run during the 2004 conference in Wenatchee, the point being that when Jan is involved it's about quality and knowledge imbued with a sense of fun. If you attended the 2008 PLA conference, you'll agree it was an immense learning opportunity and also a lot of fun. Jan is the immediate past president of PLA and a former library director for Spokane Public Library. She now is library director at the Pasadena Public Library.

Paula Poundstone, Banquet Speaker. In her public service announcement for Friends of Libraries USA (FOLUSA), Paula Poundstone says that she felt her relationship with libraries was unbalanced because she wasn't giving back. She borrowed all the books and videos she wanted, but wondered what she was giving to the library in return. As FOLUSA spokesperson she certainly is giving back and helping Friends groups nationwide raise money for their libraries. The other thing she gives us is laughter. We're fortunate to bring her to WLA 2009.

Jane Smiley, Special Event Opportunity, Thursday Night. WLA members coming to Spokane are in for a treat because Eastern Washington University's Get Lit! literary festival happens the same weekend as our conference. WLA and Get Lit! have partnered to bring author Jane Smiley to Spokane, and WLA members can attend her presentation for a substantially discounted rate. Get Lit! has also promised discounts to other events for WLA conference attendees. The full schedule can be seen at http://www.ewu.edu/getlit/. As the festival draws near.

Yes, that's the razzle-dazzle, but we've also scheduled four preconferences and more than thirty excellent conference sessions designed to appeal to every type of library employee. We hope you'll attend. For those of you in the rainy section of the state, it's also an opportunity to take in a little sunshine: Spokane's average mid-April rainfall is only .04". The conference itself really is the fruit of the collaborative spirit, where we continue what we've started, get to know our colleagues, and talk about initiatives and ideas.

Pre-registration begins January 12 and postcards with instructions on how to register will go out next month. Looking forward to seeing you in Spokane!

Eva Silverstone is the communications manager for Spokane Public Library and communications co-chair for the WLA 2009 Conference Committee. She sends thanks to several of her conference committee colleagues for collaborating on this article.

Want to go to the 2009 WLA Conference for free?

All WLA members who have never attended a WLA Annual Conference are eligible for a 2009 WLA conference grant. Selections will be based on need for this grant in terms of professional development, commitment to the profession, and financial assistance.

The application process opens on November 1st-January 20th. There will be no in-person interviews. Applicants will be notified after Feb. 20th. For more information please go to the awards and scholarship page at http://www.wla.org
NWCentral Reaches Across State Lines
by Roberta Richards and Mary Ross

Do you wake up some mornings feeling like you can’t keep up with the constant demand for new skills? Can you create a screencast tutorial of that new database? Set up a Meebo widget? Give a presentation on MySpace to the library trustees? Do you Twitter? Are you connected to your library colleagues via LinkedIn?

If you are committed to staying current on the ever-changing possibilities for library service, NWCentral (Northwest Continuing Education Network of Training Resources for All Libraries) can help. This collaborative tool is based on the premise that it takes a community to identify, share, and master new skills. Continuing education for library professionals comes in a variety of forms: training, conference programs, workshops, for-credit classes, meetings, webinars, blogs and other online resources. Sometimes the most effective learning comes from a simple interaction, live or virtual, with a colleague who has expertise to share. The goal of NWCentral is to bring all of these tools together for continuing education that is convenient, affordable, and enjoyable.

When you visit NWCentral, you will find:

- An events calendar with workshops, meetings, and conferences in the northwest and online.
- Handouts, tutorials and Web links on a wide range of library topics.
- Conference presentation materials.
- Information on scholarships and grants.
- A speakers bureau listing experts willing to share their knowledge.
- And much more, with most of the content contributed by members of the northwest library community.

In 2008, an LSTA grant from the Oregon State Library funded usability testing and an overhaul of the site. This work was done by Paul Irving and his colleagues at Sinite Web Publishing, the talented team that created Web sites for Multnomah County Library and Kalamazoo Public Library. The new site was launched in November and includes expanded categories for better browsing. Grant-funded content harvesters worked to ensure that all the new categories included some core content. However, the best content—the newest and most relevant—needs to come from you, the members of the library community in the northwest.

