LILI Practicum: Learning to Teach

The LIS 826: Field Project in Library and Information Literacy Instruction class offers SLIS students the opportunity to take their 120-hour field practicum at a UW campus library and be involved in teaching undergraduates about research through information sessions. This unique offering prepares SLIS students for future careers in academic librarianship. Laura Rudquist, Lori Steckervetz, Rachel Hitt, and Jackie Lang share their experiences on page 4.
Introducing the Charles Bunge SLIS Facilities Fund

With Emeritus Professor Charles Bunge, I am pleased to announce a new SLIS capital campaign to refurbish and enhance the teaching, learning, and research spaces of SLIS for future SLIS students, faculty, and staff.

The School of Library and Information Studies and the University of Wisconsin Foundation have established the **Charles Bunge SLIS Facilities Fund** to support this effort. All SLIS alumni and friends are invited to contribute to the fund.

The fund’s first project is creating the Charles Bunge Room, which will involve an extensive refurbishment of the multi-use space in our quarters that many of you know and love as the SLIS Commons. The new room will have state-of-the-art technology and wiring (more outlets!), flexible furniture, and new diffusion blinds to show off the lake view. It will be a maximally flexible space that will support public events, student-group meetings, small conference sessions, and SLIS instruction. Charles had a 30-year career of teaching, research, and service with SLIS, including 10 years as its director. I hope that you will agree that naming a room for collaborative learning and teaching the Charles Bunge Room will be a fitting recognition of Charles’s contributions as a librarian, library educator, and contributor to the literature of library and information services. Our hope is to be able to dedicate the room by the fall or winter of 2014.

The Charles Bunge SLIS Facilities Fund will support a second project to enhance the facilities of the SLIS Library. The refurbishment will draw more people into the library by facilitating study groups and group computing activities, supporting student-group and SLIS events, and promoting use of the library for both individual study and casual socializing. In the near future, the Bunge Fund will also support efforts to expand the capacity of the SLIS computer lab. Given the ever-increasing technological needs in the profession and the expansion of the SLIS technology curriculum, a larger computer lab is badly needed.

I invite you to join me in making a contribution of any size to the Charles Bunge SLIS Facilities Fund to help SLIS ensure excellent teaching, learning, and research spaces for future SLIS students, faculty, and staff. To contribute, point your web browser to: [supportuw.org/giveto/bungefund](http://supportuw.org/giveto/bungefund)

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Since the first classes at the Wisconsin Library School more than 100 years ago, the School of Library and Information Studies and the SLIS Alumni Association have counted on alumni and friends.

Make an online gift to SLIS at [www.slis.wisc.edu/support-giving.htm](http://www.slis.wisc.edu/support-giving.htm).

Support the Charles Bunge SLIS Facilities Fund at [supportuw.org/giveto/bungefund](http://www.supportuw.org/giveto/bungefund).

If you are considering a planned gift, please contact Jennifer Karlson, our UW Foundation representative, at (608) 262-7225 or jennifer.karlson@supportuw.org.

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**My contribution to the SLIS Alumni Association includes:**

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☐ Check here if you would like a SLIS pin for contributions of $25 or more.

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Please make address changes or update your record in the alumni directory at [uwalumni.com/directory](http://uwalumni.com/directory).

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**SLIS Students Build a Book Scanner**

For their LIS 644: Digital Tools, Trends, and Debates class, SLIS students Molly Dineen, Ryan Hellenbrand, Trevor Kuehl, Sean Ottosen, Holly Storck-Post, and Jenny Nygren McBurney (project manager) built a DIY book scanner for the SLIS Library during the fall 2013 semester.

The students documented their experiences — both successes and failures — on their Tales of a Book Scanner blog, which can be found at [lis644bookscanner.wordpress.com](http://lis644bookscanner.wordpress.com).

The group will be presenting its project in a breakout session titled “DIY Book Scanner Project Management” at the Wisconsin Association of Academic Libraries (WAAL) conference in May.

Group members Molly, Sean, and Trevor assembling the book scanner. Group members Holly and Sean at the finished book scanner station.
LILI Practicum

The LILI Practicum, offered each fall and spring semester, is a chance for SLIS students to gain real-life experience in information-literacy instruction at a UW-Madison campus library. Each student in the class has a different field placement and special projects to work on throughout the semester, as described above.

Students who have taken the LILI practicum say they learned how to become better teachers and how to work in an academic library setting. Jackie Lang explains, “I started to develop my own instruction style. I also learned about the different roles of librarians on campus and how closely librarians work with each other and academic faculty to create meaningful information-literacy instruction sessions.” Laura Rudquist agrees, adding that “I appreciated the hands-on learning experience that gave me perspective on successful ways of engaging students.”

All four students we talked with found the practicum to be challenging and rewarding. Laura says, “I was challenged by mentors throughout the class to keep the ‘why’ of what I was teaching in mind, which was more difficult when I was writing the learning objectives or developing activities myself.”

Rachel Hitt emphasizes the uniqueness of this opportunity, saying that “without the LILI practicum, I would not have had an opportunity to provide library instruction or observe the varied styles and techniques of UW-Madison librarians. It provided a way of gaining authentic and practical experience.” Lori Steckervetz agrees, explaining that “the LILI practicum helped by providing a realistic teaching situation — not only in the classroom, but also in regard to the necessary steps prior to that, including communicating with instructors and faculty, and working out the logistics of the instructional sessions.”

Overall, the students who have taken the LILI practicum have found this opportunity to be eye opening and rewarding. The challenges they face throughout the semester help to prepare them for future careers as successful academic librarians.
Students playing a game in class

Course Profile: Gaming in Libraries

LIS 847: Gaming in Libraries is a one-credit course being offered this spring and taught by Ryan Martinez. He shared some details about the course and his experience:

A little about the instructor:
Martinez’s background deals specifically with gaming, and gaming in learning environments. He has taught several classes including a MOOC (Massive Open Online Course) through the University of Wisconsin. One area of his research involves questions about the ability to foster identity in first-person gaming. Beyond researching and teaching, he has also done consulting for major game-producing companies.

A little about the class:
Although the class has a non-traditional topic, a lot of the learning experiences are similar to other classes. For instance, the main project of the course is for groups of students to lead a workshop in gaming at local libraries. By coordinating with these libraries, students are able to expand their professional network and get practical experience in leading events for targeted communities.

