Mansfield Library Faculty Publications   Mansfield Library

Fall 2008

Made to Stick : The Book by Chip and Dan Heath, Adapted to a Library Audience

Samantha Hines
University of Montana - Missoula, samhines@gmail.com

Follow this and additional works at: https://scholarworks.umt.edu/ml_pubs

Part of the Library and Information Science Commons

Let us know how access to this document benefits you.

PNLA QUARTERLY

PNLA Annual Conference
August 6-9, 2008
Post Falls, Idaho

Libraries Go Wild

PACIFIC NORTH-WEST LIBRARY ASSOC.

volume 73 number 1 (Fall 2008)

Business

Feature Articles

THE OFFICIAL PUBLICATION OF THE PACIFIC NORTHWEST LIBRARY ASSOCIATION

PNLA QUARTERLY

President's Message

Kathy Watson

MISSION

The Pacific Northwest Library Association is an organization of people who work in, with, and for libraries. Its mission is to facilitate and encourage communication, networking, and information exchange for the development and support of libraries and librarianship in the Pacific Northwest.

Greetings to all! This is my first message to you since the passing of the gavel at the membership meeting in Post Falls where I officially became President of the Pacific Northwest Library Association. My year as First Vice President/President Elect, with its accompanying 7 months of presidential responsibilities was one that was full of new experiences, new friends, and lots of learning. It also went faster than any other year of my life!

Our 2008 Annual Conference was a great success, in spite of, and perhaps even in some strange way, because of extra stress that came along at the last minute. The story is probably well known by now, but let me fill you in just in case you had to miss the conference.

The Governor of Idaho had requested that two counties in North Idaho be declared a national disaster area because of extreme snow levels and the spring flooding that came after. Post Falls was part of that area, and the Templin's Red Lion Inn had contracted with the Governor's Office and FEMA to provide their meeting and guest rooms starting the Saturday our conference ended. However, once the President of the United States makes the proclamation, FEMA has only 48 hours to be on site…hence, a collision of some magnitude for the Red Lion and the Pacific Northwest Library Association.

Some of the meeting rooms were switched and 37 of our attendees were given rooms in other hotels. The Red Lion shuttled (at Red Lion cost) our members to and from the conference site and their hotels and made a financial offer to help PNLA out. I asked that they meet with our Board on Wednesday afternoon and discuss the issues with all of us. Then, as a Board, we discussed the matter, how each Board member felt about things, and what we thought would be a reasonable "settlement" with the Red Lion.

The General Manager and the Director of Sales for the Templin's Red Lion then met with us, listened to my statement recapping the decisions the Board had made, and promised that they would be back with us before 5:00 pm when the Board meeting ended. The bottom line was that the Pacific Northwest Library Association was given almost $5,000 off of our conference bill, members were shuttled upon request, we all found our way around to new room assignments, the venue was lovely, the programs and speakers most interesting, and we had a fine time. Librarians are so resilient! The Red Lion was so gracious!

2009, my "Presidential" year, is also the Centennial Year for the Pacific Northwest Library Association. It is my goal to work towards creating a stronger presence for our Association throughout the Northwest and the larger library communities of Canada and the United States. And in the process, to help grow the membership numbers for PNLA.

Often we see the question posed, "How does it benefit me to belong to a professional organization?" It is my thought that there are as many answers to that question as there are people asking it. For a long while, I joined Idaho Library Association because I could more likely attend the annual conference and hear from authors. I must admit, meeting the authors is still a big deal for me!

Just as there are many, many reasons for joining PNLA, there are many ways to help create a greater presence for our association. I ask that each of you consider the questions of "presence and membership growth" and email your thoughts to me at kwatson@marshallpl.org . Together we will celebrate 100 years of success, and move forward into the next 100 ever more successful years.■

From the Editor

MARY K. BOLIN

PNLA can be proud of the librarians in the states and provinces that are part of the association. The values of our profession are plainly demonstrated by the actions of librarians in the region. Know what I'm talking about? You probably do, but, if not, just google "Alaska librarian ban books." Intellectual freedom is alive and well in the Northwest! We can also be proud of the very fine PNLA 2008 annual conference. This issue contains a number of papers and presentations from that conference on a range of interesting topics.n

---

Submission Guidelines

Format
Please submit all documents as either a .doc or an .rtf

Font style
PNLA Quarterly publishes in the Verdana font, size 8.

Spacing and punctuation:
- Please use a single space after a period.
- Please use full double dashes (i.e., "–" not "--")
- Please place punctuation within the quotation marks.
- Please omit http:// when quoting Web site addresses
- Please place titles within text in italics (not underlined).
- Please do not capitalize nouns such as "librarian" unless the word is included in a title.

Spelling
Web site, Internet, email, ILL; please use the spelling conventions of your country.

Citation Style
Please use whatever style you wish, as long as it is used consistently.

Additional Information
Please submit a 100-word biography and postal address with article.

A New Look at NWCentral: Your Clearinghouse for Continuing Education

ROBERTA RICHARDS

Hollywood librarians can rattle off answers to random reference questions from the tops of their heads. In Desk Set, Katherine Hepburn's character Bunny Watson chirps into the phone, "the author is Henry Wadsworth Longfellow" and proceeds to quote Hiawatha from memory. We real librarians view our Hollywood counterparts smugly, secure in our knowledge that we don't have to have all those facts in our heads, as we have the tools and skills to look them up.

Some days, however, don't you feel as if you really are expected to know how to do everything? Can you make a screencast tutorial of that database? How about setting up a Meebo widget, or connecting with texting teenagers, or figuring out the copyright implications of an ILL request? And do you Twitter? Keeping up is a challenge in this period of transformative technology and sky-rocketing patron expectations. For library staff committed to staying abreast of the ever-changing ways to best serve our communities, NWCentral (Northwest Continuing Education Network of Training Resources for All Libraries) can help.

If you have not had a chance to visit NWCentral (www.nwcentral.org), please do! This is what you'll find:
•   An events calendar with all sorts of library trainings, meetings, and conferences in the Pacific Northwest and online.
•   Handouts, tutorials, presentations and weblinks on a range of library topics
•   Conference presentations
•   Scholarships and grants information
•   A speaker's bureau listing experts willing to share their knowledge
•   And more – with much of the content contributed by members of the local library community.

Plan to spend some time on your visit to the site!

NWCentral was first introduced to the library community in Oregon and Washington in June 2006. The pilot version of this web site was developed by PORTALS, the Portland Area Library System consortium, with LSTA funding from the Oregon State Library. Under the leadership of Sheila Afnan-Manns, the project began with a series of focus groups to assess library staff's continuing education needs. Two themes emerged from these focus groups. First, library staff want a 'one stop shop' for finding trainings and resources on the whole spectrum of library topics. Second, this 'one stop shop' clearinghouse should have a local feel, and be full of community connections. Sometimes you want more than a list of steps to follow to, for example, set up a chat reference service. What you really want is to talk to someone who has actually done it in a real library.

The goals and specifications of the NWCentral project as defined in the focus groups were adeptly transformed into computer code by Rachel Bridgewater, using the open-source content management system Drupal. A voluntary Advisory Group came together to market and guide the project. After the pilot of NWCentral was launched in June 2006, enthusiastic volunteers began adding content to the site and spreading the word at conferences and on library lists. Portland Community College Library offered permanent hosting for the site. Both the Oregon Library Association and the Washington Library Association established liaisons to NWCentral. In April 2008, NWCentral served as the official repository for presentations from the OLA/WLA joint conference.

A refined and expanded version of NWCentral will be released this fall, probably in late October. This bare-bones operation had not conducted usability testing, and it became clear that refinements to the web site were needed for the project to reach its potential. The Oregon State Library provided a follow-up LSTA grant to fund usability testing and a re-design of the site. This work is being done by Paul Irving and colleagues at Insite Web Publishing, the talented team that created Multnomah County Library's wonderful website and recently launched a website for the Kalamazoo Public Library. The expanded NWCentral site will include additional categories for more precise topic browsing. Grant-funded content harvesters will ensure that all the new categories

Roberta Richards is PORTALS Coordinator and Reference Librarian at Portland Community College in Portland, Oregon. She can be reached at: rrichard@pcc.edu

Traveling the Information Goat Trail: Serving the Very Distant, the Involuntarily Clueless and the Self-Described Techno-Peasant

THERESA KAPPUS
KELLY JENKS

We open our presentation with a short video of footage taken from behind the wheel while out and about this past spring on our Canadian adventures. While working with the film, we were musing about the symbolism of the "ROAD" and the "JOURNEY" we are all on; yes, personally and for the purposes of our meeting today, professionally, as we experience the journey of discovery in providing services to our non-local patrons. First, a word about our presentation title: the "goat trail" is both literal (driving along a narrow road on one of our teaching trips into Canada, Kelly exclaimed "This is a goat trail!") and figurative (we want to be trailblazing, but usually we're trudging along a rough path, trying to keep our footing). The user types in the subtitle are fairly obvious, but in case you were wondering, here's our definition of each.

The Very Distant – These are those students who are physically very distant from campus. They may be on the other side of the country, out of the country, in the country, on a dinky island off Alaska or even on a battleship. The "very distant" for us especially means those folks for whom everything is distant. Sometimes our *very distant* students have additional concerns like *very* poor internet connections that make accessing resources *very* difficult.

The Involuntarily Clueless – You know these people. They are adult online students and sometimes younger on-campus students who don't think about using the library because to them, libraries are still just books and card catalogs. They don't know we have online databases, full-text articles, interlibrary loan and other great services available for them to use. To make matters worse, their professors aren't telling them.

The Techno-Peasants – I borrowed this term from an e-mail I received from one of our graduate students. In it he said, "Thank you for your kindness and patience in helping this techno-peasant." Like that student, "techno-peasants" don't frequently use computers or the internet on a regular basis. As a result, you can expect them to have either outdated computers or the newest laptop on the market that they have no clue how to use, and neither do you. Anything online is confusing and online classes present a huge obstacle for them. But we'll take their tuition money, won't we?

Our good fortune, professionally, has been to fall into an institution with a rich history of support for distance learners. Let me introduce you to Gonzaga University and give you a glimpse of our journey with non-resident student populations. We have approximately 6000 students (not counting the law school) and about 700 faculty. Gonzaga is a Jesuit/Catholic University located in Spokane, Washington and was founded on the principles of service and outreach by people whose core values are faith, transforming love and justice. I think it is not uncommon for organizations to struggle with the formation and implementation a mission, and while we are far from perfect in our talk or our walk, the Jesuits live, and encourage others to live, on the frontier physically, spiritually and intellectually. In many ways that is what we are talking about here today: how to reach people who are living, working and learning on the information frontier. At GU the first distance classes were taught in 1982 and library support for students in those programs began in 1988. Actually, we are one of the nation's "first responders" in this field. Taking our inspiration from the Black Robes, we have often billed ourselves as 'Information Missionaries" and we and our students get a kick out of the analogy. Our goal today is to facilitate exposure to ideas and we hope to get as much as we give! We want to hear your stories: what you have tried-what is working and what is not! As we share in this way, hopefully we can all get a little comforted that we are not alone and inspired by new possibilities.

As mentioned above, Gonzaga University began offering distance programs in 1982. By 1988 when the first distance librarian came on board, the School of Education had students in 25 off-campus locations in Washington state and western Canada. The School of Professional Studies started its venture into distance education in 1987, offering its Masters in Organizational Leadership program to eight students at a center

Theresa Kappus has experience in both academic and public libraries, starting as a work-study student at the University of Oregon. After earning her MLIS from the University of Denver, Theresa worked at Minot State University and Minot Public Library in North Dakota. At Gonzaga for ten years, she is currently the ILL & Distance Services Librarian, working primarily with adult students in off-campus graduate programs. She can be reached at kappus@gonzaga.edu

After getting her MLS from San Jose State, Kelly Jenks worked as a school librarian in both Montana and Washington. She started at Gonzaga nine years ago in a staff position working in periodicals, but her true love is teaching and two years ago she was hired as the Instruction Librarian. Most of the time, you'll find her in front of a class of freshmen actually getting them to listen! She can be reached at jenks@gonzaga.edu.

Traveling the Information Goat Trail: Serving the Very Distant, the Involuntarily Clueless

in Colville, WA. Library support at that time, included a toll-free number, article delivery by mail, interlibrary loan services, video instruction and of course, reference assistance. A few years later, some sites were outfitted with library technology: a computer and our library catalog on CD-ROM. In the early 90's the library was looking into using electronic mail for "message communication" and article delivery using a fax machine.

Kathleen O'Connor, our first distance librarian, tells great stories about the "olden days" of distance services at our library. Back then, approximately 200 research-hungry Canadian students would arrive in Spokane for their summer residency. The library was on red alert, as each student needed to make an individual appointment for research assistance. Librarians worked long hours

Prince George to Fort St. John

meeting with students from 7am – 9pm. Kathleen says "it was like the Christmas rush". Database searching, of course, meant dialing up Dialog. Only librarians who were well-versed in commands and field names and adept at manipulating search strategies could unlock the contents of databases. Students would reimburse the library for the "expensive" search fees; paying (in 1986) $7-$12 for a search with 20-30 citations. Then the flood of photocopying would begin and the ILL office would be snowed under until the end of July.

Kathleen also started our site-based instruction visits, traveling to various cohort groups throughout western Canada. On one seven-cities-in-seven-days excursion, she took along a computer and ERIC on CD-ROM, met individually with students and printed off the desired search strategy for their research projects. Upon her return to campus, she replicated each search, printing out the results, often working from home on the weekends. Remember, this was in the days when a 20-30 ERIC citations could take up to 45 minutes to print! Those results were then mailed to the students, who would subsequently call the library to request the articles they needed. Which were, of course, mailed to them. (Is anyone calculating the turnaround time, here?) Those were the true goat trail days and all of our institutions have been there.

Today, Gonzaga's School of Education supports approximately 400 graduate students the majority of whom live and take classes in British Columbia or Alberta. The classes are still taught face-to-face and use only a few online components: email mostly and occasionally Blackboard. Typically, you will find a Gonzaga professor teaching a cohort comprised of 18-20 students. Only the Counselor Education students come to campus in the summer and there's only about 25-30 of them. No more marathon days for our librarians during July!

The School of Professional Studies has our fastest growing distant student population with over 900 students enrolled in Organizational Leadership programs that are delivered entirely online. There are an additional 200 or students in the graduate Nursing program, which moved to an all-online format in 2007. Ironically, with all our online capabilities and services, it is these online students that are our biggest outreach challenge.

Access to library resources and support is much easier than it was in the early days of distance learning. Anyone with decent internet service can access the library catalog and a host of online databases that anyone can search, even if they don't know what "Boolean" means. Even interlibrary

loan is easier; maybe even too easy considering the expense. Email, though deemed archaic by some of incoming freshmen, is commonly used for "message communication" as well as for reference assistance and document delivery. Yet, no matter how sophisticated we get with online resources, our most successful method of outreach to distant students is still through human contact. At Gonzaga, our best library support for our distant learners is still our 800 number and the extremely helpful staff who answer the phone. (Yes, I'm bragging – my co-workers ROCK!) Our site-based face-to-face instruction sessions work so much better than any online tutorial ever could. Some of the other outreach and education services we offer are:

- Library "practice guides" – These are on the distance services page in PDF format. Students can print a copy and have it next to their computer while they go step-by-step through an introduction to using the library.
- Online tutorials – We link to EBSCO's database tutorials. While Foley Library has a few in-house tutorials, they are in dire need of updating (and we're in dire need of the time to do that!).
- 24/7 chat service – Our "AJCU Virtual Reference" service is provided through a partnership with 17 other Jesuit institutions and Tutor.com.
- Embedded librarians in Blackboard courses – We are in the very early stages of this endeavor.
- Video instruction – Even though only one professor still requests this of us, we try to make a new one every year.
- Ongoing communication with professors and departments. This year we hope to meet with many of our distance education faculty and give them an update on the library.

We know there are Web 2.0 options we could employ (the library has a wiki and a del.i.cio.us account), but we're hesitant to invest much time for our distant/online students, mainly because most of them are busy older adults who would probably react to such things with utter confusion or complete disinterest. We continue to experiment with 2.0 applications and keep our eyes open for opportunities to make use of them at work, but nothing has seemed to "fit" so far.

Unfortunately, some of the problems we faced at the beginning still plague us today. In addition, changes in the programs themselves and the popularity of online education in general have offered new challenges. Maybe some of you share some of these challenges.

- Who are our online students? How do we let them know we're here and what we have to offer? Distant or online students aren't easily identified from student records and to add to that concern, new students can start online programs at any time during the year. Communication with the departments or through the instructors helps, but we want to do more.
- Who's teaching? Keeping up with the current faculty and adjunct faculty in the world of compressed classes is an issue. Staying on top of who's teaching what and when with classes starting here and there is a challenge!
- The enrollment went up *how* much? There's a snowball effect here. Ever-increasing online enrollment,

Traveling the Information Goat Trail: Serving the Very Distant, the Involuntarily Clueless

Kelly Jenks and a very big truck!

These are our students talking. Bypassing a lot of deep intellectual learning theory discussion, let's look at what we know about our students, especially adult learners, from our experiences working with them. We know there are students :

- …who have no idea that libraries have evolved beyond the card catalog and books
- …whose instructors assume that they DO know all about library resources and how to use them.
- …who know about library resources, but they can't use

Theresa and Kelly: Welcome to Banff

the resulting increase in workload, combined with increasing costs for services...well, it even gives the administration a headache!

