

# PNLA Quarterly

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## A Message from the President

Greetings,

I've always loved attending conferences. It's always refreshing to step away from the day to day grind of work and immerse myself in different ideas and perspectives about our shared profession. The PNLA conference this August in Vancouver WA was no exception. With the theme "Pushing the Boundaries", this conference encouraged all of us to look at innovation, collaboration, and library services with fresh eyes. Keynote speaker Josh Hanagarne, the world's strongest librarian, gave a powerful reminder to every one of the difference we might be making each and every day in our libraries. PNLA includes members from all types of libraries, with members from public, academic, school and special libraries. By gathering together every year to share ideas and inspiration, we all return to our own work-places with renewed passion and enthusiasm and a commitment to try new things. It's a joy to belong to a profession that encourages the free exchange of ideas, not only with our patrons, but also with one another.

Another way PNLA helps us push the boundaries is by including members from Alaska, Alberta, British Columbia, Idaho, Montana, and Washington State. We were thrilled to have many attendees from Oregon as well. While we all come from different places, the one thing we all have in common is the distinct regional flavor of being part of the Pacific Northwest. With every issue, *PNLA Quarterly* highlights the best of the region's library professionals, and this issue is no exception. I hope you enjoy it, and consider contributing your talents to the next issue.

I hope to see you at our 2016 conference, August 3-5, in Calgary, Alberta.

Best,

*Gwendolyn Haley*

PNLA President



## Editors Column

What do rubber chickens, physical literacy, and libraries have in common? How can you communicate with patrons in real time at a self-serve library? When is failure a good thing? These are just a few of the fantastic questions that come up in this year's conference issue of *PNLA Quarterly*. It is always a pleasure to solicit articles from our presenters at the August PNLA conference each year. As editors, we attend the conference but rarely are we able to show up at every program on our wish list. Seeing the creative articles that come out of the original presentations just a few months later is truly a delight and a reminder that we are so fortunate to have many engaged, bright professionals in the region.

This issue reflects the diversity of PNLA's membership with articles from regional library practitioners in Idaho, Washington, Alberta, and Montana, as well as contributions from Oregon and even Minnesota. Minnesota? As I look outside my office window right now toward mounds of Montana snow, Minnesota seems a very appropriate sister member of PNLA! Kellian Clink, our Minnesota contributor to this issue, often attends PNLA conferences. I have had multiple intriguing conversations with her at our conferences over the years while walking the banks of the Spokane, enjoying an Alaskan boat ride, or in some other impossibly beautiful setting. Kellian's article speaks to academic libraries' concerns with student retention; something increasingly central to our mission whether at Mankato State or Montana State.

Our Oregon authors, Joe Marquez and Annie Downey of Reed College in Portland, are also welcome contributors. Portland area libraries were a tremendous presence at the Vancouver conference, both in terms of attendance and content, and we appreciate Oregon librarians' continued interest in PNLA. Marquez and Downey remind us of the importance of putting usability at the heart of library service design, an important concept no matter what type of library you serve.

Our regional contributors provide fresh ideas and better ways of approaching many of our shared challenges. Nick Madsen's article cracks the nut of sustainable 3-D printing services. Leslie Boyter and Jennifer Fenton help us understand how to manage change on a personal level so that we can be both proactive and resilient in these turbulent times. With turbulence comes opportunity, and Elizabeth Brown talks us through creating a plan for staff development in our libraries in the midst of so many options. If you are intrigued by the connection between rubber chickens and libraries, read the article by Jenny Cofell, Barbara Longair, and Lisa Weekes to discover how a public library can partner with community organizations to help promote wellness. Sam Wallin's article will give you a vivid and surprisingly attractive picture of a self-serve library as an innovative way to expand services while stretching dollars. And should you be afraid of failing when you implement any of these new ideas, Deana Brown and Elizabeth Ramsey will convince you of the essential role of failure in an environment of rapid change. Such a rich bounty of ideas!

In addition you'll find your *PQ* editors contributing conference-born content to this issue. Leila Sterman's article about open access journal publishing explores the expanding boundaries of scholarly publication and the new world we are helping this journal enter. "Reading the Region," a program and conference issue column authored by Jan Zauha each year, gathers together award winning books from around the PNLA region (and Oregon as well this year) in order to reflect the richness of our intellectual content for purposes of collection development, readers' advisory, and cultural understanding.

In store for you in this issue, then, is a reprise of some of the programs you may have attended, or a chance to "attend" after the fact by reading and considering the ideas in a new format. We hope you enjoy these offerings. Notice that at the end of each article we provide contact information for the authors. We encourage you to contact them with questions, just as you would have done as a member of the audience in Vancouver last summer.

Happy reading!  
Jan and Leila

## The Luddite Librarian

*"I fear the day technology will surpass our human interaction. The world will have a generation of idiots."* Albert Einstein

Dear Reader, the esteemed editors of this periodical were pleased with my first contribution, and have asked me to continue my tirade and lambast against the insidious toys of cyber communication, those which eat our brains and civility.

Allow me to elucidate the ills that are leading our frail society on a downward spiral toward collapse. Civility is not something kept in cold storage, like a Virginia ham, and trundled out for Aunt Trudy and Uncle Hiram. It is really the exercising of the Golden Rule on a daily basis.

Imagine: You are explaining the subtle yet excruciating details of the hemorrhoidal pain you suffer to a coworker who blatantly pulls his phone from his cardigan to check NHL scores. Of course you would be slighted, and it's bigger than medicine trumping hockey. Imagine you are waxing piously to some colleague the many accomplishments of your precocious child, and he pulls a comrade over for a selfie, complete with that new scepter of egoism, the selfie stick! Consider: you and the man who is courting your skillset are dining in a booth at KFC and the party next to you are cavorting and carping over a Jim Carrey movie that they watch as they munch on the skins of extra crispy chicken. You are offended! Of course, you are, because the Golden Rule has ceased to have validity for so many. The Visigoths and Vandals have crossed the frontier and soon will be dining on your children.

If you think this is somehow farce or parody, think again. The key to one to one personal communication is the premise that both of you are in the room. How can you really be in the room if you are inspecting the newest outfit of Kim Kardashian? I have colleagues who attempt to fool themselves, that multitasking means all tasks are performed equally with adeptness and finesse. This perhaps is true with checkers and beer drinking, but it is not true with human discussion, and I am sorry, but you fool yourselves.

## The Technophile

Imagine, dear reader, that your loved one is sick and you must continue to work-- you cannot be there at every moment to help make the quotidian choices that modern medicine enables. Imagine, now, that there is a device that allows you to both gather around the water cooler and hear about the drama of a recent sporting match or celebrity selfie, and simultaneously remain updated on your loved one's medical condition. This is the reality of digital mobile technology.

And, while these digital technologies are not the barbarians of yesteryear politely requesting your attention from a newsstand, but a new crop of invaders, vying for your undivided and continuous attention, we still have the ability to both benefit from advancement and remain politely engaged in society.

If we consider the golden rule: *do unto others as you would have them do unto you*, we can see that it is about goodness but also understanding. Contained in this brief statement is the idea that each person has a personal truth and a lens to see the actions of others. The golden rule asks believers to remember that there are many personal truths when you interact with others. It is about modeling good behavior not only for the sake of kindness, but so that we ourselves might be shown respect and attention. It hitches selflessness to the wagon of selfishness to achieve a more pleasant society. The thoughtful user of any technology would consider how their activity affects others each time they use it. For example, you might ask, Does my print newspaper take up too much room on this crowded train, and even though I am busy reading page six, should I fold it a little? or, Will my friends understand if I check my phone to see this text message from my mother? or, Should I watch this short video of the weather report on my phone in this crowded movie theater? (yes, yes, no).

Technology has the ability to draw our attention away from the immediate concerns of daily life or social interaction. It can limit

As an educator I am gifted with more meetings that I would wish. It is galling to be spending my precious time listening to warm air rising when the Under-Superintendent of Cognitive Duress and the Director of Digestive Assessment whip out their devices because they are soooo important that they can't be incommunicado for an hour-long meeting! Really? Does your puppy have a hangnail? Or do you have another funny home video of your neighbor swatting yellow jackets with a tennis racket?

The device makes the world spin exponentially faster. To walk in the woods, to smell the roses puts the universe into perspective. The device is perverse; it brings one a cosmic myopia. The physicist-theologian may ask for the correlation between the omnipresence of technology and the decreasing of spirituality in our everyday lives. Ulcers prevail and tranquility ceases to nudge you. Daniel Post Senning, author of Emily Post's *Manners in a Digital World: Living Well Online*, writes, "Our working definition of etiquette happens any time two people are relating. It's all about the expectations we have for each other, and the ways that we take each other into consideration when we think about what we do and how we behave. New communication is inherently fraught territory."

Live in the present, reader. Smell the roses all around you, not those you find on Facebook. Fight the fraughtness!

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the quality of interpersonal interactions by drawing our attention away, if we let it. But current technologies can also provide solutions for interactions that cannot be face to face. Not all digital communication is cats riding on Roombas. If we are able to respect all communication, both in person and digital, we gain perspective without losing civility. Online classes allow global student populations to learn skills and interact with experts that they might not have otherwise had access to. People miles and miles away from each other can share the one-on-one conversations that are so vital to connect human to each other. Consider the parent away on business, the sibling deployed in a foreign country, the aid worker who needs the help of a remote translator, or innumerable other situations where geography is an impediment that we can overcome. Here, digital linked mobile technology is not a disturbance or a frivolity, but a key tool to living a meaningful life in good company.

Reader, if you can't be with the one you love, love the technology that allows you to have a close meaningful relationship anyway. And remember that it's possible to be a boor with or without technology. Before the advent of distractive personal technology did you really think that your child's precocity was that interesting? The appearance of that annoying smartphone during your monologue may simply be confirming what was true all along.

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## Yacolt Library Express: A model for unstaffed library service

**Sam Wallin**, Special Projects Coordinator, Fort Vancouver Regional Library District

**Keywords:** *public libraries, rural services, innovation, self checkout*

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### Introduction

An unstaffed library is much the same as a staffed one, with some key differences. First, 'unstaffed' does not mean 'never staffed.' It means that patrons can complete all the parts of their visit without staff being present, including: entering the building, locating materials, checking them out, and checking them in again. Patrons can access the internet via library computers or wifi. Patrons can connect with staff remotely via phone or online chat.

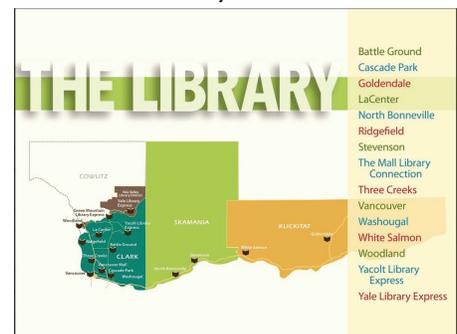


To make all these aspects of library service available and useful in a mostly self-service library, a lot of little things need to be in place. Each aspect presents its own puzzles to solve, and some things will prove more difficult than others to implement.

The Yacolt Library Express has been very successful so far, circulating as many materials each year as some of our fully staffed libraries in larger towns. While the people of Yacolt haven't given up on having a larger, fully staffed library of their own, there is one thing they can get with an unstaffed library that would be very hard for the library district to deliver in Yacolt with a fully staffed library: 68 open hours per week over seven days.

### Background

Our library district covers three counties in Southwest Washington state, with a service area of 4,200 square miles, and a population of about 475,000. About 440,000 people live in Clark County, and about 35,000 live in Skamania and Klickitat Counties. We have branches in most cities and towns, and bookmobiles serve the smaller communities in Skamania and Klickitat Counties. We used to have a bookmobile in Clark County, but it was discontinued in 2012 - which brings us to Yacolt, and the Yacolt Library Express.

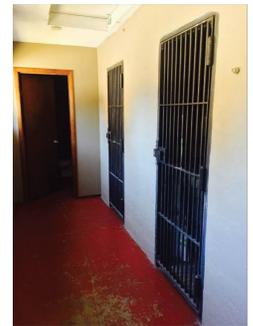


The town of Yacolt is about 15 miles from the nearest full service library in Battle Ground. There are about 1,200 people within the city limits, and 3,000 more living within a few miles of Yacolt. The town has an elementary school with an enrollment of over 800 K-5 students each year. Middle school students go to another small town to the north, and high schoolers go to Battle Ground in the south. Until 2012, library service in Yacolt was limited to bookmobile service once per week, at the elementary school. There were a few regular adult patrons and community members who used the bookmobile, but most of the use was by students.

When the decision was made to stop bookmobile service in Clark County, I was asked to determine what kind of installation we could put in Yacolt that would replace bookmobile service and be useful to the residents. I had about nine months to have something operational. I went to Yacolt to talk with people there about it, and determine what we could do in its place. People were not very happy to be losing their bookmobile, even though few of them used it personally. People were worried that talk of providing service in another way would be 'just talk' and nothing would actually happen.

I started connecting with a variety of people in Yacolt, which helped me stay in touch with local concerns. Many people in this initial group went on to form a library Friends group once the facility was up and running. Working with the city, a location was identified in a city-owned building that had been vacant for a couple years and was just being used for storage.

The building was the old town hall, which had been the old fire department, which had been the old jail. The space we could use amounted to about 450 square feet in two rooms and a closet. One room was the library, the other room was staff space, and the closet was used for telecom and computer stuff. There was one bathroom on site that our patrons could use, at the end of the hall past the old jail cells.



It wasn't immediately 'move-in ready,' but it didn't take long to freshen it up. We brought in new shelving and counters, computers, and a materials display area. We installed a 'through the wall' book return for 24/7 returns, and an indoor book return for people checking in their own materials.

### **Access Control**

Initially, we had planned to have the library open and staffed two days per week, for about 12 hours, similar to another small branch in our district. The problem was that the time when staff could most easily go there was the time when many community members couldn't go there - a lot of adults leave the town during the day to work elsewhere.

I learned about an unstaffed library branch in King County Library System, in a residential community called Redmond Ridge. People scan their library barcode at the door, and it unlocks for them. Inside, there are about 500 books, mostly paperbacks, and a computer where they can check out materials. Outside there is a book return bin. I started thinking we could do the same thing in Yacolt, but with a few more services. In order for the library to be open to patrons when staff aren't around, we needed some kind of access control on the front door.

We contacted Telepen, the UK company that provided access control at Redmond Ridge. Their device can read barcodes and then unlock doors. Their software can connect with ILS software to confirm the barcode is a real patron. This was our ideal for access control, but we looked at a wide range of options. Most access control systems are designed to allow access to a small number of people, using magnet cards or biometrics. What I liked most about Telepen's system was that it wouldn't require anyone to get a new or unique card just to use the library.

During open hours, patrons scan or punch in their bar code, and the door unlocks. During closed hours, the door doesn't unlock. At the end of the night, there is nothing to force people out of the building except that the Internet computers shut down. For the most part, people don't abuse this system. There's always a few people straggling out in the last hour, but never very many. We haven't had any reports of people staying the night. Once we had an incident that could have gone wrong, but ended up just giving everyone a hearty laugh.

It was the end of the day on a Saturday, so the library shut down at 6pm; however, a group of three teenage boys stayed around in the building and didn't leave. They had the place to them-

selves. In the hallway leading to the bathroom, there are three original jail cells from when the building was a jail. These cells have barred doors, and old locks that need big skeleton-type keys to open them. One of the boys used his car key and managed to unlock one of the doors. As a joke, they shoved another boy in, shut the door, and locked it. Then they tried to unlock it again and couldn't.

They really didn't want to call anyone because they knew they'd get in a lot of trouble, but eventually one of them called 911. There is no local police or fire department in Yacolt – those services come from the county, and it can take a while for responders to arrive if there is an emergency. Instead of sending a fire truck or a police cruiser, the dispatcher just called the Yacolt public works guy at home. He lived near the library, so it was no problem to just amble across the street, use his key to open the front door, and ask the boys what was happening.

"Looks like he's locked in there," Mr. Public Works said.

"It was an accident!"

"Yeah. How'd it happen?"

"I used my car key, but now it doesn't work and he's stuck!"

"Did you try it again?"

"Yes, but it won't work!"

"Wow. That is a pickle. He might have to stay in there until morning."

The Public Works guy has a good sense of humor. Eventually he took the keys out of his pocket and opened the cell for them. According to his report, they were out the door, in their car, and driving away before he got the cell closed and locked again.



## Security

The access control device also acts as a part of our building security, in that it logs which card numbers were used to open the door, and when. This information isn't super helpful by itself, which is why we also have security cameras.

We have four security cameras on site, which can be accessed from any computer on our library servers. Staff at Battle Ground will often take a peek before heading up, just to get a sense of what it looks like inside. Sometimes there are books on the floor, but they're also looking to see if anything major has happened, like a burst pipe or something (so far that hasn't happened). If patrons call in to complain about other patrons, we can take a look with the cameras, and even take freeze frames. We can also go back up to two weeks and look through footage, if need be. The cameras are motion activated, so they only record when people are in the building. Here's a fun game called "Where's the little girl hiding?"



## Circulation

Patrons can check materials out and check them back in. This is different from our other libraries, where patrons can only use self-check to take materials out. Our ILS (Sirsi/Dynix) allows the option of self-check-in, so we thought we'd try it out here. Patrons using the self-check station can opt for checking out or checking in. The screen displays information and instructions that walk them through either process, and allows them to print a receipt at the end if they would like. When a patron checks something in, it is removed from their account, allowing them to check more materials out if they're at their limit. When our staff visit, they check everything in again to capture any holds or transit items, and also scan for damage.

Patrons putting books on hold can choose Yacolt as a pick-up location. One of the ways we were able to keep operating costs down was to not add Yacolt as a location for our courier drivers. Currently, our couriers have very full routes, and there isn't a way to add Yacolt to a route without adding at least an hour of driving – it's not on the way to or from any other location. So, all Yacolt items are delivered to the Battle Ground Library, and then staff transport the materials to Yacolt when they visit. This means that patrons of the Yacolt library get new holds delivered five days per week, on Monday, Tuesday, Wednesday, Thursday, and Saturday.



We have a floating collection in FVRL, and Yacolt is no exception. This means that any materials checked in at Yacolt will stay at Yacolt. Staff will monitor the materials they check and hold back any items that they know won't fit on the shelves, or that are older or more obscure, returning those to the Battle Ground Library at the end of the day. The collection gets read through very quickly – there is space on the shelf for up to 4,000 volumes, and the library checks out over 4,000 items per month. Staff use Collection HQ to help ensure that popular authors and titles are available.

## Book Returns

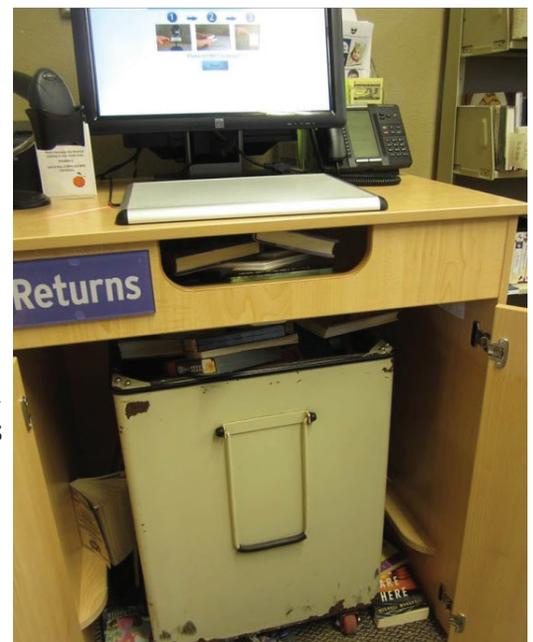
We have two book returns – one inside the library, and the other as a 'through the wall' book return from the outside of the library into the staff work room. The returns can get pretty full, even after one day. The people of Yacolt are enthusiastic library users, and are happy even to have a place close to home to return their materials. It helps that we check everything in almost every day, and that we keep the place looking good.

## Staffing

In Yacolt, the library is accessible to patrons 68 hours per week, with hours available all seven days. Staff are at the facility five days per week, for about 3 hours each day. To make staffing manageable, there are only two days where the times are 'official' posted hours. The other days are more flexible, and allow staff to adapt to changing schedules, vacations, and programs.

When staff are on site, they check materials in, shelve them, tidy up the library, put holds out for patrons, and run reports for materials to pull for other libraries. They weed the shelves if they are too full, sending overflow materials to other libraries in our district.

In general, there is one senior level assistant at Battle Ground that visits Yacolt nearly every day, with a second staff person along to help out. Instead of having two part-time people specifically assigned to



Yacolt, this method allows for a great deal more flexibility and safety. Although there is one person that goes to Yacolt more than others, everyone at the Battle Ground library is capable of visiting and operating the location. If someone is sick or on vacation, it's easy for someone else to step in and keep Yacolt going. Two people visit each day, which is great for a remote location, both for security and for getting all the work done while also helping patrons. The staff space is very well used by our staff, as there are a lot of materials to sort each day.

### **Computers and Internet**

We had to bring a T1 connection to the building to make the access control work the way it needed to in relation to our ILS, so the building has enough bandwidth for a lot more internet access than we can put in it.

There are two internet access computers available during all open hours, as well as a printer. The computers can be used for one hour per cardholder, per day. Patrons can print up to ten pages for free every day, and can now add money to their account to print more if they need to, through our library website. The building has wifi access, which some people enjoy at all hours of the day and night, parking in their cars outside or across the street. In 2014 we added a laptop bar in the foyer so patrons could have a more convenient place to use their wireless devices when the library was open.



In the staff workspace, we installed a counter. Twice per week, staff bring laptops to Yacolt, and while they're on site, patrons can use the laptops as additional means of accessing the internet, without as strict a time limit. Patrons can schedule to use the laptops for things like online testing that might take longer than the one-hour limit on our other computers.