Likewise, class goals are comparable to other classes as well. The instructor’s focus is on students being able to evaluate sources — in this case, games of all types. He doesn’t want to give students a “list of good games.” Instead, he wants to instruct them on how to identify good qualities in games and show students some tools that can help them to decide which games to add to a library’s collection. If nothing else, he wants to introduce students to this nontraditional, but growing information resource.

The future of gaming in libraries:
When asked where he saw libraries and gaming going in the future, Martinez’s response was optimistic. Libraries are trying to be more and more inclusive, and adding nontraditional sources of information (such as games) only helps to increase this inclusivity and will continue to do so in the future. Martinez cited the new central branch of the Madison Public Library as a great example of this concept. He argued that libraries in general are becoming more than just “books on shelves.” They are attempting to break down the barriers between learning environments and fun, recreational environments — and self-motivated and engaging gaming can help.
Archiving “Music’s Biggest Night”

We asked Jennie Freeburg MA’12 what it’s like to be the Grammys archivist.

Tell us a little about yourself and your current position.
As an undergrad, I double-majored in music and literature, and I worked in the music library during college. So, upon graduation I found another library job at a medical library, ostensibly biding my time until I returned to graduate school for a literature PhD. Meanwhile, however, my interest was sparked in specialized libraries/subjects in general, so when I eventually started library school, that was part of my focus as an SLIS student. I’ve enjoyed positions at the Wisconsin Historical Society Library and at an art library since then, but I find it fitting to now be back working with music-related materials. My current position is archivist for the Recording Academy, and specifically the Awards Department (the Grammy Awards).

The Grammys have never had an official archivist or information-management position, although some of the basic duties of such a position were divided among various employees. As such, there are many long-term projects that I have yet to begin, both with physical materials as well as digital management of information relating to nominees, winners, recordings, etc. A priority when I began was verifying data on past Grammy nominees, in order to make this available and searchable on grammy.com. Something else I deal with daily is reference questions, internally as well as from the press.

What are some experiences that are unique to your role as a Grammys archivist?
It’s a unique position in a lot of ways — I’m unique within the Recording Academy, as well as having a unique librarian/archivist role compared to other librarian/archivists. However, what I have found most interesting have been the instances in which my job strikes me as very similar to my past library jobs. For instance, a major issue for information management at the Grammys is performers who credit themselves one way as a performer (e.g., Jay Z) and another way as producer/songwriter/etc. (e.g., Sean Carter). This is the same kind of authority work involved in collocating works by Mark Twain and Samuel Clemens, Charlotte Brontë and Currer Bell, etc.

What are the most interesting aspects of your job?
My job encompasses a lot of history in general, as seen through the lens of this specific music award. Again, I’m quite new to the position, but I am looking forward to possibilities for projects and partnerships. I would also be remiss not to mention that the diversity of co-workers I see each day is one of my favorite aspects of the job. While I have loved working with librarians and academics, it’s been a new experience for me to work with people from such an array of backgrounds and expertise.

What advice would you extend to current SLIS students interested in special libraries?
My advice would be to keep an open mind. With my interest in music and literature, I was surprised to find how much I enjoyed working in a medical library, which led me to seriously considering a master’s in library studies — after assuring people for years that no, I would never be a librarian. And then on my recent job search, I was focusing on academic-subject librarian positions in the arts and humanities, but when a somewhat vague job posting for an archivist at the Recording Academy came along, I figured, what did I have to lose? A good position and a good fit depend on so many things outside of the basic job description.

Alumna’s Letter Highlighted in Documentary Film

SLIS graduate and former UW librarian Gretchen Farwell MA’69 was featured in a documentary film, Letters to Jackie. It focused on letters sent to First Lady Jackie Kennedy after the assassination of President John F. Kennedy. Farwell’s letter to Mrs. Kennedy, written while she was an undergraduate student at St. Olaf College, was selected as one of the 20 letters of condolence to be featured in the documentary. More than a million letters were said to have been sent to the White House following the assassination.
The Sound of the Archives podcast was created by three SLIS archives students: Dana Gerber, Laura Farley, and Prairie Hady. A long-time connoisseur of podcasts, Dana conceived the idea for the project after wondering if there was a way for archivists and librarians to use podcasts for outreach. With enthusiastic support from their archives instructor, Michelle Caswell, the three students got together to brainstorm in November 2011 and recorded their first episode in February 2012.

Each podcast lasts from 15 to 45 minutes and discusses archival topics and interesting findings. The podcast is meant to be accessible to both archivists and non-archivists. One of Dana’s favorite episodes involves actors reading from a classmate’s collection of decades-old love letters for a Valentine’s Day-themed podcast. The podcasts range from random fun topics to academic ones — the very first podcast focused on the papers that Dana, Laura, and Prairie wrote for one of their archives classes at SLIS.

Last spring, the three were excited to present about their podcast experiences at the Midwest Archives Conference in Indianapolis. Their presentation, titled “Using Podcasts to Reach Your Patrons” and chaired by Wisconsin Historical Society public services archivist Rick Pifer, covered the use of podcasts as a tool for outreach, what they learned from their experience, and examples of what other archivists and organizations could do with a podcast of their own. The presentation was a success, with around 100 participants and lots of enthusiastic questions.

After their graduation in May 2013, all three students found new jobs and new directions, but Dana plans to continue to add episodes to the Sound of the Archives podcast. She is also active on the Sound of the Archives Facebook and Twitter accounts, where she and fellow SLIS colleagues Adrienne Evans and Crystal Schmidt post about archives news and fun topics that they discover. Visit the Sound of the Archives website (including links to their social media accounts) at soundofthearchives.wordpress.com.

UW Archivists’ Scrapbook Project in Local News

Last summer, SLIS alumna Vicki Tobias MA’03 (images and media archivist) and current SLIS student Megan Costello (director of communications for Letters & Science) began a project using scrapbooks from UW alumnae Ava Cochrane and Lucy Rogers, who attended the UW in the early 1900s. In a series of blog posts to the Found in the University Archives Tumblr (uwmadarchives.tumblr.com), Megan and Vicki used the photos and stories from the old scrapbooks to bring Ava and Lucy, as well as 1900s campus life, to modern-day readers. This project was also showcased in the Cap Times in September 2013.
The School of Library and Information Studies is pleased to announce that Miriam Pollack is recognized as the Distinguished Alumna for 2014.