- What do you mean the bookstore isn't open? We are experiencing somewhat of a culture clash at Gonzaga. Online programs run in 8-week sessions throughout the year and the students "attend" classes whenever. However, while much of the university still operates on an on-campus, semester-based, 8am-4:30pm system. But the library is open and we get the questions, don't we?
- Who helps the "techno-peasants" and the "internet challenged"? Is that really our job? In an article published in The Journal of Library Administration, Katherine Holmes writes:

  "regardless of their relative comfort or discomfort in online learning, all students must navigate the World Wide Web in order to access the library catalogs and databases. " (Holmes, K. E. (2002). A kaleidoscope of learning styles: Instructional supports that meet the diverse needs of distant learners. *Journal of Library Administration*, 37(3), 367.)

So, even if the students are in "real" classes, they become online students when they come to us; so maybe it *is* our job?

These problems are not new or unique, but they are a source of constant consternation, nagging at our instinct to provide excellent service and weakening the perception of ourselves as helpful, compassionate people of the library persuasion. There's just not enough time to do it all, is there? There are still only 24 hours in a day and some of those we want to spend with our families, our remodeling projects and our motorcycles. And whenever you start feeling like you have a handle on things, you do a survey and get comments like these:

them from home because they don't have a computer or the only internet service available to them is dial-up.

- …who are so panicked about using technology, that even while we are helping them, a little voice in their heads keeps screaming "I can't do this!". These are the ones that return with the same questions over and over again, feeling less competent each time.
- …who don't even know the basics, like what "click" means and you might as well forget about "right click"! They aren't panicked about technology, because they don't know what they don't know about it.

At this point in the presentation, we asked participants to "voice your vexation". Divided into small groups, there was a mix of academic and public librarians and all of them had stories to tell about serving their own very distant, involuntarily clueless and "techno-peasant" library users. Many of their issues are shared by all:

Traveling the Information Goat Trail: Serving the Very Distant, the Involuntarily Clueless

Now that we've discussed the problems, let's talk about what does work for us. Though it's a takes a lot of time and money, our teaching trips to Canada have truly been our most successful library outreach program. The students in Canada know more about the library than our online students due to a couple of factors. Their professors come from the Gonzaga campus and are usually the first ones to introduce the library to the students. The Counselor Education students mentioned earlier have an on-campus component during the summer, so they get to know us personally. About six cohorts each year will get a library instruction visit from us, although in 2007-08 we visited a record ten cohorts thanks to some financial and organizational assistance from the School of Education.

> **PARTICIPANTS "VEXATIONS"**
> - Difficulty in promoting services
> - Changes in personnel and/or a high turnover rate in faculty
> - Problems identifying distant/online students or needy clientele
> - Who is the student/library user?
> - Where is the student/library user?
> - "Clueless" clientele who don't know they need help, don't know about computers, have never used the internet before, etc. (one librarian mentioned users who pick up the mouse and point it at the computer as if it were a TV remote!)
> - Software/Hardware incompatibility issues with users' machines vs. library resources and ability to help
> - Lack of consistency: each distance program on campus is different
> - A trickle down reference system that leaves the librarian with incomplete reference questions to answer
> - Students are frantic. They need it now!
> - How do we communicate?

How do these visits work? They start with a call from a professor or department chair asking for an instruction session for one or more of their cohorts. Due to the high cost of travel, we always try to schedule one class with at least one more with another nearby cohort. "Nearby" is relative when we're talking about the farthest reaches of Canada. On one trip last spring, Theresa flew to Prince George BC to teach a class on one evening, then drove five hours the next day in order to teach another group in Fort St. John; not exactly close, but still "in the neighborhood" relatively speaking. A couple of weeks later, we packed our gear and ourselves into the library van and set off to teach five cohorts in four locations: Cranbrook, BC; Lethbridge, AB; Calgary, AB and Hobbema,

AB. When we take off on one of these trips, we go very well prepared. Over the years, Theresa has developed a checklist so we don't forget anything important.

The checklist helps us focus our preparations and boy do we have stories about when we weren't prepared! There was the time when Kelly got caught without a passport or a valid birth certificate when we tried to reenter the USA. She had her "certificate" from the hospital, but it wasn't good enough for the grumpy border guard who let us in only after checking Kelly against his "list". We just sat there in our respective pools of sweat until he begrudgingly let us back into the country. "Don't let it happen again!" he growled. We haven't! We have other stories about misadventures on the road; like the time Kelly got herself locked out of the school <u>during</u> the class we were teaching. Then in Lethbridge, the school where our class was meeting was so new, it wasn't listed on GoogleMaps or MapQuest. The only clue we had was the name of the subdivision it was in. We're not sure how we found it, but I suppose as "Information Missionaries" we might suspect the Holy Spirit or at the very least, the spiritual guidance of Father Pierre DeSmet.

> - Passport
> - Cell phone
> - Cell phone charger
> - Contact Names and phone numbers
> - Canadian cash
> - Gas card
> - Class Outline
> - Business cards
> - Screen shots
> - PowerPoint
> - #_____copies of:
> - Tips & Tricks Handout
> - RefWorks handout
> - Distant Services Brochure
> - Practice Guides

Some librarians have the luxury of teaching off-campus students in satellite campuses, where they know what the situation will be when they arrive. We never know for sure. In five years of teaching in off-campus locations, Theresa has encountered a variety of challenging situations. Some of the more common ones and their solutions appear in this chart.

No matter what goes wrong, you can't go wrong with simply talking with the students about the library. They will know more about the library and have a relationship with you that they didn't have before. The best part of these sessions for us is connecting with the students. Unlike most of our

PROBLEM	SOLUTIONS
No internet access	- Power Point backup* - Handouts with screen shots - Step-by-step practice guides to send home with the students
Firewall – no access to the proxy server and/or databases	- Have someone check this beforehand - Power Point backup* - Handouts with screen shots - If possible, use the local school district's databases to teach search skills

Outdated computer lab
    • no USB ports
    • incompatible operating system
	- Backups of PowerPoint on CD-ROM and as an email attachment. - Handouts with screen shots - Lots of talking and Q & A

Students' logins don't work	Get a generic class username & password from IT for the students to use during the session.
Teacher's station isn't functioning	- Bring your own laptop - Bring your own projector (even if you don't think you'll need it)
*We've learned to create and save Power Point presentations in the old format – not Office 2007!	

Traveling the Information Goat Trail: Serving the Very Distant, the Involuntarily Clueless

on campus instruction classes, these graduate students are "with us" the entire time. Some of our classes are scheduled on non-class days and the students are come on their own time! They truly appreciate our coming and in turn we are impressed by their dedication. And then, there are the survey comments to prove the value of these encounters.

> …if you hadn't come to Hobbema and shown us what was available I wouldn't have accessed it at all, I wouldn't have felt comfortable.

> You came to Prince George to speak to our group about Foley Library services, and I really appreciated the overview. The library has been very helpful.

> Keep the designated distance-learner librarian on staff. Absolutely the most helpful people I've ever dealt with.

After having the chance to share our biggest success story, we wanted to give our audience a chance to share their "Happy Trails" as well. Here are some of the great things happening at PNLA libraries:

So what are we looking into as we begin trekking into the future? We are collaborating with the School of Professional Studies to establish a more permanent and useful library presence in Blackboard. We have high expectations, asking to have every current student automatically enrolled in our library "class". Fortunately for us, the administrators of those programs are listening! We want to update and create more mini-tutorials, making them more useful and accessible to our students. We are becoming pro-active advocates for computer literacy instruction for graduate students, encouraging departments to consider "Week Zero" modules for incoming students. As previously mentioned, we will continue to experiment with social networking to see if we can find an application that will truly benefit our students. Some days we still feel like dusty travelers on a goat trail, but we know many of our students are there too and that's where they need us most.∎

Cohort at Kisipatnahk

PARTICIPANTS "HAPPY TRAILS"

∞ Our library offers classes to teach BlackBoard skills, how to use computers, etc.

∞ We make a strong effort to keep all staff informed and up to date on technology. It reduces staff anxiety and improves service.

∞ Get out information to patrons about best sources to use

∞ "Internal Outreach" - Educate & inform distance faculty and administration. Some of the faculty are unaware that their students need more specific instructions about what types of references to use on an assignment.

∞ Identify the distance education departments "point person" and nurture that relationship.

∞ Improve your library's website for usability.

∞ Our distance librarian promotes the idea that all librarians need to think of themselves as distant librarians.

∞ Join a consortium to improve access to resources

∞ Create more programming directed at the technologically "lost and confused"

∞ Make more face-to-face contact with faculty and students

∞ Regularly visit other departments.

∞ Problems identifying students? Consider all students to be distant/online learners.

∞ One way to handle internet neophytes: Tell them a webpage is like a menu at a restaurant, you get to choose what you want to look at.

Gather Data, Build Programs, Strengthen Teaching

SUE SAMSON

Strong Library instruction programs are based on good teaching and outreach to the library's primary community. To build strong programs it is imperative to gather the data essential for identifying strengths and gaps in the program and to develop meaningful assessment tools for librarian instructors to strengthen their teaching. While gathering demographic data is a relatively straight forward, informative, and useful process, it is more difficult to gather good data about teaching effectiveness and even more difficult to gather good data about learning outcomes. Yet all of these data are central to connecting the library instruction program to the organizational and institutional missions and to building programs and strengthening teaching.

In a review of the literature, a number of authors have addressed the value of assessment in library instruction and teaching effectiveness (Knight 2002, Lakos and Phipps 2004, Matthews 2007, Stewart 1998 and Varnet 2005). Focusing more narrowly on the aspect of library instruction and learning outcomes, it is clear that carefully crafted research to connect information literacy and learning outcomes is an area that needs further investigation. A second and important aspect of library instruction in need of further research is that of methodologies to effectively embed information literacy into the curriculum beyond the standard one-shot curriculum integrated class or credit class. This paper describes methods for gathering assessment data and using this data to build programs and to strengthen teaching.

Gather Data

There are four basic aspects to gathering library instruction data that together provide the information essential to build quality programs and quality teaching. They include: program demographics, student and/or faculty feedback, teaching portfolios, and learning outcomes.

Demographics

Build your base of data on the groundwork of the demographics of your existing or potential instruction program and of your human resources. Identify your potential community that would benefit from instruction. For academic and school libraries, this includes both the student body and the teachers who instruct them. Each of these groups is a primary group that could benefit from instruction. Identify separate student groups—first-year, upper division majors, graduates—and assess the opportunities for outreach to these groups. Teachers/faculty and support staff are also essential groups the library instruction program should consider serving in multiple ways, including instruction. For public and special libraries, target groups for instruction can be identified through the primary mission of the library and the demographics of the community they serve.

Document the human resources available for participating in the library instruction program. How many librarians are available to teach? Are staff available to provide support for the development of teaching materials and to provide technical support for teaching equipment? It is easy to imagine that more personnel would make the task easier. However, establishing an operational baseline is an essential demographic.

Provide a comprehensive overview of all of the teaching that occurs in your library. This includes but is not limited to reference transactions, virtual reference transactions, one-on-one consultations, as well as workshops, credit classes, and curriculum-integrated classes. This instruction overview is the basis for establishing further demographics that include numbers of classes, numbers of attendees, etc.

At the Mansfield Library, an online booking system for teaching space provides the basic elements for demographics. Instructors include their scheduled classes in the booking system for all teaching sessions. Data for these bookings are then entered into a database and include class number, department, first-year classes, student enrollment, library instructor, and teaching faculty. These data are aggregated annually and serve as snapshot of the library instruction program for progress reports, identifications of strengths and gaps, and a source of information for discussions of needs and directions.

Sue Samson, Professor and Head, Information & Research Services Division, Mansfield Library, The University of Montana, Missoula. During the past ten years, she has focused her professional activities and research on integrating information literacy into the curriculum and creating a suite of library instruction assessment tools to document and strengthen the library instruction program and support its instructors. More recently her assessment portfolio has expanded to build assessment into all facets of library operations. She can be reached at: sue.samson@umontana.edu

Gather Data, Build Programs, Strengthen Teaching

Gather the data, compile it annually, and establish charts and graphs to visually display this data in a variety of formats. Table 1 and Figure 1 are examples of ways to present the data in reports to administrators.

Table 1. This is a representation of demographic data collected at the Mansfield Library.

Fiscal Year	Reference Transactions*	Virtual Reference	Website Visits**	Room Use*** Attendance	Rooms Use*** Sessions
2000-01	48,981			5705	295
2001-02	30,184		262,222	6361	300
2002-03	43,176	336	389,688	8983	444
2003-04	30,875	644	283,419	9798	474
2004-05	34,459	801	234,964	10,711	729
2005-06	43,587	604	308,008	14,762	762
2006-2007	34,888	811	359,653	16,617	840

Figure 1. This is a sample of trend data of attendance in classes during fiscal years 2000-2007 and is based on the tabular data presented in Table 1.
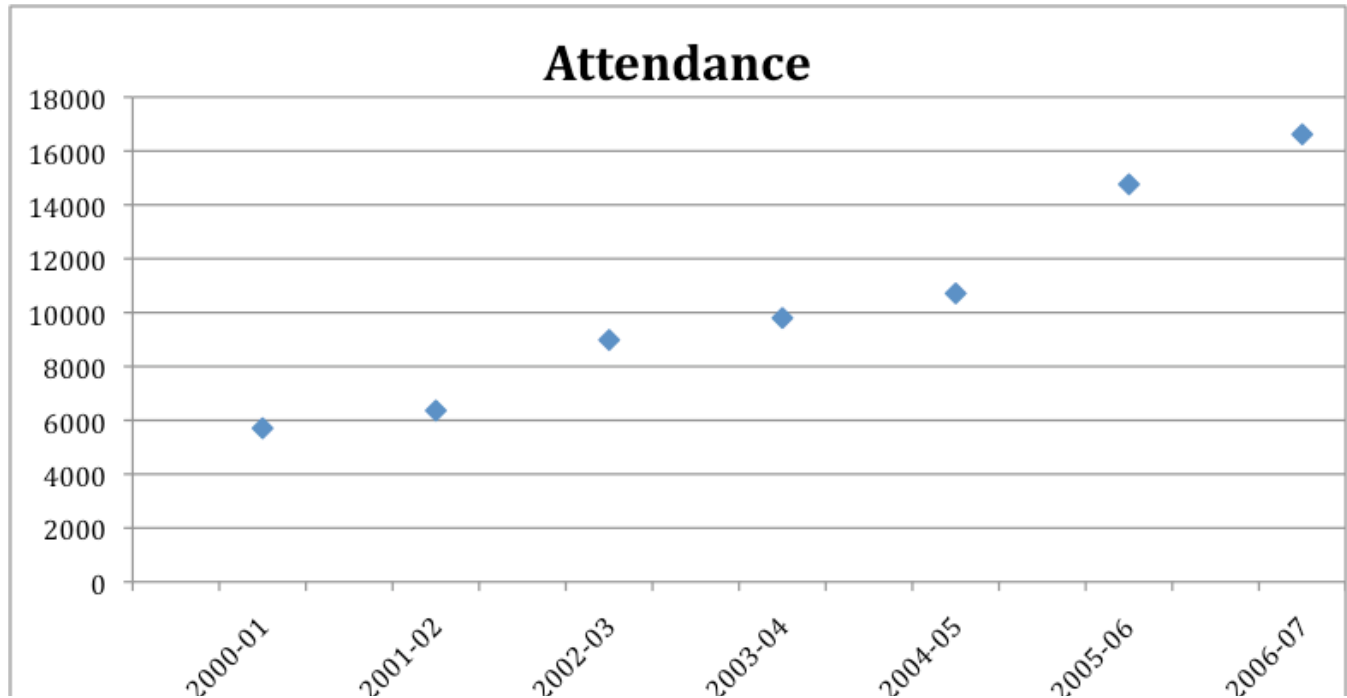
Student Feedback

At a minimum, capturing student feedback imparts to students that the instructor cares. More importantly, a review of student feedback provides important information that allows the instructor to adjust their classroom instruction in response to the information gathered. If 75% of the responses indicate that the pace of the instruction was too fast, this is a source of information that would provide ample encouragement to slow the pace of instruction. An efficient way to capture student feedback is through the use of an online assessment form (Figure 2). At the Mansfield Library, these data are captured in a database and aggregated both by individual instructors for their annual reviews and by the program director for inclusion in annual progress reports.

Figure 2. Online student feedback form used at the Mansfield Library.

Gather Data, Build Programs, Strengthen Teaching

1. Who was your library instructor for this class session?

[▼]

2. What is the name of your course instructor?

[   ]

3. Enter the course number for your course (for example: SOC 101):

[   ]

4. The relevance and usefulness of the content were:

	Excellent	Good	Neutral	Fair	Poor
Relevance	○	○	○	○	○

5. The pace of the session was:

	Very Fast	Fast	Neutral	Slow	Very Slow
Pace	○	○	○	○	○

6. The use of examples & illustrations was:

	Very Effective	Effective	Neutral	Ineffective	Very Ineffective
Examples	○	○	○	○	○

7. The opportunities for hands-on practice were:

	Very Effective	Effective	Neutral	Ineffective	Very Ineffective	Question Not Applicable
Practice	○	○	○	○	○	○

8. Overall, the session was:*

	Excellent	Good	Neutral	Fair	Poor
Overall	○	○	○	○	○

9. What was the most useful thing you learned?

[   ]

10. What else would you have liked to learn?

[   ]

Your anonymous assessment helps us improve the Library's instruction program and may be shared with your course instructor.