NWCentral was first introduced to the library community in Oregon and Washington in June 2006. The pilot version of the Web site was developed by the Portland Area Library System consortium (PORTALS) with LSTA funding from the Oregon State Library. A voluntary advisory group came together to guide its growth. Enthusiastic volunteers spread the word through conferences and email lists. Members of the library community began to populate the events calendar and topic categories with content. The Oregon Library Association recognized the potential of NWCentral and created an OLA board liaison to NWCentral, a position currently held by Maureen Cole of Eugene Public Library. In 2007, the Washington Library Association followed suit and designated its coordinator of continuing education, the position currently held by Mary Ross, as its liaison to NWCentral. For the 2008 Joint OLA-WLA Conference, NWCentral was the official host of conference presentations and handouts.

As a community-driven project, NWCentral depends on you to share your resources. Post your handouts and tip sheets, your conference presentations, your tutorials, your Web links and bibliographies. List yourself and your expertise in the Speakers Bureau so that others can contact you. Advertise your library-related training, meetings or conferences in the events calendar. Use NWCentral to educate yourself about a new technology or policy, or to find a local expert who can advise you. As present most users of the NWCentral clearinghouse are from Oregon or Washington, but the community is open to all those who are committed to life-long library learning.

Questions or comments about NWCentral can be sent to admin@nwcentral.org or to any advisory group member listed on the site. Please log on to www.nwcentral.org today and join with us in celebrating our beautifully re-designed Web site and its service to the northwest library community.

Roberta Richards is faculty librarian at Portland Community College Library. Mary Ross is WLA coordinator of continuing education and liaison to NWCentral.

ALKI • December 2008
Senator Cantwell Supports Simplified E-Rate Process
by Kristie Kirkpatrick and Rand Simmons

Anyone who has filed for E-rate knows the frustration of dealing with a highly complicated process. E-rate is the federal program that provides discounts on telecommunications, Internet service providers, and some internal connections for schools and public libraries.

The concept of the program is great. Implementation is a nightmare. Some public libraries have skilled staffs who prepare applications; others outsource, but many small and medium-sized public libraries can't afford to do so. Preparing and filing the applications may be more costly than the value of the discount. Libraries become discouraged and stop participating in the program.


This year the Washington National Library Legislative Day delegation co-led by Kristie Kirkpatrick, Director at Whitman County Library, and Rand Simmons, Washington State Library, took the issue to Washington legislators.

When the delegation broached the issue with Senator Marie Cantwell, she said, "Absolutely!" to writing a letter to the FCC supporting a simplified E-rate process. The letter attached to this article is the result.

This fall the Washington Library Association will organize a state chapter of the Federal Library Legislative and Advocacy Network charmingly known as FLLAN. The Washington FLLAN will be consist of WLA members who are willing to contact their senators and representatives in Washington DC regarding federal legislation affecting Washington libraries. Rand and Kristie are recruiting members from all nine Washington congressional districts. If you are interested in joining please contact Kristie Kirkpatrick at kirkpatri@cofax.com or Rand Simmons at rsimmons@seastate.wa.gov. Prior experience is not necessary.

Kristie Kirkpatrick is director of the Whitman County Rural Library District, based in Colfax, Washington. Rand Simmons is Library Development Manager at the Washington State Library. They serve as the WLA Federal Relations Co-coordinators.

Dear Chairman Martin:

It is hard to understated the importance of the Schools and Libraries Program of the Universal Service Fund, commonly known as 'E-Rate', to K-12 students and library users of all ages across my state and across the country. This holds especially true for those communities that merit the Program's deepest discounts and reimbursement rates. Without the E-Rate, many of our nation's public schools and libraries simply could not afford to provide students and community members with the essential telecommunications and Internet-related services needed to be successful in today's increasingly digitally driven world.