Currently Ms. Pollack leads Miriam Pollack & Associates as an independent consultant. In this role, she assists library boards and administrations in the director search and hiring process, and she has successfully placed more than 30 directors in public libraries around the United States. Her work also involves consulting in other areas, including grant-proposal development, needs assessment, training and staff development, and management coaching.

Ms. Pollack graduated from the School of Library and Information Studies at the University of Wisconsin-Madison in 1978. After her master’s, she stayed for two semesters to work with Dr. Margaret Monroe on a federal fellowship on information and referral for the aging. She also holds a master of arts in education, training, and development from Northeastern Illinois University in Chicago. After graduation from SLIS, she worked at the Cook Memorial Public Library District in Libertyville, IL, and taught at the College of Lake County in Grayslake, IL. In 1986, she began working at the North Suburban Library System in Wheeling, IL, and in 1993, she became the assistant director there. Ms. Pollack also taught at Dominican University in River Forest, IL, before beginning independent consulting in 2004.

Throughout her career, Ms. Pollack has worked to improve services for the public as well as for her colleagues. As the assistant director of the North Suburban Library System, she developed what one colleague describes as “one of the best continuing-education programs in the country, serving all types of libraries and all levels of staff.” This program included more than 250 activities each year, ranging from hands-on computer training to conferences to online courses. Another colleague noted that “she was, in many ways, the heart of the North Suburban Library System all the years she was there.”

Ms. Pollack also established and developed the Reaching Forward conference, which began as an annual conference for Illinois library assistants, and is now run by the Illinois Library Association, with two annual conferences to serve the entire state. Another achievement is the Literary Circle author series, which Ms. Pollack developed to bring internationally recognized authors to the Chicago area. These popular events hosted authors such as Toni Morrison, Tom Wolfe, and Kurt Vonnegut.

Even early in her career, Ms. Pollack was motivated to improve the library services around her. She established the Winchester House Library in 1983 as a grant project to offer full library services in a local nursing home, which recently celebrated its 30th anniversary. She has also been involved in extensive research and public planning efforts, including a needs-assessment study of librarians at various stages of their careers, and a pilot project to provide public programming on Jewish history, culture, and literature at 12 Chicago and suburban public libraries.

Many of Ms. Pollack’s projects have received federal grants, demonstrating the effectiveness of her ability to address public needs. One highly successful project, titled Democratizing Human Genome Project Information: A Model Program for Education, Information, and Debate in Public Libraries, was awarded a major U.S. Department of Energy grant. With the developments in human-genome mapping, this project was designed to foster knowledge of genetic research through public library programming. Public education, collections, and activities were developed for 11 libraries, with more than 1,000 attendees, and the project handbook was published online for others to use as a model.

Described by her colleagues as dedicated, gracious, fun, and the person to call when strategic advice is needed, Ms. Pollack’s many accomplishments have led her to be recognized with the American Library Association’s Margaret E. Monroe Award in 2003 and the Illinois Library Association’s Reaching Forward Special Recognition Award in 1997. We at SLIS are honored to recognize her as our 2014 Distinguished Alumna. Ms. Pollack will be the keynote presenter at the SLIS graduation ceremony in May.
1990s ............................................

Susan Barribeau MA’91, English language humanities librarian at Memorial Library, received the prestigious Distinguished Prefix title. This award is for academic staff members who demonstrate advanced knowledge and skills and have developed new approaches, methods, or techniques to resolve or prevent problems or complex situations.

Ann Combs MA’94 won the Library Staff Service Award for Academic Staff. Ann is the senior academic librarian at Ebling Library at UW-Madison.

2000s ............................................

John Degon MA’00 and Andrew White were married at City Hall in Portland, ME on September 25, 2013, the 11th anniversary of their first date. The marriage was witnessed by John’s mother, Betty Ann, and John and Andrew’s best friend, Erin. Afterward, they celebrated over brunch with 15 family members and close friends.

Valerie Love MA’04 is currently working as the research librarian for digital materials at the National Library of New Zealand, Te Puna Mātauranga o Aotearoa.

Molly Ledermann MA’06 won the 2013 Carnegie Corporation of New York/New York Times I Love My Librarian Award. One of just 10 winners nationwide, Molly works at the Missoula Public Library in Montana.

Anne Rauh MA’07, engineering and computer science librarian at Syracuse University, co-authored an article titled “Introduction to Altmetrics for Science, Technology, Engineering, and Mathematics (STEM) Librarians,” which was the most widely read article in Science & Technology Libraries for 2013, according to a report from the editor of the journal.

2010s ............................................

Samuel Boss MA’10, multicultural librarian at the Guangzhou Public Library in Guangzhou, China, recently did a story time with another librarian from the Children’s Department. He reports, “We read three stories (two Chinese and one English and Chinese); we sang a song; and we made red envelopes for Spring Festival. After Spring Festival, I am going to begin working on monthly activities in the Children’s Library, the Language Learning Library, and the Multiculture Library (my current department). Although it might get hectic, I am looking forward to the new responsibilities.” Sam, who has studied Chinese since he was an undergraduate, has been working in China since he completed his master’s degree.

Kristina Gómez MA’10 was selected as a 2013–2014 WLA WeLead Protégé. The WeLead Initiative was created to identify and mentor emerging and/or new librarians for leadership positions within WLA and the profession. Gómez also co-authored the chapter “Virtual Services to Latinos and Spanish Speakers” with Audrey Barbakoff in Library Services to Multicultural Patrons to Encourage Library Use.

Alison Gehred MA’11 is currently a reference librarian at Nationwide Children’s Hospital, where she finds the evidence for evidence-based practice and medicine. She works closely with the various nursing programs, the Ohio State School of Medicine, and other hospital outreach programs to find evidence that supports their clinical questions.

Ashley Guy MA’12 accepted a position as librarian at Rasmussen College in Mankato, MN.

2014s ............................................