Teaching Portfolios

A teaching portfolio is a useful assessment tool for self study and self reflection. In the midst of multiple demands and hectic schedules, it is enormously beneficial to compile a document that builds the personal groundwork for effective teaching. Traditionally, teaching portfolios are composed of the following information:

- Your teaching philosophy
- Your teaching responsibilities
- Your teaching methods and strategies
- Student evaluations (individual and/or aggregated)
- Peer evaluations
- Goals
- Sample lesson Plans

The teaching portfolio is a substantive record of an individual's teaching accomplishments and can be effectively used to strengthen annual reviews, to connect position responsibilities to the institutional mission, and as an excellent supplement to a position application or interview.

Learning Outcomes

Data on learning outcomes are the most challenging to collect. Are the students learning what we teach? Having received information literacy instruction, are the students more successful or have better retention rates? To address this important aspect of library instruction, Matthews (2007) cites the questions we should be asking:

- Do different types of instructional modes make a difference in acquiring skills?
- How improved are library skills as the result of instruction?
- Are students satisfied with the instruction?
- Do students who receive instruction use the library more often?
- Does academic performance improve as the result of instruction?

A review of the literature clearly indicates that little data has been gathered to effectively answer these questions other than that of whether or not students are satisfied with their instruction. Matthews further delineates the challenges that gathering this information involves. His review of the literature found that:

- Testing of skills or competencies focuses on instructor and instruction and is too narrow.
- Little research exists on information literacy and academic success.
- Teaching faculty will have to be involved in the assessment.
- No research exists of the big picture perspectives, on information literacy and greater success in careers and lifelong learning.

An example of learning outcomes data is presented by Zoellner, Samson and Hines (2008). Using pre and post-test methodology, they present statistically significant data that identifies improved confidence levels of students in a general education public speaking class (COMM 111) after receiving library instruction. The library instruction component in this particular class is a collaborative design between the Department of Communication Studies faculty advisor and the First-year Experience Librarian. The librarian teaches the teachers, teaching assistants, who then schedule their classes in the library classroom and provide the information literacy instruction to their students. Further research at the Mansfield Library includes a project to assess the writing portfolios of English Composition (ENEX 101) students and those of students across the curriculum in capstone courses. The rubric from this analysis will also be used in a longitudinal study within the Department of English, tracking majors as they move from their introductory courses to their capstone course.

Another aspect of the concern about learning outcomes is to consider what methodologies exist for librarians to effectively embed information literacy into the curriculum beyond the standard one-shot curriculum integrated class or credit class. Teaching the teachers provides a direct path to integrating information literacy into the curriculum. If the teaching faculty are well informed, their students will be much more likely to receive accurate information about library resources and have assignments designed around existing sources.

At the Mansfield Library, all first-year experience outreach is built on the model of teaching the teachers. Information literacy instructional components are designed in collaboration with teaching faculty who supervise the teaching assistants in English Composition and Public Speaking and the upper division students selected to lead the Freshman Interest Groups. The emphasis of all of these teaching the teacher initiatives is that information literacy needs to occur throughout the semester as well as be a part of a library instruction session focused on a specific research assignment. In each case, the First-year Experience Librarian serves as consultant to the supervising faculty and to the teaching assistants throughout the academic year.

Another aspect of the role of the librarian as consultant is in collaboration with assignments and curriculum design. Multiple avenues exist for librarians to provide outreach to faculty as they build their syllabi. New faculty, less familiar with library resources, are particularly open to this collaboration. Besides direct contact with faculty teaching research and writing-intensive classes, it is also wise to contact the chair of the curriculum committee in each department. Depending on the strength of the working relationship with the department, librarians might seek information as to how they can effectively incorporate information literacy and provide a proposal for the same.

Finally, embedding in classes as a research consultant provides a great opportunity to meet the students, assist the faculty, and provide service above and beyond that available in a one-shot scenario. By being present when a research assignment is given in class, the librarian can immediately answer questions related to the information resources useful in working on the assignment, introduce themselves to the students, indicate their availability through office hours, and further establish the student-centered service of good instruction at the point of need.

Build Programs

Data is not emotional and yet it speaks volumes through the information it provides. By compiling demographic data on a regular and consistent basis, strengths, gaps, and trends become immediately apparent. The focus of an instruction program is in its numbers, and these numbers should complement the mission and goals of the program. Gaps can be addressed by restructuring the existing program and/or by using the data to support requests for additional personnel.

In addition to demographics, student feedback is a beginning point in identifying program strengths. If the demographics indicate that a substantial emphasis of the library instruction program is focused on first-year students, it is important to assess and document the success of these programs through student, faculty, and program director feedback. These assessments can be used to leverage additional personnel or provide the basis for revising the directions of the instruction program, targeting additional outreach, and/or scaling back in a specific program.

Learning outcomes data, although much more difficult to acquire, is also an important element to identify library

Gather Data, Build Programs, Strengthen Teaching

instruction program strengths and weaknesses. This critical information can be the cornerstone of building a strong program that supports organizational and institutional missions and provides the documentation that establishes these connections.

Strengthen Teaching

A suite of assessment tools to review the effectiveness of teaching permits instructors to focus on the information they consider most important to their teaching. At the Mansfield Library, this suite of assessment tools includes: an online student feedback form, an online faculty feedback form, the ability to aggregate these data by individual instructor and at the program level, teaching portfolios, and peer review.

This final section focuses on the process of implementing peer review of teaching (PROT) as a formative assessment tool that facilitates the measure of the quality of instruction (Riddle and Hartman, 2000) and provides teachers with information that they can use to improve their teaching (Chism, 1999). At the Mansfield Library, PROT was developed on the premise that we can all learn, we are all mentors, and our willingness to learn inspires others to do so (Weimer 1990). This PROT implementation is described in detail by Samson and McCrea (2008).

Based on a pre-determined observation checklist, PROT is basically a three-step process that includes:

- A preconference initiates dialog about the class selected for observation and to discuss the instructor's goals, plans, learning activities, and teaching style that will be part of the class. The role of the observer is also discussed to determine the focus of their observations based on the checklist.
- The observation is completed using the PROT checklist to note observable behaviors.
- A post-conference facilitates self-reflection and mentoring. This confidential meeting is lead by the instructor who initiates the discussion by asking about their teaching experience and requests specific feedback. At the end of this meeting, the completed checklist becomes the property of the instructor. Combined with student and faculty feedback for the same instruction session, the instructor is well-prepared to review a circle of assessment about the their teaching style, organization, pace, and effectiveness.

At the Mansfield Library, this successful process has served to: inspire junior faculty to explore their teaching potential; invigorate senior faculty through dynamic dialog; encourage mentoring by all participants; builds on strengths of colleagues; help to deliver high-quality student-centered service; and foster an environment committed to instructional improvement and professional growth.

Conclusions

The concept of assessment is separate from that of evaluation and accountability. Frye (2000) defines assessment as a set of initiatives the institution takes to review the results of its actions, and make improvements. He further defines accountability as a set of initiatives others take to monitor the results of the institution's actions, and to penalize or reward the institution based on the outcomes. By focusing on the use of assessment methodologies as a way to seek feedback to improve your programming, it is possible to avoid the more sinister approach of evaluation/accountability that is based on penalties and rewards. The concept of assessment makes a significant difference in the way personnel respond to the process.

Gathering data to describe, track, and monitor a library instruction program is essential to build a strong program and to facilitate the development of good teaching. Further, this data can be used to connection the mission of the library instruction program to the organization and to the institution by effectively packaging it in a progress report. Build programs based on the demographics of your community and that of your human resources. Use data to find your strengths, target areas for improvement, and regularly review successes, weaknesses, and trends. Perhaps most importantly, use a suite of assessment tools to strengthen teaching. This builds collegiality among teaching librarians and an environment of professional growth, and it's fun!

Bibliography

Avery, Elizabeth Fuseler. 2003. *Assessing Student Learning Outcomes for Information Literature Instruction in Academic Institutions*. Chicago, IL: Association of College and Research Libraries.

Bernstein, Daniel et al. 2006. *Making Teaching and Learning Visible: Course Portfolios and the Peer Review of Teaching*. Bolton, MA: Anker Pub: Bolton, MA, 234p.

Carter, Elizabeth W. 2002. "'Doing the Best You Can with What You Have:' Lessons Learned from Outcomes Assessment," *Journal of Academic Librarianship,* 28 (January-February 2002): 36-41.

Chism, Nancy Van Note. 1999. *Peer review of teaching: a sourcebook*. Anker Pub Co: Boston, 141p.

Darlymple, Prudence W. 2001. "Understanding Accreditation: The Librarian's Role in Educational Evaluation," *portal: Libraries & the Academy,* 1 (January 2001): 23-32.

Frye, Richard. 1999. "Assessment, Accountability, and Student Learning Outcomes." *Dialogue* (Issue 2): 1-11. 24 July 2008 < http://www.ac.wwu.edu/~dialogue/issue2.pdf>

Knight, Lorrie A. 2002. "The Role of Assessment in Library User Education," *Reference Services Review,* 30 (1): 15-24.

Lakos , Amos and Shelley Phipps, 2004. "Creating a Culture of Assessment: A Catalyst for Organizational Change," *portal: Libraries & the Academy* 4 (July 2004): 345-61.

Lindauer, Bonnie Gratch. "Defining and Measuring the Library's Impact on Campuswide Outcomes," *College & Research Libraries,* 59 (November 1998): 546-70.

Manuel, Kate. "What do First-Year Students Know About Information Research? And What Can We Teach Them?," 2005. in *Currents and Convergence: Navigating the Rivers of Change, Proceedings of the ACRL 12th National Conference*, ed. Hugh Thompson, 401-17. Chicago, IL: Association of College and Research Libraries.

Matthews, Joseph R. 2007. *The evaluation and measurement of library services*. Libraries Unlimited: Westport, CN, 372p.

Riddle, J.S. and K.A. Hartman. 2000. But are they learning anthing?: designing an assessment of first year library instruction at the College of New Jersey. *College & Undergraduate Libraries*, 7(2): 59-69.

Samson, Sue and Kim Granath. 2004. "Reading, Writing, and Research: Added Value to University First-year Experience Programs," *Reference Services Review,* 32 (2): 149-56.

University of Nebraska, Lincoln. *Peer Review of Teaching Project: Making Visible the Intellectual Work of Teaching*. 21 July 2008 <http://courseportfolio.org/>

Stewart, Sharon Lee. 1998. "Assessment for Library Instruction: The Cross/Angelo Model," *Research Strategies,* 16 (3):: 165-74.

Varnet, Harvey and Martha Rice Sanders. 2005. "Asking Better Questions: Small-scale Assessment Measures that Inform Ongoing Work," *C&RL News* 66 (June): 461-5.

Weimer, M. 1990. Improving college teaching: strategies for developing instructional effectiveness. Jossey-Bass: San Francisco, 232p.

Zoellner, Kate, Sue Samson and Samantha Hines. 2008. "Continuing Assessment of Library Instruction to Undergradautes: A General Education Course Survey Research Project." *College and Research Libraries*, 69(4): 370-383. ∎

Figure 2. Online student feedback form used at the Mansfield Library.

1. Who was your library instructor for this class session?

2. What is the name of your course instructor?

3. Enter the course number for your course (for example: SOC 101):

4. The relevance and usefulness of the content were:

	Excellent	Good	Neutral	Fair	Poor
Relevance	○	○	○	○	○

5. The pace of the session was:

	Very Fast	Fast	Neutral	Slow	Very Slow
Pace	○	○	○	○	○

6. The use of examples & illustrations was:

	Very Effective	Effective	Neutral	Ineffective	Very Ineffective
Examples	○	○	○	○	○

7. The opportunities for hands-on practice were:

	Very Effective	Effective	Neutral	Ineffective	Very Ineffective	Question Not Applicable
Practice	○	○	○	○	○	○

8. Overall, the session was:*

	Excellent	Good	Neutral	Fair	Poor
Overall	○	○	○	○	○

9. What was the most useful thing you learned?

10. What else would you have liked to learn?

Your anonymous assessment helps us improve the Library's instruction program and may be shared with your course instructor.

Strategic Learning Opportunities

JENNIFER WILSON
RHIANNON GAINOR

Jennifer Wilson is a new graduate from the School of Library and Information Studies at the University of Alberta. During her two-year program she volunteered as the vice-president and president of the student association, attending the CLA conference in 2007 as the student representative. She also gained introductory library experience as a library assistant at St. Joseph's College and the Edmonton Public Library. Her academic background includes a Master's in History from Carleton University, Ottawa and a Bachelor of Arts in English Literature and History from the University of British Columbia, Vancouver. When she cannot be found with her nose in book, she can be found enjoying outdoor recreation in beautiful British Columbia. She can be reached at: jennifernicolawilson@gmail.com

After working in Phoenix in Human Resources for an international manufacturing company, in Victoria BC as a research analyst for BC Ferries, and in Anchorage Alaska as the manager of the aviation museum, Rhiannon Gainor went to the University of Alberta where this summer she jointly completed an M.A. in Humanities Computing and her MLIS. While doing these two degrees, she undertook several research contracts for the Rick Hansen Foundation and had a three year appointment as a workshop instructor at the University of Alberta, teaching faculty and graduate students how to use technology. Her academic research interests include interface design, information behaviours of hobbyists, and information flow in corporate and government settings. Her favourite reading is crime fiction of the 1920s – 1940s and cookbooks, and her favourite exercise is digging in the garden. She can be reached at: rgainor@ualberta.ca

The purpose of this workshop was to offer a session that: discussed the state of the job market, including the latest trends in library hiring; reviewed opportunities for professional development; and provided a space for reflection about personal career goals.

The Job Market for Librarians

The 8Rs report (Ingles 2005; presented at last year's PNLA conference) and the US Department of Labour's analysis of the library field (2007) indicates that projected employment growth is favorable. This is the result of a combination of factors: the hiring freezes of the 1980's, which meant many librarians were unable to enter traditional library settings, and the large number of librarians in the baby boomer generation now getting ready for retirement within the next decade (Ingles 2005). The 8Rs report is specifically concerned about upcoming retirements, since these retirements, combined with a lack of trained in-house leaders from the next generation, means that some libraries are unprepared for the future.

Growth in overall librarian jobs, however, will be slower than that in other industries. It is only expected to see a 4% increase over the next decade, due to an increasing use of technology and employment of paraprofessionals (Department of Labour 2007). However, that growth, and projected retirements, mean that there are jobs available for graduating librarians. In addition to the traditional setting, many librarians are now seeking employment elsewhere. The 2007 *Library Journal* report on its annual salary and placement survey indicated that 15% of all librarian placements in 2006 were in non-traditional or alternative jobs (Matta 2007).

The official statistic at the US Department of Labour that 20% of all librarians are in part time jobs. Many new librarians are cobbling together these part-time jobs into something like a full-time income (Matta 2007). They frequently feel unprepared for the job market (Ingles 2005), face long searches to find their first jobs, and struggle to pay back the costs of at least six years of post-secondary education (Fialkoff 2007). The 8Rs report points to a current and future employee pool that is not qualified to fill management positions, and points to concerns about future employee shortages. Recruiters for specialized library positions, such as experienced cataloguers, are struggling to find qualified librarians (see examples Anthony and Garbs 2005; Bintliff et al. 2007).

So what can we conclude? Both the recruiters and the entry level librarians are saying that library school does not teach you everything you need to know. For mid-career librarians, senior management is expressing concerns about the leadership and management skills within the next generation of potential leaders. The answer in both instances is to strategically think through your career trajectory, to identify what skills and experience you need, and to work to acquire them. we can say with certainty that graduation does not mean an end to education and training. Librarians need to develop both general librarianship skills and work to acquire specialized skills. If we develop skills that are needed, we can start to plan for promotion and increases in pay, as hiring committees find us more desirable employees.

Here are the ten most important and hard to fill competencies, according to the 8Rs report:

RANKING	COMPETENCY
1	Leadership potential
2	Can flexibly respond to change
3	Can handle high volume workload
4	Innovative
5	Technology skills
6	People skills
7	Managerial skills
8	Communication skills
9	Can deal with range of users
10	Entrepreneurial skills

As those who are currently entering the job market can attest, technological skills are very much in demand, as are communication and project management skills. What is interesting in this list is that many of these skills are items which you cannot possibly prove in a résumé and very much relate to the kind of person you are; half of these appear to be attributes that hiring committees want to acquire in order to eventually fill management roles. Particularly as a mid-career librarian, your résumé needs to show not only acquire hard skills, but demonstrate leadership characteristics, if you want to head for a management role.

Professional Development Opportunities

Leadership and management training opportunities and technological training were identified in our research as primary needs for career advancement. Prior to the workshop we had identified professional development resources. These, among others, were: volunteer activities; professional association conferences, workshops and retreats; courses and additional degrees; in-house opportunities, and personal learning networks.

Workshop participants suggested PNLA Leads, a bi-annual leadership institute; job swaps; moderating listservs in an area of interest; volunteering for a library board; volunteering for committees; and becoming a member of toastmasters. Another notable suggestion was that of mentoring. One participant had done a mentoring exchange with another librarian. He offered management training; the other offered technological training. As a result both librarians gained information and skills that benefited their careers.