### **Reference**

Patrons have 24/7 access to reference support via our website. During open hours, there is a phone in the library that can dial two numbers: 911 and our library's Telephone Information services, through which patrons can get help with reference or account related issues. This phone has helped solve some pretty interesting problems over the last three years. My favorite story took place only a couple months after we had opened, in late 2012.

Most things were running smoothly at that point, but there was a glitch in the self-check system that caused it to stop working, somewhat randomly. The solution was very simple, and part of it could be handled remotely, but the final step required someone onsite to turn the computer off and on again. Late one Friday afternoon, a patron called Telephone Information to say that the self-checkout wasn't working. Telephone Information contacted the IT Department. It's a two hour round trip for IT staff to get to Yacolt and back, and no one was looking forward to that trip so late on a Friday if they didn't have to make it. Plus, asking patrons to wait an hour for someone to get there seemed excessive. We checked the security cameras and saw there were about five people in the library, all of them walking around with armloads of books they wanted to check out. After a bit of brainstorming, we came up with a plan.

IT staff remotely took over the computer screen, and put up a Word document, which anyone looking at the monitor in Yacolt could see. Typing in huge letters, they wrote the message "In a few moments the phone will ring. Pick it up and dial this code: XXXX#. Our IT staff need your help to fix the self check-out machine." (To accept incoming calls, you have to have a code.)

Then we checked the security cameras, and waited until someone was standing in front of the computer. After a few tense moments, a young woman stepped up to the computer. We could see her reading the message, then talking to another patron, who came over to have a look.

With two people looking at the message, we called the phone. In the camera image we watched both ladies turn to look at the phone, then look back at the screen, then look back at the phone.

She couldn't hear us, but we were all shouting encouragement to her from forty miles away: "Pick it up! Pick it up! Okay, now dial the code! You can do it!"

"Hello?" she said.

We all cheered, and then our IT staff walked her through the process of restarting the computer. She remarked later that it made her feel like she "was on 'Mission Impossible' or something."

## Friends

The group of people who helped the project stay on track in Yacolt from the very beginning eventually formed a Friends group, which has remained active and enthusiastic. The Friends of the Yacolt Library Express (FOYLE) set up information booths at local events, and often have at least one of their members attend city council meetings to listen and sometimes say something positive about the library during the public comment period. They raise money for the library in traditional ways, and have used the money to buy things like benches and seating. They're working on buying a little awning to go over the front door, so people don't get wet when they're trying to use the door access device. They've gotten the city to add bollards in front of the door so people don't park right in front of it, and bike racks so people don't park their bikes inside the library.



With the help of the Friends, the entry area has been turned into a second laptop bar, available for patrons to use their own devices any time the library is accessible. We have to balance the desire to provide a great space for library users with the concern that if it's too comfortable people will camp out there.

## ***"What if things go wrong?"***

There are a lot of little things that help make the unstaffed library in Yacolt work. There are a lot of things that could go wrong, too. Every time we do a presentation about Yacolt, at least one person in the audience thinks of a new scenario where everything goes wrong. What I often tell people is that any number of things could go wrong, but so far they haven't. So far, we have no indication that people are stealing stuff from us. So far, no one has broken any windows or spray-painted graffiti. We have no reason to believe the bathroom is being used as a drug den, or that teenagers are making out in corners, or that homeless people are sleeping in the lobby. The reason for this, I believe, is that the library is well-used. There are people in the building most open hours, so it's never a viable place for illicit activity. It's fairly central in the town, so nearby residents can see what's happening there without going out of their way. The Friends are all also library users, and keep their eyes open for anything that looks strange. One of the reasons I think the library is well used is that it is taken care of nearly every day. I think people see that we care about it, we keep it tidy, we get all their materials checked in every day, we bring new materials for them almost every day. Our staff are helpful, friendly and consistent. It's mutually reinforcing, and based on a lot of trust.

## The Unstaffed Library Model

Can this model work other places? Absolutely. Just like any library, there will be some unique factors to be considered with any potential location. However, I think there are a few things to look for that would give this model the best chance of success.

**A great space:** A library facility needs a building or a place that people can access. Sometimes a city or county has buildings or parts of buildings that aren't being used. Maybe a community center has space that can be allotted to library services. A 'library express' can function in a very small amount of square footage. It could be as small as a walk-in closet, or as big as a large meeting room. High visibility is best – both for the facility and for the interior of the facility – a glass door can do wonders for patrons feeling safe walking into a building. If the building or room is near other services, look at the hours of those services and consider matching them.

**Enough services:** How many of these pieces can you fit in a little space and support with regular staff upkeep?

- Book return
- Hold Pickup
- Checkout
- Checkin
- Internet computers
- Wifi

Every piece you can add to the model increases the use of the model, and creates a whole that is greater than the sum of its parts. By itself, a book return is just a book return – some people will use it, but unless that's the only thing they need to do, they'll probably wait until they're heading 'into town,' where they'll return their materials at their nearest library.

**Few barriers:** Often, we create barriers to use in the interest of security. My theory with the unstaffed library is that until you have a reason to lock it down, leave it open. If you have a space available in a room in a community center, maybe consider just leaving the door unlocked for anyone to come in and use the space. It'll be a lot cheaper than buying access control hardware and software, and it'll feel friendlier to users. One of the reasons we went with the level of access control we have in Yacolt was a concern expressed by many stakeholders that people without an interest in the library would use it for non-library activities.

**Mutual trust:** Unstaffed libraries can be a great addition to a remote community. They require mutual trust to succeed. You need to trust the community to treat the library well, and they need to trust that you'll keep it up-to-date, fresh, and ready to use. It's important to remember, and to remind your community, that unstaffed doesn't mean 'no staff.' These facilities require the regular and dedicated attention of library workers in both public service and behind the scenes.

## Conclusion

While some may view an unstaffed facility as a way to cut costs, I believe it's a viable model for purposeful expansion into low-service areas of a library district. Libraries everywhere are looking for solutions like this; while one-time money isn't exactly easy to come by, the thing that stops many library districts from opening new facilities is the ongoing operating costs of a new facility. Instead, districts are deploying things like hold pick-up lockers and book vending machines. I think installations like that can be useful, but they're generally expensive to purchase, require regular staff time to maintain, and only provide a small amount of service. In addition, they produce many barriers to use that keep patrons from taking advan-



tage of them. For similar start-up and operating costs, and with a little trust in your community, an unstaffed library like Yacolt's Library Express would provide a more traditional feeling library environment for your outlying communities, with fewer barriers to use, and a lot more versatility. After all, when that vending machine is down, no one is getting a book out of it. At Yacolt, if the computers are down folks can pick up the phone and our Telephone Information staff will check them out manually.

"Just read me the number on the back of your card, okay?"

"This long number?"

"Yes."

"Okay... 2... 3... 2... 6..."

"Great, is this Jennifer?"

"Yes it is."

"Alright, now look at the barcode on the book. It has a long number too. Just read it to me."

"The whole thing?"

"The whole thing."

"All right... 3... 3... 2..."

"You're all checked out. These books are due back in three weeks, alright? Have a great day."

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## Translating Failure into Success

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Failure plays a key part in our professional and personal development, but traditionally many of us have been inclined to sweep our failures under the rug. Librarian and blogger Steven Bell posits that perhaps we are embarrassed at our failures, instead of recognizing that sharing our blunders can be an opportunity to celebrate our creativity (2010). Some brave souls are doing just that, such as the librarians who are sharing their failures through Twitter, using the hashtag #libraryfail. An enormously popular website has grown through shared failures, CakeWrecks (<http://www.cakewrecks.com/>). And a meme has been making the rounds on the internet for some time, titled "Nailed It," in which people contrast their failed attempts at craft or baking projects with the original perfect creation.

It would seem that although many of us attempt to hide our own failures, generally everyone loves failure stories from others, as long as there's some sort of redemption or success at the end. Michael Schrage of the Harvard Business Review notes that the best kind of failure for learning and innovation is some sort of partial failure where "you fail enough to have things go wrong but not so destructively that there's nothing to learn from at all" (2010). Think of the first Rocky story, where, even though Rocky doesn't win the fight, he manages to stay on his feet, prevailing on his terms, and leading to endless sequels.

Rocky's experience-- winning on his own terms, and learning in the process, is a good example of constructive learning theory, which is built on the idea of actively constructing knowledge through personal experiences. This idea of learning from hands-on experiences has been the foundation for the creation of many a maker space in libraries in that it provides a way to learn through our mistakes and come to our own conclusions. "Constructionism... is the application of constructivist learning principles to a hands-on learning environment. Thus maker education is a branch of constructivist philosophy that views learning as a highly personal endeavor requiring the student, rather than the teacher, to initiate the learning process" (Kurti, Kurti, & Fleming, 2014). The development of Albertsons Library's MakerLab at Boise State University has provided numerous opportunities for failing, and learning, to the creators of the lab as well as those using it.

The MakerLab developed not in a public space, but in a librarian's office that housed a 3D printer. This afforded developers Amy Vecchione and Deana Brown the chance to fail in private as they learned how to use the printer. Then, as the two librarians felt more comfortable with the equipment and attendant processes, it became easier to use their failures as opportunities to explain 3D operations to a growing number of users. Experimenting privately has helped foster an attitude of playful inquisition when prints failed. The relatively low cost of printing materials has also helped these librarians treat 3D experiments as low stakes adventures. This adventuresome spirit has served Amy and Deana well when pursuing other opportunities related to the MakerLab. When the duo missed a challenge grant deadline, they were able to reuse the information in a more thoughtful way for later applications. Ultimately, these MakerLab pioneers believe that any amount of time and energy isn't wasted if something can be learned from failures.

Of course failure is an important aspect of teaching as well as learning. How we navigate failure in front of a classroom or at the reference desk sets an important example for learners to follow. Pinsky and Irby (1997) assert that failure in instruction can stem from a lack of preparation, too much or too little content, technical difficulties, or, as in Elizabeth's case, misjudging learners. Elizabeth regularly taught a basic research instruction session as part of a kind of extended orientation class for international students. After teaching this course a number of times, a regular routine evolved that usually engendered student engagement in the topic. However, last spring, the usual engagement was replaced by a generally glazed look of indifference. By stopping the class, and quizzing the students on their research experiences, Elizabeth found that the majority of the students were in the final semesters of their time at the university, and had taken the one-credit class as a move to save their grade point averages. By turning the class into a free-form discussion of research frustrations and how to move past them, Elizabeth managed to provide the students with more appropriate strategies, while modeling how to reverse engineer a learning experience.

Modeling failure in a classroom setting or during reference interviews demonstrates the iterative process of research and methods for getting past roadblocks. Also, in modeling our own fallibility, we can inspire others in their attempts to deal with other challenges to attaining their goals. For years, Deana hid her dyslexia, but when she inadvertently shared it in front of a class, she became a role model to those students in how they, too, might overcome their own learning "failures."

Deana had hidden her dyslexia for some time after becoming a librarian because she felt she didn't deserve the degree she had completed. She often thought, "There's no way someone who is dyslexic and terrible at reading has any right becoming a librarian. Someone must have messed up. I hope they don't find out!" This fear of being found out persisted until the day Deana misspelled a word during a database demonstration for a remedial reading class. The error was spotlighted when the demonstrated search returned no results. Upon realizing what she'd done, Deana apologized to the class, saying, "Sorry, I'm dyslexic and have a hard time spelling." At the end of the session, the reading instructor made a point of letting Deana know how fortuitous her mistake had been, "I didn't know you were dyslexic. What a powerful thing for these remedial readers to know! Will you please share that with all my other remedial classes when I bring them in?" In that instant Deana went from feeling like a fraud to feeling validated. It had never occurred to her that admitting to her perceived failures in spelling and reading could be empowering to others.

All too many of us hide our true selves out of a misplaced feeling of being a fraud, of somehow deceiving other people into believing we are more capable or intelligent than we truly are. This inability to internalize our accomplishments is known as imposter syndrome. It can act as a catalyst for failure in that it stymies momentum. Research notes that we can regain momentum by internalizing external validation, finding like-minded allies, taking stock of our success, and looking at others objectively. In other words, avoid social media! Elizabeth found that when she re-assessed her value with the help of friends, she was motivated to apply for a job that she wasn't sure she was capable of attaining. Not only was Elizabeth hired, but she is now thriving at Boise State University.

Assessing the true value of ourselves and our efforts at the workplace is essential in moving past failure. The American Library Association acknowledges the place of failure in the development of programming in its Teen Programming Guide, "Programming should be fluid and flexible, undertaken with the expectation that there will be some failure, adjustments will be made, and evaluation will be ongoing" (2014). Deana embraced this perspective when developing a series of workshops to promote emerging technologies in the library. Not all the workshops were well attended. Indeed, some had no attendees whatsoever. Still, even the lack of attendance provid-

ed a data point for the overall assessment of the workshop series, as well as a pause for a moment of reflection on what may have affected the varying attendance rates. Deana is continuing the workshop series, but has adjusted timing and topics based on the accumulated data. Her assessments were key in translating the relative failure of a lack of attendance into a possible success in the future.

Literature in business management has touted the importance of failure in innovation for some time. In 2002 Farson and Keyes encouraged managers to "create failure-tolerant work environments that invite innovation." In the library world Bell (2013) called for leaders to create "a culture that fosters risk, rewards achievement, and accepts failure." Note that Bell exhorts LEADERS, not management to create this sort of workplace culture. There's an important distinction between the two in that, although few are in management, we can all act as leaders when it comes to helping to foster environments that support creativity, innovation, and failure.

An example from Elizabeth's experience might help you see how these business management tips can translate into our actions as library leaders. As Outreach Coordinator at Albertsons Library, Elizabeth tries to foster contributions from people throughout the library. Last year she helped a library staff member produce a blog post for the very first time. By supporting this staff member's interest in the blog topic, and her creative endeavors in sharing that interest, Elizabeth has created a kind of safety zone in which the staff member now feels free to suggest topics and contribute additional blog posts.

The theories and examples provided in this article have demonstrated how failure can work in a positive way in all facets of our professional lives. Failure is inevitable if we are experimenting, but it can be a powerful catalyst for growth. Through assessment and reflection failure can function as an essential aspect of our personal and professional development. By creating an encouraging workplace environment we can help our colleagues, too, to feel safe to create, innovate, and fail. Sometimes all it takes is sharing our own failures to foster the feeling in ourselves and others that's it's alright to fail because, like many others before us, it's possible to translate that failure into success.

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## The Academic Library's Role in Student Retention

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### Introduction

Student retention is critical to job security, but most importantly, we who work in academe are entrusted with our students' dreams. While there are many factors that enter into students' eventual graduation from college, the library can help by understanding some of the basics of the literature of student retention and then by creating spaces, collections, and personnel who are responsive to student needs. This session at PNLA's 2015 conference outlined research about student retention, summarized some of the reasons that it matters, and offered up some strategies that the author's library is using to be part of an overall campus effort to improve retention.

### Retention in the Literature

How can the academic library play a part in student retention? Research shows that use of the library resources is related to student success (Soria, Fransen & Nackerud, 2013; Stemmer & Mahan, 2016). I am more interested in the library's role in helping the students develop a sense of academic community, a community students would be reluctant to leave, a community of folk who help one another. There are many factors we cannot control:

- High school grades are best predictor of college success (Sternberg, 2013)
- Race matters (Kena, 2012)
- Socioeconomic class matters and has consistently been associated with college attendance & success (Pell, 2015)
- Issues in academic trajectory—does the student have a well-informed destination based on self-knowledge, knowledge of the field and the major requirements (Sternberg, 2013)
- Financial concerns (Sternberg, 2013)

A case study of Minnesota indicated that private benefits (higher levels of employment and higher income, better health, and better quality of life) and public benefits (wage spillover, higher civic participation, lower crime rates, and better social interactions) make the state's subsidies to higher education well worth it (Damon & Glewwe, 2011). In purely financial terms workers with a bachelor's degree on average earned about \$20,000 more per year than workers with a high school diploma or a General Educational Development (GED) certificate (Ryan & Sieben, 2012). Over their entire careers, college graduates earn on average one million dollars more than high school graduates (Aspen Institute, 2015). In short, graduation from college matters.

Some of the names associated with retention in higher education are Alexander Astin, Vincent Tinto, Ernest Pascarella, Patrick Terenzini and George Kuh. The issues are very complicated, since it is so difficult to tease out the multitude of individual and institutional reasons why a student graduates or fails to graduate from college. In brief, Astin's research focuses on the shared work of both student and institution in creating an engaging environment. Tinto's work looks at students' sense of belonging and membership in the social communities of the institutions as well as the role of students creating knowledge together in the role of student retention (Tinto 2014). Pascarella and Terenzini's research

explores the roles of continuity or disjunction for students going off to college and their need for validation in either case. Kuh and a band of researchers studied institutions that were abnormally successful in retaining students between the first and second year as well as graduating students. Amongst other conclusions, it is clear that institutions that put students truly at the heart of the enterprise are more successful. "Campuses that take student success seriously know that learning is a 24/7 proposition where what goes on outside classrooms is just as important as what happens inside them. Are there places where students gather together in animated conversation – dining facilities, outdoor or indoor nooks, at the ends of hallways in classroom buildings, for example? Are students working in groups in unions, libraries, and in other open spaces? These may be clues as to whether active and collaborative learning are encouraged and practiced" (Kuh, 2005 interview).

The library, it is said, is the "heart of the university" and supports students as they transition from their home community to an academic community, giving them safe spaces outside the close quarters of residence halls. Here is a quick summary of some of the most recent research on the library's role in retention. Grallo, Chalmers, and Baker suggest that by training library staff to answer "non-library" questions while reporting back common questions to the appropriate units on campus, they "can be key players in campus-wide efforts to help students become acculturated to university life" (Grallo et al, 2012). One scholar argues for special marketing strategies that academic libraries should consider to help Latino students feel a similar sense of "haven" they experienced at their public libraries and do not experience in their academic library (Long, 2011). Mezick demonstrates that "library expenditures and professional staff have a significant positive effect on student retention" (Mezick, 2007). Tenopir's research findings indicate that faculty place more value on the resources these professors find at/through the library (Tenopir, 2012). Wilcox and Chia study the "stickiness" framework in academic libraries -- convenience, relevance, engagement and community that describe how discovery tools can deliver greater convenience, QR codes can increase relevance discovery, engagement increases through tailored library instruction, and community increases when the library acts as repository of faculty work.

Berger (1997) found a positive relationship between the sense of community and student persistence in dormitories. The library is similar to residence halls in that the relationships are random, not based on major or classroom experiences, but encompass the ancillary activities of a college experience—study, research, peer review of papers, etc. Vincent Tinto writes in *Completing College* that student retention is shaped by "students' sense of belonging and membership in the social communities of the institutions" (Tinto, 2014). The library can play a vital role in that community building as it "is a place where people come together on levels and in ways that they might not in the residence hall, classroom, or off-campus location" (Freeman, 2005).

Some interesting retention strategies have focused on increasing self-awareness through journaling (Brooman & Darwent, 2012). Having a strong sense of community helps the student with self-knowledge and can act as a sounding board as different careers and majors are contemplated. One study found that "the development of "interpersonal ties," on which a student could rely to provide tangible aid, guidance, and feedback about academic matters and provided students with a sense of being cared for and of being a member of a network of mutual obligation, enhanced their coping abilities and increased their personal comfort around social and academic matters" (Hoffman, Richmond, Morrow, & Salomone, 2002-2003).

Minority students must be better supported. "Compared with White students, Black students had 43 percent lower odds and Hispanic students had 25 percent lower odds of attaining an associate's or bachelor's degree, after accounting for other factors"(National Center for Education Statistics, 2012). Those interventions focusing on community building seem particularly successful. Social support from within the college environment appears to play a vital role in the retention of underrepresented minority college students" (Baker & Robnett, 2012).

## **What Libraries Can Do**

Some of the ways the library can support the institution's retention efforts, then, are to provide spaces, personnel, and collections that help students create a sense of community in general, create a sense of academic community specifically, and to validate students who, whether working on an ongoing academic journey or starting on what seems like a brand new enterprise, are on their way to successful completion of a college degree.

Specific ways that I feel my institution supports retention are environmental, collection building, and personnel practices. Environmentally, we have 11 group study rooms with large monitors and furniture built for group projects, along with whiteboards in each room so they can brainstorm and work on problems. We have rolling whiteboards which can be used to create a group study space in a flash. We have one room dedicated to anatomical models for our nursing students. We have a lot of bean bag chairs that travel around the library. We have an information commons with reference staff, technology students and writing tutors all within hailing distances of about a hundred computers laid out in furniture shaped like amoebas, so that students sitting near one another have some measure of privacy but access to any kind of help they can imagine needing. We have clearly demarcated noisy and quiet areas, so students can go to the place that best meets their needs. We intentionally collect and promote not just materials to meet students' academic needs, but use "special collection" funds every year to purchase, for example, wellness self-help books based on the counseling center's recommendations for conditions that our student body experience. We purchased a large group of high-interest, low-vocabulary books along with visual and language dictionaries to serve our large immigrant populations. We promote our fiction and movie collections through display areas around the entire library.

I feel that some of our personnel practices that are helpful unintentionally are structural. As faculty members, the librarians serve on a lot of committees that help them understand student stories, such as the board that weighs in when a student is in danger of being suspended from school. The librarians serve on thesis committees and help support students as they work on their theses, often perhaps being the least intimidating member of their committee. About half of us serve as academic advisors to pre-major students, which helps us remind ourselves annually what it is like to be 18 and gives us a good incentive to have a solid familiarity with resources on campus that can help students.