Melissa Moll MA’12, assistant professor and catalog and metadata librarian at the University of Nebraska-Lincoln, contributed a chapter and co-authored another for The RDA Workbook: Learning the Basics of Resource Description and Access, edited by Margaret Mering.

Dana Gerber MA’13 accepted two positions: communications specialist for the General Library System of UW-Madison and audio specialist for the Wisconsin Historical Society.

Eric Smith MA’13 just accepted a position as the director of the Mason County District Library in Ludington, MI.

Connie Woxland MA’13 joined the faculty at Utah State University as a reference and instruction librarian at the Merrill Cazier Library.

Current Students ...............................

Heather Johnson created a Book Clubs in the Bars program in River Falls, WI, which was featured on Wisconsin Public Television’s Wisconsin Life program.

Correction: The Spring 2013 issue of Jottings’ Class News and Notes contained an error. Devin Rogers’s update should read: Devin Rogers MA’12 became a cataloger at the Wisconsin State Law Library in December 2012. She has worked there since 2008 as a library assistant.
Career Corner: Leading Academic Librarians

Many SLIS alumni have gone into fulfilling careers in the field of academic librarianship, and they have held prominent positions at leading academic libraries and consortiums throughout the nation. Wendy Pradt Lougee, Sarah Pritchard, Jim Rettig, and Jennifer Younger share some of their experiences with *Jottings* and offer advice to current and future SLIS students.

“I think we’ve experienced two very interesting forces in the last decade or so: technologies and deeper collaboration with our campus communities have made for a much more engagement-based model for academic libraries.” —Wendy Pradt Lougee

WENDY PRADT LOUGEE MS’73
University Librarian
University of Minnesota-Twin Cities

Tell us about yourself and your current position.
I’ve been university librarian at the University of Minnesota-Twin Cities since 2002. The University Libraries system, with some 7.4 million volumes spread across 13 facilities, serves one of the most comprehensive universities in the U.S. The Libraries have been recognized for their strong liaison program, innovative technologies, and significant regional outreach through our Minnetex service. It was exciting and gratifying when ACRL recognized our record of engagement with its 2009 Excellence in Academic Libraries Award.

What other experiences have you had in academic librarianship?
Prior to returning to the University of Minnesota (I received a graduate degree at Minnesota in psychology in the 1970s), I spent 20 years at the University of Michigan. I had the opportunity in the 1990s to launch Michigan’s digital library program; that engaged me in an array of groundbreaking projects, from the start of the now well-established JSTOR, to early work with image collections, to large-scale digitization.

I’ve also been privileged to contribute to a mix of professional organizations through membership on boards: Council on Library and Information Resources, Digital Library Federation, and most recently as president of the Association of Research Libraries. These groups have afforded me a great perspective on academic libraries and have underscored for me the importance of collaboration and collective action.

What is the most rewarding aspect of your job?
I’ve been fortunate to work with so many talented people at various institutions. I’m particularly proud of and excited by projects that enable talent and innovation to shine — whether it’s a staff member establishing an interesting partnership with an academic program or developing a technology that can make a difference in the lives of our students and faculty.

What do you see changing in the future of academic librarianship?
I think we’ve experienced two very interesting forces in the last decade or so: technologies and deeper collaboration with our campus communities have made for a much more engagement-based model for academic libraries. These were trends I explored in a 2002 paper on diffuse libraries, and I think we’re still feeling the outward-directed impact of these forces, with more to come.

What advice would you extend to current SLIS students?
Our field requires not just technology savvy, but a well-grounded understanding of the workflows of our user communities. Graduates need to be agile with and excited by both of these opportunity spaces.
Tell us about yourself and your current position.
As dean of libraries at Northwestern University, I oversee library services, facilities, and technology in Evanston, Chicago, and Waukegan, as well as the university press. It’s my third library directorship. All my previous jobs helped me grow to this point, although I didn’t have the typical academic career path (for details, see library.northwestern.edu/directory/Sarah-Pritchard).

What other experiences have you had in academic librarianship?
In graduate school I didn’t concentrate on one type of library; I was interested in scholarly collections, and I could envision those in academic, public, or special libraries. I was lucky to get my first job in the largest research library in the world, the Library of Congress; the collections and the users are similar to those at university libraries, but the administration, budget, and accountability are very different. I then worked at the Association of Research Libraries, an influential organization that you might think is academic — but as a professional association, its projects and conferences and publishing are about libraries, not working in a library. I was 15 years into my career before I got my first real position in an academic library, and that was as the director. There are many aspects of academic librarianship that can come from jobs in non-academic settings, writings, internships, and association activities.

What is the most rewarding aspect of your job?
Seeing all the pieces of a multifaceted library operation come together; “bringing home the bacon” (getting resources for collections and services); talking to alumni about why libraries and librarians are innovative and relevant and not made obsolete by the Internet. I didn’t start my career wanting to be a director, but I found that is where you can make a difference as a problem-solver and advocate.

What do you see changing in the future of academic librarianship?
The biggest shift is the increasing importance of librarians’ roles as experts in information management, independent of the location or format of material. Our main work already is facilitating access to resources, not necessarily owning them. Campus libraries are coming to be the locus for collaboration on open-access publishing, online education, and curating university digital assets. The library is a suite of customizable services — the building, collections, staff, and technologies are used in different ways by different types and levels of users.

The core knowledge of academic librarianship will change little: understanding the processes of scholarly communication in different disciplines, integrating information into teaching and learning, and preserving primary sources. Professional values like intellectual freedom, fair use, privacy, equity, and neutrality have not always been around, so we dare not take these for granted.

What advice would you extend to current SLIS students?
Formats and tools will change, but principles won’t: learn concepts underlying how information is produced, how people use it, how services and interfaces link people and information, how information gets preserved and authenticated. Go to ALA or WLA and explore programs and committees that appeal to you, whether or not those are related to your immediate work — professional associations are the glue that will sustain and broaden your identity as a librarian, regardless of your job at a given moment.

“Professional values like intellectual freedom, fair use, privacy, equity, and neutrality have not always been around, so we dare not take these for granted.” —Sarah Pritchard
Tell us about yourself and your current position.
I have served as library director at the U.S. Naval Academy in Annapolis, MD since August 2011.