The following are resources we consider to be highly useful in identifying professional development opportunities:

- Have you considered going back to university for a Masters or Doctorate degree, or refreshing some library skills? For ALA-approved programs, where you might be able to pursue an interdisciplinary approach, check the ALA directory of accredited programs: http://www.ala.org/ala/accreditation/lisdirb/lisdirectory.cfm
- Conferences are frequently cited as a time-efficient way of gaining additional training. Remember not to limit yourself to the professional associations in which you have membership. A fairly extensive list of library-related conferences is maintained by Marian Dworaczek at: http://homepage.usask.ca/~mad204/CONF.HTM
- Library Administration and Management Association (LAMA) offers a number of one-day workshops that will benefit managers, administrators, staff and trustees. Check   their website for a list of current offerings: http://www.ala.org/ala/lama/lamaevents/

Strategic Learning Opportunities

lamaregionalinstitutes/lamari.cfm
- Jess Bruckner's Library Leadership Institutes Wiki is an excellent list of leadership retreats designed to meet the needs to librarians. The list is organised geographically, with additional resources included at the bottom of the page. http://pln.palinet.org/wiki/index.php/Library_leadership_institutes_and_training
- Public Library of Charlotte and Mecklenburg County (PLCMC) initiated a technology training program for staff called 23 things. Work your way through their learning 2.0 curricula or link to some of the other library sites which are doing the same kind of 15-minutes a day training: http://plcmcl2-things.blogspot.com/
- Special Library Association Innovation Laboratory is available to SLA members. According to the website it "is designed as a place where you can play and discover uses for the latest emerging technologies." The SLA also offers online training sessions: http://www.sla.org/
-

Planning Your Career

At this point in the presentation participants had taken some time to reflect on their current position, including the creation of a list of three activities or issues about which they are passionate. In thinking about future directions, it makes sense to take stock of what you like to do, as it will help you to find a career path that will be rewarding. It is important to have a sense of what you would like to do, as it will allow you to identify the associated skills in order to either emphasize experience that you already have, or to pursue appropriate training opportunities.

Participants asked themselves some questions about how happy they were with their current work and current career path, and if they knew what they liked to do and where they wanted to go. Unfortunately relevant skills are not the only hurdles that must be overcome in moving towards an ideal career. Often, there are additional factors that affect enthusiasm about pursuing a career change. These can include a lack of specific direction, fear of a new workplace or new responsibilities, and poor work habits.

The session participants identified a wide variety of personal factors that affect our ability to pursue new career directions, including: health problems; the importance of benefits; family commitments; financial considerations; geographic limitations; fear of the unknown; self-esteem; perceptions of an unknown position; support, or lack thereof, in an institution; and the need to articulate goals to managers. With all these challenges, participants pointed to the importance of a support network that can consist of colleagues, friends, vendors, mentors and members of your library association to help you move forward to a fulfilling career.

Taking time for personal reflection about where you are and where you want to be is the most important factor in determining your purpose, and ensuring that you set goals to secure a position that meets your needs. Below we have outlined the four steps that will help in creating a personal career plan.

Suggestions to help you create a strategic career plan:

1. Identify three (or more) activities or issues that you are passionate about and brainstorm ways that these can be a part of your career. Some inspirational reading might be found in the "Changemasters" series in Library Administration and Management.
2. Identify resources that will help you to develop skills

Strategic Learning Opportunities

which are frequently associated with the position you are aspiring to fill. The skills, or ideas for jobs you might be interested in, can be identified from articles in professional journals. For example, "Alternative Careers" by Weech and Konieczny.

3. Create a career goal (an action with a time frame with your reason and motivation). Identify the steps that you need to take in order to achieve your goal. Make sure to identify someone who can be your "cheerleader", be it a mentor, colleague, friend, or loved one.
4. Commit to making change in your career by taking steps to achieve it.
5.

Works Cited

Anthony, Paul L., and Jill A Garbs. 2005. A Scarce Resource? A Study of Academic Cataloger Recruitment 2000-2002. Cataloging & Classification Quarterly 41(1): 45-62.

Bintliff, Barbara A., Laura N. Gasaway, et al. 2007. Rebuilding the Profession: Recommendations for Librarians Interested in Becoming Academic Law Library Directors. Law Library Journal 99(1): 101-132.

ChangeMasters All: A Series on Librarians Who Steered a Clear Course to the Twenty-First Century. Library Administration & Management.

Fialkoff, Francine. 2007. Grad School Confidential. Library Journal. 15 Oct. 132(17): 8.

Ingles, Ernie, Kathleen De Long, Chuck Humphrey, Allison Sivak, Marianne Sorensen, and Jennifer de Peuter. 2005. The Future of Human Resources in Canadian Libraries (the 8Rs Report). Canadian Library Human Resources Study. <http://www.ls.ualberta.ca/8rs/8RsFutureofHRLibraries.pdf >.

Maatta, Stephanie. 2007. What's An MLIS Worth? Library Journal. 15 Oct. 132(17): 30-38.

U.S. Department of Labour, Bureau of Labour Statistics. Librarians. Occupational Outlook Handbook, 2008-09 Edition. Dec 18, 2007. <http://www.bls.gov/oco/ocos068.htm >.

Weech, Terry L., and Alison M. Konieczny. 2007. Alternative Careers. Journal of Library and Information Science 39(2): 67-78.

A New Look at NWCentral: Your Clearinghouse for Continuing Education cont. from pg. 4

include some core content, but the best content – the freshest and most relevant—needs to come from you, the members of the library community.

As a community-driven project, NWCentral depends on staff working in all positions in all types of libraries to share their resources.   This is your invitation to join the NWCentral community! Post your handouts and cheat sheets, your conference presentations, your tutorials, your web links and bibliographies. List yourself as a resource in the Speaker's Bureau so that library staff in your community needing your expertise can contact you for advice.   Advertise your library trainings, 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. At 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 our celebration of a beautifully re-designed web site and its service to the northwest library community.

Roberta Richards is Coordinator of the PORTALS library consortium and a part-time reference librarian at Portland Community College.∎

A Moveable Feast: A Veritable Cornucopia of Books for Readers of Every Taste

JENNIFER HILLS
BETH TWITCHELL

Food has a unique place in our society. Not only is it necessary for life, it has become a means by which our relationships to others are shaped. Our kitchens are often the central gathering place in our homes and we all have fond food memories, most likely involving other people. Eating is a definite social enterprise.   On the opposite spectrum, reading is sometimes considered anti-social. People tend to drift away from others in order to immerse themselves in a book. However, reading and eating are more alike than may first appear.


First, they are both described in similar ways. Meals are devoured; novels are devoured (no one we've known has ever devoured a movie or CD). Both food and books are sampled, as well as tasted and digested. Second, they are both sensual experiences. Great authors will make you aware of the smells, tastes, and sounds evoked by their imagery.

Finally, the two are often done together. Avid readers often find themselves sneaking a snack, or even eating a full meal, while their minds are occupied by a book. (Besides, we librarians see this evidence when we encounter pages with mysterious stains. We've even found someone saving their place with a slice of bacon!) Ultimately, a book *is* a moveable feast; one that you can gulp down wherever the day takes you.

In this spirit, we've decided to lead you through a menu of books – ones that deal with food directly, and ones of different genres that we'll find using food. Ready for the buffet?

APPETIZER:

Let's start off with a sampling of books that focus on the social and cultural relationships we have with food. These titles go beyond cookbooks, offering a more in-depth reading of our experiences with food.
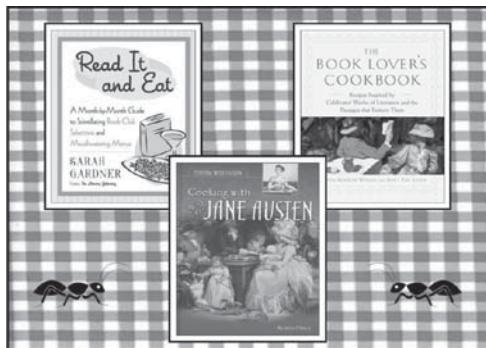
Our first Appetizers are the books we like to call FBIs: food-book investigations. Just like a forensic team examines an object from every angle, so do the authors of these delectable books. The authors look at not only the history of a food item, but also the process in which it is made or how it affects cultures. One author, Steve Almond, takes on one of America's favorite obsessions; the result is Candyfreak: A Journey Through the Chocolate Underbelly of America. He looks at major candy companies, like Hershey and Nestlé, and discovers some of their marketing ploys. He also locates smaller candy companies and observes how they manage to keep afloat. Jerry Hopkins takes a different approach in his book Strange Foods: Bush Meat, Bats, and Butterflies: An Epicurean Adventure Around the World. He looks at certain foods – such as dogs, insects, bats, and yes, even humans – and examines the cultures that find them appropriate eating. ***Warning: Do NOT read this book while eating; there are some very descriptive pictures and text.***

Next, we'll try a few Micro-Histories. One type of micro-history involves looking at an item of food as it has evolved over time. Ambitious

Jennifer Hills and Beth Twitchell are Reference Librarians and Literary Empowerment Coaches at the Twin Falls Public Library.

Jennifer just received her Master's in Library Science from the University of Arizona! She has a BA in English and History from Idaho State. During her time at TFPL, she's enjoyed presenting at regional conferences and writing a few articles for the ICFL. Prior to becoming a member of the greatest profession in the world, she taught high school for seven years in Pocatello, Tucson, and on the Crow Indian Reservation in Montana. In her spare time she loves to read, spend time with her family, watch baseball, listen to jazz, and play Trivia Pursuit. She can be reached at: jhills@lib.tfid.org

Beth is a native of Idaho; in fact, she has never lived anywhere else. She graduated from Brigham Young University-Idaho in 2006 with a bachelor's degree in history. In her spare time, Beth likes to read (of course!); ogle cowboys in Wranglers; sleep; root for the Seattle Mariners; and play with her puppy Jovi (named after the greatest band in the world: Bon Jovi). Her favorite book is I Should Have Stayed in Bed! by Joan Lexau and illustrated by Syd Hoff (It adequately explains Beth's perspective on life!). She can be reached at: btwitchell@lib.tfid.org

A Moveable Feast: A Veritable Cornucopia of Books for Readers of Every Taste

Brew: The Story of American Beer by Maureen Ogle is an example of this category. The author explores the history and evolution of American Beer, which is more fascinating than you'd think based on its advertising these days. Delving into the politics of immigration and prohibition, she brings to light the struggles and successes of the families who changed the American beverage landscape. The other type of micro-history focuses on a specific event or era and looks at broader food issues during that period. A book like The Food Journal of Lewis and Clark: Recipes for an Expedition by Mary Gunderson fits this definition. Gunderson presents the information relating to food during the Lewis and Clark Expedition and presents background on its preparation, including recipes and examples from the trip.

Our final appetizer is Pop Culture. These books may not necessarily deal directly with food, but they encompass anything that might be remotely related. Two of our favorite books have to do with grocery lists. The first one, Milk, Eggs, Vodka: Grocery Lists Lost and Found, was written by a collector of grocery lists, Bill Keaggy. He includes lists that have interesting spellings of items, or a unique combination of things to purchase. Hilary Carlip takes grocery lists one step farther in Á la Cart: The Secret Lives of Grocery Shoppers, creating characters based on who might have written a specific list. Our favorite ones are Derek (his list reads mousetraps; cheese; mouse) and Lloyd, who is shopping on his own after the death of his wife of 60 years.

MAIN COURSE:

Memoirs

Books served in this course are not necessarily meatier than the appetizers, but offer a look at food at a more personal level. This course consists of memoirs and novels; food plays a central theme in the experiences of those involved here.

In Memoirs, cooks, critics, and others involved in the preparation of food relate how food has often changed their lives. One of our favorites was Toast: The Story of a Boy's Hunger by Nigel Slater. Slater describes his upbringing, including his mother's death and his father's remarriage, through the filter of his memories of specific foods. At times both poignant and witty, he claims that not all food memories are good ones. The books by Anthony Bourdain were also some of our favorites. Whereas Slater's memoir was more of what food means to him, Bourdain discusses more of what happens behind the scenes in kitchens and his TV shows. In Kitchen Confidential: Adventures in the Culinary Underbelly, Bourdain reveals that chefs are not the proper, sophisticated people we usually perceive them to be; they are more like "rock stars," doing drugs like meth and cocaine, and having copious amounts of sex. In his other two books, A Cook's Tour: In Search of the Perfect Meal and No Reservations: Around the World on an Empty Stomach, Bourdain describes the various countries and cultures he visited while making his TV shows and the personal experiences he had. Although on TV he seems to be a very gruff, forbidding man, he is actually quite witty and the books are a delight.

The food novel doesn't have to revolve around food, although food usually plays an important part in the development of the characters or in the storyline. In The Wedding Officer by Anthony Capella, a young British officer in Italy is placed in charge of the agency that approves the applications for army personnel to marry their girlfriends during WWII. In hopes of softening his reserve, he is "given" a new cook, whose preparations of traditional Italian meals just might force him to ease up on the men (and maybe fall in love himself…). Another enjoyable food novel was Hot Lunch by Alex Bradley. Although a Young Adult book, this was a fun read for anybody. Its main character is Molly, a cynical high school student, who has some minor disagreements with a fellow student, peppy and optimistic Cassie, and the tension culminates into a food fight in the lunch room. As punishment for their actions, Molly and Cassie are forced to take over the hot lunch program, although neither knows how to cook. This results in some very humorous experiences. Along the way, they are forced to learn to get along, and they both see that there is more to each other than meets the eye. A few, simple recipes are included.

DESSERT:

Now that we've stuffed ourselves with food-books, it's time for something just a little different (and there's always room for dessert). This course does not involve books based on food or eating; instead, we use food to help us determine what other kinds of books we might be interested in. In order to truly answer "What Are You Hungry For?", we've created a short taste quiz to survey your reading tastes at the moment. (Of course we have to offer a disclaimer: Our suggestions are all subjective. As much as we think you should honor only our opinion, you don't actually have to.)

What Are You Hungry For?

TASTE QUIZ

1. Do you want something that reads:
A. rather slowly, like a crock pot
B. not too slowly, like a pot simmering on a stove
C. rather fast, like a boiling pot
D. both slow and fast, just as long as it needs to cook well
E. it doesn't matter, as long as it tastes good

2. Do you want something that contains:
A. lots of different details, like a stew of information
B. detail, but not so much to overwhelm the story
C. equal amounts of detail and plot
D. who cares, as long as the story moves along and doesn't get bogged down

3. Do you want something that has:
A. deep characterization whose development is the plotline
B. involving characters who move the plot along
C. interesting, but not necessarily deep characters who move the plot along
D. lots of interesting characters, but not necessarily too much information about them

4. Do you want something that is:
A. serious about a theme or topic
B. comforting, more light than serious
C. exciting, doesn't matter if it's light or serious
D. comforting, more serious than light
E. lighthearted or easy to get into

5. Do you want a book that:
A. you can spend days reading and digesting

B. you can put down and come back to without losing your spot
C. you can finish in a fair amount of time

6. What are you hungry for?
A. something nutritious
B. something soothing
C. something spicy
D. something filling
E. something sweet

ANSWER KEY

1. A=V	B=O	C=J	D=MP	E=CC
2. A=V	B=O	C=MP	D=J/CC	
3. A=V	B=O/MP	C=J	D=CC	
4. A=V	B=O	C=J	D=MP	E=CC
5. A=V/MP	B=CC	C=O/J		
6. A=V	B=O	C=J	D=MP	E=CC

Which bold letter did you come across most often?

If you had mostly:

V – *You want a* **VEGGIE** *book. These books are really good for you, although you may not necessarily like the taste at first. Keep trying, they're worth it! (Authors might include Edgar Allan Poe, Charlotte or Emily Bronte, and Mark Twain.)*
O – *You want an* **OATMEAL** *book. These books won't upset your stomach. Though they may go down easy, they fill you up. They're a soothing, comfort read. (Authors might include Max Brand, J.R.R. Tolkien, and Fannie Flagg.)*
J – *You want a* **JALAPEÑO** *book. These books are spicy or exotic. They may get your juices flowing, or get you all riled up! (Authors might include Elmore Leonard, Amanda Quick, and Jodi Picoult.)*
MP – *You want a* **MEAT & POTATOES** *book. These books are satisfying, substantial staples that will fill you up every time. (Authors might include Ian McEwan, Agatha Christie, and Ray Bradbury.)*
CC – *You want a* **COTTON CANDY** *book. These books are tasty, but hold little caloric value. Still, they're fun and easy to get into, even if they're pure fluff. (Authors might include James Patterson, Danielle Steel, and Nicholas Sparks.)*
We have more lists of food books and of the taste quiz author results. Just send us an email at jhills@lib.tfid.org or btwitchell@lib.tfid.org and let us know if you would like more information.

BIBLIOGRAPHY (Books we discussed more fully in our presentation):

FBI (Food Book Investigations)–
The Best Thing I Ever Tasted: The Secret of Food by Sallie Tisdale
Candyfreak: A Journey Through the Chocolate Underbelly of America by Steve Almond
Fast Food Nation: The Dark Side of the All-American Meal by Eric Schlosser
Strange Foods: Bush Meat, Bats, and Butterflies: An Epicurean Adventure Around the World by Jerry Hopkins

Micro-histories –
Ambitious Brew: The Story of American Beer by Maureen Ogle
Charlemagne's Tablecloth: A Piquant History of Feasting by Nichola Fletcher
Curry: A Tale of Cooks and Conquerors by Lizzie Collingham
The Food Journal of Lewis and Clark: Recipes for an Expedition by Mary Gunderson

Pop Culture –
A la Cart: The Secret Lives of Grocery Shoppers by Hilary Carlip
Dishwasher: One Man's Quest to Wash Dishes in All 50 States by Pete Jordan
Milk, Eggs, Vodka: Grocery Lists Lost and Found by Bill Keaggy
Top Chef: The Cookbook edited by the creators of Top Chef

Memoirs –
Alone in the Kitchen with an Eggplant: Confessions of Cooking for One and Dining Alone edited by Jennie Ferrari-Adler
A Cook's Tour: In Search of the Perfect Meal by Anthony Bourdain
Julie and Julia: 365 Days, 524 Recipes, 1 Tiny Apartment Kitchen by Julie Powell
Kitchen Confidential: Adventures in the Culinary Underbelly by Anthony Bourdain
No Reservations: Around the World on an Empty Stomach by Anthony Bourdain
Toast: The Story of a Boy's Hunger by Nigel Slater

Fiction –
Catering to Nobody by Diane Mott Davidson
Deep Dish by Mary Kay Andrews
Fried Green Tomatoes at the Whistle Stop Café by Fannie Flagg
Hot Lunch by Alex Bradley
Like Water for Chocolate by Laura Esquivel
My Year of Meats by Ruth L. Ozeki
Too Many Cooks Spoil the Broth by Tamar Myers
The Wedding Officer by Anthony Capella ∎

Made to Stick: The Book by Chip and Dan Heath, Adapted to a Library Audience

SAMANTHA SCHMEHL HINES

While I was on maternity leave during Spring of 2007, I thought I would have all sorts of time to get some professional reading done. Those who have children are laughing at my naiveté. However, I did manage to get one book read: Made to Stick by Chip and Dan Heath. All during my reading of it I thought to myself, "This is a book library workers need to read!" Once I got back from leave, I arranged to present the ideas from the book in a few different venues: a retreat for Montana academic librarians, online for ACRL's management institute, and also for PNLA's conference in Post Falls.