Access to affordable telecommunications and Internet-based services is so essential that we must all do what we can to make the E-rate program available and accessible to the widest number of schools and libraries. According to the National Commission on Libraries and Information Science, at the time the 1996 Telecommunications Act was enacted, slightly over 44 percent of public libraries had a connection to the Internet for staff or public use, and of those, less than half provided only a slow dial-up Internet connection with text-based terminal access.

Between 1998 and 2007, the E-rate program provided public libraries with discounts of over $600 million. A survey performed by American Library Association (ALA) in 2004 indicates that 98.9 percent of public libraries are now able to offer public Internet access. Further, the E-rate turned out to be an important tool to promote the build-out of broadband services to local libraries. Clearly, the E-rate program's investments have enabled libraries to better serve their communities all across the United States.

Even so, there remain libraries unable to participate fully in the E-rate program because of a variety of technical and administrative issues. Some libraries do not participate because of what they consider to be a cumbersome application process. Some libraries in low-income communities do not get the discounts they deserve because the discount for libraries is the school district average, rather than the closest neighborhood schools' discount. Libraries deserve the option to get the same discount as the closest school.

I encourage the Commission to simplify the E-rate application and disbursement process where feasible, while maintaining the appropriate accountability to minimize waste, fraud, and abuse in the program. Additionally, the Commission should re-examine the methodology used for calculating the poverty level for library outlets and branches.

It has come to my attention that the ALA made its recommendations to simplify the E-rate application and disbursement process in filings with the FCC over two years ago in a further notice of proposed rulemaking for several docket surrounding the universal service fund. My understanding is that the FCC has not yet completed this rulemaking. I would like to know the status of the rulemaking and the Commission's anticipated timeline to complete it.

Sincerely,

Maria Cantwell
United States Senator

The Honorable Kevin Martin
Chairman
Federal Communications Commission
445 12th St. SW
Washington, D.C. 20554

July 11, 2008

United States Senate
WASHINGTON, DC 20510-4705
The Neill Public Library Board of Trustees is pleased to announce the appointment of Geraldine de Rooy as library director. Geraldine currently serves as director at the Kelso Public Library. She received her Masters of Library Information Services from the University of Texas and has worked in public libraries for the past 16 years. Geraldine will join the Neill Public Library staff in early 2009.

Ahniwa Ferrari, Online Resources Consultant at the Washington State Library and coordinator of Statewide Virtual Reference in Washington State, has been announced as one of the librarians included in the American Library Association’s Class of 2009 Emerging Leaders. The ALA Emerging Leaders program began in 2007 as one of Leslie Burger’s six initiatives. The class of 2009 will be the third class to participate in the program, which encourages its leaders to network, collaborate, and work virtually on a variety of ALA projects between the Midwinter and Annual ALA conferences.

Ferrari, who just completed his MLIS at McGill University, and began working at the Washington State Library in May of 2008, is one of 109 librarians participating in the 2009 Emerging Leaders program, and one of six from Washington State. Other Washington librarians include: Kristine Baker, Stephen Coker, Sarah Evans, Amanda Hornby, and Zola Maddison.

Ferrari’s participation in the program was sponsored by the Washington Library Association. This is the first year that the WLA has sponsored an Emerging Leader, and as a sponsor they will help subsidize Ahniwa’s costs to attend the ALA Midwinter and Annual Conferences in 2009.

The Friends of the Burbank Community Library became partners with Columbia School District’s Literacy Improvement Team. This fall the group purchased books for all kindergarteners and will hand them out in November when the children come for a Burbank Library tour. The book chosen for this year was The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear by Don Wood.

Former WLA President Carolyne Myall was the faculty recipient of the Outstanding Woman Leader Award at the 10th Women’s Leadership Conference of the Inland Northwest for her service to Washington libraries and the people who use them. The Outstanding Woman Leader Awards are presented to dedicated leaders who work to realize their vision through collaboration with others, who face life’s challenges with grace and courage, and who demonstrate dignity, integrity, and honor.