What other experiences have you had in academic librarianship?
Prior to that, I served as university librarian at the University of Richmond for 13 years, after holding reference and administrative positions since 1976 (in reverse chronology) at the College of William and Mary, the University of Illinois at Chicago, the University of Dayton, and Murray State University.

What are the most rewarding aspects of your job?
Making and enabling connections between people and information to fill their information needs and satisfy curiosity. We create connections in many ways — reference service; deploying useful, usable technologies; helpful finding tools; quality metadata; multi-institutional collaborations. We help people learn, explore, discover, and enrich their lives. This includes helping colleagues make connections to further their professional development.

What do you see changing in the future of academic librarianship?
Ceaseless change won’t change! Nor will our abiding foundational commitment to fostering connections between people and information. We will continue to experiment with new technologies, media, and tools to learn how they can improve information services. Even more importantly, we need to learn more about ever-changing student and faculty information seeking and use behaviors, learning styles, and preferences so we can craft effective services. Networked and mobile technologies extend our service footprint beyond our buildings to anyplace where members of our community make their footprints. Ubiquitous mobile devices implicitly promise immediacy and interactivity; mobile users already expect us to fulfill that promise. This will require new forms of inter-institutional collaboration; we need to create a MOOL — the Massive Open Online Library, something the Digital Public Library of America has begun — even as we sustain the library as a place and assure access to legacy collections.

What advice would you extend to current SLIS students?
Your best mentors will find you. Mine have been colleagues who saw more potential and talent in me than I saw in myself and who challenged me to develop it. Say “Yes!” to those challenges; they will spur your growth. By accepting challenges, I have had opportunities to speak and publish, serve our professional associations in substantive appointed and elected roles, travel to unimagined destinations, make contributions to colleagues I have never met, and learn from more colleagues than I can count or name. Thank your mentors! Find a job that engages you, and go beyond the job to build a career that helps build our profession. Never stop growing!
Tell us about yourself and your current position.
I’m the executive director of the Catholic Research Resources Alliance (CRRA), a not-for-profit membership alliance of institutions with a mission “to provide enduring global access to Catholic research resources in the Americas.” You can find us on the web at catholicresearch.net. This is a challenging opportunity that takes me out of my comfort zone. While ensuring a continuing, strong value proposition for members is not very different from working with faculty and students, members have a greater ability to put their dollars to work elsewhere if they don’t find the benefits of value on a continuing basis. It is very important to pay close attention to how the organization helps its members to carry out their own missions. Being in a new and small (there is only a colleague and I) organization means that I am doing many things I haven’t ever done before, such as becoming a not-for-profit corporation. I have expanded my professional network and been rewarded by colleagues’ generosity in helping a “newbie” to learn from their experiences.

What other experiences have you had in academic librarianship?
My experiences are likely similar to those of many academic librarians. I started as a cataloger, and over time, took positions with increasing levels of responsibilities, moving from one institution to another. I had many opportunities to “do good things” as well as to grow professionally, which made it possible to achieve my dream of serving as a university librarian. Looking back, what surprises me the most is the degree to which each university library had its own identity and culture.

What is the most rewarding aspect of your job?
In my first positions, I was looking for ways to prove that I could do what I was asked to do, and the most rewarding aspect was to be recognized for a job well done. Now I have much more confidence that I can deliver, and so my most rewarding opportunities come from making it possible for everyone to contribute in some way to carrying out our mission.

What do you see changing in the future of academic librarianship?
I love the assumption of a future. My starting point is that of the distinguished Yale historian, Jaroslav Pelikan, who in articulating the function of universities, ascribes the critical role of preserving knowledge to libraries, museums, and galleries, and adds to that a teaching role vis-à-vis faculty and students. The need for a “library” will continue and grow, although what academic librarians do, and how they do it, is and will change incrementally in some cases and radically in others. With mission-driven innovation as the new norm, it will be the best of times for academic librarians.

What advice would you extend to current SLIS students?
Get to know your fellow students and professors! Of course you need to study, but you can’t possibly learn everything you need to know, even for your first job, from books. Developing collegial relationships and a professional network sets the stage for working with and learning from others, equipping you with skills you will need in every job you ever have. Need another reason? It’s fun. ■
Lessons on Library Leadership in the Land of Lincoln

Student Outreach Award winner Diane Giebink-Skoglind describes her experience at the NNLM-GMR annual meeting.

SLIS student Diane Giebink-Skoglind was one of nine library students across the Midwest to win the LIS Student Outreach Award, a scholarship award that helps library students to attend the National Network of Libraries of Medicine’s Greater Midwest Region annual meeting, which took place in East Peoria, IL on October 5–7, 2013. Read on for excerpts from Diane’s report on her experience.

As I drove through Illinois on my way to the National Network of Libraries of Medicine’s Greater Midwest Region annual meeting, I saw numerous signs calling attention to Illinois’ state slogan, “Land of Lincoln.” As I am a Lincoln fan and have read numerous books on his presidency, I wondered what his take on these times of tremendous technological change would have been. Lincoln embraced the new technology of his time and utilized the newfangled telegraph to great effect during the Civil War.

Lincoln had also been a voracious reader. Indeed, what would the man who had said, “My best friend is a person who will give me a book I have not read” have thought about the changes in the library world today? I believe he would have embraced those changes and the current new information technologies, and utilized them to great benefit. And, I believe, this is the message that the annual meeting addressed as well.

The Confluence of Libraries, Technology, and Change
At the meeting — from the continuing-education sessions, updates, exhibits, papers, and presentations of the two featured speakers, Michelle Kraft, author of The Krafty Librarian, and Sarah Houghton, author of The Librarian in Black — the oft-repeated words and recurring themes related to technology, advocacy, and change within libraries.

Much like Lincoln’s practice to get out of the office to circulate among the troops, librarians are getting out from behind the desk and circulating in remarkable ways. From riding in ambulances to rounding with physicians, librarians are taking their message and the library to patrons. For example, Kacy Allgood spoke of her work, which includes being part of emergency services as an embedded librarian within Indianapolis’s EMT system. Amy Donahue described the medical librarians’ role in disaster planning and response — through the use of social media such as Twitter, Facebook, and more — in sharing medical information and knowledge. Melinda Orebaugh explained how she and her team at Gunderson Health System work directly with patients, physicians, and providers to form a cohesive healthcare team to better address complex case management with multiple-morbidity patients.