The presentation all three times involved a great deal of audience participation. Attendees were asked to come with an idea in mind that they needed to communicate. We then worked through the steps outlined in the book, applying each to our individual ideas and brainstorming ways to more effectively communicate. To conclude, we evaluated a presentation on its 'stickiness.' The presentation varied from a clip from the West Wing to a Common Craft video about wikis.

The first point to realize when communicating an idea is that we know far more about the idea than our audience, which the authors called "the curse of knowledge." The biggest tip, the tip that they came back to time and again, was that in order to engage our audience we have to make our message relatable to someone who has no knowledge of the subject we're discussing. The example I gave in my presentation was from a shopping trip with my mom about ten years ago. She was bemoaning all the ratty punk band tee shirts my brother at that time liked to wear. "Why can't he wear a shirt with cute little cartoon people on it, like that one over there?" she asked. The shirt she pointed out happened to feature characters from the television show South Park, which may look cute but is far from what my mom had in mind. She didn't have the curse of knowledge in this case, but anyone who knew what South Park was all about couldn't see those cartoon characters as cute. We need to remember when communicating that sometimes things that are fraught with meaning for us don't mean anything to those with whom we are communicating.

The book outlines five steps to 'SUCCES,' which formed the bulk of my presentation:

- SIMPLE
- UNEXPECTED
- CONCRETE
- CREDIBLE
- EMOTIONAL
- STORIES

'Simple' meant that we have to keep our idea and how it's presented simple. We have to find the core of our idea and let that core guide how we present our idea. The example I gave was of adopting a new OPAC. Most people we discuss that with aren't going to care too much or pay much attention. So it's best to be guided by the core of the idea--it's not that we will have a new OPAC, it's that we'll be able to find items better when searching, or that it will look nicer, or be easier to use. This approach will make your communication more memorable.

'Unexpected' means that if we highlight a gap in the audience's understanding of an issue, the audience will be driven to fill that gap. We give them something unexpected by presenting and then helping to solve a mystery. I gave a somewhat silly example of this in my presentation-- the newscaster that tells us in the promo before the 11 o'clock news that something we use everyday may be fatal, but he won't tell us what until after the sports and weather reports. This example also demonstrates that the gap highlighted can't be too gimmicky or we may lose our audience from the start.

Concrete' was illustrated with a mysterious picture. Every audience so far has been able to guess that it's a close-up photo of velcro. Like velcro, ideas have hooks and audiences have loops--the key is to make your hooks grab their loops. Putting your audience in the story is the key to being able to keep their attention. Going back to my new OPAC

Samantha Schmehl Hines is Distance Education Coordinator, Social Science Librarian, and Interim Head of Bibliographic Management Services, University of Montana, Missoula. She can be reached at:

Made to Stick: The Book by Chip and Dan Heath, Adapted to a Library Audience

example, my audience may not care about money saved and database retrieval speeds, but if I tell them that typos will be recognized just like in a Google search ("did you mean xyz?") that will be more likely to stick with them, since everyone has made typing mistakes in the OPAC. The ideal presentation will offer audiences a tangible goal or two and inspire them to take action.

Credible' information is an important way to make your ideas stick with your audience. The book highlighted four types of credibility: external credibility, from outside experts, statistics, etc.; anti-authorities, such as the Marlborough Man becoming an anti-smoking advocate; internal credibility, on which so many urban legends hinge (my father's cousin's roommate knew a person who...); and the testable credential, where the audience can reproduce whatever you're claiming on their own. Giving your audience something to believe not only makes your idea stick, it also helps the audience agree with what you're saying.

Emotional' appeals are not just presentations that make you laugh or cry. They are ones that answer the fundamental question of all audiences: "What's in it for me?" To be memorable, you need to engage with your audience's identity in a profound way--not just who they are but who they think they are. The example I used was in an appeal to the university administration for more money to upgrade the OPAC. The University of Montana may not be the world-class destination for students to get their degrees, but the administration here thinks of it that way. So in order to more effectively appeal to their emotional sides, I have to consider how they view themselves and by extension our institution. And the authors of the book point out that if you get your audience to care about your message, they will pass that message on to others for you.

'Stories' are the final step, and they help simulate your idea in real life for your audience. This is described by the authors as 'adding the character of lived experience,' which is a wonderful way to phrase it! The example offered in the book is that of Jered from the Subway ads, who provides a familiar story about how he lost weight eating Subway sandwiches. The book reveals that Jered's story was first used by the local Subway and they brought it to the national office, who first passed on it as not being interesting enough. They thought their audiences would rather have jingles or statistics, but they underestimated the importance of stories to audiences.

Since the presentation required the audience to participate, it's hard to offer a written version that gets the points I tried to make across with as much impact. If you are interested in communicating effectively, I highly recommend reading the actual book. In the meantime, it can be summed up thus: For an idea to stick, it must make the audience:

- Pay attention
- Understand and remember
- Agree/believe
- Care
- Be able to act

The final thought we were left with in the book, in my presentations, and in this article is to beware the curse of knowledge. It is vital to remember our audience doesn't know as much about the subject as we do, and we need to fill them in or we've lost them from the start. ∎

Reading the Region 2007-2008: Award Books from the Pacific Northwest

JANELLE M. ZAUHA

The Pacific Northwest continues to grow as a region rich in the book arts. We are the home of many writers, book festivals, book stores, creative writing programs, and numerous book related associations, including those devoted to libraries and librarians. We are also the granters of many book awards. Some of our awards are regional and fairly high profile: the YRCA comes to mind, as does the Pacific Northwest Book Seller's Award. More often, however, the awards in our region hold a much lower profile, and are impossible to find using common discovery tools such as books about literary prizes or Web sites that track national or international prizes. Despite the region's growth, the literary awards granted by our book centers, sellers, universities, library associations and friends groups remain as elusive as some of our wildlife.

This bibliography, then, is a hunter's guide to literary awards in the prolific region the Pacific Northwest Library Association is fortunate to encompass: Alaska, Alberta, British Columbia, Idaho, Montana, Oregon, and Washington. It is designed to help readers of all ages, teachers, parents, librarians, authors, and any other self-identified book person locate quality titles either about the region or by the many authors who call it home.

Since the last iteration of this bibliography in Fall 2006 (*PNLA Quarterly*, vol. 71, no. 1), at least two awards have been added. In Montana, the High Plains Book Award recently cropped up through the sponsorship of the Parmly Billings Library. On a regional level, the American Indian Youth Literature Award is now included because of its general focus on native writers, cultures, and subjects so important to the area.

The first version of this bibliography was enacted as a program at the Pacific Northwest Library Association's Annual Conference in Post Falls, Idaho, in August 2008. There, librarians from around the region performed book talks on their favorite award winners. Many thanks are due to them for their energy and interest. From Alaska, we had Helen Hill, Director of the Homer Public Library; from Alberta (in spirit), Christine Sheppard, Executive Director of the Library Association of Alberta; from British Columbia, Michael Burris, former Executive Director of the British Columbia Library Association, now of Public Library InterLINK; from Idaho, Ruth Funabiki, Head of Technical Services at the University of Idaho Law Library; from Montana, Mary Lou Mires, Reference Librarian at Salish Kootenai College, and Jan Zauha, Reference Librarian at Montana State University; from Oregon, Dave Pauli, Reference Librarian at Hillsboro Public Library; and from Washington, Barbra Meisenheimer, Community Librarian at Vancouver Mall Community Library. Thank you!

Pacific Northwest Library Association (PNLA)
Young Readers Choice Award 2008 Winners (http://www.pnla. org/yrca/)
- Junior Division (4th-6th Grades): *A Dog's Life: Autobiography of a Stray* by Ann Martin (Scholastic)
- Intermediate Division (7th-9th Grades): *Lightning Thief* by Rick Riordan (Miramax)
- Senior Division (10th – 12th grades): *Peaches* by Jodi Lynn Anderson (HarperTeen)

Jan Zauha is Reference Librarian & Professor at Montana State University, Bozeman, Montana. She can be reached at: jzauha@montana.edu

ALASKA

Alaskana Award – Adult Fiction or Non-Fiction (**http://www.akla.org/handbook/vi-3awards.html#alaskana**)
- 2008 Winner: *The Alaska Pen: An Illustrated History of Unga* compiled and edited by Thor Lauritzen, Peggy Arness, and Edward Melseth (Book Publishers Network)
- 2007 Winner: *A Land Gone Lonesome: an Inland Voyage Along the Yukon River* by Dan O'Neill (Basic Books)

Forget Me Not Award – Children's Literature **(http://www.alaskareading.org/Grant)**
- 2006 Winner (most recent): *The Prince and the Salmon People* by Clair Rudolf Murphy and Duane Pasco (Eastern Washington University Press)

ALBERTA

Book Publishers' Association of Alberta 2008 Awards (http://www.bookpublishers.ab.ca)
- **Children's Book Award:** *Free as the Wind: Saving the Horses of Sable Island* by Jamie Bastedo, illustrated by Susan Tooke (Red Deer Press)
- **Educational Book Award:** None presented for 2008
- **Scholarly Book Award:** *Culturing Wilderness in Jasper National Park: Studies in Two Centuries of Human History in the Upper Athabasca River Watershed* edited by I.S. MacLaren (University of Alberta Press)
- **Trade Fiction Book Award:** *Wonderfull* by William Neil Scott (NeWest Press)
- **Trade Non-Fiction Award:** *Hard Passage: A Mennonite Family's Long Journey from Russia to Canada* by Arthur Kroeger (University of Alberta Press)
- **Alberta Book Design Awards:**
- **Book Cover:** Great Canadian Film Directors edited by George Melnyk, cover design by Alan Brownoff (University of Alberta Press)
- **Book Design:** Culturing Wilderness in Jasper National Park: Studies in Two Centuries of Human History in the Upper Athabasca River Watershed by I.S. MacLaren and others (University of Alberta Press)
- **Book Illustration:** *Ladybugs of Alberta: Finding the Spots and Connecting the Dots* by John Acorn, illustrations by John Acorn (University of Alberta Press)

Rocky Mountain Book Awards (grades 4-7) (http://rmba.lethsd.ab.ca)
- **2008 Winner:** *Hamish X and the Cheese Pirates of the Arctic* by Sean Cullen (Penguin Books Canada)

Writer's Guild of Alberta 2008 Winners (http://www.writersguild.ab.ca)
- **Georges Bugnet Award for Novel:** *Where Bones Dance* by Nina Newington (University of Wisconsin Press)
- **Howard O'Hagan Award for Short Fiction:** *Long After Fathers* by Roberta Rees (Coteau Books)
- **Stephan G. Stephansson Award for Poetry:** *A Ghost in Waterloo Station* by Bert Almon (Brindle & Glass)
- **Wilfred Eggleston Award for Non-Fiction:** *The Lost Coast: Salmon, Memory and the Death of Wild Culture* by Tim Bowling (Nightwood Editions)
- **Gwen Pharis Ringwood Award for Drama:** *The Oxford Roof Climber's Rebellion* by Stephen Massicotte (Playwrights Canada Press)
- **R. Ross Annett Award for Children's Literature:** *The Big Snapper* by Katherine Holubitsky (Orca Book Publishers)

BRITISH COLUMBIA

Red Cedar Book Award (grades 4-7) **(http://www.redcedaraward.ca)**
- Fiction: *The Crazy Man* by Pamela Porter (Groundwood Books)
- Non-Fiction: *Transformed: How Everyday Things Are Made* by Bill and Jim Slavin (Kids Can Press)

Stellar Awards (ages 13-19) **(http://www.stellaraward.ca)**
- Winner: *Red Sea* by Diane Tullson (Orca Book Publishers)
-

BC Book Prizes 2008 Winners (http://www.bcbookprizes.ca)
- **Ethel Wilson Fiction Prize:** *Conceit by Mary Novik (Doubleday Canada)*
- **Roderick Haig-Brown Regional Prize:** *The 100-Mile Diet: A Year of Local Eating* by J.B. MacKinnon and Alisa Smith (Vintage Canada)
- **Hubert Evans Non-Fiction Prize:** *Everywhere Being is Dancing* by Robert Bringhurst (Gaspereau Press)
- **BC Booksellers' Choice Award in Honor of Bill Duthie:** *The Last Wild Wolves: Ghosts of the Great Bear Rainforest* by Ian McAllister (Greystone Books)
- **Dorothy Livesay Poetry Prize:** *Forage* by Rita Wong (Nightwood Editions)
- **Christie Harris Illustrated Children's Literature Prize:** *A Sea-Wishing Day* by Robert Heidbreder, illustrated by Kady MacDonald Denton (Kids Can Press)
- **Sheila Egoff Children's Prize:** *The Corps of the Bare-Boned Plane* by Polly Horvath (Farrar, Straus and Giroux)

Chocolate Lily Awards 2006 Winners (http://www.chocolatelilyawards.com)
- **Best Picture Book**: *Stanley's Wild Ride* by Linda Bailey, illustrated by Bill Slavin (Kids Can Press)
- **Best Chapter Book/Novel:** *Chasing the Moon* by Penny Chamberlain (Sono Nis Press)

IDAHO

Idaho Library Association Book Award (http://www.idaholibraries.org/bookaward)
- 2006 Winner (most recent): *A Danish Photographer of Idaho Indians: Benedicte Wrensted* by Joanna Cohan Scherer

MONTANA

Montana Book Award 2007 Winners (http://www.montanabookaward.org)
- Winner: *Red Rover* by Deirdre McNamer (Viking Adult)
- Honor books:
- *Chrysalis: Maria Sibylla Merian and the Secrets of Metamorphosis* by Kim Todd (Harvest Books)
- *Evelyn Cameron: Montana's Frontier Photographer* text by Kristi Hager (Farcountry Press)
- *One Woman's Montana photography* by Kathe LeSage (Riverbend Publishing)

Treasure State Award (K-12 picture book award) (http://www.missoula.lib.mt.us/treasurestate.html)
- 2008 Winner: *Shep: Our Most Loyal Dog* by Sneed B. Collard III and Joanna Yardley (illustrator) (Sleeping Bear Press)

Reading the Region 2007-2008: Award Books from the Pacific Northwest

High Plains Book Award (http://209.181.10.125/hpba/2007.html)
- 2007 Book of the Year Winner: *Indians and Emigrants: Encounters on the Overland Trails* by Michael L. Tate (University of Oklahoma Press)
- 2007 Best New Book Winner: *Jay Cooke's Gamble: The Northern Pacific Railroad, the Sioux, and the Panic of 1873* by M. John Lubetkin (University of Oklahoma Press)

OREGON

Beverly Cleary Children's Choice Award (http://www.oema.net/cleary)
- 2007-2008 Winner: *Legend of Captain Crow's Teeth* by Eoin Colfer, illustrated by Glenn McCoy (Miramax)

Oregon Book Awards 2007 Winners (http://www.literary-arts.org)
- **Eloise Jarvis McGraw Award for Children's Literature:** *Not in Room 204* **by Shannon Riggs (Albert Whitman & Company)**
- **Frances Fuller Victor Award for General Nonfiction**: *Democracy Reborn: The Fourteenth Amendment and the Fight for Equal Rights in Post-Civil War America* by Garrett Epps (Henry Holt)
- **H.L. Davis Award for Short Fiction**: *The Dead Fish Museum* by Charles D'Ambrosio (Alfred A. Knopf)
- **Ken Kesey Award for the Novel**: *Twenty Questions* by Alison Clement (Atria Books)
- **Leslie Bradshaw Award for Young Readers:** *Alphabet of Dreams* **by Susan Fletcher (Atheneum)**
- **Sarah Winnemucca Award for Creative Nonfiction:** *The Things Between Us* **by Lee Montgomery (Free Press)**
- **Stafford/Hall Award for Poetry**: *The Sky Position* by Tom Blood (Marriage Records)

Patricia Gallagher Picture Book Award (http://www.oregonread.org/gallagheraward08.html)
- 2007-2008 Winner: *Dex, the Heart of a Hero* by Caralyn Buehner, illustrations by Mark Buehner (HarperCollins)

WASHINGTON

Children's Choice Picture Book Award (http://www.wlma.org/wccpba)
- 2008 Winner: *Once Upon a Cool Motorcycle Dude* by Kevin O'Malley, Carol Heyer & Scott Goto (Walker Books for Young Readers)

Evergreen Young Adult Award (http://www.kcls.org/evergreen/)
- 2008 Winner: *Twilight* by Stephenie Meyer (Little, Brown Young Readers)

Sasquatch Reading Award (http://www.wlma.org/sasquatch)
- 2008 Winner: *The Ghost's Grave* by Peg Kehret (Puffin)

Washington State Book Awards 2007 Winners (http://www.spl.org/default.asp?pageID=about_leaders_washingtoncenter)
- Fiction: *The Dead Fish Museum* by Charles D'Ambrosio (Alfred A. Knopf)
- Poetry: *Spectral Waves* by Madeline DeFrees (Copper Canyon Press)
- History/Biography: *James Tiptree Jr: The Double Life of Alice B. Sheldon* by Julie Phillips (St. Martin's Press)
- General Nonfiction: *River of Memory: The Everlasting Columbia* by William D. Layman (University of Washington Press)

Scandiuzzi Children's Book Award 2007 Winners (from the Washington State Book Awards):
- *Behold the Bold Umbrellaphant* by Jack Prelutsky and Carin Berger (illustrator) (Greenwillow)
- *Grand & Humble* by Brent Hartinger (HarperTeen)

OTHER REGIONAL AWARDS

American Indian Youth Literature Award (American Indian Library Association – AILA) 2008 Winners (http://www.ailanet.org)
- Picture Book: *Crossing Bok Chitto: A Choctaw Tale of Friendship and Freedom* by Tim Tingle (Cinco Puntos Press)
- Middle School: *Counting Coup: Becoming a Crow Chief on the Reservation and Beyond* by Joseph Medicine Crow (National Geographic)
- Young Adult: *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie (Little, Brown Young Readers)

Pacific Northwest Booksellers Award 2008 Winners (http://www.pnba.org/2008awards.htm)
- *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexi (Little, Brown Young Readers)
- *Tree of Smoke: A Novel* by Denis Johnson (Farrar, Straus and Giroux)
- *Dancing with Rose: Finding Life in the Land of Alzheimer's* by Lauren Kessler (Viking Adult)
- *Returning to Earth: A Novel* by Jim Harrison (Grove Press)
- *The God of Animals* by Aryn Kyle (Scribner)
- *Bad Monkeys* by Matt Ruff (HarperCollins) ■

The Conservation Kitchen: Basic Tools for Any Preservation Recipe

Diane Hutchins
Marcea Horst
Laurie Fortier

Conservation Kitchen. What do knitting needles, beans, waxed paper, and a plastic ketchup bottle have in common? Diane Hutchins, Marcea Horst, and Laurie Fortier, from the Washington State Library, took their Conservation Kitchen series to Post Falls to answer this question and several others for conference attendees.