For the month of October, Vancouver Community Library’s lobby display case featured a library-themed scarecrow tableau put together by Fort Vancouver Regional Library District communications staff. This display’s star was Mr. Peri Odical (made out of magazines) pulling his “Boo_mobile” (a wooden wagon) loaded with Halloween-theme titles (book cover color-copies over foamcore, so the real books could remain in circulation). The display entertained visitors and helped promote Clark County Historical Society’s “Extreme Scarecrow” contest, which featured scarecrow entries at various locations around the community.

Vancouver Public Library’s Scarecrow, Peri Odical, and his “Boo-Mobile”
The Washington Association of Library Employees held its annual conference in Olympia on October 2-4. The theme was “Capitalize Your Career.” Presenters and keynote speakers gave excellent workshops, presentations, and demonstrations:

- Doris Helge demonstrated how to have Joy on the Job! She led the audience in fun exercises to create and maintain a sense of fun. She had the room full of balloons, pipe cleaners, piles of furniture, and laughing participants.

- Jo Dereske, the author of the Miss Zukas mysteries, told the attendees how she uses libraries for research and inspiration for her books. She also told about the many letters she received from readers, both praising and criticizing her work. (One reader was concerned that a fictional cat was not receiving the right kind of cat food.)

- Bill Barnes and Gene Ambaum, the creators of Unshelved!, the comic strip that takes place in the fictitious Mallville Library, regaled the audience with many amusing stories about libraries and inspirations for their strips.

- Karen Stroge is a consultant who posed the question, Is certification for you? The Western Council of State Libraries offers a Library Practitioner Certificate. Western Council and ALA are engaged in a three-year project to establish a Library Support Staff certificate. She helped us learn about the differences between these programs and the goals of each.

It was a wonderful surprise to us when Dr. Camila Aline, ALA President-elect, called us one day and said, “If I am elected as the next ALA President, I would like to come and speak at your conference,” and of course we said, “YES.” She spoke about emotional intelligence in libraries at Friday’s conference luncheon. With all these great presentations, fantastic educational workshops, and outings to the state library and the state capitol, conference attendees learned a lot and enjoyed themselves.
Past Recipients of WLA Scholarships

Submitted by Jennifer Bisson, WLA Scholarship Committee chair, and Angelina Benedetti

Linda Johns, WLA 2004 Scholarship Recipient

Linda Johns, recipient of the WLA Scholarship in 2004, is currently readers' advisory librarian in the Fiction Department of the Seattle Public Library. She's also a writer and has had seven children's books published (including the Hannah West mystery series).

Johns finds the personal connection with readers the most compelling aspect of librarianship. She writes, "As a former bookseller, I already knew how much I love that magical moment of connecting a reader with the right book at the right time. But I had no idea how much deeper the personal connection to readers could be until I began working in a library, doing readers advisory and being a part of a community."

Johns's son was in elementary school while she was in library school, and she worked full-time as an editor. The WLA scholarship gave her some room to breathe: "I cut my working hours down to 30 per week, concentrated more on graduate school and managed to not be a stressed out mess for that second year of MLIS studies. The WLA funds meant less debt, and that's a huge relief."

Two added benefits were getting involved in WLA and going to her first WLA conference. According to Johns, the connection she made through WLA while she was a graduate student were "pretty incredible."

Johns is a strong advocate for the WLA scholarship. She writes, "This scholarship truly encourages new librarians who come from diverse professional backgrounds. There are so many graduate students who are juggling full-time jobs, families, and the demands of switching to a new profession. All of their rich experiences make them wonderful additions to the field of librarianship, and if we can recognize these up-and-coming librarians—and make their lives a little easier—it only serves to strengthen our profession."

Nancy Schutz is training and staff development coordinator for Timberland Regional Library. She has been surprised by the array of options available to librarians and delighted by the fact that "my job is always interesting and different each and every day."

Schutz writes that, in addition to the obvious financial help, being awarded the scholarship gave her the confidence and support she needed. "It had been many years since I'd graduated from college and knowing that the Committee decided that I was a good candidate was a positive thought that I could rely on when I began to doubt myself."