Lead by Being Led
Lincoln had the distinctive quality of listening to people and being guided without being threatened. We, as a profession, need to do the same. We need to ask, “What would make your life easier?” We need to democratize information’s expertise and contribute to the solution. And, we need to study and adopt more business quality-improvement methods, such as the Six Sigma initiative that Elizabeth Moreton spoke of. Finally, we need to be more Lincoln-like and open to consensus, cooperation, and collaboration, while holding on to our convictions and dedication to community.

For my part, I’d like to contribute my health and business backgrounds to help make the task less daunting and more librarian focused. I am intent on exploring partnerships with public libraries concerning patient and consumer education that is family focused and patient focused. As data accumulate within healthcare, I’d like to work with data mining to harness acquired medical information, while respecting the privacy and integrity issues that we, as librarians, hold so dear. I hope to lead by being led by people of the caliber and conviction that I met at my first professional librarian conference.

Diane (far left) and fellow nominees at the NNLM conference
BBE 2013 Initiates Correction

The Spring 2013 issue’s list of BBE initiates was incomplete. It should read:

Lisa Abler
Melissa Allen
Kathleen Behrens
Erika Binegar
Teresa Boehm
Gregory Bond
Giso Broman
Dana Gerber
Allison Girres
Laura Farley
Lindsay Farrell
Kendra Hay
Audra Hilse
Kelsey Johnson
Jennifer Kirmer
Kristine Kloppe
Kelly Kraemer
Amber Kresol
Elizabeth
Krznarich
Alison O’Brien
Nathan Pfleger
Peter Rudrud
Heather Shimon
Tien-I Tsai
Laura Wichert
Dawn Wing

Beta Beta Epsilon Update

Help us celebrate 30 years of Beta Beta Epsilon!

Please join Beta Beta Epsilon, your colleagues, and our newest inductees on May 15, 2014 at the Pyle Center for our 30th annual meeting, reception, and initiation. You can expect food, a cash bar, friends, and, as always, great conversation! Little Free Library co-founder and program director Rick Brooks is our featured speaker this year. Hear from the mind behind one of the most popular library movements in the country.

Join us as we recognize the recipients of the Jack A. Clarke Scholarship and the Outstanding Student Scholar awards. Donations to the scholarship fund are always welcome and appreciated. BBE provides a great opportunity for student graduates, alumni, and faculty to network with friends and colleagues. Please consider getting more involved by serving on the board of directors. Contact BBE president Kristina Gómez at kristinalgomez@gmail.com for more information.

If you need to update your contact information with BBE, please contact our vice president for membership, Cristina Springfield, at cristina.springfield@gmail.com. Stay in touch. We’ll see you on May 15!

A Message from the SLIS Alumni Association President

Greetings! It’s been another productive year for the SLIS Alumni Association, and we’re gearing up for the busy spring semester ahead!

We look forward to seeing more of you at our annual business meeting. It’s open to all alumni and will be held on Tuesday, April 29, 2014, from noon to 1 p.m., in the SLIS Commons. The business meeting is your chance to speak with board members and each other. We enthusiastically encourage you to attend.

We also hope to see you at the SLIS graduation ceremony on Sunday, May 18. Come celebrate with us as we honor our new graduates and our Distinguished Alumna of the Year, Miriam Pollack.

If you have any thoughts, questions, or comments about alumni association activities, or if you’d like to be more involved, please contact me at kgleischman@gmail.com. And, as always, we thank you for your support of libraries, library education, and SLIS.

Regards,
Katie Gleischman
President, SLIS Alumni Association

What Do You Want to See in Jottings?

The editorial staff of Jottings & Digressions wants to hear from you! Let us know if you have story ideas, courses you would like to see highlighted, or alumni you would like to see profiled. And, of course, keep us up to speed on your own news and updates. Email the editor at alumni@slis.wisc.edu.
Summer Internships: SLIS Students Expand Knowledge Outside the Classroom

One way for SLIS students to gain practical experience in the field is through summer internships. This past summer, several SLIS students found internships in a diversity of settings. Here we highlight three individuals and their work: Nat Junboonta, Laurel Gildersleeve, and Hadley Davis. They tell Jottings about their particular experiences and the details of their internships.

—Interviews by Hadley Davis

Nattawan Junboonta
Tell us about yourself and your summer job.
My name is Nattawan “Nat” Junboonta, and I am a second-year graduate student at SLIS. My summer job was as a library intern at the Vera Institute of Justice in New York City. Vera Institute of Justice is a non-profit organization with “expertise in research, demonstration projects, and technical assistance to help leaders in government and civil society to improve the systems people rely on for justice and safety” (vera.org/about-us). As a library intern, I assisted in the research process by obtaining relevant research materials for the different departments. Additionally, Vera was in the process of transferring to a new database, and I assisted with some of the files transfer. This allowed me to use my metadata and information-organization skills. I also had the chance to work with the board of trustees’ minutes and archive the important information.

What was the greatest challenge?
The greatest challenge was to familiarize myself with criminology concepts and terminologies. Some of the readings I had to do required more background information, and I had to look up many of the terms and concepts to fully understand many of Vera’s projects.

What was your favorite aspect of the experience?
It was really great to be back in New York City. The office was right by the Freedom Tower (formerly the World Trade Center). The internship program was extremely organized. We had many interns in various departments with such diverse academic backgrounds, and I thought Vera did a fantastic job of making the interns feel welcome. They also had special programs and a lecture series specifically for interns. For instance, we visited Sing Sing Prison.

Laurel Gildersleeve
Tell us about yourself and your summer job.
My name is Laurel Gildersleeve. I am an on-campus SLIS student in the UW-Madison MA program. This summer I was fortunate to land an internship with the audio archives at New York Public Radio (WNYC) in New York City. I have always been a huge fan of public broadcasting, and I found working and learning with one of the top CPB affiliates to be an incredibly valuable opportunity. I also learned to work with, digitize, preserve, edit, and sometimes repair vinyl, wax, 1/4-inch open-reel magnetic tape, DAT tapes, cassettes, CD-Rs, and broadcast video.