Diane Hutchins began by describing the infancy of the preservation program at the Washington State Library. While doing so, she shared tips on low-lost options for some conservation tools, such as substituting bags filled with rice or beans for metal weights, using a plastic squeeze bottle to hold glue, and buying a few pairs of knitting needles for many types of repairs, including hinge strengthening.

She then went on to give an overview of preservation, explaining the difference between "preservation" and "conservation" and shared some tips on proper ways to shelve oversized books to avoid damaging them.

Diane also spoke about the harm that can be done when materials are stored in unfriendly environments – too hot, too humid, too bright - and recommended the Image Permanence Institute's "Stored Alive" Web site (http://www.imagepermanenceinstitute.org/shtml_sub/storedalive.html) to those in the audience. Next, she described the ways in which acidic materials such as pulp paper, glue, tape, and acidic board, can harm otherwise sound non-acidic paper materials through acid migration. She also mentioned how ordinary office supplies can damage the materials they are meant to protect.

During the course of the presentation, Marcea Horst showed the audience how to do some basic repairs that would extend the shelf life of library materials: hinge strengthening, tip ins, and tear repairs, using both pressure sensitive mending tissue and Japanese tissue and wheat paste. Closeup shots of the repair techniques were shown by means of a PowerPoint slideshow, in tandem with the live repairs. Marcea shared many handy tips including using a simple hobby sanding block for trimming pages, and a water pen for tearing Japanese tissue used in repairs.

Diane told the audience about the "heartbreak" of a "perfect binding" and introduced Laurie Fortier who talked about the successes the Washington State Library has had in working with the HFGroup, a commercial bindery in Walla Walla, Washington. Laurie shared with the audience several examples of the fine job the bindery had done.

Diane concluded the program by reminding the audience to "Do no harm!" She recommended that they consult with a conservator (located on the Web site of the American Institute for Conservation of Historic & Artistic Works, http://aic.stanford.edu) if they were not sure of the course to take with historically significant or rare materials.

Those attending "The Conservation Kitchen: Basic Tools for Any Preservation Recipe" went away having learned about no-cost and low-cost ways to extend the shelf life of their collections while giving them more shelf appeal. They also received some basic information on the whys and wherefores of collection handling, tips on utilizing a commercial bindery when it is appropriate to do so, and simple ways to provide a healthy environment for their collections. The best part was that all of the tips and techniques shown at the program could be applied in any library environment where there are print collections.

DVDs of two episodes of The Conservation Kitchen, "Basic Tools for Any Preservation Recipe" and "Wraps, Jackets, and Boxed Treats," are available through resource sharing (interlibrary loan) from the Washington State Library. The PowerPoint shown at the conference may be accessed at the GPO OPAL Web site at http://www.opal-online.org/archiveGPO.htm. Handouts from The Conservation Kitchen series may be found at http://wastatelib.wordpress.com/handouts/.∎

Laurie Fortier shows DVDs on conservation that are available

Diane Hutchins is the Program Manager for Preservation and Access Services at the Washington State Library. She can be reached at dhutchins@secstate.wa.gov
Marcea Horst is the Conservation Lead at the Washington State Library. She can be reached at mhorst@secstate.wa.gov.
Laurie Fortier is the State Publications Associate at the Washington State Library. She can be reached at lfortier@secstate.wa.gov.

I Want That One Book: Teen Lit to Reel Them In

APRIL WITTEVEEN
LEIGH ANN MORLOCK

April Witteveen is a Teen Services Librarian with the Deschutes Public Library. She can be reached at: aprilw@dpls.us. Leigh Ann Morlock is the Teacher-Librarian for the Health and Science Magnet School in the Beaverton School District. Additionally, she teaches adjunct at Portland State University in the Continuing Education department of the Graduate School of Education. She can be reached at: lamorlock@hotmail.com

Fantasy and Sci-fi

Beastly by Alex Flinn
Kyle Kingsbury was once a high school golden boy...until the day he crosses a spell-casting student who puts him right in the middle of a modern-day Beauty and the Beast.

Betwixt by Tara Bray Smith
Three alienated teenagers are drawn to a strange outdoor concert in the woods of Central Oregon, where they discover they possess magical powers and that their destinies are intertwined.

Keturah and Lord Death by Martine Leavitt
Keturah wanders of into the medieval King's Forest where she encounters Lord Death. She'll need to wheel and deal in order to find her way back to her one true love.

Life As We Knew It by Susan Beth Pfeffer
16-year old Miranda keeps a journal recording the effects of a catastrophic natural disaster and her family's struggle to survive.

Rash by Pete Hautman
A quick moving tale of the future, complete with artificial intelligence, hyper-safe sports, and pizza factories serving as juvenile detention centers.

The Society of S by Susan Hubbard
Ariella knew her family was a little different from others, but as she enters her teen years she finds out exactly what it is that sets them apart—and what the Society of S is all about.

Unwind by Neal Shusterman
Three teens struggle against a new policy that allows for body parts to be harvested from teens for the betterment of society.

Realistic Fiction

Beige by Cecil Castellucci
Katy enjoys her quiet life in Montreal. She gets to experience a whole new life when she's sent to live with her dad, an old punk rocker, in Los Angeles.

Freak Show by James St. James
After being physically and emotionally beaten at his exclusive Florida private school, 17-year old drag queen Billy Bloom rediscovers his fabulosity and runs for homecoming queen.

How to Be Popular by Meg Cabot
Can you learn to be popular from a 1950's book? Steph Landry is willing to try anything to bump up her social status after an embarrassing incident in 6th grade.

Memoirs of a Teenage Amnesiac by Gabrielle Zevin
The last thing Naomi remembers is…four years ago. After a nasty fall, she wakes to find her entire high school experience missing from her memory.

The Missing Girl by Norma Fox Mazer
Five sisters go about their lives, unknowing of the neighborhood man tracking their every move…

Peak by Roland Smith
At age 14, Peak Marcello attempts to become the youngest person to climb Mt. Everest. Along the way, he learns about Tibet and his estranged father.

I Want That One Book: Teen Lit to Reel Them In

Shift by Jennifer Bradbury
Chris and Win take off on a cross-country bike trip after graduation. Only Chris returns, and he's left with the mystery of where Win has gone.

Nonfiction

American Dreaming by Laban Carrick Hill
A history of how young people changed the social fabric of America through the Civil Rights Movement, Black Nationalism, Chicano Power, the American Indian Movement, and feminism.

Snow Falling in Spring by Moying Li
This memoir tells of Li's coming of age during China's Cultural Revolution.

War in the Middle East by Wilborn Hampton
Journalist Bill Hampton tells of his experience covering the 1970 Jordanian Civil War and the Yom Kippur War as well as the subsequent history of the Middle East.

A Young People's History of the United States, Volume 1 and 2 by Howard Zinn, adapted by Rebecca Stefoff.
This two volume set covers the history of the United States from Columbus to the War on Terror Howard Zinn-style.

Graphic Novels

The Arrival by Shaun Tan
This wordless graphic novel tells the story of a man and his family immigrating to the United States and their struggle to build a new life.

Aya by Marguerite Abouet and Clement Oubrerie
Aya tells the story of the eponymous character as a teenager growing up in the Ivory Coast in 1978.

Bigfoot: I Not Dead by Graham Roumieu
Bigfoot's third release tells more personal tales of being misunderstood.

Coraline: The Graphic Novel by Neil Gaiman; adapted and illustrated by P. Craig Russell
Check out the graphic adaptation of Neil Gaiman's strange and dark fantasy world behind the Coraline's secret door.

The Kingdom of Winds, Vol. 1 by Kimjin
In Goguryeo, an Ancient Korean Kingdom, Crown Prince Myhyul tries to save his brothers and sisters from the despotic king, their father as well as a secret curse looming over the entire family.

Tween Reads

Kiki Strike: The Empress's Tomb by Kirsten Miller
The second book in the Kiki Strike series, Kiki and her friends try to stop a art forger and keep the secret underground city below New York, just that—a secret.

The Mysterious Benedict Society and the Perilous Journey by Trenton Lee Stewart
The Mysterious Benedict Society foursome is sent on an international scavenger hunt.

The Penderwicks on Gardam Street by Jeanne Birdsall
The Penderwick sisters are back home and this time their adventure is preventing their father from finding a wife.

Savvy by Ingrid Law
When Mibs turns thirteen she is certain she knows her "savvy"—her unique magical power—and it will save her father's life. ∎

Story Time Puppetry for Ones and Twos

STEVEN ENGELFRIED

Using puppets during Toddler Times or Baby Programs is a great way to catch (and hold) the attention of those very youngest storytime attendees. Puppetry also provides opportunities for developing early literacy skills and modeling creative play. Librarian and puppeteer Steven Engelfried shared and demonstrated basic puppetry techniques, creative ideas, and lots of easy-to-learn story suggestions just right for children under three. Here's a list of the stories he told, along with teller tips and general advice about using puppets with young children:

Pop-Outs: no books, just pop out the puppets as you do the rhyme

Steven Engelfried tells a story with puppets

The Cat Went Fiddle-I-Fee
John Langstaff
--- Works best to bring out each animal just once, rather than repeating the whole group as each new one appears

Down on Grandpa's Farm
song by Raffi on *One Light One Sun*
-- When you bring out each animal, can show a portion first to generate guesses, or bring out the whole animal, depending on age level of audience…

I Went to Visit the Zoo Today   traditional
--- "I went to visit the zoo today, I saw a lion across the way, what do you think I heard it say?.....ROAR!" That's all there is to it…

Oh a-Hunting We Will Go   John Langstaff
--- First pop out the animal (pig, fish, armadillo…), then pop out the appropriate rhyming prop (wig, dish, pillow…)

Old MacDonald Had a Farm   Jessica Souhami
[other versions too]
--- Makes a good introduction to puppetry in the session, since it's familiar to so many

Over in the Meadow   Paul Galdone
[other versions too]
--- Need regular puppet, plus finger puppets to go with it
--- Can "count" up to three or four, rather than ten like in the book

Sitting on the Farm   Bob King
--- For this age, the "munch, munch, munch!" part involve a chase rather than an actual eating.

Walking on the Farm   traditional
--- "Walking on the farm, what did I see? I saw a cow mooing at me…"
--- In most of the examples above, stuffed animals work almost as well as puppets, since they don't need to do much more than appear.
--- Most of these can be adapted to fit what puppets you have and to use the same basic idea with a varied theme: Use "farm," "zoo," "forest," "ocean," "pets," etc.
--- It can be fun to throw in one "wrong" puppet with two year olds: "and on that farm he had a….*monkey?* Do monkey's live on farms?...."

Steven Engelfried has been a youth librarian for 22 years. He currently works in the Early Childhood Outreach Department of Multnomah County Library, where he coordinates the "Raising A Reader" program. He reviews books for School Library Journal, occasionally teaches a children's literature course for Oregon State University, and will be serving on the 2010 Newbery Committee. He enjoys using puppets in storytelling for all ages, and performs at other libraries in northern Oregon as "The Pink Pig Puppet Theatre." He lives in Hillsboro, Oregon with a wife, two kids, six cats, and too many puppets to count.   He can be reached at: stevene@multcolib.org

Follow-Ups: read the book, then use puppets to retell or continue

Brown Bear Brown Bear What Do You See?   **Bill Martin**
--- After the book, you can bring out other animals one at a time, and/or repeat ones from the book.
--- End with "children, children, what do you see?" And hold up each puppet one last time.

A Children's Zoo   **Tana Hoban**
--- Choose three or more words to give hints, then pull out the animal
--- Point out the importance of vocabulary building to caregivers

Do You Want to Be My Friend?   **Eric Carle**
--- Kids help tell the almost wordless story as you use the book
--- Then your puppet mouse (or it could be another animal) searches for friends.
--- Show just a part of each animal (tail, ear, leg) and have the kids guess

Hi Pizza Man   **Virginia Walter**
--- A small pizza box, plus any puppets you want who appear and hold it

I Went Walking   **Sue Williams**
--- You can be the person walking…look away from the puppet following you until the "I saw a ….following me!" part
--- You could also use a person puppet in one hand, and have each animal follow it

Lunch   **Denise Fleming**
--- Rather than having puppets appear, this time it's the puppet (mouse or something else) who pulls food out of bag
--- Show just a part of the food first and have kids guess, as with the book
--- Real food is especially fun, but plastic food works too

Peek a Moo   **Marie Torres Cimarusti**
--- Partially cover the puppets head with your hand and have kids guess before you show
--- Or have puppets (if they have movable hands) cover their own faces

Row, Row, Row Your Boat   **Annie Kubler**
--- After the lion and crocodile used in the book, bring out other animals as puppets
--- Rhymes can be silly: "…row your boat, row so gently now / if you see a kitty cat, don't
forget to meow……row your boat, row and don't you stop / if you see a bunny rabbit
don't forget to hop…"

Seals on the Bus   **Lenny Hort**
--- Can follow up the book with "I wonder what *other* animals we might find on the bus…"
--- Or can sing the original "Wheels on the Bus" song, then *show* the book, but use puppets instead of reading it

Spots, Feathers, and Curly Tails   **Nancy Tafuri**
--- Can use any animals, following the pattern of showing one portion so kids can guess
--- If you have a group of puppets from the same environment (forest, ocean…), it's fun to show each and conclude with the same question from the book: "and where do they all live…?"

Zoo-Looking   **Mem Fox**

Story Time Puppetry for Ones and Twos

--- To replicate the rhythm and rhyme of the book, you'll need to think up some "ack" rhymes to match half of the puppets you use: "she looked at the mouse with its nose so black"
--- The other half you can alternate with the "looked back" refrain: "she looked at the frog and the frog looked back"
--- You can do "Follow-Ups" immediately after reading the book, or later in the storytime, or even the following week if you have a fairly regular audience

Real Stories: more complicated puppetry, but still good for 1s & 2s

Ask Mr. Bear   **Marjorie Flack**
--- Minimum requirements: bear, farm animals, "gift" props
--- You can be Danny, meeting each animal
--- Use props for each gift, either real or plastic
--- Don't have to include *all* animals from the book
--- You can be mother at the end as she asks Danny about the gifts
--- Finish with Danny giving the bear a "big bear hug" (even though it's his mother he really hugs)

The Big Fat Worm   **Nancy Van Laan**
--- Minimum requirements: bird, cat, dog
--- I just use my finger for the worm
--- The rhythm and rhyme is important, so I usually have the ending bit written on a 3 x 5 card so I get it right

Happy Birthday Moon   **Frank Asch**
--- Minimum requirements: bear, hat, moon
--- Can explain what an "echo" is before and have them practice
--- Your raised arm can be the "tree" that the hat blows up to
--- A Styrofoam ball on your finger makes an especially good moon
--- May want to explain what's going on at some parts: "and the moon rose slowly in the sky until it looked as if it was right underneath the hat in the tree…"

Jump, Frog, Jump!   **Robert Kalan**
--- Minimum requirements: frog, fly, two other animals from book, basket (or net or blanket)
--- Have kids do the "jump frog jump" refrain and don't jump the frog until they say it
--- Book has turtle eat snake who eats fish, but it works with any two of those
--- Storyteller plays role of "kids" and the one "kid" who sets the frog free

Mr. Gumpy's Outing   **John Burningham**
--- Minimum requirements: Man, child, four farm animals, raft
--- Don't need all of the animals from the book
--- Can use a box lid or flat piece of anything for the boat
--- Once in the boat, puppets may flop awkwardly instead of standing up but that's fine…kids will be looking at Gumpy and the next puppet by then
--- Tossing everyone from the raft is a fun surprise

Meow!   **Katya Arnold**
--- Minimum requirements: Dog, cat, bee, two other animals
--- The story revolves around Kitten saying "meow," than hiding just as Puppy turns to look
--- You can do that hiding bit as many times as you want throughout the story
--- Just describe the pond when Puppy jumps into it…don't need a pond prop

Story Time Puppetry for Ones and Twos

Runaway Bunny   **Margaret Wise Brown**
- --- Minimum requirements: Rabbit, props to match the story
- --- This requires more elaborate prop preparation, but some can be simplified. "trapeze," for example, can just be bunny hanging onto storyteller's finger
- --- Once you *have* the props, the story tells easily
- --- Can use one rabbit for Little Bunny and storyteller for Mother, or two separate rabbits.