Shutz believes that a scholarship that supports Washington library students in their education is a wonderful way for the Washington Library Association to use its funds. To find out more about the scholarship and how to donate, please visit www.wla.org

Erin Krake, librarian at Roslyn Public Library, appreciates librarianship for "how much it serves the part of me that wants to serve others. I've felt a sense of social responsibility since I was in college, but I would never have thought that becoming a librarian would address that need until I got this job being a small town librarian. Then I understood quickly how much a librarian helps the community and on so many different levels. It helps to keep me challenged and interested. It is just so much fun and so fulfilling at the same time."

The WLA Graduate Scholarship helped Krake with the financial difficulty of going back to school on a very limited income. It also helped her to get outside of her comfort zone to become more involved in WLA and in the profession in general. According to Krake, the scholarship "gave me the confidence to share my perspective and my ideas with my peers."

Krake believes the WLA scholarship is one of the best things the association does because it serves a core purpose: promoting the profession of librarianship by supporting students of the profession.

WLA 2008 Scholarship Recipient

Thanks to a continuing education grant from WLA, Peggy Bryan participated in the Association for Rural and Small Library's Conference in Sacramento in September 2008. Peggy reports, "The conference was the perfect time to share ideas, learn new things, and network with colleagues who face the same challenges of working in small libraries. I especially enjoyed the workshops related to fundraising, programming, and staff development. Fresh ideas from this conference will help me better meet staff, library, and customers' needs. Thank you to WLA for the $500 grant, which allowed me to attend and helped stretch Whitman County Library's small budget!"
staff serves a student population of 976 FTE students. With more students and classes served each year, in the not-too-distant future the library staff will need to increase its numbers to meet the research and information literacy needs of the campus community.

The Hanford Technical Library (including the Department of Energy's Public Reading Room), with 18.5 FTEs, including eleven librarians, serves the Pacific Northwest National Laboratory (PNNL) and the Hanford Site contractors, totaling nearly 12,000 users, and a dozen or so organizations and companies. PNNL staff members are primarily located in Richland, but some work in Seattle, Sequim, Portland, and Washington, D.C. Few of the library's customers visit the bricks-and-mortar facility. The majority of the collection is online (journals, databases, e-books, e-pedias), and these resources are delivered to the desktop, with hard-copy materials delivered through planet mail. Face-to-face contact with customers is managed through in-person visits to researchers' and engineers' offices, lunch-time classes, and Live Meeting sessions for users at remote locations. Each year, the HTL librarians also teach a handful of resource and searching classes for the WSU community.

The year-and-a-half of planning and cross-training prior to moving in together served both staffs well from the very beginning. At the Information and Circulation Desks, staff members assist each other's users and provide coverage on the public desks during each library's meetings or when a colleague is on vacation or ill. Both libraries' collection development staff members consult with the other when purchasing hard-copy books, so as to eliminate duplication and reduce each library's expenditures. Stacks maintenance activities and usage surveys are shared. Hard-copy collections are inter-shelved regardless of ownership, making it easy for users to locate materials. Our users can borrow from both collections.

Assessment

In a 2003 article on combined reference services, Karen Buxton (PNNL) and Harvey Gover (WSU T-C) describe the history of these two libraries coming together. From an idea first put forward by the Pacific Northwest National Laboratory (PNNL) in the mid-1980's, to a proposal championed by the founding dean of WSU Tri-Cities, to the ground-breaking in 1995 and the ribbon-cutting ceremony in 1997, the key objectives were to "not only provide easier access to a vast [combined] library collection, but also [to act] as a catalyst to boost the local economy."

Looking back, it is noteworthy that the parent organizations did not plan for joint-use reviews and evaluations or review of shared, on-going objectives for the libraries. Over the years, each manager has been responsible for benchmarking, evaluating, and reporting metrics for each library to its parent organization. The managers frequently discussed these reports and measures with each other and often shared metrics that could be used by the other in their reports.