What was your favorite aspect of the experience?
My favorite aspect of my experience at WNYC was learning more about audio formats, as well as the collections and work being done at WNYC. The archivists there have just completed a three-year, NEH-funded preservation grant to digitize and make available more than 675 hours of
New York Public Radio
NEW YORK

“My favorite aspect of my experience was learning more about audio formats as well as the collections and work being done at WNYC.”

—Laurel Gildersleeve

Newberry Library
CHICAGO

Laurel Gildersleeve

recordings from the NYC Municipal Archives’ WNYC collection. Digitized audio and comprehensive histories are available at wnyc.org/series/archives-and-preservation. I composed social media posts for the WNYC blog over the summer and had a great time highlighting the audio clips from this project.

What are your plans for the future? How did your summer job help you to think about your future career?

My work over the summer solidified my interest in building a career in public-broadcasting archives, and it allowed me to gain the skills and knowledge that will help me to accomplish that goal. Of course, funding for positions is a major issue in job hunting right now, so I am also grateful to have had the opportunity to become more connected to different kinds of archives, which I hope will help me to be flexible while looking for a position where I can continue to grow professionally.

Hadley Davis

Tell us about yourself and your summer job.

My name is Hadley Davis, and I am a second-year graduate student at SLIS. This past summer I completed a Dance Heritage Coalition (DHC) Fellowship at the Newberry Library in Chicago and was introduced to the lively world of performing-arts librarianship. I was responsible for processing the collection of Ruth Page, an American ballet dancer and choreographer in the 20th century. I was also in charge of appraising and inventorying the marketing and business records of the Ruth Page Foundation (RPF).

What was your favorite aspect of the experience?

I loved the collegial atmosphere of the Newberry Library. Also, the Newberry invests a lot of time and effort to educate interns about all areas of the library; this gave me a broader perspective of library management and development. At the RPF, I worked in what the staff affectionately called “the dungeon,” but I could hear the piano playing upstairs for the ballet barre classes and the teacher counting out “1, 2, 3, 4” while I sifted through boxes. I loved it!

What advice would you extend to other SLIS students looking for rewarding summer work experiences?

I was lucky to find a position that was dedicated to preserving archival materials related to dance, a personal passion of mine. If you find a project that speaks to your heart, go for it! Keep your eye out for nontraditional ways to apply LIS skills to communities that do not yet fully appreciate how these skills can improve their work or legacy.
Senior special librarian/associate director Michele Besant was pleased and challenged by her opportunity to return to the classroom — first by co-teaching an intensive seminar for the late-summer Tribal Libraries, Archives, and Museums field-placement class, and followed by teaching the online section of LIS 450: Information Agencies and Their Environments this fall. Students in the online class particularly enjoyed hearing “conversations” with practitioners. Besant hopes to build many more of these into the course going forward. If you are willing to share your expertise this way, send her an email.

Public services librarian Anjali Bhasin is excited to announce that the library recently opened up a new seminar room that is open and freely available for SLIS students, faculty, and staff to use. She is also serving as the membership chair for the WAAL and will be presenting on space assessment at the upcoming WAAL conference in the spring.

SLIS student and alumni services coordinator Tanya Cobb worked with new distance and on-campus students in the LIS 450 course to self-assess their current skills, knowledge, and experience as compared to current LIS job openings. Students can use this skills/knowledge inventory to begin to design a career-development plan for their time in the SLIS program.

Professor Greg Downey is team-teaching a special seminar, as part of a National Science Foundation research grant, on Interdisciplinarity, Innovation, and the Future of the Research University. The course’s discussions and resources are viewable online at interdisciplinarityseminar.blogspot.com.

Director Kristin Eschenfelder, with other members of the SLIS team, has been working hard drafting the SLIS accreditation report, which should soon be available on the web (slis.wisc.edu/accreditation2014.htm). She encourages everyone to read and send comments! She and SLIS PhD student Mei Zhang had an article on perpetual-access license terms accepted for the Journal of Academic Librarianship, and her article with SLIS alumnus Andrew Johnson MA’11 on data archives should be out in JASIST this spring.

Allison G. Kaplan, faculty associate, is the recipient of a grant from the Institute for Museum and Library Studies. Allison, along with Omar Poler MA’10, associate outreach specialist, and SLIS student Emily Sovell, is working with Maria Escalante, director of the library, and other staff members of the College of Menominee Nation. The purpose of this one-year, collaborative project is to design a plan for summer youth programming and other literacy projects for the Menominee community.

With Sei-Ching Joanna Sin PhD’09 and SLIS doctoral student Yuqi He, associate professor Kyung-Sun “Sunny” Kim co-presented findings of a study titled “Information Seeking through Social Media: Impact of User Characteristics on Social Media Use” at the 2013 ASIS&T annual meeting in Montreal. She also co-presented findings of the study “Information Horizons of College Students: Source Preferences and Source Referrals in Academic Contexts” with Tien-I Tsai PhD’13 at the ASIS&T meeting in November 2013. With EunYoung Yoo PhD’04 and Nahyun Kwon PhD’02, Kim co-authored and published a paper, “Bridging Gaps in College Students’ Source Perception and Use” in the Journal of the Korean Society for Information Management, 30 (3).

With Sin and Yoo, Kim also co-authored and published a paper, “Undergraduates’ Use of Social Media as Information Sources” in College & Research Libraries, 75 (4). In January 2014, Kim and Sin co-presented findings of a project, “Social Media as Information Sources: Use and Evaluation of Information from Social Media,” funded by the OCLC/ALISE Library and Information Science Research Grant.

Outreach specialist Meredith Lowe led the Librarians’ Tour of Germany in the summer of 2013. For more information about the Librarians’ Tour of Scotland in 2014, please visit slis.wisc.edu/scotland2014.htm.

Faculty associate librarian Bronwen Masemann is teaching online searching and metadata this spring, as well as coordinating new collections projects in the SLIS Library and getting to know members of the cataloging, archives, collection-development, and digital humanities community on campus. Recently, Bronwen and public services librarian Anjali Bhasin have been working on new ways for the SLIS Library collection to enrich teaching at SLIS, including obtaining a grant from the Friends of the Libraries to purchase additional materials related to Tribal Libraries, Archives, and Museums; supporting a digitization practicum featuring World War I-era materials in the collection; and working with digital-curation students and library staff as they explore how to make the library’s audiovisual collections more accessible.