Squeak-a-Lot   **Martin Waddell**
- --- Minimum requirements: Two mice, cat, two or three other animals
- --- Mouse can meet any animals, not necessary to match the book (except for cat)
- --- Have mouse and partner kind of dance in a similar pattern of motion for each game of "buzz a lot," "woof a lot."
- --- Mouse meets just one other mice at the end, instead of a group of mice

Three Little Kittens   **Paul Galdone**
                                  [other versions too]
- --- Minimum requirements: Cat, three kittens (finger puppets), three pairs of mittens, rat
- --- Can have felt mittens on a flannel board at first, which get removed and return through the rhyme
- --- Plus a set of "soiled" mittens
- --- Can use a "pie" prop, but also works if pie is just mentioned
- --- End is a bit tricky: Mother "smells a rat close by" she exits and storyteller switches her for a rat without kids seeing (in bag). Then kittens smell the rat and he pops out and chases them away
- --- For a simple version that works well with ones, just use cat puppet and three kitten finger puppets and tell the rhyme, without mittens, pie or rat

FAQ

How do I keep the kids from grabbing puppets?
A sturdy bag, with zipper and handles, works well. You need something that can be easily moved to lap, table, or floor, and something that can be opened and closed easily. Stiff sides can make it easier to locate puppets or props, so pillow case or floppy bags can be tricky.

What if I don't have all of the puppets to match the story?
Substitute puppets as needed. Many stories can be adapted by substituting or eliminating puppets to match what you have on hand. Also, cutting a character or two can make a longer story more workable for ones and twos.

What information about puppet stories should I share with caregivers?
Note where your puppet stories develop specific early literacy skills and share with caregivers. Narrative Skills and Vocabulary have especially strong potential with puppetry.

Should I let kids touch the puppets?
You may want to use one puppet to greet the kids as they arrive and/or after the story time is finished. It can be helpful to give them a cue for what to do ("shake his hand" or "pat her head"). This will help keep the line moving. Getting close to the puppet can be a highlight for many kids, but if they also want to try it themselves, let them know that the puppets will have stay on the storyteller's hand. If your library has a circulating collection of puppets, make sure attendees know about it.

What if I make mistakes?
Don't worry about being slick or perfect. While you tell, you're also modeling book extensions and creative play to caregivers, so your telling should seem easily replicable, rather than flawless.

Do I have to practice a lot?
You should rehearse the story before telling. Focus on any key movements, trading puppets on and off hands, and where you put the puppets when they're off.

What kinds of puppets should I have?
If you or your library is building a puppet collection, consider starting with animals that show up in picture books a lot (mouse, bear, dog, cat…) and basic collections of animal groups (farm, zoo, forest…) ∎

Inspiration for the learning project came from our 2006 regional conference speaker Michele Jeske who mentioned the Learning 2.0 project at the Public Library of Charlotte and Mecklenburg County. Human Resources Manager Marian Thomas was looking for a learning experience that allowed for the exploration of new technologies, encouraged staff to take charge of their learning through a self-paced program, and advance the on-going development of the District's learning culture.

Embracing Technology A Learning Opportunity for Library Staff

Liisa Sjoblom
April Witteveen

Embracing Technology

Learning 2.0 Team

Reviewed PLCMC's Learning 2.0

http://plcmclearning.blogspot.com

Pilot Project with Redmond Library

January 2007

9 weeks

22 exercises

Embracing Technology

- Orientation
- 30-minute session
- History
- Terms
- Support
- Handouts
- Timeline bookmark
- Quiz wrapped around a pen

One of the main challenges was to get staff excited about the project. We felt that it was important to get people on-board quickly and to complete all of the exercises. We created a 30-minute in-person kick-off orientation session covering the history of Web 2.0, some key terms, and information about support.

At the end of the presentation we distributed a bookmark with keys terms and a timeline for completion, plus a short, fun quiz pitting E.T., the movie against E.T. – Embracing Technology – the learning experience. (share handouts with attendees)

Completed quizzes sent to Marian who in return distributed an incentive – a treat bag of chocolate, small alien toys, and a poem by Carl Sandburg (for those who do not know, E.T.'s face was partially modeled after Carl Sandburg). This let us know who intended to work through the program.

Embracing Technology

- Weekly Reminders
- Kick-off Message
- 9 or 5 Weeks
- Samples for Week 2
- Week 2 – Blog Creation
- 9-Week Program Only
- Monitored ProgressCompletion

Weekly reminders were sent to staff to keep them on track and encourage continued participation. Discuss sample reminder with handouts. Note that we will discuss 5-week program further later in the presentation.

In Week 2, participants created their own blog using Blogger - http://www.blogger.com. This was used to monitor progress. Throughout their exploration staff commented on their progress and experiences, both good and bad. The final blog message provided a chance to comment on the experience and provided an indication that they were finished. The

The Learning 2.0 Team was put together and currently includes team leader Marian Thomas, eServices Manager Wylie Ackerman, Teen Services Librarian April Witteveen, and Adult Services Librarian Liisa Sjoblom.

We thoroughly reviewed PLCMC's Learning 2.0 site (http://plcmclearning.blogspot.com/). We contacted PLCMC for permission to use their program and linked heavily to their site via our intranet.

The pilot project with the Redmond Library. This mid-sized branch offered a mix of management, librarians, and library assistants who are motivated to experiment with new library programs. The project began in January 2007, ran for 9 weeks, and consisted of 22 exercises. We linked heavily to PLCMC's site for the pilot.

Embracing Technology: A Learning Opportunity for Library Staff

final incentive of a $10.00 movie gift card was sent to those participants completed all exercises.

Embracing Technology

- Pilot Results
- 1/3 of Staff Finished
- Short Feedback Survey
- Survey Results
- Enjoyed the Kick-Off
- Weekly Reminders ImportantLiked Trying Out New Technology
- Time a Major Factor

At the end of the pilot 6 of 19 Redmond staff completed the program and provided feedback through a short survey. See handout packet.

Everyone found value in the introductory kick-off and they all liked trying out the new technology. They also found the weekly reminders important. The major drawback was

time. 22 activities, one less than PLCMC, were still too many. Before rolling it out to the rest of the staff the team needed to shorten the lesson plans and really make the learning experience relevant to the Deschutes Public Library

Embracing Technology

- 14 exercises
- DPL Specific
- Intranet

The team reviewed the 22 exercises and managed to pare it down to a lean 14 exercises over nine weeks. We also took each of the exercises and wrote them for our own web site. We were concerned that PLCMC would take down or alter their site as they updated their program. At this time none of our exercises link directly to the PLCMC site. We also moved the sequence of exercises around to logically fit what we wanted to emphasize. (Handout of Topics)
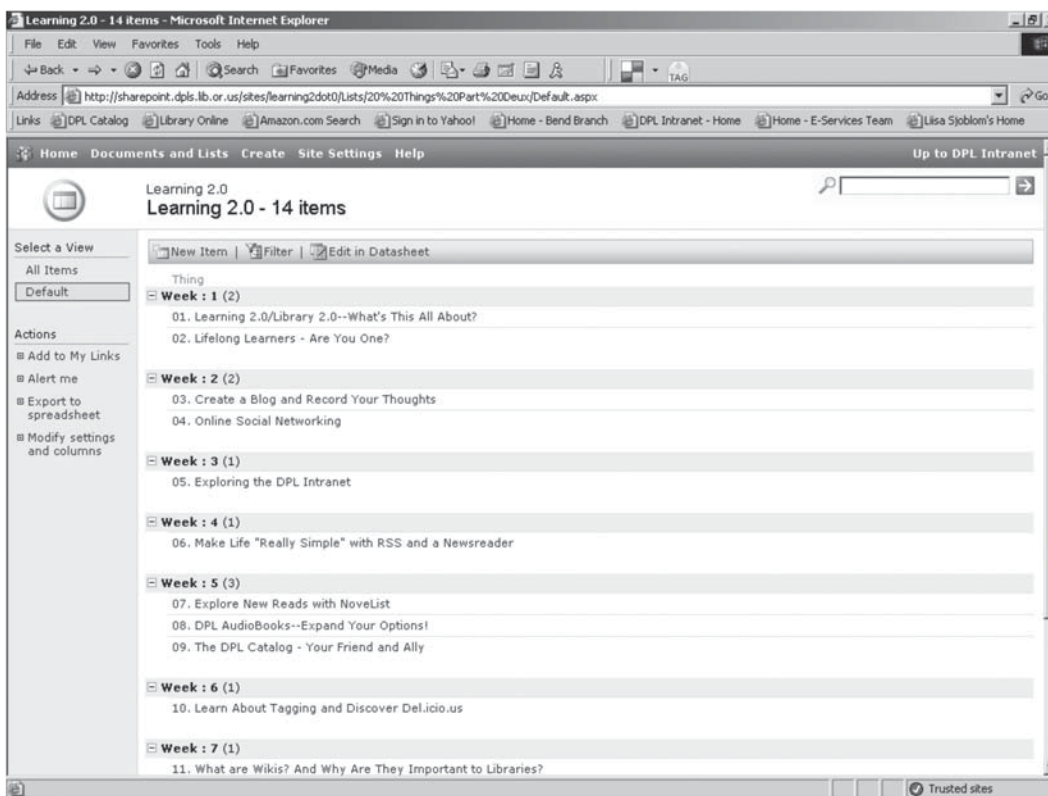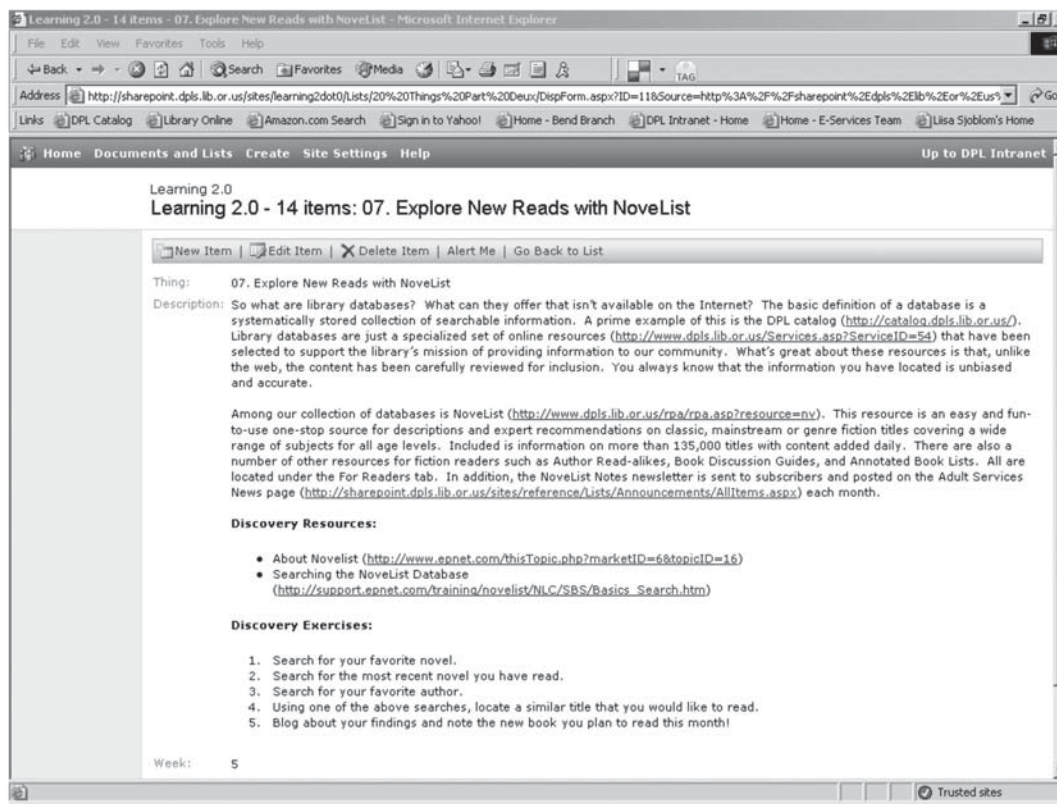
Embracing Technology

- NoveList
- DPL Digital Downloads
- DPL Catalog
  - As an example of weekly content, we'll take a deeper look at Week 5 of the 9-Week program. Consists of 3 separate exercises covering online resources – NoveList, DPL Digital Downloads and the Catalog. NoveList was selected because as a group of readers it is highly relevant (and fun!), DPL

Digital Downloads because we wanted everyone to get comfortable with downloading audiobooks, and the catalog because it is our number one used database. (Handout of Week 5)
- Each "Thing" contains introductory materials, discovery resources, and discovery exercises.
- Note that your handouts include the content for NoveList, DPL Digital Downloads, and the DPL Catalog.

Embracing Technology

- 5-Week Experience
- Circulation Staff
- "Jump Start"
- 5 Weeks8 Exercises
- No Blog

Short Quiz to CompleteWe also realized early on that we needed to create a shorter version for part-time staff, primarily working in Circulation. They do not have the same amount of time to devote to the exercises and also use shared computers email and related communication tasks. The short version, called Jump Start, runs for 5 weeks and involves eight different exercises. Instead of a creating a blog where progress is monitored, they complete a short quiz at the end of the five weeks.

Embracing Technology

- Main Program from June through November of 2007
- Staggered Starts
- Orientation Sessions with Incentives
- Support and Encouragement
- Blogs Monitored
- Movie Gift Cards Upon Completion
  - Everyone in the Deschutes Public Library system was invited to participate between June and September

of 2007 with staggered completion by department or branch through November. Participation was voluntary, but strongly encouraged, especially for staff providing reference service.
- The Learning 2.0 Team provided orientations and followed up with support and encouragement through the weekly reminders.
- Blogs were monitored for progress and we often took time to comment on postings to encourage the social nature of the entire experience.
- As people finished, movie gift cards were sent to staff.

Embracing Technology

- Positive Results
- 50% of Staff Participated
- 33% of Staff Completed All Exercises
- Favorite "Things" – YouTube and Flicker
- Least Favorite "Thing" – RSS Feeds
- Creative Blogs
- Everyone Liked to Explore
- Most Wanted More Time

Results were and continue to be positive. Half of the staff participated to some extent and one third completed all of the

Embracing Technology: A Learning Opportunity for Library Staff

exercises. Blog commentary showed some areas such as YouTube and flickr were more enjoyable than others. The RSS feeds exercise was the least liked activity. Some blogs were quite creative and everyone indicated that they really liked the chance to explore. Many wished they had more time and those who did the short version wanted to do the longer version.

Embracing Technology

Here are some of the comments from staff about their experiences.

- "I felt this exercise was very worthwhile. I only wish I had more uninterrupted time to explore the myriad options available and to thoughtfully consider the implications of some of the choices for our patrons."
- "Found the program to be very eye opening and actually fun."
- "It was a great opportunity to try out some of the new technology out there."
- "The overall experience was very positive for me. I'm one of those that need to be gently pushed out of my comfort zone."

Embracing Technology

- Worthwhile Learning Program
- Part of General Orientation
- E.T Quiz No Longer Used
- Movie Cards Still Distributed
- Review of "Things" in September
- Model for Future Online Training Programs

- Embracing Technology has proved to be a worthwhile learning program for staff and it is now part of the general orientation for new staff.
- The initial E.T. quiz is no longer required, but it is shared during the kick-off sessions which are still given by team members.
- As staff finish, they also receive the movie gift card. Participation is generally initiated by the department manager.
- Current plans are to review the exercises each September and update as necessary.

- We found this to be a very worthwhile endeavor and can recommend it to any library looking to get staff involved in their own learning. Not only are staff learning about new and emerging technologies, the team learned much from the development process. From working with surveys, forms, and discussion forums on our intranet to selecting web links to participating in the activities we developed a model for future online training programs. We encourage others to embrace technology and develop similar programs in your library!

Embracing Technology

Thank You!

Documents for the Deschutes Public Library's
Embracing Technology Program
are available online at www.nwcentral.org.

Search the phrase "embracing technology." ∎

Information Commons: Cooperation Makes It Work!