Personally, I have a number of roles that I feel help me support retention. I am the liaison to the student senate from the faculty senate which allows me to be aware of student issues. In one example this fall, students said that faculty needed to be more aware of the program that puts some general education textbooks on reserve. I sent out an email to the faculty alerting them three ways they could put their textbooks on reserve. I am also (self-appointed but officially sanctioned) liaison to Student Affairs. I have created a number of special LibGuides, such as the one for Study Abroad, which not only points to Mango, our language database, but to books on scrapbooking and journaling and similar activities that will help them have a more intentional experience and remember it for years afterwards. I have visited their spaces, such as the Veteran's Center and left handouts of a LibGuide I produced just for them, with sample call number areas to browse and let them know I would be happy to come over and help them with research in their space. I am taking the library outside the walls of the library and making sure that the students know the library's available to support them. The library supports our student workers with scholarships and Student Appreciation Parties, where the faculty and staff bring mountains of food for the students. I think that our culture is very student oriented. Many of the librarians and staff I work with greet students by name when they enter the library and have meaningful conversations with them about their academic journeys. It can't be institutionalized, but the most important thing we can do, perhaps, is simply to care about the students as people and take the opportunities we can to really see them and recognize them and listen to their stories.

## Conclusion

The library must first understand some of the issues involved in order to support the work of student retention. A faculty development session dedicated to reviewing briefly some of the insights from retention researchers would be an excellent start. In my mind, much of the research points to creating spaces for group work and ways to support students making new knowledge together. The spaces libraries create also need to serve both social and academic purposes. Collections need to address the issues students face during these critical four years, not just in the classroom but as they develop intellectually, emotionally, and spiritually, as well as in their identities as women, as people of color, as gay and lesbians, and every other way. I study the American College Health Association's report every year to see trends in issues that students report that factor into their academic success (sleep deprivation, for example, is a serious issue in many students' eyes.) Personnel can be deployed so that there are ready sources of communication between students and the institution. I highly recommend the Grallo (2012) article. Thinking about the library as a conduit between students and the university bureaucracies just makes sense to me. The library can support retention by understanding and responding to student needs.

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## Reading the Region 2014-2015: Award Books, Award Programs, and the Latest Winning Titles From Around the PNLA Region

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As happens every year in the rich book life of the Pacific Northwest, a significant number of programs and associations highlighted exceptional authors and titles in our region during the 2014-2015 book award season. These state, provincial, and regional award programs are often difficult to identify or track in the profusion of book information on the Web. Unless their award-winners jump up the ladder to gain wider attention, the titles they choose tend to get lost in the shadow of national and international awards that enjoy a much higher profile on the Web and in literary newspapers and magazines.

Since August 2006, PNLA's Reading the Region program has highlighted these regional award winners and published a bibliography of them in *PNLA Quarterly's* conference issue. This makes 2015 our 10th year of celebrating outstanding books from our region. Appropriately, we were joined this year by an emissary from Oregon, a state that was once a cornerstone constituent of PNLA. Carol Reich of the Oregon Library Association asked to join us in Vancouver, WA, crossing the Columbia to share the wonderful award titles from her state. It seemed like old times.

As the list below makes evident, many of the award winning books noted here are written by Pacific Northwest authors or are set in the region. Others are voted in as favorites of readers in the region by programs such as PNLA's own Young Readers Choice Award (YRCA), though their authors or subject matter may not be connected to the region.

This year's award winning books in our region included some real standouts that did traverse the boundary between regional and national attention, such as Idaho author Anthony Doerr's *All the Light We Cannot See*. In addition to winning a PNBA (Pacific Northwest Bookseller's Award), Doerr's book was also named the Pulitzer Prize winner for fiction in April 2015. In addition, our young readers in the region who voted in the YRCA program chose *The Fault in Our Stars*, the wildly popular young adult novel by Indiana author John Green, as the award winning Senior Division title this year.

Representatives from the PNLA board who serve on this program panel each year choose titles to highlight from their state or province and our audience always enjoys an energetic round of quick book talks from passionate readers and promoters of books for all ages. This year, the following talented librarians represented their areas within the PNLA region (and beyond):

- **Alaska:** Mary Jo Joiner, Alaska PNLA Representative, Director, Kenai Community Library, Kenai

- **Alberta:** [Sarah Head](#), Alberta PNLA Representative, Resource Specialist, Lethbridge Public Library; and [Jocie Wilson](#), PNLA Young Reader's Choice Award Chair, Client Services Librarian, Yellowhead Regional Library, Spruce Grove
- **British Columbia:** [Jay Peters](#), PNLA 2nd Vice President/Membership Chair, Coquitlam Public Library, and [Michael Burris](#), PNLA Past President, Executive Director, Public Library InterLINK, Burnaby
- **Idaho:** [Jeannie Standal](#), Idaho PNLA Representative, School Library Consultant, Idaho Commission for Libraries, Boise
- **Montana:** [Carmen Clark](#), Montana PNLA Representative, Reference Librarian, Bozeman Public Library, and [Jan Zauha](#), Past PNLA President, Outreach, Instruction, and Research Librarian, Montana State University, Bozeman
- **Oregon:** [Carol Reich](#), Manager of Strategic Initiatives, Hillsboro Public Library
- **Washington:** [Heidi Chittim](#), Washington PNLA Representative, Circulation Librarian, JFK Library, Eastern Washington University, Cheney



## **REGIONAL AWARDS**

### ***PNLA Young Readers Choice Awards 2014***

***([www.pnla.org/yrca](http://www.pnla.org/yrca))***

- Junior Division (4th-6th Grades): ***Wonder*** by R.J. Palacio
- Intermediate Division (7th-9th Grades): ***Drama*** by Raina Telgemeier, color by Gurihiru, lettering by John Green
- Senior Division (10th – 12th grades): ***The Fault in Our Stars*** by John Green

### ***Pacific Northwest Booksellers Awards 2014***

***([www.pnba.org/2015-book-awards.html](http://www.pnba.org/2015-book-awards.html))***

- ***A Boat, a Whale and a Walrus*** by Renee Erickson (Seattle)
- ***All the Light We Cannot See*** by Anthony Doerr (Boise)
- ***Falling From Horses*** by Molly Glass (Portland)
- ***If Not for This*** by Pete Fromm
- ***Jackaby*** by William Ritter (Springfield, OR)
- ***Strange & Beautiful Sorrows of Ava Lavender*** by Leslye Walton (Seattle)



## **ALASKA**

### **Alaskana Award – Adult Fiction or Non-Fiction ([akla.org/newspoke/](http://akla.org/newspoke/))**

- 2015 Winner: ***Never Alone (Kisima Ingitchuna)*** developed by Cook Inlet Tribal Council and Upper One Games working closely with Inupiat community members and elders

### **Contributions to Literacy in Alaska Award 2015**

***([www.alaskacenterforthebook.org](http://www.alaskacenterforthebook.org))***

- ***My Name is Not Easy*** by Debby Dahl Edwardson



## **ALBERTA**

### **Alberta Readers' Choice Award**

***([www.epl.ca/alberta-readers-choice](http://www.epl.ca/alberta-readers-choice))***

- 2014 Winner: ***Almost a Great Escape: A Found Story*** by Tyler Trafford

### **Book Publishers' Association of Alberta Awards 2014**

***([www.bookpublishers.ab.ca](http://www.bookpublishers.ab.ca))***

- Children's & Young Adult Book Award: ***The Loxleys and the War of 1812***, 2nd ed., by Alan Grant and Mark Zuehlke, illustrations by Claude St. Aubin and Lov-ern Kindzierski
- Scholarly & Academic Book Award: ***The Peace-Athabasca Delta: Portrait of a***

- **Dynamic Ecosystem** by Kevin P. Timoney
- Trade Fiction Book Award: **Love at Last Sight** by Thea Bowering
- Trade Non-Fiction Award: **Disinherited Generations: Our Struggle to Reclaim Treaty Rights for First Nations Women and their Descendants** by Nellie Carlson and Kathleen Steinhauer, as told to Linda Goyette
- Lois Hole Award for Editorial Excellence: **Xwelíqwiya: The Life of a Stó:lō Ma-triarch**, by Rena Point Bolton and Richard Daly, edited by Pamela Holway
- Robert Kroetsch Poetry Book Award: **The Great Black North: Contemporary African Canadian Poetry** edited by Valerie Mason-John and Kevan Anthony Cameron
- Speculative Fiction Award: **One's Aspect to the Sun** by Sherry D. Ramsey
- Education Book Award: **The Great Black North: Contemporary African Canadian Poetry** edited by Valerie Mason-John and Kevan Anthony Cameron

#### Alberta Book Design Awards:

- Book Cover: **The Wages of Relief: Cities and the Unemployed in Prairie Canada, 1929-1939** by Eric Strikwerda, cover design by Marvin Harder
- Book Design: **The Dilettantes by Michael Hingston**, book design by Natalie Olsen
- Book Illustration: **The Loxleys and the War of 1812**, 2nd ed., by Alan Grant and Mark Zuehlke, illustrations by Claude St. Aubin and Lovern Kindzierski

#### Rocky Mountain Book Award (grades 4-7) ([rmba.lethsd.ab.ca](http://rmba.lethsd.ab.ca))

- 2015 Winner: **The Last Train: A Holocaust Story** by Rona Arato

#### Writer's Guild of Alberta: Alberta Literary Awards 2015 ([www.writersguild.ab.ca](http://www.writersguild.ab.ca))

- Georges Bugnet Award for Novel: **Come Back** by Rudy Wiebe
- Stephan G. Stephansson Award for Poetry: **For Tamara** by Sarah Lang
- Wilfrid Eggleston Award for Non-Fiction: **The Social Life of Ink: Culture, Wonder, and Our Relationship with the Written Word** by Ted Bishop
- R. Ross Annett Award for Children's Literature: **Little You** by Richard Van Camp



#### BRITISH COLUMBIA

#### Red Cedar Book Award 2014/2015 (grades 4-7) ([www.redcedaraward.ca](http://www.redcedaraward.ca))

- Information Book Award: **The Last Train** by Rona Arato
- Fiction: **The Hidden Agenda of Sigrid Sugden** by Jill MacLean

#### BC Book Prizes 2015 ([www.bcbookprizes.ca](http://www.bcbookprizes.ca))

- Ethel Wilson Fiction Prize: **The World Before Us** by Aislinn Hunter
- Roderick Haig-Brown Regional Prize: **The Sea Among Us: The Amazing Strait of Georgia** by Richard Beamish, Gordon McFarlane (editors)
- Hubert Evans Non-Fiction Prize: **In the Slender Margin: The Intimate Strangeness of Death and Dying** by Eve Joseph
- Bill Duthie Booksellers' Choice Award: **Live at the Commodore: The Story of Vancouver's Historic Commodore Ballroom** by Aaron Chapman
- Dorothy Livesay Poetry Prize: **By the Poplars** by Cecily Nicholson
- Christie Harris Illustrated Children's Literature Prize: **Dolphin SOS** by Roy Miki and Slavia Miki, illustrated by Julie Flett
- Sheila Egoff Children's Prize: **Rabbit Ears** by Maggie de Vries

#### Chocolate Lily Awards 2015 ([www.chocolatelilyawards.com](http://www.chocolatelilyawards.com))

- Best Picture Book: ***Not Your Typical Dragon*** by Dan Bar-el
- Chapter Book: ***The Metro Dogs of Moscow*** by Rachele Delaney
- Best Novel (Tie):
  - A Taste of Heaven*** by Meg Tillie
  - The Path of Names*** by Ari Goelman



## IDAHO

### Idaho Library Assoc. Book Award

([www.idaholibraries.org/awards/idahobookaward](http://www.idaholibraries.org/awards/idahobookaward))

2013 Winners (most recent):

- ***As Rugged as the Terrain*** by Priscilla Wegars
- ***Surviving Minidoka*** by Russell Tremayne and Todd Shallat

### 2015 Pulitzer Prize for Fiction

([www.pulitzer.org](http://www.pulitzer.org))

- ***All the Light We Cannot See*** by Anthony Doerr



## MONTANA

### Montana Book Award 2014

([www.montanabookaward.org](http://www.montanabookaward.org))

- Winner: ***Fourth of July Creek*** by Smith Henderson

### High Plains Book Awards 2014

([ci.billings.mt.us/index.aspx?nid=1180](http://ci.billings.mt.us/index.aspx?nid=1180))

- Best Nonfiction Book Award Winner: ***Rough Breaks: A Wyoming High Country Memoir*** by Laurie Wagner Buyer
- Best Fiction Book Award Winner: ***Let Him Go*** by Larry Watson
- Best First Book Award Winner: ***Montana*** by Gwen Florio
- Zonta Award for Best Woman Writer: ***Clearwater*** by Kim McCullough
- Best Poetry Book: ***Grey Dog Big Sky*** by Sheryl Noethe
- Art & Photography: ***Karl Bodmer's America Revisited: Landscape Views Over Time*** by W. R. Wood & R. M. Lindholm
- Short Stories: ***Cowboys and East Indians*** by Nina McConigley
- Children's: Baba's Babushka: ***A Magical Ukrainian Wedding*** by Marion Mutala
- Young Adult: ***Black Helicopters*** by Blythe Woolston
- Medicine & Science: ***In the Shadow of the Sabertooth: A Renegade Naturalist Considers Global Warming, the First Americans and the Terrible Beasts of the Pleistocene*** by Doug Peacock

### Treasure State Award (K-12 picture)

([libguides.msun.edu/treasureaward](http://libguides.msun.edu/treasureaward))

- 2015: ***Saving Yasha*** by Lia Kvatun and Liya Pokrovskaya (Photographer)



## OREGON

### Beverly Cleary Children's Choice Award

([ola.memberclicks.net/bccca-home](http://ola.memberclicks.net/bccca-home))

- 2015 Winner: ***Third Grade Angels*** by Jerry Spinelli

### Oregon Book Awards

([www.literary-arts.org](http://www.literary-arts.org))

- Eloise Jarvis McGraw Award for Children's Literature: ***Whistle in the Dark*** by Susan Hill Long
- Frances Fuller Victor Award for General Nonfiction: ***Big Little Man: In Search of My Asian Self*** by Alex Tizon

- Ken Kesey Award for the Novel: ***The Revolution of Every Day*** by Cari Luna
- Leslie Bradshaw Award for Young Readers: ***The Body in the Woods*** by April Henry
- Sarah Winnemucca Award for Creative Nonfiction: ***The Great Floodgates of the Wonderworld*** by Justin Hocking
- Stafford/Hall Award for Poetry: ***Sorrow Arrow*** by Emily Kendal
- Readers Choice Award: ***The Free*** by Willy Vlautin

**Patricia Gallagher Picture Book Award**  
([oregonread.org/patriciagallagher](http://oregonread.org/patriciagallagher))

- 2014-2015 Winner: ***Tarra & Bella: The Elephant and Dog Who Became Best Friends*** by Carol Buckley



**WASHINGTON**

**Children's Choice Picture Book Award ([childrenschoiceaward.wikispaces.com](http://childrenschoiceaward.wikispaces.com))**

- 2015 Winner: ***The Day the Crayons Quit*** by Drew Daywalt, illustrated by Oliver Jeffers

**Evergreen Teen Book Award**  
([www.evergreenbookaward.org/](http://www.evergreenbookaward.org/))

- 2015 Winner: ***The Fault in Our Stars*** by John Green

**Sasquatch Reading Award**  
([sites.google.com/a/wlma.org/wlma/sasquatch-award](http://sites.google.com/a/wlma.org/wlma/sasquatch-award))

- 2015 Winner: ***Wonder*** by R.J. Palacio

**Towner Award (WLMA)**  
([towneraward.wikispaces.com](http://towneraward.wikispaces.com))

- 2015 Winner: ***Barbed Wire Baseball*** by Marissa Moss

**Washington State Book Awards 2014**  
([www.spl.org/audiences/adults/washington-state-book-awards/washington-state-book-award-winners](http://www.spl.org/audiences/adults/washington-state-book-awards/washington-state-book-award-winners))

- Fiction: ***Hild*** by Nicola Griffith
- Poetry: ***Rough Day*** by Ed Skoog
- History/General Nonfiction: ***The Boys in the Boat: Nine Americans and Their Epic Quest for Gold at the 1936 Berlin Olympics*** by Daniel James Brown
- Biography/Memoir: ***The Family Tree: Three Journeys Into the Heart of the Twentieth Century*** by David Laskin

**Scandiuzzi Children's Book Award Winners:**

- Picture Book: ***What Do You Do With an Idea?*** by Kobi Yamada, illustrated by Mae Besom
- Book for Early Readers: ***And Then, Story Starters*** by M.H. Clark
- Book for Middle Readers: ***The Sasquatch Escape*** by Suzanne Selfors
- Book for Young Adults: ***Jumped In*** by Patrick Flores-Scott

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## Removing the Boundaries: open access journal publishing as an innovation in technology

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**Keywords:** *publishing, scholarly communication, open access, PNLA Quarterly*

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Scholarly communication is the sum of the creation, transformation, dissemination and preservation of knowledge created in relation to teaching research and scholarly endeavors (Harris and Ho, 2015). The particulars of scholarly communication have been in flux for as long as people have been engaged in science and recording scientific progress.

As co-editors of *PNLA Quarterly*, Jan Zauha and I bring our skills as librarians to the publishing process. As the Scholarly Communication Librarian at Montana State University (MSU), I am an advocate for open access, I manage our institutional repository and other publishing software, and am a point person for copyright consultation on campus. Jan, as the Outreach Librarian at MSU's Renne library is a more traditionally subject-focused librarian with extensive Pacific Northwest Library Association (PNLA) experience and a background in leadership training and reading promotion. We hope that these qualities position us to making meaningful contributions to the journal and the association.

As we began our work on the *Quarterly* we spent time thinking about what publishing a journal means, why we work to present information in this way. Since the European development of the printing press by Johannes Gutenberg in 1440 western culture has had a useful and reliable way to disseminate information. In the early days of printed research, letters were printed and reprinted, sent around and recopied, multiplying as more people were interested in reading them. Over the next 200 years the number of letters proliferated until there were too many to read. In 1665, the world's first scientific journal was published by Henry Oldenburg (<http://rstl.royalsocietypublishing.org/>). The first issue of *Philosophical Transactions* was effectively letters bound together into a journal. After WWII, the proliferation of journals encouraged the development of metrics. Measures like impact factor, became important means of differentiating among the sea of titles in the 1960s (Garfield, 2005). The number and specialization of journals has been growing ever since.

When the internet became a common research tool in the 1990s, journal publishers caught on to its distribution possibilities, but merely placed the large files of entire issues online (Harter, 1998). While this was a great advancement for access, it did not take advantage of the possibilities of digital formats. Recent advances in search technology have made it possible for individual articles to be easily found outside their journal container, in effect returning us to the distribution model of the "letters" of 500 years ago (with more broad access possibilities).

What does this mean in practical terms? For one thing, it means that digital editions of journals should not be left as whole volumes in a single .pdf file and with little description. In order for search engines (and thus potential readers) to discover articles, there must be machine readable metadata attached to each article (Suber, 2012 p 55, Carpenter, 2013). In this interest, and with a few other innovations in mind, we are working to bring *PNLA Quarterly* in line with the progress of journals in the internet age. This will increase our capacity to communicate the ideas, research, and projects that librarians are engag-

ing with in the region. As well-cataloged digital content helps library patrons locate and access materials quickly, well-applied metadata will help our readers and potential readers find the information they are looking for as they search the Web. This will help increase the scope of our readership and continue *PNLA Quarterly's* relevance in the digital age.

Another factor that limits access to relevant and current research is the rising cost of journal subscriptions (Lambert, 2014). The proliferation of journal titles has been accompanied by a consolidation of academic journal publishers and a decrease or stagnation in most library budgets. One beneficial aspect of digital editions of journal articles is that it costs the same amount to produce one copy and make it available to one reader in a digital format as it costs to make that copy available to one million readers using the distribution channel that the internet has made available (Suber, 2012). The cost of publishing articles may not have changed drastically, but the cost of accessing those articles has. This change in the overall cost of producing and distributing multiple copies of scholarship has allowed for the growth of the open access movement. Open access refers to access that is not restricted by price or constrained by licensing that limits reuse. Although there are many definitions of this term and many people are trying to figure out the best way to make access sustainable for readers and subscribing institutions, most agree that broad access to the knowledge produced at public institutions is a common good that is worth working toward.

*PNLA Quarterly's* publishing history since its inception in 1936 is no different than that of many other journals. As a print edition the journal was a key tool for communication between far flung libraries in rural western towns. PNLA members used the publication to disseminate information about the minutia of librarianship: the number of pencils or chairs or other seemingly small items might be what made or broke a small library. We printed board reports and conference proceedings (and we still do) because it was hard to travel to the conference itself and the information shared in those three or four days in August was deemed important enough to disseminate widely. Unlike our current electronic system, *PNLA Quarterly* issues were bound and shipped individually until 2009, a missive to the far reaches of our organization. Advertisers saw the benefit of reaching the corners of the Pacific Northwest and printed the ads that paid for part of each issue.

The first issue of *PNLA Quarterly* in October 1936 was subtitled "A Northwest Journal of Current Library Opinion" (Frederiksen, 2009). As Fredrickson notes, *PNLA Quarterly* was a tool for recruitment and communication at its inception, and continues to serve as a mirror and a measure of current issues and interests. Articles took a number of forms in early issues: bibliographies, a time honored library tool; editorial-style 'think pieces'; meeting minutes, especially from regional and statewide conferences; lists of cooperative projects; and budget reports from local libraries.

In the early 2000s *PNLA Quarterly* moved away from a basic newsletter format, in which the reports of representatives from the member states and provinces were reprinted routinely, and instead sought content from the region focused on issues and authored by practitioners in the area. Board communication had by then moved to the PNLA Web site and the member email discussion list, tools obviously not available when the *Quarterly* was first published.

