Welcome New Mansfield Library Faculty

Welcome Fritz Snyder, longtime Director of the William J. Jameson Law Library at UM, as Interim Dean of Operations for the Maureen and Mike Mansfield Library. He assumed this position July 1, 2011. Fritz will be responsible for leadership and management of the Mansfield Library while Dean Bonnie Allen is engaged in a special assignment for Academic Affairs as the Interim Academic IT Officer.

Adjunct Librarian Kimberly Swanson will assume most of Samantha’s duties for the upcoming academic year. Kimberly will provide reference services, collection development, and information literacy classes for courses in the following departments: Communication Studies, Economics, Geography, Political Science, Sociology, and Social Work. She has worked as an adjunct at the library for five years and previously held positions at the Institute of Transpersonal Psychology in Palo Alto, California, the University of Michigan Undergraduate Library, and JSTOR.

Susanne Caro joined the Mansfield Library in August as the new Government Documents Librarian and liaison to the School of Business. Susanne received her M.L.S. degree from Texas Woman’s University. Before joining the Mansfield Library, Susanne worked for over four years as the State Documents Librarian for the New Mexico State Library where she also served as Interlibrary Reference/Reference Librarian. In her free time she enjoys hiking, painting, making jewelry, and chocolate!

Sam Meister, Digital Archivist, Archives and Special Collections, also joined the Mansfield Library in August. He previously worked as an Archival Consultant on the Digital Archive of the Birth of the Dot Com Era project, a partner in the Library of Congress National Digital Information Infrastructure and Preservation Program. He received his M.L.I.S degree from San Jose State University, producing a thesis on record keeping in small non-profit organizations.

Sam’s research interests include digital preservation, record keeping in small organizations, and personal digital archives. When he’s not working he enjoys cycling, gardening, improvisational cooking, and playing almost any board game at almost any time.
New and Expanded Databases

Find Databases from the Library Website
http://www.lib.umt.edu

New databases:
- ACLS Humanities ebooks
- Cambridge Histories Online
- Global Health and Global Health Archive
- Irish Newspaper Archives
- Nineteenth Century U.S. Newspapers
- North American Indian Thought and Culture
- Overdrive College Library
- ProQuest History Vault (Black Freedom Struggles Part I & II; Vietnam War

Expanded databases:
- Digital National Security Archive
- Sage Ejournal backfiles
- Springer Ejournal backfiles
- Taylor & Francis Ejournal backfiles
- Biosis Previews Citation Index and Biosis backfiles
- EBSCO

Library Instruction and the Craft of Research

Contact your liaison librarian to help your students do better research! Last year, librarians taught 434 classes integrated into the curriculum of departments that included the participation of 9,951 students.

The Library Instruction Program is based on a rubric designed to strengthen the information literacy of UM students. Our recent analysis of learning outcomes indicates that, while students do improve their information literacy knowledge over the course of their studies, the library’s instruction program can be further integrated into their curriculum to improve their craft of research. Further, we have identified specific areas of information literacy knowledge that can be used to enhance assignment design and development.

We would like to work with you to improve the opportunities for students to do better research.

Please contact Sue Samson, sue.samson@umontana.edu, phone 406.243.4335.
For additional information see the library’s information literacy curriculum at, www.lib.umt.edu/informationliteracy.
10 Questions with Fritz Snyder

Tell us a little bit about your current position.

My official title is Interim Dean of Mansfield Library Operations. It means that I’m the director of the Mansfield Library, but I have nothing to do with the affiliate libraries (Montana Tech at Butte, Montana Western at Dillon, the COT at Helena). However, the Head of Mansfield Library at COT Missoula, does report to me. I will be serving in this position until June 30, 2012.

What was your background before you came to the Mansfield Library?

Before coming to the Mansfield Library, I had been a librarian for 35 years at three different academic libraries: University of Hawai‘i (reference and circulation librarian; 1975 - 1980); University of Kansas Law Library (reference librarian & Associate Director for Research & Acquisitions; 1980 – 1994); The University of Montana’s Jameson Law Library (Director; 1994 – 2011).