The joint use of the HTL and WSU T-C library has generated a whole that is greater than the sum of the parts. As each library has maintained distinct service levels for its own primary constituents, both have teamed to serve each other's customers, as well as a new customer—the member of the general public who walks into the library. Users have benefited from the co-location of the libraries through extended collections, reference services, educational outreach, and hours of operation. To the user, it's nearly transparent!

So, are we dancing?

We are still learning to dance and to dance together. Sometimes we step on each other's toes. If we are to truly dance, we must build on the achievements of the two libraries and their staffs, leverage the cooperative arrangements already in place, and work toward a new vision for a joint-use library. The vision should include a careful assessment of user needs, planning for technological advances, a celebration of the values and missions of each organization, and a reaffirmation of commitment and involvement.

With new tools and endorsements, not only could we learn to dance without stepping on one another, I think we could advance to the jitterbug! We could have fun! And we just might be more creative than we'd ever imagined!

References


A Letter of Thanks
by Gail Willis

Well! I am finally well and truly retired and want to express my extreme gratitude to the association and to literally hundreds of you who participated in my send-off events.

As many of you know, my stepfather & my mother, both of whom had been very unwell over the last several years, died within a month of each early this summer. This was very sad, but not unexpected. It did, however, mean that my timeframe for actually retiring stretched until the end of July as I took off time during their final illnesses. I thank so many of you who sent condolences or attended their joint memorial service.

I was able to attend the annual conference in Vancouver and greatly enjoyed receiving an Emeritus Life Membership and the chance to visit with friends old and new at the President’s Reception, which Martha Parsons graciously turned into a farewell bash in my honor.

Kristy Coomes & Susan Madden helped plan a wonderful party in June during the annual board retreat. Sadly, I missed that. By all accounts, everyone in attendance had a wonderful time, and Tony Wilson took great photos and made a CD that I cherish. Kristy made sure that the scrapbook and an amazing array of greetings and gifts got to me.

I owe Kristy undying love and gratitude for spending days and days helping me sort through the WLA papers from long ago and my 14 years with the association to get them into a useful archive. Susan Madden pitched in on that effort, too.

WALE capped off my months of celebration by inviting Don and me as guests at their fall Conference where I again was overwhelmed by love, affection, and lovely cards and gifts.

My time working for WLA was a constant source of wonder and, mostly, joy. I have gotten to know so many of you, to see how the association provides a framework for fellowship and personal growth, and to witness its advocacy for the wide library community. I look forward to staying connected via my new Emerita status and to seeing you all in future days. Thank you for fourteen amazing years.

Gail Willis retired this summer after fourteen years as executive director of WLA.
I’d Rather Be Reading

Lost & Found: a Book List

by David Wright

One of the most attention-getting displays we have ever done in our library was a closed-case exhibit (we actually use the ghastly term ‘coffin case’) of things we’ve found in library books. You’d see even the most harried or preoccupied patrons stop to peer into the Plexiglas case with its odd assortment of scribbled notes, old Polaroids, postcards, ticket stubs and bookmarks, ornate and impromptu. I think our favorite item was a Christmas shopping list in which most of the recipients were dispatched with the same thrifty, homemade gift—a forlorn knoll: “…sauce…sauce…sauce.” If your library hasn’t been saving the stuff you find in books, I highly recommend it.

Lately I’ve enjoyed the same fascination with the various compendiums of found objects that pop up in various hiding places throughout the Dewey. For example, the pleasure of discovering that gift list can be enjoyed many times over in Milk Egg Vodka: Grocery lists lost and found, by Bill Keaggy, with such telling actual lists as “Candy Bars? Stuff for Juicer, Soy milk, Granola, Tush Cleaner” or “Cabin, bird feed, noodles, buttermilk, dog yogurt, bananas, hare sope, cream of salmon soup.” It is enough to make you think twice about where you toss your own grocery lists. The best known example of these are the various book-length gallimaufries amassed from the pages of Davy Rothbart’s Found magazine: Found and Found IV. Even the most reluctant voyeurs will find themselves transfixed by this assortment of notes passed in class or taped to cars, schoolwork, doodles and scraps, through which one may catch glimpses of loves, hates, vulnerabilities, and losses that veer from the hilarious to the tragic.