Our current journal model is online and open access. Each article is posted by itself in .pdf file format as well as part of the full issue. Articles are described so that search engines can index and retrieve them individually based on user searches. This is possible because as search engines improve their indexing algorithms, they can more easily discover specific articles based on keyword searches rather than having to hunt within the confines of each journal. With so many journals in each facet of a discipline, it is unsustainable to browse tables of contents for current research. Searching for content based on topic helps researchers narrow the field of information that they must sift through to find relevant content. Journal publishers optimize this process by

ensuring there is relevant metadata, articles are posted as individual .pdf files, and are included on websites that provide an architecture that is friendly toward search engine indexing. As Laakso et al (2011) state in their study of the development of Open Access publishing, "Many [journal websites] are simple static HTML pages linked together without any publishing platform providing back-end automation. Reliable article-level indexing requires journals to provide meta-data in standardized metadata formats, something which in practice necessitates the use of a publishing platform." In this light *PNLA Quarterly* is moving to a publishing platform, Open Journal Systems, that will allow us to attach the correct information to each article (Open Journal Systems, 2015).

Open Access increases awareness about articles and is expected to increase citations of scholarly articles (Suber, 2012 p 16, Gaulé & Maystre, 2011). Citations are widely seen as a measure of an article's importance in the field. Additionally, although librarians are advocates for open access in scholarly publishing, many journals in the library and information science field are still based on traditional subscription models and access to their content is limited to those who can afford it. As Vandegrift and Bolick (2014) state, "approaching library publishing with the understanding that we can shape the future of this field should free librarians to be progressive, innovative, and experimental"(p 110). As editors of *PNLA Quarterly*, we aim to increase exposure of its content and also to ensure that all readers have access to the materials that will benefit their understanding and practice of librarianship. This is especially important in a field that is advocating broadly for open access.

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## Physical Literacy in the Library Or, how we ended up loaning out rubber chickens

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**Keywords:** *Alberta, public libraries, community building, physical activities*

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A book, a magazine, a tennis racquet anyone? Families in Lethbridge, Alberta now have a new opportunity to try out some options to have fun and keep fit, thanks to the availability of sports equipment at the Library.

Lethbridge, a picturesque city of 95,000 nestled in the Old Man River valley is home to the Lethbridge Public Library (LPL) system. The library system has 2 branches and a bookmobile. The system circulates over 1.25 million items per year and has a collection size of approximately 431,000 items, now including rubber chickens.

In June of 2013 Tony Vanden Heuvel, was hired as LPL's new CEO. Since, he reminded us, LPL came into being in 1910 because of the community, he advocated that our collections should contain items that the community wants, as well as more traditional library materials. He directed management to stop navel gazing and to get out into the community, make friends, find out what they need, and bring them back to the library. That's where it all started.

Feeling slightly overwhelmed we started talking and asking our contacts about what they saw as needed in the community. Many organizations talked about the health and wellness of the community. We had people inside the library saying, "There's nothing else to do in the community." Moms from our Books and Babies Book Club talked about not having a place to play inside in the winter for free. With all these ideas and needs swirling about, we were sent to talk with Dr. Mary Dyck, kinesiology professor at our local University of Lethbridge. She solidified our ideas with local research focused on physical activity in the community. What she found was there is a large "free play" gap in Lethbridge, as opposed to organized sports activities. This led us to the concept of physical literacy and its importance as foundational skills in everyone's lives.

*But why physical literacy in the library? Why not ecological literacy or media literacy or any of the other adjectives that get tacked onto literacy these days?*

After discussion we felt that physical literacy had the advantage of being a foundational skill for everyone in the community. For example, we need to be able to move in various ways from cradle to grave, e.g., reaching: reaching for a cup, reaching for a ball. Think about all the physical movements required to put on a jacket and get to the library. Basically physical literacy enables an individual to move with competence and confidence and thus to want to move more.

The health related benefits of being able to move include improved chronic disease resistance, cardiac function, and improved bone density. Psychological benefits include enjoyment, reduced depression, anxiety, increased social connections,

getting out outdoors, and learning and mastering new skills. People who can move with competence and confidence become more independent. They can move and take care of themselves by being strong, flexible and able to endure. Children can learn fundamental movement skills which in turn will provide the foundation for lifelong daily activity.

We must consider the reality: most Canadian children are not receiving the required amount of daily physical activity for healthy development. Seven percent of five- to eleven-year-olds and four per cent of 12- to 17-year-olds in Canada meeting recommended guidelines of 60 minutes of moderate to vigorous activity daily. Canadian adults are not participating in the required amount of weekly physical activity to maintain health (150 minutes per week). Canadian children have insufficient skill levels to participate in everyday physical activity (biking, running, jumping, playground games and equipment). WE have a public health issue -- and the PUBLIC library can help.

Because Lethbridge has so many organizations who are willing to help the community with foundational movement skills, it was easy for the library to supplement, not replace or create, the work that was already being done in our community. For example, the University of Lethbridge, PLAY Lethbridge, PLAY Coaldale, Lethbridge College - Be Fit For Life Centre, and the Lethbridge Sport Council all have existing programs or skill building activities. Further, our Toy Library provided an example of a collection that we could model this effort after. We proposed a pilot project of a circulating sports collection. We received \$2500 for the project.

The project aimed to:

- Encourage physical activity through physical literacy kits.
- Integrate the current infrastructure of the local libraries with the city's recreational space, and
- Provide accessible equipment and instruction to allow children, youth and families to be outdoors and physically active.

One of the first things we did was to get a "jock" to help us out. We were able to secure an Applied Studies student, Cristina Miller, from the University of Lethbridge in exchange for an honorarium paying for the cost of one of her courses. She was invaluable as she helped us source the items for the collection, organize and assemble the collection, and promote the collection in the community. Customers can borrow basketballs, baseball kits, soccer balls, skipping ropes, horseshoes and lawn darts, pickleball, Hi-lo scoopball, beach volleyball, and our now famous rubber chickens and rubber pigs: all motivational throwing tools. Because of our existing relationships with the Sport Council and PLAY Lethbridge, we were able to integrate the library into their activities and become a host for their first ever Physical Literacy Summit at our Crossings Branch. We've also received national recognition through a 2016 Royal Bank of Canada Learn to Play Leadership grant.

We keep the items in big Ziploc bags catalogued as a kit; each item is barcoded. We wrote on the items with marker. Each kit contains an instruction booklet that in very basic terms outlines how to use the kit. The instruction booklets also contain a contents page with the barcode, and a "first time" user survey that gets returned to us. We keep the kits in a big Rubbermaid tote housed wherever there is accessible space. The kits circulate like the regular items, for three weeks. There are some exceptions: patrons cannot place holds on the items, nor can they renew them. We also ask that they return the items to the location from which they were borrowed.

We measured the success of the pilot project through first time use surveys, circulation statistics, and staff and customer feedback. Thankfully the response has been overwhelmingly positive so we are looking to expand the project in 2016.

For more information, please contact us. We love to talk about our rubber chickens.  
Data and more information on physical literacy can be found at <http://www.physicalliteracy.ca/>

Details and FAQs at [www.lethlib.ca](http://www.lethlib.ca)

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**Barbara Longair**, after working in various academic and public libraries, landed her dream job managing a busy and dynamic children's department. She gets to share her dedication to Early Literacy with her fantastic colleagues and the community and loves that part of her work day involves tickling baby toes. She can be reached at [barbara.longair@lethlib.ca](mailto:barbara.longair@lethlib.ca).

**Lisa Weekes** has worked in a variety of roles in academic and public libraries, as well as in research for the provincial government. At Lethbridge Public Library, Lisa is responsible for adult collections, programs, and services. Community partnerships and outreach are her personal and professional passions. She can be reached at [lisa.weekes@lethlib.ca](mailto:lisa.weekes@lethlib.ca).



## Service Design: Toward a Holistic Assessment of the Library

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### Introduction

“It must constantly be borne in mind that the object being worked on is going to be ridden in, sat upon, looked at, talked into, activated, operated, or in some way used by people individually or en masse. If the point of contact between the product and people becomes a point of friction, then the designer has failed. If, on the other hand, people are made safer, more comfortable, more desirous of purchase, more efficient — or just plain happier — by contact with the product, then the designer has succeeded” (Dreyfuss, 1950, p. 80).

The above quote by the industrial designer, Henry Dreyfuss, gets at the heart of why we conduct usability studies. Our goal is to eliminate that “point of friction” and create an optimal user experience. Over the years, libraries have taken the importance of the user experience to heart and we have seen an increase in usability studies (and subsequent articles) as they relate to library websites. But user experience is not limited to user interface (Polaine, 2013). The overall experience is the user interacting with the entire library system. A close look at the library reveals that it is a highly integrated system with its own behavior (Meadows, 2008) and traditions (Bell, 2002). When we consider the library to be a system, we need an assessment method that looks at environments holistically: enter service design.

Service design is a holistic method for assessing service delivery that requires service providers to take on a user-centered perspective, that focuses on how each piece makes up the whole and the cumulative impact on the user’s experience. Service design also necessitates that during the assessment we think about the library as a set of services within a highly integrated system. When we, as service providers, look at the library through this lens, we begin to see the library through the user’s eyes. This article will define library services in the context of service design and discuss the service design project being conducted at the Reed College Library before sharing our own personal insights into the process and its benefits.

### What is a Service?

Libraries provide a service. Clear examples of this can be seen when a user comes to the circulation desk and checks out a book or sits down at a library table to write a paper or decides that her book is better read in a comfy library chair rather than in a coffee shop. Services are intangible exchanges that can only be experienced (Shostack, 1982, p. 49), but not possessed (Marquez & Downey, 2015; Pine & Gilmore, 2011; Shostack, 1984). They are co-created between the user and the service provider at the point of exchange.

When we begin to look at how the infrastructure is used by our patrons, we see them entering the library with a “job to be done” (Christensen & Raynor, 2013). They may want to check out a resource, use a public computer, or read a book in a friendly, quiet place. Essentially, the user comes to the library to perform a task and they access the infrastructure and resources to help them complete their task. By looking at the library holistically, we see how tightly coupled the various library services, including touchpoints

and infrastructure, really are. It becomes clear that the user's overall experience is not limited to a single touchpoint<sup>1</sup>, but rather spread out across various touchpoints that are reflected across multiple library spaces. Services happen everywhere in the library, and almost everything can be seen as a service.

### **Why Service Design? (or, Why is it Important?)**

The benefit of the service design approach is that it allows us to look at the library from the user's perspective and as a system rather than as a series of independent departments created around tasks and processes. It opens a window into how resources are used by the user (Norman, 2009) and reinforces the notion that services do not happen in a vacuum (Marquez & Downey, 2015) and are an intended product created by the system that is the library. It is a system complete with elements, interconnections, and purposes (Meadows, 2008). If one department altered a process, it may affect the other departments and the overall service delivery model (Meadows, 2008; Morville, 2014) so it is important to view the library as a system with various interconnected and working parts.

### **Service Design Elements**

The elements of service design help define its ethos: what it means to do service design. An understanding of these elements will help put a research team in the right mindset to investigate properly and gather meaningful insights.

*Co-Creative.* Services are co-creations between the service provider and the user at the point of the service exchange. The process of service design involves working directly with actual users to understand user behavior, and create solutions that fit into those behavior patterns.

*Empathetic.* Service design is empathetic, requiring researchers to walk a mile in a user's shoes. Empathy is "the ability to step outside of yourself and see the world as other people do" (Patnaik, 2009, p. 8). Once we understand actual need, the environment or services can be adapted to better serve users (Tripp, 2013).

*No Devil's Advocate.* According to Tom Kelley, voicing opposing thoughts under the guise of the devil's advocate "may be the biggest innovation killer in America today" (Kelley, 2005, p. 2). While opposing viewpoints can be valuable, we need the ability to gather insights, synthesize the data, and make informed decisions with creative freedom, which by proposing issues from the perspective of a devil's advocate are often shut down. For instance, imagine you are in a meeting and a new idea is presented. Often, someone will take the position of the devil's advocate and voice an opposing viewpoint. The position of devil's advocate allows the speaker an open forum to speak their mind, regardless if the ideas being shared are in the best interest of the institution.

Service design is about being open minded and taking in all evidence before suggesting a solution or proposal, whether positive or negative. Once the insights have been synthesized, then the group can begin a discussion about next steps and at this point, voice concerns or issues. Opposing viewpoints are still respected; it is just a matter of when they are presented. We do not want to limit any possibility before we know what is possible.

*Making the Intangible Tangible.* Services are intangible and cannot be possessed by anyone. The role of a service design focused research team is to make the connections and elements known and visible. We do this in a number of ways, including talking about them, sketching, and creating maps and blueprints with users. By looking at a service and visualizing the connections across library departments involved in making the service happen, the system

<sup>1</sup> Touchpoints are the physical points of contact that a user has with a product, a service, or an interface. They are physical aspects of the library (e.g. reference or circulations desks, the website, a library kiosk, a self checkout machine).

for all of its parts is revealed. By seeing the whole system, we can understand the complexity of library operations and the various elements required for smooth operations.

*Service Ecology.* When looking to refine or create new services, it is helpful to look at the library literature to get a sense of what is happening at similar institutions. However, that is where the comparisons should stop. Libraries are ecologies with their own rules and behavior (Bell & Kaye, 2002) created over time. As a result, each ecology is its own unique environment and assessment of it should be tailored to that environment.

### Phases & Tools of Service Design

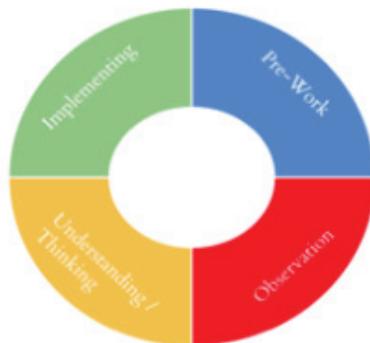
When conducting an assessment using service design, there are four phases: Pre-Work, Observation, Understanding/Thinking, and Implementing. The phases do not have starting or finishing points, but flow from one into the other. What delineates one phase from another is the type of data being gathered and the tools used to gather that data. The process is not completely linear, a research team can return to a phase to gather additional insights if it will help their current phase. The fifth phase of service design involves managing and assessing the final product. This phase is highlighted below to emphasize the importance of nurturing and measuring a project once it is no longer a work in progress and has become a service in the library.

The tools used also help delineate the phases of service design research. While the items below are not an exhaustive list, these tools will help any team get the necessary insights into their users' behavior.

*Pre-work.* Pre-work is about project management. In this phase, the research team is formed, ground rules are established, and communication methods and processes are created. While these do not all have to be formalized and signed by the members, it is good to agree on how best to communicate with the library at large and among the members of the group.

### Phases of Service Design

- Pre-Work
- Observation
- Understanding/Thinking
- Implementing
- Maintenance and Continuing Feedback Loop



### Teams

There are two teams that will be formed: the research team (internal) and the user working group (external). When creating the research team, you need representatives from the various divisions or departments in the library to provide different perspectives and to act as liaisons to their departments. It is good to remember that communicating what the team is NOT doing is just as important as communicating what they are doing. Depending on the scope of your project, the team may investigate issues and seek solutions such as focusing efforts on specific touchpoints. As this change affects the whole of the library, it may be seen as a small group making changes without the knowledge or consent of the larger library staff. In this light it is important to remember that good service design involves continually getting relevant stakeholder feedback, both internal and external. This should be communicated clearly and often.

The user working group (UWG) needs a broad perspective and should be composed of a wide variety of user types. This is not a focus group. Focus groups react to content being provided: this group discusses experiences. One voice should not be allowed to dominate and influence the group and it is the responsibility of the research team leader to focus discussion and nudge it along. It is helpful if all members attend all meetings because a dynamic will be created in the group that can push your project along.

### **Administrative support, buy-in, and scope**

Often, initiatives to revitalize the library come from the top. Whether that is the case or not, getting buy-in early from the director is key. Transparency is important so getting the director to make a formal announcement about the team and their efforts will also help alleviate any confusion or back channel discussions about what the group is doing.

As the scope of the project will probably be influenced by someone outside the team, the team will need to make sure the scope is manageable. Just because service design can scale up, does not mean you should scale it up. Focus your efforts and expand as necessary, but only attempt what is feasible by the team in the given timeframe. We have taken two years to complete our project at the Reed College Library. This was not because we took on too much, but because no one on the team worked on the project full time and we all had to fulfill other job duties as assigned. We were also working with student schedules and did our best to accommodate everyone's schedules and schoolwork.

Once the scope is created and defined, the team can begin to draft their schedule and list activities that will be best suited for gathering the necessary insights. Make sure to leave room for discussion sessions to discuss the activity results. Service design is, essentially, a long, drawn-out conversation with your users so there should be a level of comfort between the research team and the user. As a level of comfort is attained, the information will flow and insights will be gathered.

*Observation.* The observation phase is more than just sitting and watching your users, although sitting and watching may be part of it. Observation is about gathering initial insights through observation, interviews, surveys, discussions, and other methods as appropriate. "Our participants do not make facts, they do acts" (Salvador, Bell, & Anderson, 1999, p. 37). We observe so that we learn about those acts and facts. The point of this phase is to get a basic understanding of how services are being used. The research team should ask initial questions to get a sense of where problems may lie in order to determine further questions and to identify the right activity to get at additional insights.

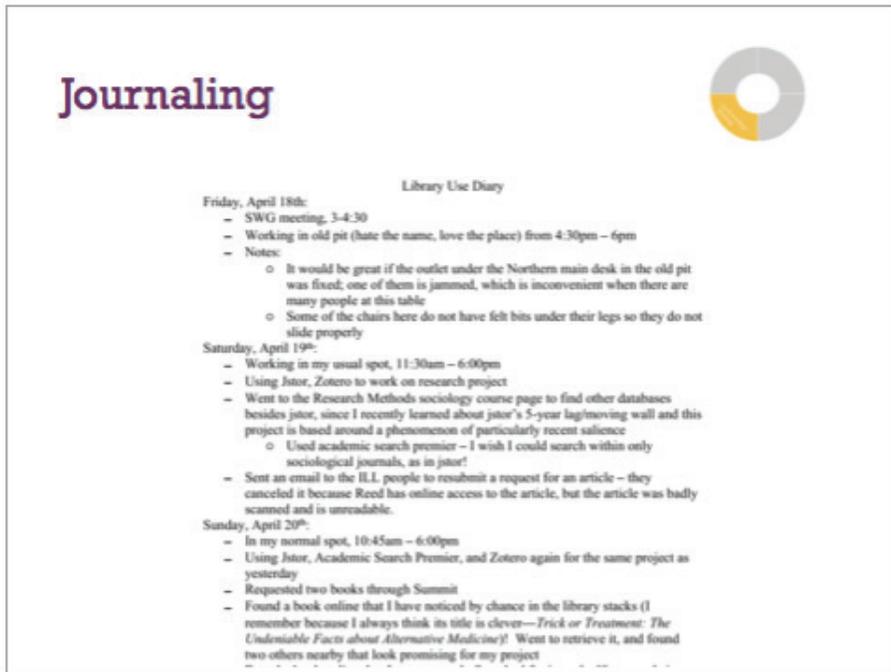
Beyond talking to users in this phase, you may decide to conduct surveys, analyze spaces, and design ethnography to create a more complete picture of user behavior. Surveys can be helpful to obtain a baseline knowledge of your user working group. You may want to send out a survey before the initial meeting to get a sense of where everyone is coming from and not to take time away from the meeting and discussion time.

Conducting a space analysis will help the overall project by understanding just how and when a space is used. Observing how space is used can inform any project on active library users. Combined with design ethnography, which focuses more on interviews with users, the research team can create a broad picture of what life is like in the library. Information about when the space is used, as well as what is done create context for the assessment.

*Understanding/Thinking.* After gathering initial insights and understanding the context in which the library operates, it is time to look toward problem solving. Together, the research team and the UWG should review the initial insights and the additional data gathered through group

exercises, and co-create solutions. During this phase the research team will visualize behavior, prototype solutions, test and refine these solutions, and synthesize the data that has been gathered.

The research team enters this phase with background and contextual data in order to be ready to give the UWG activities around specific tasks that the team wishes to understand better. Tools used in the Understanding/Thinking phase include customer journey mapping, journaling, scenarios, and prototyping. During this phase, other users who are not part of the UWG will test solutions and provide feedback. This is especially important because it allows the research team to determine if what they heard and gathered from the UWG is, in fact, common behavior across users.