BRUCE ARNOLD
CHARLES KAMILOS

The Story
- The view from IT
- The view from Buildings &Facilities
- The view from the Library

Administrative Matters
- Portland Center Administrative Council
- Portland Center Technology Committee
- Strategic Plan

Funding of the Strategic Plan
- What we asked for
- What we got
- What we did with what we got
- What we did not do because it wasn't funded

Additional Changes
- Light Diffusers
- Color Printer
- Scanning Station
- Fax Machine
- New Doors

Room 141
- Copy machines
- Faculty Teaching Learning Development Lab
- Director of Hybrid Learning Office
- The Writing Center

Art in the Library
- Attempt to show art produced by artists somehow connected to George Fox University
- Library keeps 10% of sales

Student Responses
- Great Response
- Classes began reserving it for use
- Students unhappy about being displaced
- Need additional area elsewhere in the library

Staff Responses
- NIMBY! Hope for the Future

Multimedia Production Lab
- Initially this was to be the Faculty Teaching Learning Development Lab. However, this did not get funded.
- The idea has morphed into a lab open for use by all, both faculty and students, that can be reserved through the campus wide room reservation system.
- More Hope for the Future

Reassessing the Reference Collection
- Repurposing the Reference Collection area into a Collaborative work area with a couple of high tech toys.
- IT hope for the Future
- Full service IT service desk for graduate programs

Portland Center Administrative Council

Information Technology Task Force

Long-Term Strategic Planning Proposal

Revised, 7 June 2006

With the understanding that the original Strategic Plan (January 2006) approved by the Portland Center Administrative Council remains the optimal plan for the deployment of technology at the Portland Center, this Revised Proposal is presented as the implementation plan for the budget amount allocated for the 2006 – 2007 budget year in addition to dollar amounts this task force believes may be forthcoming from one other source.

Bruce Arnold is Portland Center Technology Specialist. He can be reached at: barnold@georgefox.edu

Charles Kamilos is the librarian at the University of Oregon Portland Center Librarian and an Assistant Professor at George Fox Evangelical Seminary. He can be reached at: ckamilos@georgefox.edu.

Information Commons: Cooperation Makes It Work!

This revised plan assumes a budgetary allocation of $30,000. It is also possible that further funds may be used from existing student fees monies ($8,800 - $10,000.)

1.   Replace Computer Lab machines ($10,000)
The 16 computers that currently make up the Portland Center Computer Lab are very old; immediate replacement of these machines is critical. There may be some funds in the Student Fees fund of the Portland Center which could contribute to this replacement. [The money for this item would come from existing student fees money.]

2.   Create an "Information Commons" area
  (<$16,000)
(Move the Computer Lab area to the Front Library Space)** This move would also create a new small classroom/conference room from the old computer lab space.
    a. Move the 16 computers currently housed in the Computer Lab to the Front Library Space.
    b. Move the existing furniture out of the front library space and replace it with three 6-computer workstations. Retail price for these workstations is approximately $6500 each; local construction or discounts would lower this cost.

[A 23% discount has been negotiated with the vendor bringing the purchase price down to $15,650. We believe that bids from local cabinet makers (currently being solicited) might bring this price down even further.]

3.   Smart Classrooms
The following plan shows the priority of classrooms and describes what equipment is needed to provide for smart classrooms at the Portland Center this coming fiscal year.

Finish rooms 155A and 240 with podiums from Stevens ($1,800???)

Purchase projectors for 160, 235, 281, 285B.

Provide podiums for 160 and 281. If possible, provide full podiums also for 235 and 285B.

Breakout of cost:
Podiums, wiring & labor: $2000 each
LCD projectors w/mounting & wiring: $2000 each
Total cost of transformation into a smart classroom = $4,000 ∎

Brief Introduction to Human Learning Ecology – Libraries, Education & Development in a New Light

An Education Institute program presented by Elizabeth Dozois

Monday, November 3, 2008
1: 00 pm Mountain time, 3:00 pm Eastern

- What is the function of intelligence, & how is it linked to human survival?
- How is intelligence developed, applied & extended across communities & civilization?
- How is it degraded or constrained?

Human Learning Ecology draws on the record of human striving, achievement, and failure across time, cultures & disciplines to understand the function & development of adaptive intelligence in human systems. The discipline provides a framework for understanding human & social development issues at a level that supports effective action. As repositories of the records of human striving libraries have a significant role to play in extending our capacity for adaptive intelligence. This introduction to Human Learning Ecology will touch on the role of libraries in the ecology of learning.

The framework of this program is based on the work of **Ken Low**, founder and director of the Action Studies Institute [est. 1983], a private research agency dedicated to the development of human learning ecology & mapping out how adaptive intelligence works or fails to work in human systems. The Action Studies Institute provides the curriculum & support for Leadership Calgary and Leadership Edmonton.

Elizabeth Dozois is a research consultant in Calgary, Alberta. Combining a passion for narrative with a desire to affect social change, Elizabeth uses collective stories to inform policy, funding, strategic, and programmatic decisions in the social-profit sector.

To register for this and other Education Institute programs, please go to:
http://www.thepartnership.ca/partnership/bins/index_ei.asp

The Education Institute offers a wide range of practical workshops for information professionals and others interested in information issues or in learning new information technologies. You do not need to be an information professional to participate in Education Institute programs.

ei EDUCATION INSTITUTE

Integrating Information Literacy within the Disciplines: A Faculty-Centered Approach

IELLEEN MILLER
KAREN CARLBERG

The Problem

The problem – how best to integrate information literacy into disciplinary coursework

EWU General Ed Overarching Goals include "enhance students' critical thinking skills, including effective research skills, information literacy…"

Our only standardized, integrated IL components are in English 101 & 201

How can the library work with the faculty to integrate information literacy/library research into curriculum?

What methods will work best in EWU campus culture?

Our Solution

Campus culture = extra pay for extra work

Where does the money come from? Apply for EWU Strategic Planning Grant money

Project must tie in with library's strategic plan

Impression that multi-departmental projects more likely to be funded

Student Research Skills Project -- work with 8 faculty from 2 departments in 2 different colleges to "define the research skills required in their respective disciplines, determine how development of those skills can be incorporated into selected courses, and redesign course assignments accordingly."

How Organized

Worked with 8 faculty (4 from Biology, 4 from History) teamed with 4 librarians

Met 8 times over academic year, 7 as group, once with each department separately

First meeting: social meet & greet, asked Faculty's experience doing library research as undergrads

General expectations for their students

Most meetings, departments broke up and met separately (with their liaison librarians to discuss learning outcomes & assignments

Ielleen's End Goal

Each department revise research component/assignments in 3 classes: one at the beginning, one somewhat midpoint, and the last one towards the end of their bachelor's degree.

Each department answer these questions:
- In regards to acquiring, evaluating and using information, what should students be able to do at three different stages within the major?
- How will students demonstrate that they have learned these objectives?
- How will the faculty systematize assessment of the students as a whole, to determine if they are learning the above objectives? And if they don't appear to be, how will the faculty make changes, or "close the feedback loop"?
- What will the librarian's role be in facilitating these objectives?
- What Biology Did Before the Grant

Ielleen Miller is the Coordinator of Instruction at Eastern Washington University. She has been at EWU since April 2006. She can be reached at: imiller@mail.ewu.edu
Karen A. Carlberg, Ph.D., is a Professor of Biology at Washington University, with specialties in human physiology, endocrinology, and exercise physiology. She can be reached at: kcarlberg@mail.ewu.edu

Integrating Information Literacy within the Disciplines:

In general. . .

- High value placed on literacy in biological literature.
- Incorporation of biological literature and library sessions in multiple classes.
- Little attempt at coordination among classes.
- BIOL 270: Biological Investigation
- Biological literature and library sessions included in most, but not all, sections.
- Assignments on biological literature included in some, but not all, sections.
- Research projects included in all sections. Students design & conduct experiments and do related biological literature searches. Projects culminate in written article, oral presentation, or both, always including literature review.
- BIOL 301 and BIOL 304: Microbiology and Vertebrate Zoology (BIOL 302 and 303: Botany and Invertebrate Zoology)
- Intention to reinforce and extend library skills learned in BIOL 270.
- Activities and assignments include annotated bibliographies or papers based on biological literature. Emphasis on primary literature, with some use of secondary literature.
- BIOL 490: Senior Capstone / Animal Physiology, Plant Physiology, or Microbial Physiology
- Research projects included in all sections. Students design & conduct experiments and do related biological literature searches. Projects culminate in written article, oral presentation, or both, always including
- Recognize a historical problem or the need for certain historical knowledge.
- Gather
- Gather relevant information on a historical topic in a discriminating manner.
- Distinguish & Authenticate
- Distinguish various kinds of sources -- primary and secondary
- Verify the authenticity and accuracy of the information with an awareness of any personal or collective bias.
- Form a thesis statement
- Be able to frame and dynamically develop and refine a research question or thesis statement in relation to the sources.
- Evaluate & Synthesize
- Select, organize, utilize and analyze the most salient sources collected, and draw conclusions from them.
- Record and present
- Record and present the findings in a meaningful narrative.

Revised Courses in History

History 290: History Today - Issues & Practices – focus on choosing & analyzing sources

History 303: US History 1607-1877 – focus on synthesizing given sources; using *America: History & Life* to find secondary sources & writing annotated bibliography

History 490: Capstone – already had large research component; added librarian-led session & reflective essay/oral presentation on research process

What Worked Best

- Self-selected, motivated faculty
- Participants supported the goals & would recommend project to other faculty
- Articulated learning objectives and mapped to courses and assignments
- Shared assignments & opportunity to learn from each other what works and what doesn't (though not so much sharing with other department)
- Faculty learned about library resources & services
- Challenging Aspects
- Meetings with both departments
- Scheduling nightmare
- Too much wasted time trying to share with each other
- Assigned readings
- Faculty didn't appear to see relevance and/or wanted examples that don't exist in the literature

Assessment

- Ran out of time & ended up with subjective views/ perceptions
- Difficulty in scaffolding skills/vertical intergration
- Departmental cultures

Next Steps for Biology

- Present results of the project to a meeting of all biology faculty
- Agree on objectives for the 200, 300, and 400 level courses
- Agree on components to continue or add to all sections of BIOL 270
- Refine activities and assignments for BIOL 301, 302, 303, and 304
- Agree on activities and assignments to add to all sections of BIOL 490

Next Steps for the Library

- Build on work done with Biology & History by working with key faculty in their respective colleges to:
- Present the work done
- Seek endorsement of discipline-appropriate IL outcomes
- Identify key courses in each department where outcomes will be integrated
- Next Steps for the Library, cont.
- Work with 2 other departments: Physical Education, Health & Recreation and Urban & Regional Planning
- Will hold most of the meetings before Fall Quarter
- More streamlined (divide up by department, use worksheets to keep on task)

pnla 2008/2009 officers and chairs

executive board

President
Kathy Watson
Associate Director
Marshall Public Library
113 S. Garfield
Pocatello, ID 83204
(208) 232-1263 Ext. 30
FAX (208) 232-9266
kwatson@marshallpl.org

Past President
Jason Openo
Salem Public Library
PO Box 14810
585 Liberty St. SE
Salem, OR 97309
(503) 588-6183
FAX (503) 588-6055
jopeno@cityofsalem.net

First VP/Pres-Elect
Samantha Hines
Mansfield Library
University of Montana
Missoula, MT 59812-9936
(406) 243-4558
FAX (406) 243-4067
samantha.hines@umontana.edu

Second VP / Membership
Susannah Price
Boise Public Library
715 Capitol Blvd.
Boise, ID, USA, 83702-7195
Phone (208) 384-4026
sprice@cityofboise.org

Treasurer
Katie Cargill
Eastern Washington University Libraries
816 F St
Cheney WA 99004
(509)359-2385
kcargill@mail.ewu.edu

Secretary
Brent Roberts
Montana State University-Billings
1500 University Drive
Billings, MT 59102-0298
(406) 657-1662
BRoberts@msubillings.edu

State and Provincial Representatives

Alaska
Helen Hill
Homer Public Library
500 Hazel Avenue
Homer, AK 99603
(907)235-3180
FAX (907) 235-3136; hhill@ci.homer.ak.us

Alberta
Christine Sheppard
Library Association of Alberta
80 Baker Crest NW
Calgary AB T2L 1R4
(403) 284-5818
(877) 522-5550
FAX (403) 282-6646
christine.sheppard@shaw.ca

British Columbia
Michael Burris
Executive Director
British Columbia Library Association
150-900 Howe Street
Vancouver, BC V6Z 2M4
(604) 683-5354
FAX (604) 609-0707
execdir@bcla.bc.ca

Idaho
Rebecca Melton
Assistant Director
Post Falls Public Library
821 N. Spokane
Post Falls, ID 83854
(208) 773-1506
FAX (208) 773-1507
rmelton@cin.kcl.org

Montana
Mary Lou Mires
Reference Librarian
D'Arcy McNickle Library
Salish Kootenai College
Pablo, MT.
(406) 275-4874
mary_mires@skc.edu

Oregon
Steven Engelfried
Raising a Reader Coordinator
Multnomah County Library
205 NE Russell Street
Portland, OR 97212-3796
(503) 988-5206 239
FAX (503) 988-5441
stevene@multcolib.org

Washington
Katie Cargill
Eastern Washington University Libraries
816 F. St.
Cheney, WA 99004
(509)359-2385
FAX (509)-359-2476
kcargill@mail.ewu.edu.

Committees

Bibliography (inactive)
Gloria Ostrander-Dykstra
Boise State University
910 University Drive
Boise, ID 83725
(08)85.3650
gostrand@boisestate.edu

Elections
Brent Roberts
Montana State University-Billings
1500 University Drive
Billings, MT 59102-0298
(406) 657-1662
BRoberts@msubillings.edu

Intellectual Freedom
TBA

Nominations
Charlotte Glover
Ketchikan Public Library
629 Dock St. Ketchikan, AK 99901
(907) 225-0370 FAX (907) 225-0153
charg@firstcitylibraries. org

Young Reader's Choice Award
Barbra Meisenheimer
Vancouver Mall Community Library
8700 N.E Vancouver Mall Drive
Suite # 285
Vancouver, WA 98662
(360) 892-8256;
FAX (360) 896-1767
bmeisenheimer@fvrl.org

Leadership Institute 2006
Mary DeWalt
Ada Community Library
10664 W. Victory Rd
Boise, ID 83709
(208)-362-0181
FAX (208)362-0303
mdewalt@adalib.org

Electronic List Manager
Lenora Oftedahl
StreamNet Library
Columbia River Inter-Tribal Fish Commission, Ste. 190
729 NE Oregon St
Portland, OR 97232-2701
(503) 731-1304
FAX (503) 731-1260
oftl@critfc.org

Webmaster
Linda Frederiksen
Washington State University Vancouver
14204 NE Salmon Creek Ave.
Vancouver, WA 98686
(360) 546-9683
frederik@vancouver.wsu.edu

PNLA Quarterly Editor
Mary Bolin
322B Love Library
University of Nebraska
PO Box 881140
13th & R Sts
Lincoln, NE 68588-4100
(402)472-4281
mbolin2@unl.edu

Send all Quarterly mail to:
Mary Bolin
322B Love Library
University of Nebraska
PO Box 881140
13th & R Sts
Lincoln, NE 68588-4100
(402)472-4281
mbolin2@unl.edu

Visit PNLA's Web site at
www.pnla.org

To post a message to the PNLA list, send your message to pnla-l@krl.org

---

PACIFIC NORTHWEST LIBRARY ASSOCIATION

INSTITUTIONAL/COMMERCIAL

New [ ]   Renewal [ ]

JULY 1 - JUNE 30

I understand that $20 of these membership dues covers the subscription to the PNLA Quarterly.

Signature_____

Name of Institution, Company or Organization

_____

Address _____

_____

Zip/Postal Code _____

Phone _____

FAX _____

Email_____@_____

Designated Voting Rep._____

Phone _____

Check membership category required:

    o INSTITUTIONS

    Annual gross budget:

    ( ) Up to $49,999 $ 35.00
    ( ) $50,000 to $99,999 $ 55.00
    ( ) $100,000 to $499,999 $ 75.00
    ( ) $500,000 to $999,999 $100.00
    ( ) $1,000,000 and over $150.00

    o COMMERCIAL $100.00

Amount Enclosed $_____
(in the currency of country of residence/incorporation)

PLEASE MAKE CHEQUE PAYABLE TO:
Susannah Price
Boise Public Library
715 Capitol Blvd.
Boise, ID, USA, 83702-7195
Phone (208) 384-4026
sprice@cityofboise.org

PERSONAL MEMBERSHIP

New [ ]   Renewal [ ]

JULY 1 - JUNE 30

I understand that $20 of my membership dues covers my subscription to the PNLA Quarterly.

Signature _____

Name _____

Address_____

_____

Zip/Postal Code_____

Place of Work _____

Position _____

Work Phone_____

FAX _____

Email _____@_____

Annual gross salary (in the currency of your country of residence)

    ( ) Up to 9,999.............$30.00
        (Includes retired, unemployed or not employed in the library field)
    ( ) $10,000 to $19,999 $40.00
    ( ) $20,000 to $29,999 $50.00
    ( ) $30,000 to $39,999 $60.00
    ( ) $40,000 to $49,999 $70.00
    ( ) $50,000 to $59,999 .... $80.00
    ( ) $60,000 and over ...$90.00

Amount Enclosed $_____
(in the currency of country of residence)

I would be willing to serve on:
    the PNLA Board   Yes _____
    PNLA Committees   Yes _____

Circle interests (PNLA will help you connect):
    Academic   Management
    Intellectual Freedom   Reference
    Resource Development   Serving Christian Community
    Library Instruction   Youth Services

PLEASE MAKE CHEQUE PAYABLE TO:
Susannah Price
Boise Public Library
715 Capitol Blvd.
Boise, ID, USA, 83702-7195
Phone (208) 384-4026
sprice@cityofboise.org

PACIFIC NORTH~WEST LIBRARY ASSOC.