“This is not a book to be hurried through, and as you gaze into each pair of eyes and see what is projected and what protected, the cumulative effect is to inspire a curiously overwhelming compassion.”

A third volume in the series, Found: Polaroids, opens the door on an even more enticing sort of found object: photographs. Think of the frisson of finding a Polaroid in the street and you’ll have some idea of the built-in appeal of these images, which open little windows into the lives of strangers that leave much to entice the viewer’s imagination. I had terrible difficulty putting down Babbette Hines’ Photobooth and Nakki Gorams’ American Photobooth, with sequential snapshots that add a hint of the moving picture, capturing successive moments both guarded and un-, as diverse physiognomies arrange themselves according to their owner’s sense of identity, or wished-for identity.

This quality is even clearer in one of my favorite titles in this genre, the truly amazing LaPorte, Indiana, by Jason Bitner. The story goes that Jason and a friend had traveled from Chicago to LaPorte to catch a demolition derby, and stopped in a diner for a bite. Above the eatery there used to be a photographer’s studio, and a back room was filled with box upon box of old photos from their stock, selling for 50 cents apiece. The friends hunkered down, ordered more coffee, and dug through 18,000 proofs from the ‘50s and ‘60s, and this book represents their most interesting finds—not oddities, but images of breathtaking Midwestern normalcy—beautifully reproduced and artfully arranged. This is not a book to be hurried through, and as you gaze into each pair of eyes and see what is projected and what protected, the cumulative effect is to inspire a curiously overwhelming compassion.

Then there’s Ian Phillips’s Lost: Lost and Found Pet Posters. Talk about pathos! Dogs, cats, bunnies, in photographs or drawings, dashed off in desperation or lovingly detailed by a child’s hand, together with heartfelt, prayerful appeals to someone—anyone—that the lost family member will be found. The “pug with apricot-colored ears,” The pig with identifying tumor. Amidst the heart-rending hope (“Lost Female Dog. Children Crying”), there are moments of hilarity (“Rabbit. Find Him.”) and some serious weirdness: “LOST BLACK LAB / No

David Wright is a readers’ services librarian at the Seattle Public Library’s central branch, a member of the Readers’ Advisors of Puget Sound, and writes columns and reviews for Booklist, Library Journal, and the NovelList database. His library’s blog is called Shelf Talk (http://shelftalk.spl.org)

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collar, No legs, / NEEDS Medicine!!! / Ask for Unca Tom Jennings."

Yet more voyeuristic delights are to be found in two recent collections: *Love Letters, Lost*, by Babbette Hines and *Other People's Love Letters*, by Bill Shapiro. Picked up in estate sales, flea markets, and elsewhere, these deeply personal missives were never intended for public consumption. Here are pet names and secret languages, young love and settled affection, running the gamut of emotion on both sides of that thin line between love and hate, and giving voice to sentiments that are embarrassing, amusing and moving, sometimes all at once. I'm not given to fits of Luddite nostalgia, but this is something we may be losing in the age of email and chat, and seeing these letters made me want to revisit (and maybe burn) some old boxes of mash notes I have in the basement.

Finally there are David Nadelberg's *Mortified: Real Words, Real People, Real Pathetic*, and *Mortified: Love is a Battlefield*, which gather the most deliciously agonizing awkwardnesses of high school reflected in letters, journals, and some truly awe-inspiring flights of adolescent fancy, interspersed with abashed and amused comments from the contributors' adult selves. Trinie Dalton has assembled a sort of fantasies made out of these same painfully raw materials in *Dear New Girl, or Whatever Your Name Is*, in which several talented artists interpret, illustrate, and embellish a collection of notes confiscated by Dalton in her work as a substitute teacher, creating little masterpieces of offhand cruelty and love. All of these are the sorts of books that one picks up out of idle curiosity, and doesn't put down until the last page is turned. They make terrific gifts for readers and non-readers on your list. [...]
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