**Journaling**

Library Use Diary

Friday, April 18th:

- SWG meeting, 3-4:30
- Working in old pit (hate the name, love the place) from 4:30pm – 6pm
- Notes:
  - o It would be great if the outlet under the Northern main desk in the old pit was fixed; one of them is jammed, which is inconvenient when there are many people at this table
  - o Some of the chairs here do not have felt bits under their legs so they do not slide properly

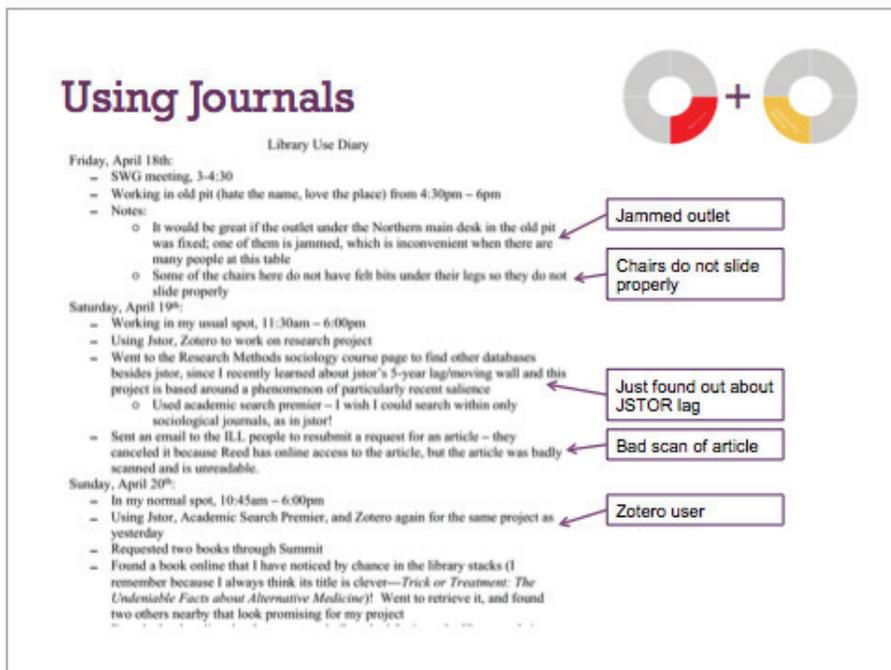
Saturday, April 19th:

- Working in my usual spot, 11:30am – 6:00pm
- Using Jstor, Zotero to work on research project
- Went to the Research Methods sociology course page to find other databases besides jstor, since I recently learned about jstor's 5-year lag/moving wall and this project is based around a phenomenon of particularly recent salience
  - o Used academic search premier – I wish I could search within only sociological journals, as in jstor!
- Sent an email to the ILL people to resubmit a request for an article – they canceled it because Reed has online access to the article, but the article was badly scanned and is unreadable.

Sunday, April 20th:

- In my normal spot, 10:45am – 6:00pm
- Using Jstor, Academic Search Premier, and Zotero again for the same project as yesterday
- Requested two books through Summit
- Found a book online that I have noticed by chance in the library stacks (I remember because I always think its title is clever—*Trick or Treatment: The Undeniable Facts about Alternative Medicine!*) Went to retrieve it, and found two others nearby that look promising for my project

*Journaling before synthesis.*



**Using Journals**

Library Use Diary

Friday, April 18th:

- SWG meeting, 3-4:30
- Working in old pit (hate the name, love the place) from 4:30pm – 6pm
- Notes:
  - o It would be great if the outlet under the Northern main desk in the old pit was fixed; one of them is jammed, which is inconvenient when there are many people at this table
  - o Some of the chairs here do not have felt bits under their legs so they do not slide properly

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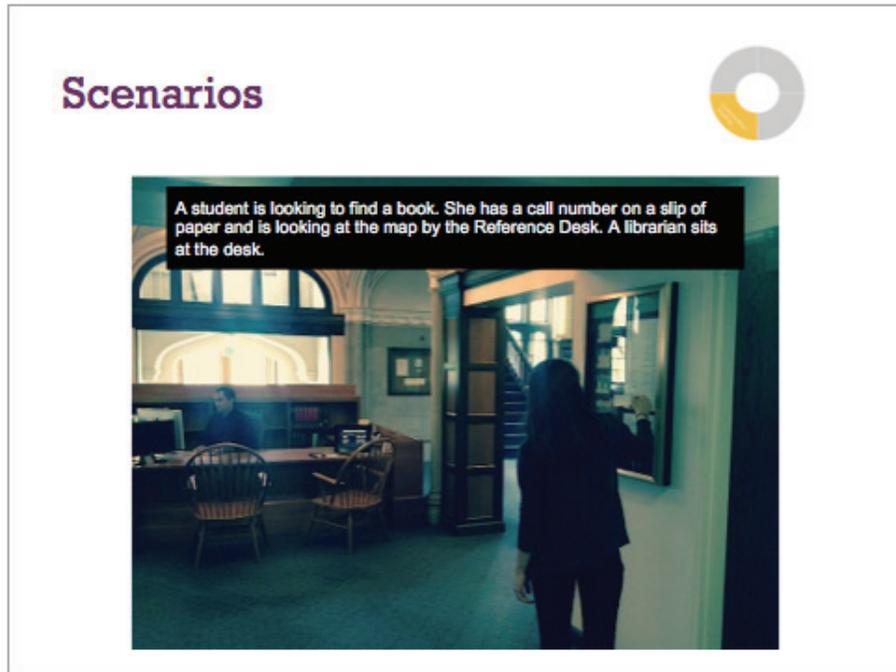
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- Found a book online that I have noticed by chance in the library stacks (I remember because I always think its title is clever—*Trick or Treatment: The Undeniable Facts about Alternative Medicine!*) Went to retrieve it, and found two others nearby that look promising for my project

Annotations:

- Jammed outlet
- Chairs do not slide properly
- Just found out about JSTOR lag
- Bad scan of article
- Zotero user

*Journaling after synthesis.*

*Journaling.* Journaling or using diaries is a tool commonly employed in qualitative research. The journaling method focuses the user's attention on their own behavior and can be used to spark discussions around usage (Zimmerman & Wieder, 1977). The above example shows a student's journal about working in the library. By reading closely, the research team can synthesize the data and find out more about their experience. Things like ill-fitting chairs and jammed outlets add up to the user's overall experience. No piece of information is ever too small, and something like this is valuable to understand how the user sees, understands, and experiences the library.

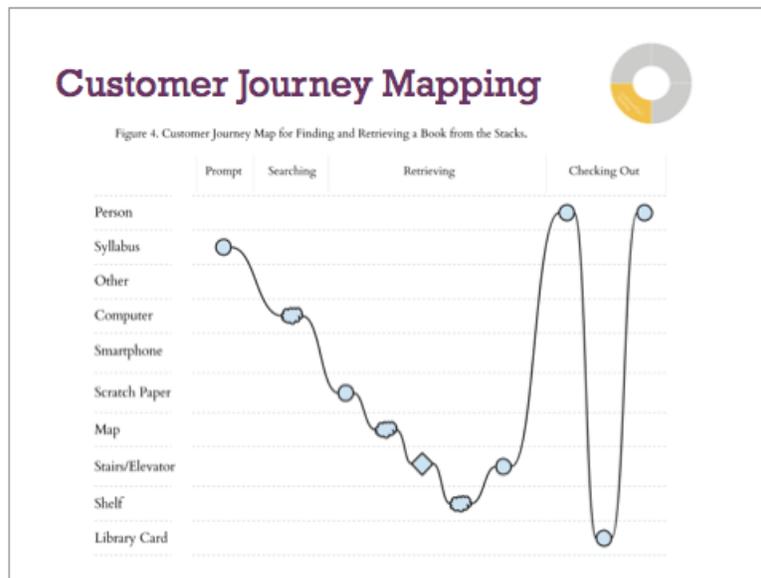


*Typical Scenario used in service design study.*

*Scenarios.* Scenarios focus on the user's experience through visualization without the awkwardness that might surround that setting in reality. Photos are staged to replicate familiar scenes and then shown in a group with an open discussion or in a group setting with each UWG participant writing notes individually. Regardless of the method used, eventually holding a group discussion is important so that you can gather the overall opinion on the scenario presented.



*Customer Journey Map before synthesis.*



*Customer Journey Map after synthesis.*

**Customer Journey Maps.** Customer journey maps (CJM) visualize the user’s route to complete a task. In the above figures, we see a user checking out a book. Every step along the way is depicted by a circle. The touchpoints and prompts are along the left vertical column. The top horizontal bar represents stages in the process and duration. In this example, the user was prompted by the syllabus or an instructor to retrieve a book. The user went to a library kiosk to look for the book in the catalog, found the book, wrote the call number on a piece of paper, consulted a map, and proceeded to the appropriate floor. In order to get to the other floor, she had to decide whether to take the stairs or the elevator. After reaching the correct floor, she had to navigate the stacks, find the correct shelf and then the correct book, and then retrace her steps to eventually check out the book. Checking out the book required talking with a circulation desk staff, handing over her library card, and walking out of the library with the book. This is a routine task done many times a day in libraries around the world and requires all of the library’s divisions to work together for this simple task to be successful.

In the second figure, the problem points are marked by different symbols. Clouds represent possible points of confusion and diamonds are decision-making points. The first cloud is located at searching the OPAC, which presents several possible issues: Does the interface make sense? Can the user figure out the necessary information she needs to retrieve a book? Is the call number hidden from view behind a click? Next we move to the library map. Does the map make sense? Can she find a map and then can she find where she is in the library in relation to where her destination is? The next point is whether to take the stairs or the elevator. Not a major decision, but depending on the size of your library, this could require decision making. The next point of confusion is being able to find the correct shelf. By looking at the journey through this visualization, we can see how complex a routine task is to complete and how, at any stage, the user can possibly have a poor experience as a result of being confused or missing a cue.



*A prototype can be as simple as a wardrobe box.*



*When you place the box on its side (and on dollies), it becomes a moveable desk prototype.*

*Prototypes.* Prototypes are used to test a new service or a change in layout and can come in all shapes and sizes. The research team does not need to hire an artist and should not let a lack of perceived artistic skill get in the way of creating a prototype. "Prototypes should command only as much time, effort, and investment as are needed to generate useful feedback and evolve an idea" (Brown, 2008, p. 87).

*Implementing.* The final phase of service design is implementation. It is time to get the new service off the ground and begin measuring its usage. As the research team and managing division begin to fine tune this newly created service, the team should blueprint the process to ensure consistency.

*Blueprinting.* The blueprint is a general overview of all steps required for a service to be provided. It is used to show the part of the service visible to the user as well as the offstage and behind the scenes components where a service touches various other parts of the organization. For example, an OPAC is managed and populated by the cataloger and the systems librarian and displayed to the user by the web services librarian via the content management system and the library website. If a book is on reserve, librarians and reserves staff - which may or may not include student workers - are also involved.

The purpose of the tool is to demonstrate the various steps required for a service to be performed. Not only are the steps in the process visually displayed, but the research team can also determine possible pinch points along the way. While the above model displays the steps required for a student getting a book off course reserves, it is possible to create a blueprint for smaller tasks to ensure consistency of the delivery of service.

### **Maintenance and Continuing Feedback Loop.**

So far, we've discussed four main phases, but there is a fifth that is equally important, Maintenance. Maintenance is what happens after we release a service into the wild and the division that is best suited to manage the new service takes over. While no longer the purview of the research team, a method for measuring the new service should be in place prior to going live. Metrics should be kept and an idea of what "success" looks like for the new service should be established and shared so that the service can be refined as needed. While not a formal phase of service design, maintenance is nonetheless important in understanding the impact and success of any new or revised service.

### **Service Design, in Action**

The Reed College Library User Experience (LUX) group set out to, "understand how students use the physical library and library services/resources." The LUX was formed in October 2013 and

began working on a plan to study the library. We began with a space analysis using the SUMA<sup>2</sup> software in order to unobtrusively see where and when students preferred to study<sup>3</sup> in the library. For instance, during our SUMA “walks” we noticed more student-owned laptops as well as students using shelf space as standing desks. This might point to a need to reduce public computers and add standing desks, but we’ll need to do additional research to determine if these are actual changes in behaviors or just quirky trends.

In April 2014 the LUX held four meetings with a UWG composed of seven students: one senior, two juniors, two sophomores, and two first years. The UWG students were run through activities in some meetings, and at other times were given “homework” such as keeping a journal.

The following April 2015, we turned the tables a bit and added the UWG members to the LUX. The UWG had been helpful in providing insights, but at this point they were too familiar with the process to provide user insights. Rather than disbanding the group, we decided to have the UWG create an outline for focus groups that the UWG would run. The UWG students created the overall outline and questions for the focus groups. The aim of the focus groups would be to introduce solutions to known issues in the library. Who better to introduce potential changes than other students? For those meetings, a member of the LUX group was present, but sat in the back of the room allowing the students to discuss the ideas. All meetings were recorded and anonymized during transcription.

## Findings

We learned a lot from and about our students during the two-year process. We discovered that many of our students are creatures of habit who prefer routines and like the familiar. Most have self-selected spots in the library where they prefer to do their work. In many cases, they even have multiple spots for different activities, such as reading and writing. Reading is often done in a more comfortable chair, while writing is performed at a harder seat and a table.

*Wayfinding.* We discovered that students feel there is a lack of signage that makes for a confusing library experience to the uninitiated. Along with additional signage, they requested that all naming conventions be consistent on the website, on library wall maps, and what was verbally stated by library workers.

Many Reed students see library spaces as consecrated spaces. The library plays a big role in the life of a Reed College student, and any changes to the environment are not always welcomed with open arms. However, the suggestion of subtle changes is typically more successful. When the idea of moving the reference desk came up, the LUX received emotional responses about the reference desk being sacred. We used the wardrobe box prototype to demonstrate a possible location for the new reference desk. This was met with approval from the UWG students, but only after additional discussion on the look and the presence of the desk was discussed.

The UWG students often mentioned smaller changes as being more essential. Things such as broken and clogged electrical outlets and chairs sticking under tables add to the experience of a space. But they are also issues that the LUX would never have thought to look for had they not been mentioned by the students. Finding out that these were the kinds of things that were bothering our students offered us opportunities to more fully explore the small details of our library building. Learning that some chairs in the library get stuck when under certain tables left

<sup>2</sup> SUMA (<https://www.lib.ncsu.edu/reports/suma>) is a open-source software tool, created by the North Carolina State University Libraries, for measuring space usage. We do two space measurements per semester. While our library is not large, the ongoing space usage analysis has given us the opportunity to observe how the space is being use and notice trends by the students. The most recent trend we have seen is working on laptops while standing up.

<sup>3</sup> Study in this case refers to students working on laptops, writing papers, reading books, or doing something related to their academic studies.

the members of the LUX a bit incredulous. How could this be? The chairs are all the same. Upon digging deeper, we learned that they are not all the same because when chairs are broken, they are rebuilt using bits and pieces from other broken chairs. What we get back are “franken-chairs” that are not measured, so they have a tendency to get stuck even though they look like the same chair as all the others. We also learned that another department in the library has been working for years to slowly fix the broken outlets. Our findings reinforced the necessity of the outlet repair project.

#### *What did we learn about the process?*

We learned to be open-minded. A lot of librarians will say they know their users, but do they really know them? We feel that service design answered some questions for us and gave us a platform for better understanding who we are serving. While this was conducted in a small liberal arts college setting, service design has the ability to scale to any environment such as a public library or a larger research university.

We also learned more about the power of communication. As mentioned earlier, it is not only about communicating what you are working on, it is also communicating what you are not working on. This alleviates some concern from staff members who are not part of the research team.

Finally, service design encourages us to ask questions, have discussions, and engage with our users. How better to get to know them than through discussion and observation? The more we ask, the more we know, and the better prepared we are to serve.

#### **Conclusion**

The process was an eye-opening experience. There are many study design options when using ethnography and other user-centered approaches to assess users and their behavior. We believe service design is the most advantageous, since it offers the ability to not only see the library through the eyes of the user, but to understand everything as a service. This is not just limited to physical touchpoints like the reference or circulation desks, but also includes looking closely at how the space, infrastructure, and resources are actually being used. By knowing how resources are being used and treating everything as a service, we can work toward meeting or exceeding user expectations. Trying to provide the optimal user experience takes a lot of work, but as one of the oldest service professions in existence, it is what we work for and strive to provide for our users. And quite frankly, they’re worth it.

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## Keeping it Current: Avenues for Staff Development

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### Introduction

Whether you are providing staff training in preparation for new library initiatives, or just trying to keep up with current programs and technology, staff development is an integral part of maintaining a progressive and prepared library. The multitude of means for delivering staff development have also made it easier to overcome various time, space, or technology restrictions to making it a regular part of library work. However, regardless of how deliverable staff trainings may be, in our busy lives it still takes time to make a plan for staff development. This article outlines a method for making such a plan for your own library and examines case study examples from Central Washington University.

Before creating your master plan for staff development at your own institution, make sure you have the approval of your library administration at an early stage. Getting buy-in from administration is extremely important for supporting staff development and assessing its feasibility. Bringing in an expensive workshop facilitator or sending staff and faculty to conferences can be a serious fiscal undertaking. However, staff development doesn't always need to be a pricey burden and this article will include examples of staff development activities that do not require bringing in experts.

### Creating Your Master Game Plan

#### Assessing Needs, Identifying Strengths

You may have a focus area for staff development that is already determined for your library. However, before you select or implement training or projects, it is helpful to have some gauge of your library personnel strengths, and areas for growth. Identifying staff strengths recognizes and encourages the sharing of personal expertise. Taking time to reflect on current staff strengths can help identify ways of using existing expertise in trainings for the rest of your staff. It can allow you to collaborate within your library to share the abilities, strengths, and skills of employees for the overall benefit of the library.

Assessment comes in a variety of forms and flavors, and it is important to choose something that will work for your institution and work environment. This does not necessarily need to be a drawn out or intense process, just intentionally done. See Table 1 for example approaches to determining strengths and weaknesses at your own institution.

The following three case studies are intended to provide examples of practical applications for these methods and illustrate their use in a context. While they have been applied to the library instruction department in these examples, the methods used could be applicable to a variety of circumstances or departments for professional development. Each case study includes an objective, reviews the method used, and discusses the results.

*Approaches for Assessment*

Approach	Potential Benefits	Potential Conflicts
<b>Informal Conversation</b>	Can be effective in one-on-one conversations or small groups  Doesn't require a lot of pre-planning or prep-work	Can get unwieldy in larger staff meetings where it's harder to get everyone's opinions  Can feel confrontational if employee culture doesn't currently project a norm of staff development
<b>Formalized Surveys (Powell, 1997)</b>	Allows for anonymous feedback  Allows for generalizations about a group based on standardized response options  Can allow for convenience of responder	Often involves a time-delay in order to allow everyone time to respond  Response rates can be low
<b>Observation (Powell, 1997)</b>	Can provide an immediate, 2 <sup>nd</sup> party assessment of knowledge  May identify motives or behavior previously not thought of	Can make staff/faculty uncomfortable  Can be time consuming depending on staff size
<b>Suggestion Box</b>	Provides consistent collection of suggestions  Allows for anonymous feedback	Responders will self-select, may not be representative of a group

*Table 1*

**CASE STUDY 1: Library Instruction Survey**

*Objective:* With the establishment of new instructional initiatives and expectations at Brooks Library of Central Washington University, it was important to assess the comfort level of our teaching librarians with regard to various instruction elements.

*Method:* We used an online survey method to discover our staff's interests in instruction development topics. The survey asked questions about librarian comfort level with instruction concepts, practices, etc. We conducted the survey using Qualtrics software.

*Results:* These responses were used to compile a plan of action on what areas of library instruction would be a focus for faculty development that year. Table 2 shows an example of the types of questions asked. The mean scores were later used to make generalizations about the faculty interests and determine a schedule of trainings throughout the year.

*Table 2*

*Questions used on Survey*

Question	Indifferent	Somewhat Interested	Very Interested	Total Responses	Mean
Using libguide software	2	1	9	12	2.58
Reaching out to departments/setting up instruction	2	1	9	12	2.58
In-class assessment	0	4	8	12	2.67
Writing outcomes	1	3	8	12	2.58
Lesson planning	2	3	7	12	2.42
Engaging your audience	1	4	7	12	2.50
Case-based learning	3	2	6	11	2.27
Working with courses taught online	1	6	5	12	2.33
Using your space (room design)	1	6	5	12	2.33
Using humor in the classroom	1	7	4	12	2.25
Classroom games	2	6	4	12	2.17
How to say it	4	5	3	12	1.92
Coping with a classroom in a crisis	3	6	3	12	2.00
Body language in the classroom	2	8	2	12	2.00

## Creating a Schedule

When starting any kind of library training project keep in mind you don't have to do everything at once! Once you have conducted a needs assessment, you can start determining where to focus your attention. This will ultimately inform your long-term plan. The following steps are intended to provide you with a starting place and subsequent actions.

### *Step 1. Establish a Timeline:*

Determine an accomplishable timeline for projects, trainings, or a schedule for regular professional development. Making time for professional development can be a challenge. However, making a schedule and setting aside time can help you stick to it. Things come up that demand time and flexibility in your schedule; be realistic about your institutional needs to be flexible, but try not to let professional development sit untouched for too long. Don't forget to promote events or training with your staff.

### *Step 2. Identify Partnerships:*

Identify professional development opportunities that may already be happening in your institution or partner libraries that you might be able to take advantage of. If you've investigated current strengths and skill sets in your library, you can start thinking about ways to utilize them.

### *Step 3. Choose a Medium:*

Selecting the most effective way to convey information serves a different purpose than monthly mentoring or casual conversation. Once you've decided what content to focus on, you'll need to make a plan of how to deliver it. Table 3 provides a few mediums you might consider when making a plan.

Table 3 *Mediums for Delivery*

<b>Formalized Formats:</b>	<b>Informal Formats:</b>
Workshops	Mentoring
Tutorials	Peer-to-Peer
Webinars & seminars	Meet-ups (Brown Bags or Coffee Talks)
Online classes	

### *Step 4. Develop a Schedule:*

Plan out a schedule of professional development opportunities based on the feedback you received from your assessment. Depending on your institutional culture, you may need to maintain a level of flexibility within your plan, when possible, to allow for changes and to take advantage of opportunities as they arise.

## **CASE STUDY 2: Instruction Meetups**

*Objective:* One of the goals for the library instruction program was to pull instruction into the conversation more frequently, and turn it into a topic for collaborative sharing.

*Method:* In addition to formal meetings to talk about instruction at the library, we scheduled regular "Coffee Talks" during the school year. Bi-weekly, optional get-togethers were held in various locations throughout the library. Each gathering had a specific, instruction-related topic of discussion, often linked to the venue chosen.

*Results:* These informal meet-ups facilitated reflection by providing a time to informally reflect and share with others. The informal nature of the conversations within a structured setting allowed for regular check-ins among staff and exposed collaborative opportunities.