Assistant professor Alan Rubel was invited to give a presentation on privacy issues in genomic medicine at the Center for Professional Bioethics’ Fall 2013 Symposium at the University of Kansas Medical Center. He and Ryan Biava (UW Political Science) presented their paper “A Framework for Analyzing and Comparing Privacy States” (forthcoming in JASIST) at the Privacy Law Scholars’ Conference in Berkeley, CA. His paper “Profiling, Information Collection, and the Value of Rights Argument” appeared in Criminal Justice Ethics, and his chapter “Privacy and Pervasive Surveillance: A Philosophical Analysis” appeared in Michael and Michael,
ed., Uberveillance and the Social Implications of Microchip Implants: Emerging Technologies. He also joined the editorial board of *JASIST*.

- Faculty associate Dorothea Salo published “How to Scuttle a Scholarly Communication Initiative” in the open-access *Journal of Librarianship and Scholarly Communication*. She also delivered the keynote for the Semantic Web in Libraries 2013 conference in Hamburg, Germany: “Soylent Semantic Web Is People!” She continues to contribute monthly to the *Library Journal*’s “Peer to Peer Review” column.

- Assistant professor Jonathan Senchyne presented papers at the conference of the Society of Early Americanists, at the Archives and Agential Life Symposium at UW-Madison, and at the Rare Book School-funded symposium New Media in American Literary History at Northeastern University. He is spending the spring 2014 semester at the American Antiquarian Society as a National Endowment for the Humanities postdoctoral research fellow.

- Debra Shapiro, coordinator and instructor of the Distance Program, is currently teaching “Designing Information Services” a new class offered for the first time in 2014. It borrows from the fields of project management, systems analysis, and usability and user-experience design. Students will analyze and diagram information flows within and between organizations and systems, of the kind we all interact with, such as local government websites where we obtain municipal services, registering and paying for classes at a large university, or online personnel systems. Working as teams, students will write plans to improve an existing service or invent something new.

- Associate professor Catherine Arnott Smith spent the fall term of 2013–2014 as a visiting scholar at Indiana University-Bloomington, where she has been learning about sociolinguistics to inform her research on consumer health vocabulary. She has a contract for an upcoming book on the challenges for nonclinicians (including, but not limited to librarians) who must provide health information. Professor Smith and a team of SLIS students will be visiting public libraries in Appleton, Waukesha, Platteville, and Eau Claire in late April 2014 to do outreach about electronic medical records. On May 9, a panel of experts from academia, industry, and the patient-advocacy communities will convene at the Wisconsin Institutes for Discovery to field questions from the public on the same topic.

- Assistant professor Rebekah Willett published an article in the international peer-reviewed journal *Children & Society* titled “Children’s Media-Referenced Games: The Lived Culture of Consumer Texts on a School Playground.” The article analyses ways in which children’s consumer culture is constituted on playgrounds within media-referenced play through a combination of creating distinctions and building affiliations. An early view of the article is available at onlinelibrary.wiley.com/doi/10.1111/chso.12067/full. Rebekah also presented her research at four conferences: the International Communications Association Annual Conference (London, June 2013); the Centre for the Study of Literacies Annual Conference (Sheffield, June 2013); the Contemporary Literacy in Action Conference (Madison, November 2013); and the Association for Library and Information Science Education Annual Conference (Philadelphia, January 2014).

In 2013, former SLIS directors Louise Robbins and Christine Pawley published the latest book in the University of Wisconsin Press series Print Culture History in Modern America. Titled *Libraries and the Reading Public in Twentieth-Century America*, the book includes chapters by former SLIS professor Wayne A. Wiegand and Janice A. Radway (author of *Reading the Romance*), and sections on intellectual freedom, the alternative press, and the role of public libraries in local communities. More information can be found at uwpress.wisc.edu/books/5138.htm.
Save the Dates

April 29, 2014
The Alumni Association Annual Business Meeting
The annual meeting will be held at 12:00 p.m. in the SLIS Commons (Room 4207 Helen C. White Hall). All SLIS alumni are encouraged to attend.

May 15, 2014
Beta Beta Epsilon Chapter of Beta Phi Mu Annual Meeting
and initiation of new members at the Pyle Center, UW-Madison.

May 18, 2014
SLIS Commencement
Please join us in congratulating this year’s graduates at 9:30 a.m. in Music Hall, followed by a reception at the SLIS Library. Please see the SLIS events calendar at slis.wisc.edu for more information.

June 29, 2014
SLIS Alumni and Friends Reunion at ALA in Las Vegas
Join your SLIS colleagues past and present from 5:30 to 7:30 p.m. on Sunday, June 29, 2014, location TBA. We’ll have hors d’oeuvres and a cash bar. All SLIS alumni, students, faculty, staff, and friends are welcome! Please see our events listing on the SLIS website this spring for additional information.

September 29, 2014
Reception for the ALA Committee on Accreditation Site Visit Team
Join us in the SLIS Commons, where SLIS stakeholders can meet with team members of the ALA’s Committee on Accreditation at a reception to talk about their experiences with SLIS.

Continuing-Education Services
Summer Courses 2014

Every semester, SLIS offers a variety of online continuing-education courses designed to keep you up-to-date in the workplace. Alumni receive a 10% discount for online courses! Use code SLIS10 when you register.

Online Classes
• Basics of Metadata
• Explore Technology for Virtual Service
• Introduction to Archives
• Collecting Self-Published Authors
  and more!

Librarians’ Tour of Scotland, June 27–July 6, 2014
Join librarian colleagues and students on a tour of Scottish libraries this summer! The deadline to register is April 1, 2014.

Ninth Back in Circulation Conference, October 6–7 in Madison
Join circulation managers and staff from all over the country to immerse yourself in all aspects of access services. Take this opportunity to discuss leadership, personnel management, e-readers, customer service, and more with experts and practitioners. Fall is a great time of year to visit Madison!

For complete information on all of our programs, visit www.slis.wisc.edu/continueed.htm
Please direct questions about continuing-education programs to Meredith Lowe (mclowe@wisc.edu) or Anna Palmer (ahpalmer@wisc.edu).