*Alternatives:* Depending on your institutional culture or your department, you might try running

this as a lunch talk, walking meeting, or similar informal exchange for your chosen topic or department.

### **Evaluating and Reassessing**

It still holds that evaluation is key to future performance so plan it, do it, evaluate it. When it comes to professional development, various evaluation methods can be used to assess its usefulness after the fact. Here are some modes of evaluation you might consider:

- **Feedback Forms:** Have participants complete a post-activity feedback form or survey to gauge professional development effectiveness
- **Testimonials:** Solicit informal verbal or written testimonials from participants
- **Observations:** do you notice an overall improvement in the conveyed skills?

Review your results retrospectively. Have areas of need been addressed? Use the results of these formal and informal evaluations to guide modification and improve professional development techniques. Keep an eye out for indicators that a professional development activity wasn't helpful and the possibility that you might need to provide additional training opportunities. Evaluation can also provide you with a better sense of preferred format and what succeeded.

### **CASE STUDY 3: Post-evaluation of Instruction Professional Development**

*Objective:* After a full academic year and multiple instruction-based professional development activities, the Instruction Coordinator wanted to gauge what library faculty gained from the activities and identify which activities were useful.

*Method:* At the end of the academic year, participating faculty were asked to complete a short, 3-question survey about the usefulness of instruction trainings from the past academic year via a Qualtrics survey (online). *Note:* informal feedback on instruction related professional development had been received throughout the year. However, this survey attempted to formalize those responses and prompt individual reflection. The survey included the following three questions:

1. Please comment on the usefulness of instruction trainings from the past 2014-15 academic year:
2. Were there any specific trainings that you found particularly helpful? What were they or what about them was helpful?
3. Were there any specific trainings that you found particularly unhelpful? What were they or what about them was unhelpful?

*Results:* Faculty who participated in the survey provided useful feedback regarding the development activities. Some commented on specific workshops that were helpful or activities they would like to be continued. Participants also provided constructive critique on which activities were less helpful or how they could be altered.

### **Concluding Thoughts**

Staff development does not need to be a grand, expensive endeavor. Most professional development projects that came out of the presented case studies were not costly. Many of the trainings were able to utilize existing faculty strengths in the library or the expertise of someone else at the institution. In moving forward for our institution, these evaluations can be used to inform future professional development initiatives at our library in their focus, format, and regularity. Professional development can be a variety of things ranging from a formal presentation to a casual conversation. The important thing is to make it continual.

### **Acknowledgments**

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## Embracing Change When it's Happening to You!

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**Keywords:** *change, proactivity, library staff development, conferences*

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### Abstract

We live in a world of rapid change and increasing complexity. Libraries are no exception. Each of us has a choice of how to respond to these changes, either proactively or reactively. This article is a write-up of our session at the 2015 PNLA Conference: Pushing the Boundaries. At the session, we introduced change concepts, provided opportunities for participants to explore change in their own lives, gave a few examples of how libraries and staff have responded proactively to change, and introduced concepts for participants to build resiliency in themselves and their staff.

### Introduction

Libraries and library staff are no strangers to change. The history of libraries is full of disruption and paradigm-shifting changes. For instance, the printing press completely disrupted libraries in the mid-1500's. However, once librarians adapted to mass-produced books, they found themselves with immense collections they had to manage, catalog, and make equitably accessible (Plutchak, 2012). Adaptability is key to embracing any changes, but especially paradigm-level changes.

If Plutchak is right about this book-collecting era being the "Great Age of Libraries," and is also right that we are entering the "Great Age of Librarians," this requires a shift in focus from libraries to librarians and skilled paraprofessionals (2012). In other words, staff become central, as does their ability to embrace change.

With library staff being centrally important, rather than the buildings and collections themselves, the lens needs to be shifted to refocus on what librarians and other staff do that is so key. Rather than merely storing and sharing knowledge, they are central to facilitating the creation of new knowledge, particularly in their communities (Plutchak, 2012). This puts them in the middle of a great deal of change that not only happens around them, but in many ways is co-created by them. They co-create change with their communities when they facilitate new knowledge creation. This becomes a positive feedback loop of new knowledge creation, changes, knowledge shared, and more new knowledge created.

Therefore, change is not only happening to and around librarians, but is actually created via their facilitation of knowledge sharing and creation. In fact, Matheson (1995) suggests that librarians not merely respond to change but actually become agents of change. To be a change agent requires the ability to embrace change, whether the change is generated by oneself or not.

Interestingly, many Organizational Development concepts, such as change agent, have been finding their way into the library realm for the last couple of decades. For instance, Stephens and Russell (2004) explore a variety of Organizational Development concepts in regard to libraries, and assert that "changes in libraries can be anticipated, planned, and implemented in better ways" (p. 240). In other words, librarians are able to be more effective when proactivity is utilized in the face of change.

Stephens and Russell also advise libraries to use empowerment properly so it is not an empty management buzzword that results in cynicism (2004). Staff need to be empowered in real ways, where they are trusted to make decisions and feel safe taking on responsibility. This gives them the space and flexibility necessary to be proactive agents of change and to embrace change in general.

However, whether or not library staff work in a culture that encourages and empowers them as proactive change agents, there are things they can do to embrace, navigate, and recover from changes that are happening to them. As the saying goes, the only constant is change, and that makes embracing change a vital skill to have as a library professional.

### **PNLA Session: Embracing Change When it's Happening to You!**

Library conferences, such as the PNLA Conference, are a great place to learn new ideas from presenters and other conference-goers while also cultivating inspiration from within. Conferences can also help attendees remember what they already know and bring new light to their experiences. Interactive sessions, such as the Embracing Change session, provide opportunities to learn something new, share experience and knowledge, and connect with colleagues with similar or even polar opposite experiences. It was our intention to build all of this into our hour-long session.

#### **Raise Your Hands in the Air**

Jennifer Fenton, the Director of the Ogden Resource Center at the Washington State School for the Blind in Vancouver, WA, began the session by asking everyone to raise their hands if they had experienced a change at work or home in the last year, month, week? Unsurprisingly, every participant raised their hand for year and month, and most kept their hand raised for week. They could see they were not alone in their experience of both perpetual and recent change.

#### **Introduction to Change**

After brief introductions from the presenters, Leslie Boyter introduced two change concepts. The first concept, VUCA (Volatility, Uncertainty, Complexity, and Ambiguity), originated with the military and has been taken up by businesses to describe the dynamic world we now live in (Complexity Learning, 2014). After a brief introduction to the concept, she recommended participants look for videos about VUCA on YouTube to learn more.

Then Leslie introduced a second change concept, the neutral zone, from Bridges (2004). Bridges' model of transitions, moving from an old state to the neutral zone to a new state, is a simple yet enlightening model and makes for a great jumping off point for discussions.

She noted that some people try to skip the neutral zone altogether, jumping directly from the old state to the new state before the new state even exists, and others try to hang on to the old state as long as possible to avoid the neutral zone and the new state. The neutral zone is an uncomfortable, but necessary stage in the transition from one state to another. Part of embracing change is finding a way to sit in the neutral zone without jumping prematurely to the next state or hanging on for dear life to the old state.

#### **Mini-conversations**

In order to bring the change concepts home for participants, Jennifer led an activity called Mad Hatter Tea Party to get everyone thinking about change and how to embrace it rather than get steam-rolled. The 30 or so participants were asked to form two concentric circles with the participants in the inside circle facing out and the participants in the outside circle facing in, such that each was facing a conversation partner.

Jennifer began by asking the pairs to take one minute each person to answer the first question, "What is the most challenging change you have had to deal with?" Although it is a difficult ques-

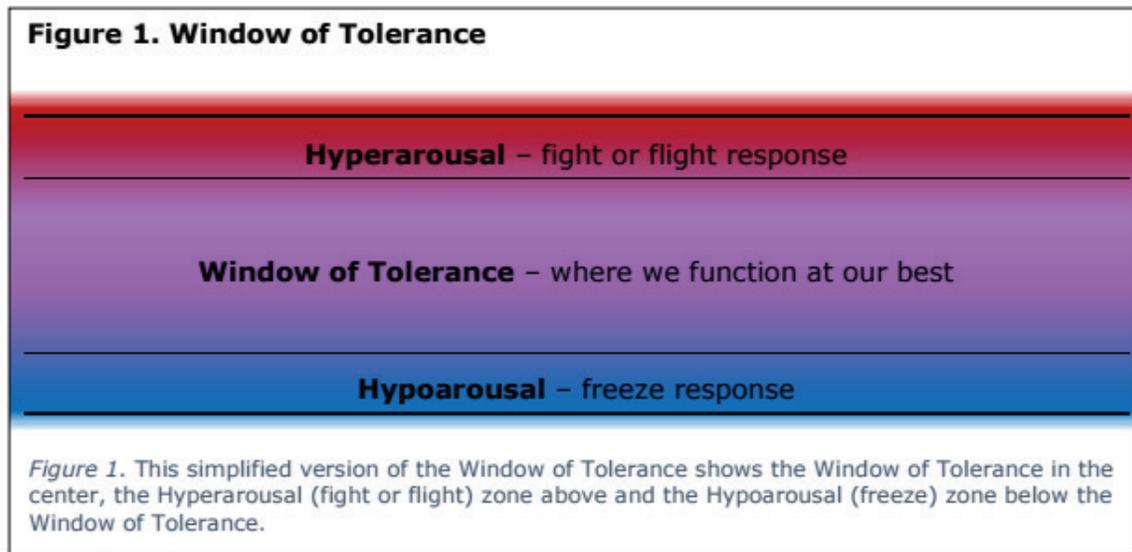
tion to answer on the spot and in such a short period of time, the session participants came up with some great answers, such as career transitions, staffing changes, and taking risks. Other topics that came up in their discussions were the ability to choose one's own attitude even if one has no control over a change and the idea that "you can't go back home again" because both the person and the "home" changes.

Next, Jennifer had them change partners by having the outer ring of people stay where they are and the inner ring move one person to the right. Once everyone had a new partner, Jennifer asked them to take one minute each to answer the following question: "How did you help someone (a family member, friend, or colleague) navigate a change?" Again, the participants came up with great answers to share with the whole group, such as helping others to change their attitude toward the change, supporting someone while they go through the grieving process (grieving the old state), modeling how to navigate change, and building partnerships.

Finally, Jennifer had them change partners one more time for the last question. Once again, each pair had one minute per person to share their answers to the question. Jennifer asked them, "What unexpected benefits emerged from a difficult change?" This seemed to be the trickiest question for them to answer, yet they came up with valuable insights to share, such as the benefits of bonding through challenges, resilience, and the creation of opportunities for interdependence.

### **Anxiety, Excitement, and Tolerance**

Leslie followed the Mad Hatter activity with a brief introduction to change and anxiety versus excitement. She introduced Siegel's (2011) concept of the Window of Tolerance, mapping fight, flight and freeze into their corresponding areas (see Figure 1). Imagine the window as a horizontal band of tolerance, anything above the band is hyperarousal (fight or flight mode) and anything below the band is hypoarousal (freeze mode). Neither extreme lends itself to dealing well with change.



Within the window of tolerance we have access to our evolved human faculties; outside the window of tolerance we are stressed and chaotic or depressed and rigid, reacting from a more primitive set of response options (Siegel, 2011). Stressed and chaotic correspond to the fight or flight response while depressed and rigid corresponds to the freeze (e.g. withdrawal) response.

The goal is to stretch and expand the window of tolerance so that we have a wider range within which we function at our best. One way to do this is with mindfulness exercises (Siegel, 2011). Practicing mindfulness is an excellent way to develop awareness and work toward expanding one's window of tolerance. The sooner we can catch ourselves in a reactive response, the sooner

we can bring ourselves back to a thoughtful place where we can choose our response consciously.

To combat anxiety in the moment, Leslie suggested one method to get grounded, both literally and figuratively. She told session participants that when they are feeling anxious or stressed to try going outside and standing barefoot in the grass, exchanging ions with the Earth. Not everyone has the luxury of kicking off their shoes and standing in the grass while at work though. In that case she suggested getting their feet flat on the floor and focusing on breathing. If one looks up any mindfulness exercises, one will find focusing on breathing is an important basic element of mindfulness.

On the other hand, in some instances it may be more appropriate to shift feelings of anxiety toward feelings of excitement. If calmness is not what is needed in the moment, such as when one is about to give a speech, channeling the anxious energy into excitement energy can be both powerful and inspirational to self and others. When someone's body is pumping adrenaline into the bloodstream, the physical experience of excitement is almost indistinguishable from anxiety. The distinction primarily lives in perspective. It makes sense to try to use this energy productively when appropriate, rather than always trying to get rid of it. Another element of mindfulness is developing enough self-awareness to be able to choose one's response, and sometimes the best choice is to shift perspective to turn anxiety into excitement.

That is not to say the shift from anxiety to excitement is always easy. It is simple, not easy. For instance, when feeling anxious about a situation, one can look for the opportunities that may arise. It may be helpful to ask questions such as, "what benefits might come from this change?" or "what new options may open up?" Even when the situation is stressful, there is usually something new and exciting to learn, and even when the future is unknown, there are ways of being proactive to see what possibilities are just around the corner. Someone does not have to be Pollyanna to see exciting prospects for the future. It only takes a little proactive perspective-shifting.

### **Movers & Shakers of Proactivity**

Next, Jennifer shared some examples of proactivity by Movers and Shakers in the library world. *Library Journal's* Movers & Shakers is a great place to find examples of Change Agents, Innovators, and other proactive people with inspiring ideas and stories. Jennifer shared two great examples from *Library Journal's* 2015 Movers & Shakers: <http://lj.libraryjournal.com/2015/03/people/movers-shakers-2015/movers-shakers-2015/#>.

First, Jennifer shared the story of K.C. Boyd who uses urban fiction (i.e. street lit) with her high school students (*LJ*, 2015). This is one example of a librarian listening to what her customers want rather than maintaining the status quo. She is providing them with materials that speak to them, which then helps the students to connect more with other literature and draw parallels to both the urban fiction and their own lives. Urban fiction is only one example of the many things Boyd is doing to better serve her students. Her willingness to embrace change, listen to feedback, and be proactive has had a tremendously positive impact on her students.

Then, Jennifer shared the story of Tysha Shay who developed Stories for Life, an outreach program to take services directly to underserved patrons in adult facilities (*LJ*, 2015). As is often the case, Tysha Shay's proactive program was inspired by personal life experiences. She spent time as a caregiver for her grandmother who developed dementia and then Alzheimer's, and this time with her grandmother made her aware of the unique struggles of older adults. Bringing this awareness back to work with her, she developed a program to better serve older adults by bringing them stories, poetry, memory games, and more.

K.C. Boyd and Tysha Shay are only two of the many examples of proactive Movers & Shakers in

the library world. Another great place to learn about librarians creating ripples of change is at conferences; both presenters and audience members have compelling stories to share. Finally, there are also many unsung librarian and paralibrarian superheroes, which means the only way to find out about them is to ask around to see what people are working on. This can be a great way to find inspirational stories of change agents in the library world and to connect with others on the proactive journey of embracing change.

### **Strategies for Proactivity**

Jennifer led another activity to elicit strategies for proactivity in the face of change. This activity was a modified version of 1-2-4-all from *Liberating Structures*, a set of activities developed by Lipmanowicz and McCandless to unleash a culture of innovation and make meetings more interesting and productive (2014). In the modified version we captured participants' ideas on a flip chart, ideas such as planning and having conversations ahead of the change, creating contingency plans, bringing humor into the situation, tying everything back to the mission (i.e. why do we exist?), breaking everything down into manageable parts, documenting the messy and experimental aspects of change as they occur, benchmarking, maintaining awareness of the variety of different reactions to change, and practicing self-care.

### **Check-out**

Leslie wrapped up the session by asking participants to give a one-word check-out. This one-word check-out is a quick way for participants to get clear on what the most salient part of the session was for them, think about what it means to them and what they will do with it, and share in a way that is both enlightening and yet mysterious. What will each participant do with the insights and information? What does that one word mean to them, personally? In the end, we embrace both change and a bit of ambiguity.

### **Conclusion**

The ideas participants came up with are a great example of why it is valuable to come together in an interactive session to explore ideas such as embracing change when it is happening to you. Each person has their own skills and knowledge, stories, examples, and perspective that add value to the conversation. People build on the content presented, on each other's ideas, and on their own insights.

Embracing change when it is happening to you is not always easy. Being a proactive agent of change takes effort. Turning anxiety into excitement or getting grounded requires self-awareness. And looking for opportunities when in a stressful situation takes some perspective-shifting. However, when the alternative is to feel helpless, frustrated, angry, anxious, withdrawn, or left behind, making the effort to embrace change is worth it.

Luckily, there is a whole community of Pacific Northwest Librarians (not to mention the many librarians outside of the Pacific Northwest) working on embracing change. Tapping into this community is a great way to find mutual support in the adventure that is embracing change.

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## 3D Printing: Establishing a Legitimate Service through Skyforge

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**Keywords:** *3D printing, Idaho, make it @ the library, library services*

**Citation:** Madsen, N. (2015). 3D Printing: Establishing a Legitimate Service through Skyforge. *PNLA Quarterly*, 80(1).

3D printing seems to be blowing up the internet and the world right now. From owners printing prosthetic legs for their dogs, to a Sonic Screwdriver for our Teen Doctor Who Christmas Party, the applications and uses of this technology continue to excite and amaze us. In addition to democratizing manufacturing, it has equipped entrepreneurs with easy access to prototyping, and given students the ability to see their theoretical designs take shape in the real world. Although several staff members, and a few Friends of the Library, were interested in 3D printers, it didn't seem like an attainable project for my library. The Community Library Network is a rural county system in North Idaho. We have seven library locations including Athol, Harrison, Hayden, Pinehurst, Post Falls, Rathdrum, Spirit Lake, as well as a Bookmobile. Altogether we serve over 100,000 Idaho residents across 1,150 square miles and two counties.

Offering programs, events, community outreaches and online services for members of all ages, 3D Printing was something we hoped to do in the future, but it was an ambition that didn't have wheels on the ground yet. But then, my library was dropped into this new world when we received an open source RepRap MendelMax 3D printer through the Idaho Commission for Libraries pilot project, "Make It @ the Library." Seeking to bring the concepts of makerspaces into libraries, "Make It" has trained three different cohorts of librarians in robotics, circuitry, building, and 3D printing, and provided tools to use with members in each subject.

Immediately after having our 3D printer shipped to us, we couldn't wait to bring it out into the community. We scheduled several school showings during Teen Tech Week 2014, and also featured it at several library events. Every teacher, student, and library member was dumbfounded not only that we had a 3D printer, but also by the potential it had. Several community members heard about our printer and requested we print their designs. Immediately we realized there were many aspects of facilitating a 3D printer service that we had not yet considered. A few key questions we asked included who will handle the manufacturing process of the 3D printer? who will troubleshoot designs? who will pay for printing? and how will all of these things flow together?

In these initial prints, a staff member received a 3D design from a library member, typically through email, and carried it through the entire process of 3D printing. Most of the time this included three different computer softwares, knowledge on troubleshooting failed prints, and sometimes up to fifteen hours of calibrating, baby-sitting, and troubleshooting the 3D design. Bear in mind that staff members were still unfamiliar with many aspects of 3D printing and were having to research and experiment with different fixes to common 3D printing problems. It quickly became obvious that the ratio of staff time to completed prints was too great to consider it a legitimate model for a public access service. Consequently, staff still used the 3D printer at special events in the library and out in the community, but community members did not have access to the technology.

Fast forward a few months, and a networking opportunity at Gizmo-CDA, a Coeur d'Alene Makerspace, completely changed the story. Staff had the chance to meet Chris



Walker, the CEO of Element Robot, when our hot pink 3D printer, Pinkie Pie, caught his eye. Element Robot is a local tech company based in Moscow, Idaho. After some calibration and network setting, he was able to demonstrate his Skyforge system. In the simplest terms, Skyforge is a cloud-based service that streamlines and simplifies the 3D printing process. Skyforge allows organizations and their members to upload designs, adjust the settings of a design, accept payment, and finally automates the 3D printing itself: from heating up the nozzle to cooling down the bed. Impressed with the potential of the service, staff asked for and were granted a trial period with Skyforge.

The trial period consisted mainly of visits to high school classrooms. Students were initially familiarized with the underlying concepts of 3D printing and design, given instruction on using the Skyforge network, and then asked to order a design from the library using the Skyforge system. Close to ninety students were included in this preliminary test of the service. Without counting the time of actually 3D printing the designs themselves, or any allowance for troubleshooting difficult jobs, ninety prints would have taken far too much staff time to undertake without Skyforge. Staff members would have had to collect ninety different files, ensure the files had the proper 3D printing settings, change any that didn't, and then ensure the 3D printer correctly manufactured each of the designs.

Skyforge allowed us to complete the printing of ninety student prints in about a month and a half. Putting that into perspective, Skyforge allowed us to print an average of three designs every workday. This was in addition to the regular work of staff members who still had programs, events, and other responsibilities to complete. Some of the primary benefits of the Skyforge system are the ability for users to upload files from any internet-connected computer and to adjust design settings themselves, thus automating the 3D printer manufacturing process. Each of these aspects of the service cut down on staff time dramatically. Besides offering the initial training, clicking a start button to begin the print, and removing the finished object from the printer, the only task staff had was troubleshooting a few student attempts at uploading their designs.

Following the simplicity and success of the pilot project, the Community Library Network currently has a contract with Element Robot to use the Skyforge 3D Printing system. While we have had the service, we have been greatly impressed with its features. Several members who have had experience with 3D printing enjoyed the ability to complete a 3D print without having to oversee every step of the process. Members who had no experience whatsoever were also given access to a 3D printer and became familiar with the process of 3D printing. Payment has also become easier since joining the Skyforge network. Members pay for the volume of 3D printer filament their design uses; Skyforge estimates this price before the design is ordered, and members can pay for their design online using Stripe, an alternative to PayPal. Finally, the customer service and support of Element Robot has been invaluable with our 3D printing service. The small team of 3D printing enthusiasts at Element Robot has worked tirelessly to improve the user interface, quickly respond to any technical difficulties in the hardware or software, and has given advice when a design does not work.

While Skyforge was a very effective answer for our library's needs, it is obviously not the only method for delivering 3D printing services to a community. Several libraries across the state of Idaho have automated services, or offer 3D printing services in another fashion. The Albertson's Library on the Boise State University (BSU) campus has built a system for handling a large quantity of 3D designs, and the Meridian Library District is another example of a library that is putting 3D printing services into practice. If your library is considering 3D printing services, there is further information included at the end of this article.

So many of our library members have watched a YouTube video describing some awesome feature of 3D printing, have an uncle with a 3D printer for his business, or an older sister who uses a 3D printer with her robotics team at school. This project has allowed us to find ways to take 3D printing from the theoretical idea to offering services that allow anyone to get exposure and experience with 3D printing. Will 3D printing change the future of manufacturing? Will it revolutionize medical practices? Will it change the way we buy things? Very possibly; and because of

that possible future, let's get 3D printing into the hands of as many people as we can, and get those ideas extruding into the future.

Albertsons Library 3D Printing Service

<https://makerlab.boisestate.edu/makerlab/3d-printing/>

Gizmo-CDA; Coeur d'Alene's Makerspace

<http://www.gizmo-cda.org/>

Make It @ the Library Facebook Page

<https://www.facebook.com/MakeItIdaho?fref=ts>

Meridian Library District's Nick Grove on 3D Printing

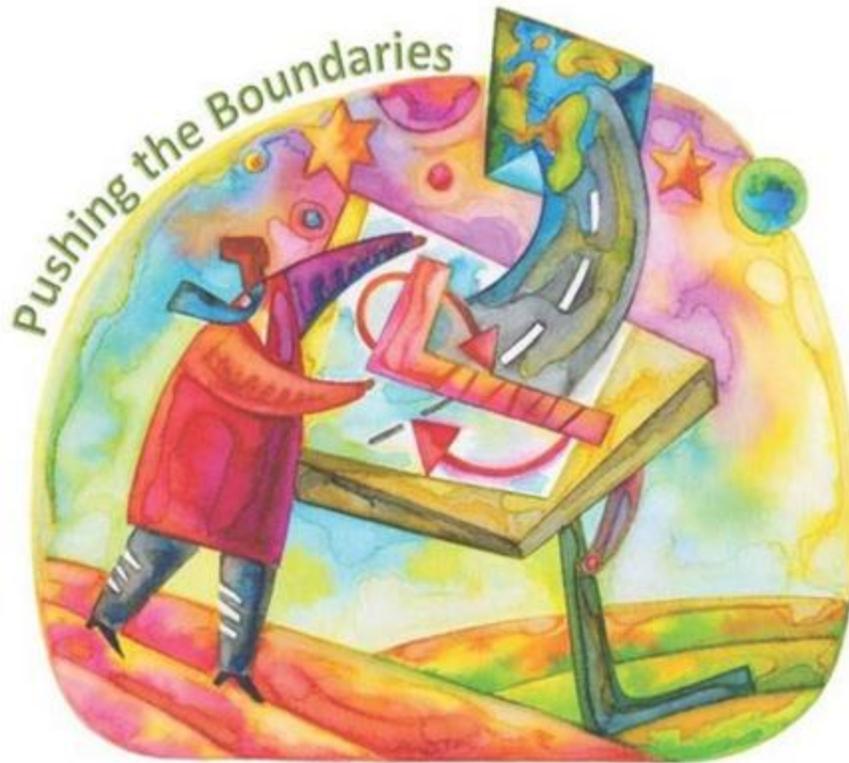
<http://splat.lili.org/2014/03/3d-printing-in-libraries/>

Skyforge 3D Printing System

<https://skyforge.co/home/>

**Nick Madsen** is a Youth Services Specialist at the Community Library Network at Hayden. He received a Master's in Information and Library Science from the University of Kentucky in 2013. He wears many hats, but typically plans and implements programs for elementary through high school students. Simple science, bringing new ideas to students, and 3D printing are some of his passions. he can be reached at [nickm@communitylibrary.net](mailto:nickm@communitylibrary.net).

# PACIFIC NORTHWEST LIBRARY ASSOCIATION



PNLA ANNUAL CONFERENCE  
2015

@ The Vancouver Hilton,  
Vancouver WA

Preconference:  
August 5, 2015

August 6 & 7, 2015

## Wednesday – August 5<sup>th</sup>

8:00 – 10:00 AM

Registration Open

12:00 – 7:00 PM

Registration Open

## Wednesday – August 5<sup>th</sup>

*Room: Birch*

8:00 AM – 12:00 PM

PNLA Board Meeting

9:00 AM – 12:00 PM

Pre-Conference #1

*Discovery A*

**Feast Your Eyes and Ears on  
New Literature for Teens**

***Angie Bendetti and Jerene  
Battisti***

A three hour presentation of the best in new teen literature of approximately 80-90 titles, including an annotated bibliography for all attendees. Fantasies, biographies, nonfiction, historical and realistic fiction and graphic novels are included.

Goals and objectives:

1. Participants will learn about a variety of genres that are age appropriate for a diverse population of teens.
2. Participants will learn how to promote and engage teen audiences, ranging from non-readers to high achieving readers in middle school, junior high and high school ranges.
3. Participants will learn about context and complexity in young adult

literature and relate to Common Core standards.

Program Format (single or double speaker, panel, hands-on, etc.)

Fully interactive presentation with our audience members.

09:00 AM – 4:00 PM

***Discovery B***

**Community Building for Libraries**

***Shirley Biladieu and Jennifer Fenton***

**Pre-Conference #2**

To provide a venue for library staff to learn about community building and develop an action plan. Community building is a role that libraries are increasingly taking on as a community anchor. Community building is defined as fostering mutually beneficial partnerships to promote healthy communities. Many times it is hard to know where to start. This workshop will provide the tools and resources needed to get started building community. Whether it is a municipal, organizational, or education community, the same tools and resources can be utilized to bring people together for the common good.

Goals and objectives:

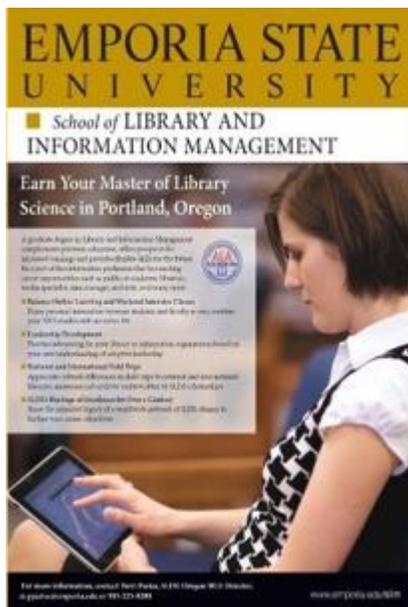
1. Participants will learn the basics of building community including how to create partnerships that work.
2. Participants will learn communication skills to facilitate building community.
3. Participants will create an outline for a community engagement project plan.

1:00 – 4:00 PM

## Discovery A

### Jump Start Storytime with New Songs, Rhymes, and Skills

*Heather McNeil*



## Pre-Conference #3

Are you overwhelmed by all that is now expected of storytime – STEAM, early literacy tips, STEP, school readiness and more? Then this pre-conference is for you! Come join Heather McNeil, Oregon Librarian of the Year, professional storyteller and Master Trainer on Every Child Ready to Read, to get new ideas for the best storytime. She'll offer tips on book selection, crowd control, presentation skills, early literacy, room set up, program format and more. Heather will demonstrate that storytimes are all about quality books, interaction between caregiver and child, participation from everyone, and FUN. Heather is the author of *Read, Rhyme and Romp: Early Literacy Skills and Activities for Librarians, Teachers and Parents*.

### Goals and objectives:

1. Participants will be familiar with quality books, songs and rhymes that coincide with early literacy skills.
2. Participants will be rejuvenated about presenting storytimes using best practices.
3. Participants will understand the importance of encouraging interaction and audience participation in order to promote an interest in reading and to keep the audience focused.

**HERITAGE BALLROOM ABEF**

**1:00 – 7:00 PM**

**Exhibitor Set-up**

**HERITAGE BALLROOM ABEF**

**6:00 – 8:00 PM**

**Opening Reception**

**Ora Nui Tahitian Dance  
Troupe**

**The only Tahitian Dance troupe in  
Vancouver, WA**

**Thursday – August 6th**

**7:00 AM – 5:00 PM**

**Registration Open**

**8:00 AM – 9:45 AM**

**HERITAGE BALLROOM ABEF**

**Breakfast with Keynote  
Speaker Josh Hanagarne  
Author of the memoir, *The  
World's Strongest Librarian***

At first glance, Josh seems an improbable librarian. He stands 6'7", competes in strongman contests, and was diagnosed in high school with Tourette Syndrome. But books were his first love: Josh's earliest memories involve fantastic adventures between the pages of *Gulliver's Travels* and a passionate infatuation with Fern from *Charlotte's Web*. Everything in Josh's life – from his Mormon upbringing to finally finding love to learning to control his tics through lifting – circles back to a close connection with books. Currently, Josh is a librarian at the Salt Lake City Public Library.

**9:45 AM – 10:30 AM**

**Vendor Break – Silent Auction Opens**

**10:30 AM – 11:30 AM**

**Breakout #1**

***DISCOVERY A***

**Library Lights Out: A Creative Partnership to Increase Library Outreach to Students**

***Justin Otto, Qing Meade:  
Eastern Washington  
University***

Librarians from Eastern Washington University (EWU) will introduce Library Lights Out, an annual library event in partnership with EWU Housing and Residential Life. Students spend the night in the library and participate in a variety of educational and fun activities, such as a library resources scavenger hunt and “capture the flat” in the library stacks. Topics include an overview of the event; how to build cost sharing partnerships with other campus organizations; how the event serves to further the organizational goals of both the Library and the Residential Life; and lessons learned over five consecutive years of this event.

***DISCOVERY B***

**Memoir Writing Workshop at Local Libraries: An Exciting New Trend**

***Joan Tornow, Charley  
Kepthorne; Association of  
Personal Historians***

Memoir Writing Workshops are springing up at libraries across the country, building on three trends: 1) Libraries looking for ways to attract new patrons, enhancing literacy and community; 2) Readers of memoir, including baby-boomers, increasingly want to write memoir; 3) Because organizations like Association of Personal Historians (APH), an increasing number of memoir instructors are available to facilitate workshops. APH authors, Joan Tornow, Ph.D., and Charley

Kemphorne, share the ingredients that go into a successful library-based workshop. Attendees can participate in brief, fun, hands-on writing. The memoir-writing group may soon join the library mainstay, the “book” group.

### ***DISCOVERY C***

#### **Physical Literacy in the Library**

***Jenny Cofell, Barb Longair,  
Lisa Weeks; Lethridge Public  
Library***

Please join us as we describe some wonderful results of our library, the Lethbridge Public Library, becoming an outward facing organization. We’ll share how our adventures out in the community resulted in strategic partnerships with organizations that serve the health and wellness of the community. We’ll share how we ended up working with the University, the Sports Council, the College, the Health Unit and others to bring about a Physical Literacy Collection. Find out how we found these partners, how they shaped this initiative, what happened in and out of the library and how this approach can be used in any community focused library.

### ***DISCOVERY D***

#### **Refresh Your Library: A Case Study of the Port Townsend Public Library Remodel Project**

***James Cary, Cardinal  
Architecture; Marisa  
Mangum, Keith Daarrock; Port  
Townsend Public Library***

Do you wish to ask an expert about your existing space or talk with a librarian who has managed a remodel project? An architect, interior designer and librarian will walk you through the steps to refresh your library: Define project goals priorities Develop a new building program Engage opportunities and solve challenges Understand construction

project management, the public works process, working with subcontractors.

### ***DISCOVERY E***

**Removing the Boundaries: A Discussion of Open Access publishing with the editors of PQ**

***Jan Zauha, Leila Sterman;  
Montana State University***

Join the editors of the Pacific Northwest Library Association Quarterly (PQ) for a look at what it means to publish Open Access, what the benefits may be to you and your library staff and users, how this changes the quality of journals (hint: it doesn't!), and discuss the process of open access publishing. You may have noticed some changes from PQ in the past year; the new editors will discuss the history of PQ, its importance in the region and what we are doing to fully realize its open access potential.

### ***HERITAGE C***

**Yacolt Library Express: An Unstaffed Library that Works!**

***Sam Wallin, Fort Vancouver  
Regional Library District***

In 2012, FVRL responded to the needs of the town of Yacolt by developing a selfservice library the public could use whether staff are present or not. How does it work? People enter by scanning their library card to unlock the door. Inside, they can browse, pick up holds, and access the internet. Staff visit for a couple hours every day to check materials in, restock the shelves and bring holds. The library is accessible almost 70 hours per week, but requires only 1 FTE to operate. Come to this session to learn more about this boundary-pushing new library!

**HERITAGE BALLROOM ABEF**

**11:30 – Noon**

**BREAK**

**HERITAGE BALLROOM ABEF**

**Noon – 1:45 PM**

**Membership Luncheon with  
Gregory Nokes, author of  
*Breaking Chains: Slavery on  
Trial in the Oregon Territory***

R. Gregory Nokes will tell the little-known story of slavery in the Oregon Territory. Using a PowerPoint, his presentation will focus on the case of Missouri slaves Robin and Polly Holmes and their children, who are brought over the Oregon Trail in 1844, expecting to soon be freed but their owner, an influential Oregon legislator, ignores a law prohibiting slavery and keeps them in bondage. Ford's behavior evolved into the only slavery case adjudicated in Oregon's pre-Civil War courts.

Nokes will also discuss the pro-slavery attitudes of many of the region's early leaders and the exclusion laws aimed at barring African Americans from settling in the Pacific Northwest. Nokes' material is taken from his book, published by Oregon State University Press in 2013.

2:00 – 3:00 PM

Breakout #2

**DISCOVERY A**

**Bringing Families Together  
with the Power of Story**

***Paula Burton, King County  
Library Systems; Ellen Terry,  
Humanities Washington***

Humanities Washington uses the Prime Time Family Reading curriculum, a program that combines reading, storytelling and discussion to explore the cultural and ethical themes presented in children’s literature. Prime Time emphasizes the importance of families reading together and creates long-term library users. The North Bend King County Library System branch had their first Prime Time session this fall. Both parties will introduce you to and explain how Prime Time can take place at your local library.

**DISCOVERY B**

**In There: Serving the  
Incarcerated in Victoria BC**

***Carl Cavanagh, Greater  
Victoria Public Library***

Vancouver Island Regional Correctional Centre’s (VIRCC) has been in the Victoria region for 100 years, but until two years ago the jail had no formal contact with the public library. This session will describe how GVPL has: built a deposit at VIRCC for inmates (budget: \$0.00); and built a request service (budget: \$0.00). This project has many lessons for outreach to marginalized persons including: how to create a service with demand but no resources; persuade institutions to take risks with unclear payoffs; and how to embrace the notion that pretty good services realized are better than perfect services talked about.

## ***DISCOVERY C***

### **Ka-Boom! Hands-On STEAM Ideas for Afterschool Programs**

***Nick Madsen, Community  
Library Network***

Experience easy ways to bring STEAM to your library in an irresistible way. Hands-on experiments and projects will demonstrate the importance and simplicity of bringing this style of program to your library. Come have fun, get messy, and discuss this innovative program model. Over the past few years, the Community Library Network has developed a successful and much appreciated afterschool program for 3rd-6th grade students that we have affectionately called Ka-Boom!! With a combination of science, cooking, building, crafts, and games, this program has reached a new audience, and encouraged these students to explore subjects that might intimidate them otherwise.

## ***DISCOVERY D***

### **Service Design: Towards a Holistic Assessment of the Library**

***Joe Marquez, Annie Downy;  
Reed College Library***

Service design is a holistic, co-creative methodology that puts the user at the center of the service delivery model in order to create user-centered services that deliver as intended. This session will explore the service design methodology as a relevant method for service assessment and creation in a library environment and discuss the various tools libraries and librarians can use to implement a service design approach to assessment. Finally, the presenters will discuss how a service design approach was implemented at Reed College in Spring 2014 to better

understand how services are received by users and can be improved.

## ***DISCOVERY E***

### **Translating Failure into Success**

***Elizabeth Ramsey, Deana Brown; Boise State University***

All of us have had to work through life challenges and perhaps even suffered professional setbacks. Whether it was a poorly attended program, a new instructional method that was ineffective, or getting started on professional development requirements, sharing our experiences of failure with each other in a safe and accepting space can be cathartic and informative. See what skeletons we have hiding in our closets, and learn how showing yours the light of day might be the most inspiring connection you make for yourself, your colleagues, and your library!

**HERITAGE BALLROOM ABEF**

**3:00 – 3:15 PM**

**BREAK**

**3:30 – 4:30 PM**

**Breakout #3**

**DISCOVERY A**

**Academic Libraries and  
Student Retention**

***Kellian Clink, Minnesota State  
Library***

Kellian Clink, longtime librarian and academic advisor will discuss the basics of student retention. Why do students drop out and how can the library support the university's efforts to improve student retention? If we understand the reasons students leave and the elements the university has under its control, how can we help in the library with the people and the programming? She will describe her ongoing research about sense of place, the role of building a sense of community, and the library's potential contributions towards helping students achieve their dream of becoming college graduates.

**DISCOVERY B**

**Library Leadership via  
Starbucks**

***Mary DeWalt, Ada County  
Library; Megan Walker,  
Starbucks Coffee***

Join an interactive presentation designed to illustrate ways staff in any position can lead the way to better public services. Information from the book *Leading the Starbucks Way* will be shared and participant anecdotes will be encouraged.

**DISCOVERY C**

**Boundary Changes in the  
Pacific Northwest: Genealogy  
& History in the Future**

*Diane Huckabay, Kittitas  
County Genealogical Society;  
Ken Matney, Pacific  
Northwest Mountain Men  
Rendezvous*

Discover the boundaries of the regions in the Pacific Northwest, changes resulting from trade in the Hudson Bay Company era, the social context leading to habitations, and records which have informed historians. Changes in family structure, migration, settlement and legal structures present challenges and opportunities for the family researchers. From this context we can explore the resources available to assist budding genealogists, share specifics of various collections and understand some of the changes that relate to documentation and availability.

**DISCOVERY D**

**Building a Supercharged  
Community**

*Diane Hutchins, Washington  
State Library; Liz Morris, OCLC;  
Mary Neuman, Asotin County  
Library; Mari Nowitz,  
Timberland Regional Library*

Public libraries in Washington made a significant contribution to Project VIEWS2, an innovative research project led by information professionals at the University of Washington, exploring the idea that children are better prepared to read when adults actively engage them in ways that develop early literacy skills. Discover how the methods developed through Project VIEWS2 can enhance early literacy programming at your public library with research-based techniques that help children learn to read. Hear how public libraries in five states, including Washington, use Project VIEWS2 tools to "supercharge" their storytimes. Finally, enjoy a hands-on, interactive presentation that puts learning into practice.

## **DISCOVERY E**

**“Read a little, talk a little” the power of reading short stories aloud to adults and teens and discussion them in the library and through outreach**

**Brigitte Mucci, Maggie Novario, Beth Wood, Kathryn Kohl: Fort Vancouver Regional Library**

If you haven't experienced the power of reading short stories aloud to adults and teens and discussion the stories, then this session is for you! Librarians from the Fort Vancouver Regional Library District will share their experiences, successes and insights as they describe the many ways they have used this format both during outreach and in the library. These programs are a great way to enhance young adult and adult literacy while building and enhancing connections between people. We feel this is some of the most satisfying programming work we have done in our careers!

## **HERITAGE C**

### **POSTER BOARD SESSIONS:**

**How Cultural Intelligence (CQ) Makes a Difference: Are You Culturally Competent**

**Michele Villagran: University of North Texas**

Cultural intelligence (CQ) is a person's capability for successful adaptation to new cultural settings, that is, for unfamiliar setting attributable to cultural context (Early & Ang). It is only recently that cultural intelligence (CQ) has surfaced as an element that can increase job performance, personal well-being, and profitability. Cultural intelligence isn't specific to a particular culture – rather it focuses on the capability to function effectively in culturally diverse situations. This presentation will discuss an overview of cultural intelligence, its four capabilities, how

it may be applied in libraries, and how to level up your own CQ.

- What is cultural intelligence?
- Why is it important to know your own level and utilize CQ in the work place?
- How can cultural intelligence be used as a practical tool for embracing differences and increasing work performance within libraries?
- How to improve your own CQ capabilities?

### **3D Printing: Establish a Legitimate Service**

*Nick Madsen, Community Library Network*

3D printing seems to be taking the entire world by storm. While this technology is an exciting concept for many libraries, it also has its challenges. Many stakeholders are unsure of the legitimate usefulness of the machines, and the lack of precedence makes it difficult to create legitimate 3D printing service open for patron use. After receiving a 3D printer through a grant in November of 2013, the Community Library Network has been working through these concerns. While our model is still developing and is by no means fool-proof, we would love to discuss our discoveries with you.

### **Pushing the Boundaries of the Institutional Repository: Developing Collaborative Relationships to Address Institutional Needs Students**

Institutional Repositories (IRs) offer opportunities for collaboration between academic libraries, departments, and technology specialists. In the case of a new IR, discovering opportunities for collaboration, especially to address a

**Justin Otto; Rose Slinger  
Krause – Eastern Washington  
University**

strategic need, can be an effective way to demonstrate the IR's value to institutional stakeholders. Using the new EWU Digital Commons, EWU Libraries collaborated with the Music Department to provide a permanent home for audio recordings of student music recitals. Presentation topics include strategies for identifying institutional needs the IR can address, identifying collaborative partners with skills and knowledge to move the project forward, and challenges inherent in managing nontraditional collections.

**Merging Catalogs: Navigating  
Shifting Boundaries**

**Rebecca Moorman; University  
of Alaska Anchorage**

The Joint Library Catalog (JLC), a network of 72 public, academic, special, and K-12 libraries that serves 65 percent of Alaska's population, has conducted three catalog mergers in three years. As new libraries join the consortium, they face changes to OPAC design, lending procedures, and cataloging standards. Their patrons gain access to over 1.7 million titles (4.1 million items) located across the state, available to hold and send, plus reciprocal borrowing privileges. The Chair of the JLC Cataloging Workgroup will describe the project, particularly focusing on record deduplication and authority control efforts.

**5:30 – 8:00 PM Corks & Cans**

**Heathen Brewing Feral Public House,  
Vancouver WA**

## Friday – August 7th

**7:00 AM – 2:00 PM**

**Registration Open**

**8:30 – 9:45 AM**

***HERITAGE BALLROOM ABEF***

**Breakfast with Keynote  
Speaker, author Jim Lynch**

Breakfast with **Jim Lynch** author of three novels set in Western Washington. His most recent offering is *Truth Like the Sun* (April, 2012), which New York Times reviewer Janet Maslin picked as one of her 10 favorite books of 2012. The novel is also a finalist for the Dashiell Hammett Prize, given to the best literary crime fiction in North America. Lynch's first novel, *The Highest Tide* (2005), won the Pacific Northwest Bookseller Award, was performed on stage in Seattle and became an international bestseller after it was featured on England's Richard and Judy television show. His second novel, *Border Songs* (2009), was also adapted to the stage and won the Washington State Book Award as well as the Indie's Choice Honor Book Award. The film rights

have been sold for *The Highest Tide* and *Border Songs*. The New York Times has called Jim Lynch “a gifted and original novelist.” Jim grew up in the Seattle area and graduated from the University of Washington before bouncing around the country as a report for newspapers in Alaska, Virginia and for columnist Jack Anderson in Washington D.C. Returning to the Northwest, he wrote for the Spokane Spokesman-Review, The Portland Oregonian and the Seattle Times. His national honors along the way include the George Polk Award, the H.L. Mencken Award and the Livingston Young Journalist Award for National Reporting. He now lives in Olympia, Washington with his wife, Denise, and daughter Grace. Jim and his family sail a lot on Puget Sound and north into Canada.

**HERITAGE BALLROOM ABEF**

**9:45 – 10:30 AM**

**Vendor Break: Silent Auction opens**

**10:30 – 11:30 AM**

**Breakout #1**

**DISCOVERY A**

**Embracing Change When It's Happening to You: What can libraries do to thrive in an increasingly complex and fast-changing world?**

Changes in libraries can have a large impact on staff, customers, and other stakeholders. Something as small as rearranging a few chairs and tables can lead to strained interactions if change is not communicated well. What about larger changes, then?

The tools and processes for communicating change are similar

***Jennifer Fenton, Washington State Library; Leslie Boyter, Essential Explorations***

whether the change is miniscule or enormous. So, whether you are dealing with customers who have a hard time adjusting to changes in their environment (e.g. rearranged furniture) or staff who are trying to maintain high levels of service in the midst of major changes (e.g. moving to a new building), good communication is imperative at every level of the library.

## ***DISCOVERY B***

### **Get a Grant!**

***Maura Walsh, Washington State Library***

Getting a grant can be a dream come true for a library because it gives us a chance to experiment or add services for our communities. Think of pursuing grants like matchmaking – you may need to do a lot of looking and testing, but the rewards can be life changing for you and your customers. Let's explore:

- How to tailor your proposals to each specific grant.
- How to use statistics successfully.
- How to create a precise budget proposal.

And we'll explore what styles are most effective, what reviewers look for, and what can help make your library more competitive. You'll take away samples and ideas for fresh ways to approach grants.

## **DISCOVERY C**

### **Get Yourself Overseas**

***Bob Jonas, Franconian  
International School***

If you have ever dreamed of working overseas, at an international school, this workshop is for you. If you have ever dreamed of working at institutions that have excellent budgets, kids that come to school ready to learn, and respect for what you do by the entire community, then this workshop is for you. There are now over 5,000 schools in more than 60 countries, many in exotic locales you may never have considered. Even if you are not ready to take the plunge, this workshop will help you decide if this is an adventure for you. There are many hurdles to overcome on the road to finding a position, but this presenter has over two decades of experience and will guide you on a path that will greatly ease your way.

## **DISCOVERY D**

### **Practical Aspects of Successful Exterior Settings**

***Lowell Cordas, Retired  
Horticulturist***

Who makes up the design team? How will people use your exterior? How do maintenance budgets impact design considerations? When are design goals too big or too small? What make effective outdoor sites? What are the tiniest of details that are often overlooked?

This workshop will help you understand the people/site relationship; how best to factor in maintenance cost and employee time; and what details can lead to more effective design process.

## **DISCOVERY E**

### **Reading the Region 2014-2015: Book Award Programs and the Latest Award-Winning Titles from Around the Region**

***Jan Zauha, Montana State University***

Join members of the PNLA Board and others for a rapid round of book talks featuring award winning titles for 2014-2015 from Alaska, Alberta, British Columbia, Idaho, Montana, and Washington. Books for all ages and interests will be previewed and displayed. Award programs and reading initiatives from throughout the region will be highlighted.

## **HERITAGE C**

### **Boldly Forward: Discovering Clinical Studies**

***Emily Glenn, National Network of Libraries of Medicine***

What is the latest news on that experimental drug? When it comes to the less charted territory of new health treatments, libraries can help people bridge the information gap. Refresh your library's health resources toolbox by becoming familiar with ClinicalTrials.gov, a freely available federal registry and results database of clinical trials conducted on humans. This session focus on the results part of the database and its basic uses as a visual resource for the public, researchers, healthcare providers, and librarians who wish to consult the entire body of evidence on any particular health topic.

## **HERITAGE BALLROOM ABEF**

**11:30 – Noon**

**BREAK**

**Silent Auction closes at Noon**

***HERITAGE BALLROOM ABEF***

**Noon – 1:45 PM YRCA  
Luncheon with Roland Smith**  
author of more than 40  
children books.

Prior to becoming an award winning NYT bestselling author, Roland Smith spent over twenty years caring for exotic animals. In his career he has been a Zoo Keeper, Senior Zoo Keeper, Curator of Mammals & Birds, General Curator, Assistant Zoo Director, and a Senior Research Biologist. For many years, Roland was the species coordinator and studbook keeper for the Red Wolf, an animal that until 1987 was extinct in the wild. He was a member of the US Fish & Wildlife Services' Red Wolf Recovery Team, and in his capacity as species coordinator he was instrumental in the reintroduction of the red wolf back into its native range in North Carolina, South Carolina, and Mississippi. Roland was also a member of the Species Survival Commission of the International Union of the Conservation of Nature.

Roland has appeared on several national and local television shows, including National Geographic, Audubon, Discover the World of Science, and Northwest Wild. He has conducted dozens of interviews with local and national media throughout the US, including NBC Nightly News. He is the author of numerous scientific papers and has presented many lectures for the general public, as well as for scientific organizations. Since his writing career Roland has visited hundreds of schools across the nation and attended many reading conferences.

Roland photographed Sea Otter Rescue, Journey of the Red Wolf, and in the Forest with Elephants. He has been on photographic assignment for National Geographic Society and several of his photos have appeared in "National Geographic World" and numerous other magazines and books.

***HERITAGE BALLROOM ABEF***

**12:30 PM**

**Vendor Take Down**

**2:00 – 3:00 PM**

**Breakout #2**

***DISCOVERY A***

**AR-360 – The New Face of Accelerated Reader**

***Jennifer Burchard,  
Renaissance Learning***

Need help motivating your students to read? Interested in learning how to offer engaging reading activities through leveled articles? Do your students need more experience with citing text evidence? If so, we can help you. Join Renaissance Learning in an engaging session introducing you to the new face of Accelerated Reader! Accelerated Reader 360 provides the resources and tools to help students become the readers they dream to be!

***DISCOVERY B***

**Learn Outside/Lead Inside:  
Utilizing External Leadership  
Opportunities to Strengthen  
Your Abilities in the Library**

Leadership training opportunities in the library profession are typically costly, time consuming and sparse. How can you gain the leadership skills

**and Presence in the  
Community**

***Pam North, Oregon Library  
Association***

you desire without breaking the bank or packing up for a week-long workshop? This presentation will help you identify realistic opportunities outside the library world where you can gain leadership skills and experience which can be translated to the library environment. Many of these opportunities have the added benefit of building or strengthening your (and the library's) connections within the community.

***DISCOVERY C***

**Leveling the Table: 3D printing  
in a small library**

***Adam Jackman, Terri Tortorici  
May; Pierce County Library***

Many large libraries have high-tech makerspaces. What about a small library without the budget, the room for a dedicated space, or trained staff? One small library with four donated Afinia 3D Printers joined the Maker movement by creating two new classes: Introduction to 3D Printing—a 60 minute combination lecture/demonstration. Customers learn the history of 3D printing, how it works, the latest innovations and a live demonstration of the printers. 3D Printing for Beginners—a 5-week intergenerational class in which students age 12 and up learn the basics of 3D modeling with a CAD system and print the objects they create.

***DISCOVERY D***

**Nonfiction Rocks!**

Are you up on the latest nonfiction for children and teens? It's a hot market, and today's nonfiction can grab kids' interest as well as fiction can—if not

***Laurie Ann Thompson, Mary Cronk Farrell, Elizabeth Rusch; Authors***

better. This panel of three children's book writers who believe in the power of nonfiction to open minds and hearts will present some of their recent and upcoming favorites, including a few of their own. Find out which nonfiction titles to hand to the young readers who walk through your doors!

### ***DISCOVERY E***

**School/Public Library Branch in a Community Centre setting: Challenges and Successes.**

***Tatiana Tilly, Red Deer Public Library***

The Dawe Branch of Red Deer Public Library is part of the multi-use G.H. Dawe Community Centre in North Red Deer which includes two schools, a swimming pool complex and an arena. In addition to being a full service public library branch, the Dawe Branch is the school library for St. Patrick's Community School. What is it like to run a public library branch in this setting? Is it possible to be a true community library to people of all ages and walks of life when you have to attend to the needs of a busy K-9 school? We will in this presentation:

- Look at the range of community partnerships that ensures variety of programming to all demographics with limited library staff resources.
- Share the challenges and successes of running a school/public library branch in a Community Centre setting.
- Brainstorm how to achieve the balance between the needs

and goals of school and public library in one space.

**HERITAGE C**

**Trends in Online Learning – is your library on track for the future of online learning?**

***Sara Robertson Seely,  
Portland Community College;  
Eric Forte, OCLC***

OCLC’s membership report “At a Tipping Point: Education, Learning and Libraries,” surveyed information consumers’ behaviors, beliefs and expectations for online learning. Come get a brief overview of the report and hear how empowered students, emerging educational technologies, and market forces are creating both challenges and opportunities for libraries in education. Then participate in an open discussion with your colleagues on how your library is responding to the explosion in online learning.

**HERITAGE BALLROOM ABEF**

**3:00 – 3:30 PM**

**BREAK**

**3:30 – 4:30 PM**

**Breakout #3**

**DISCOVERY A**

**Connecting young readers with the writers who love them: How SCBWI can help bring authors and illustrators into your library programming.**

How can your local chapter of the Society of Children’s Book Writers and Illustrators help you get authors and illustrators into your libraries? How can we work together to serve, educate and inspire young patrons around literature through both virtual and physical visits? How can we use the combined social networking savvy

***Kris Dinnison, Kelly Milner Halls, Maureen McQueery, Mark Cronk Farrell: Society of Children's Book Writer's and Illustrators***

and reach of Libraries and authors to make those events a success? SCBWI Regional Coordinators and authors discuss their success collaborating with their local libraries as well as talk about what more we can do to connect young readers with the writers who love them.

### ***DISCOVERY B***

**Graphically Speaking (Graphic Novels, Comics, and your Library)**

***Heather Dickerson, Lewis & Clark Library***

Want more readers at your library? Lewis & Clark Library is the proud recipient of the ALA's 2014 Will Eisner Graphic Novel Innovation Grant. We're excited to share our process with the grant and the impact on our community. Participants will:

- Be inspired to host a graphic novel program.
- Share awesome graphic novel resources for libraries and librarians.
- Illustrate reasoning why graphic novels should be added to collections and encouraged through reader's advisory. They aren't scary, so get reading!

### ***DISCOVERY C***

**A Tale of Virtual Reference in Two States**

***Nono Burling, Washington State Library; Lee-Ann***

In the 21st Century world of 24/7 connectivity, virtual reference (VR) will likely become a method more and more librarians use to interact with their patrons. Washington and Oregon both have successful VR programs, but use quite different models of management, staffing, and

***Flandreau, Fort Vancouver  
Regional Library District***

delivery. In this session the coordinator for each state's program as well as a librarian from each state will talk about its state VR service and how it works. What exactly does virtual reference mean, what's working well, and what are some of the limitations? We'd also love to hear from you! How do your patrons currently use VR? What are some of the services that you would like to have included in a VR program? How can we work together to best serve our patrons when they are not in the same room? Share ideas to help shape VR services in the future.

***DISCOVERY D***

**Too Much Information!!  
Managing Digital Overload**

***Crystal Schimpf, Kixal, LLC***

Do you suffer from information overload? Sometimes we push the boundaries of digital communication too far. Emails, webinars, listservs, blogs, enews, Twitter, LinkedIn, and Facebook can cause us to short circuit. Learn about your choices for filtering and organizing digital information to increase efficiency and reduce stress (without getting overwhelmed by technical jargon).

***DISCOVERY E***

**Whole Person's Reader's  
Advisory**

***Duncan Smith,  
Novelist/EBSCO***

You've heard of whole collection RA which focuses on not only promoting a library's books but its entire collection—DVDs, e-books and audio. But whole person? Join Novelist co-founder Duncan Smith as he sums up over 25 years of thinking about

readers' advisory and introduces this new concept.

Whole person RA focuses not on the library's collection but on the interactions between staff, readers and collections. Smith argues that delivering the service our users really want means:

- Identifying the true product of RA services (it's NOT pushing books).
- Getting all staff involved.
- Moving out from behind the desk

### ***HERITAGE C***

#### **Why Don't We Make It On the Road?**

***Justin Prescott, Meridian Public Library***

Meridian Library District has been in the process of implementing a makerspace program for about two years now. We have successfully started an in-house pop-up makerspace within the library and now we are starting to translate that success outside of the library through our outreach department. We will give an overview of our mobile makerspace, dig down into the details and give some advice on how to implement a mobile makerspace program.

**5:00 – 6:30 PM**

**Land Bridge Guided Tour**

**Tours:**

- 1) Land Bridge guided tour, no size limit, Friday evening at 4:45, start at the Hilton and**

end at the library approx.. 2  
mile scenic walk.

**Historical Museum**

**2) Historical Museum / walking  
tour limit 25 – \$5/person for  
guided tour, \$4.00 museum  
entry.**

**6:30 – 7:30 PM**

**Fort Vancouver Regional  
Library's rooftop terrace**

**President's Reception**

**\* Vendors you are invited to join us**

**6:30 PM**

**Dine around town and Art Walk**



**Thank you to this team & numerous other volunteers who worked hard to make this conference a success!**

### PNLA Conference Committee

Heidi Chittim	Eastern Washington University	Conference Chair
Tim Mallory	Timberland Regional Library	Conference Co-Chair
Gwendolyn Haley	Spokane County Library	President's Reception
Jim Tindall	North Wasco County School Dist.	Vendors/Exhibits
Karen Yother	Community Library Network / Idaho	Programs/Workshops
Annie Alger	Missoula Public Library	Registrar
Leanna Hammond	Washington State Library	Registration
Jennifer Hauan	Vancouver Community Library	Local Events Coordinator / Speaker Gifts
Kristine Tardiff	Timberland Regional Library	Website Coordinator
Tracey Rice	Eastern Washington University	Silent Auction Coordinator
Elizabeth Squires	Timberland Regional Library	Food / Conference Program Design
Beth Wood	Vancouver Community Library	Corks & Cans Coordinator
Anne Bingham	University Prep	Pre-conference Coordinator

## Announcements



### **The Knowledge River Cohort 15 for Academic Year 2016-17 is now Open.**

The application period for the Knowledge River Cohort 15 Program admission is now open! Knowledge River will begin accepting applications for the 2016-2017 school year and Cohort 15 beginning October 1, 2015. Applications received by March 1, 2016 will receive priority. **Knowledge River** is an educational experience within the University of Arizona School of Information that focuses on educating information professionals who have experience with and are committed to Latino and Native American populations. Knowledge River also fosters understanding of library and information issues from the perspectives of Latino and Native Americans and advocates for culturally sensitive library and information services to these communities. Since its inception, Knowledge River has become the foremost graduate program for training librarians and information specialists with a focus on Latino and Native American cultural issues. To date, over 170+ scholars have graduated from this program. The Knowledge River package may include:

- Financial Aid covering tuition and fees
- Work Experience in a graduate assistantship
- Cohort Support
- Mentorship
- Professional Development with support for professional development events
- Enhanced Curriculum from Latino and Native American perspectives.

To find out more about the program, a presentation was created using one of the online tools called VoiceThread. It talks about the iSchool and shares two videos about what KR scholars are doing while working on their Master of Arts degree. Please take a look, <https://voicethread.com/share/7017243/> or visit the website at <http://si.arizona.edu/knowledge-river-0> to find out more about how to apply.

## **Call for Submissions and Author Instructions** *Summer 2016 Issue*

**Creativity** is the focus of the summer issue of PNLA Quarterly (80.3, Summer 2016). For this issue we invite library practitioners at all levels, including LIS students, new and seasoned professionals, educators, authors, and those who work closely with libraries in the PNLA region (Alaska, Alberta, British Columbia, Idaho, Montana, and Washington), to submit content. Articles may be theoretical, research-based, or practice-focused.

We especially encourage authors to draw on creative solutions of all kinds, and on the connections between creativity and any aspect of the profession or preparation for it. How can the needs of our clients be creatively fulfilled now and in the future? What role does creativity play in library services, instruction, programming, research, outreach, space design, collection development...?

**Deadline for submissions to [pqeditors@gmail.com](mailto:pqeditors@gmail.com) is May 2, 2016.**

## **Authors are asked to:**

- Submit manuscripts of between 1,000-6,000 words electronically in Microsoft Word file format; Use Verdana 11 point font and 1.15 spacing;
- Include a 50-100 word biographical sketch and their preferred contact information;
- Adhere to guidelines in the 6th edition of the Manual of Style of the American Psychological Association (APA). This rule applies in terms of format and references;
- Obtain any necessary written permission to use copyrighted material, and to pay any and all relevant fees. Appropriate credit should be provided in the manuscript;
- Submit original work that has not been previously published and is not under consideration for publication in another journal;
- Please indicate on the manuscript if you would like your article to be peer-reviewed;

Contact the PQ editors at [pqeditors@gmail.com](mailto:pqeditors@gmail.com) with any questions regarding these instructions, the publication process, schedule, or the appropriateness of a proposed article topic.

PNLA Quarterly is an open access journal. In that spirit, PQ authors retain the copyright to their works. PQ facilitates the distribution of its authors' intellectual property in a professional manner to enhance the process of scholarly communication, and to advance the sharing of information in and beyond the library profession and the PNLA region.

PNLA Quarterly has recently re-implemented a peer-review process for selected sections of its content. We invite library professionals in the region to serve as peer reviewers. Please contact the PQ editors at [pqeditors@gmail.com](mailto:pqeditors@gmail.com) if you are interested.

ISSN: 0030-8188

**Call For Proposals for the 2016 PNLA Conference**  
**Networking Across Borders, in Calgary, AB**  
**August 3-5, 2016**

You are invited to attend the 2016 PNLA Conference in Calgary, Alberta, August 3-5th 2016. The conference will be held at the Carriage House Inn, located in Calgary, Alberta. This city of one million makes an art form out of contradiction: Here prairie collides with mountain, cowboy charm meets urban electricity, and the world comes to be swept off its feet by the sheer exhilaration of the Canadian Rockies. Come see what makes Calgary one of the top destinations in Canada.

The PNLA planning committee is currently seeking program proposals for one hour presentations at the conference. To submit your proposal, send the following information to the conference committee at **pnla2016@gmail.com**.

The deadline for submissions is February 29th, 2016 and submissions will receive a response from the planning committee by March 15th, 2016.

Be sure to include the following information with your submission:

**About you:**

- Name
- Affiliation
- Position/title
- Contact information: including mailing address, phone number and e-mail address
- PNLA member?

**About your program:**

- Program title
- Program description (no more than 100 words)
- Three Program goals or objectives
- Program Format (single or double speaker, panel, hands-on, etc.)

**Program Logistics:**

- Speaker needs (if any)
- Equipment needs
- Any other special requirements or additional information

**Important Dates:**

Deadline for submissions: **February 29**

Submissions will receive a response by: **March 31**

Registration opens: **April 18**

Early Registration deadline: **June 27**

Regular registration deadline: **August 3**

**Questions? Contact the committee at [pnla2016@gmail.com](mailto:pnla2016@gmail.com)**