Before becoming a librarian, I was in the Peace Corps (Tanzania, Africa) for two years and before that in the U.S. Army for two years (Okinawa; Military Police Lieutenant).

What would you be doing if you weren’t a librarian?

If I hadn’t become a librarian, I would have particularly enjoyed working in a YMCA.

What do you think is the most important issue in librarianship today?

I think the most important issue in librarianship today is how to continue excellent service to patrons (faculty and students, in particular) in these difficult economic times. Fortunately, The University of Montana administrators have continued to give the Mansfield Library excellent respect and excellent support.

What do you think is the most underrated service in the Mansfield Library?

I think our library instruction program has become quite well known across campus, as it should be (435 library instruction classes last year to 9,951 students). What is not so well known, and therefore probably underrated, is the work that goes on behind the scenes to make the books, journals, and databases available to the campus community. In particular, I’m talking about our Bibliographic Management Services Division under the outstanding leadership of two of our library faculty (Teressa Keenan and Megan Dazey), along with the excellent assistance of 14 staff members, and about our Archives & Special Collections Department under the outstanding leadership of library faculty member Donna McCrea, along with Digital Archivist Sam Meister, with the excellent assistance of six staff members.

What are you most proud of?

I’m particularly proud to have been a librarian for 36 years. It’s been a wonderful career for me. In the four libraries I’ve worked in (including Mansfield Library), I’ve been surrounded by wonderful, dedicated, service-orientated folks, who have made my professional life so much more rewarding.

What are you reading/watching/listening to right now?

Right now, I’m reading Unless, a novel by Canadian author Carol Shields. It’s an excellent short novel about the daughter of a wealthy Canadian family who becomes a street person.

Next, I will read William Makepeace Thackeray’s Vanity Fair. These are two of the books listed in a book titled 501 Must Reads, which I’ve been plowing my way through for the last several years.

What do you do to relax?

I relax by playing handball at the Campus Recreation Center three to four times a week. I’ve been playing handball for over 40 years.

Is there anything about you that others would be surprised to know?

Things others might be surprised to know about me? How about the fact that I’ve climbed Mt. Kilimanjaro in Africa or that I was bitten by a dog in Africa and had to have 14 rabies shots!
Embedded Librarians

Curriculum and Instruction courses provide students learning online for the first time with some valuable connections—students are introduced to online services from the Advising Center, the Writing Center and the Library.

For course developer Marlene Zentz, including the library was a given. She had offered the course at a previous institution and found the library week and the library’s involvement to be essential to students developing online learning skills.

According to Marlene, “Embedding a librarian in a 3-credit Curriculum and Instruction course has allowed students the opportunity to personally interact with a librarian via threaded discussions and ask questions they might not otherwise ask. Thanks to content written by Samantha Hines that is specific to this course, students make use of online research tools and quickly become familiar with strategies that support lifelong learning. I believe the embedded librarian model can be tailored to support the curricular needs of many different types of courses.”

Embedding the library in this instance involved connecting with four librarians at Mansfield Library. Samantha Hines, who focuses on online education and library services, was the first embedded librarian and was joined by Megan Stark, Undergraduate Services Librarian, this summer. The librarians involved developed an online “lecture” consisting of HTML text and screenshots of library resources, a short quiz, and a searching assignment. Librarians then participated in a week-long discussion on Moodle or Blackboard where students were asked how they used the library previously, if they learned anything surprising from the lesson, and if they had any questions about how the library worked.

“I was surprised and pleased by how engaged the students were with the lesson, and how many excellent questions they had,” said Samantha. “They really thought critically about the services the library provides and how it can fit in with their education.” A set of students from one section was so engaged that they wrote their final assignment paper about the library, coming in for a special in-person tour on their own time, and discussing research questions with a librarian during the tour.

Embedding a librarian is a powerful way to engage your students critically with how they research, and provide them with expert help as they navigate the new and sometimes-confusing library resources UM has to offer.

If you are interested in learning how we can embed in your own course, please contact your liaison librarian.

Liaison information: www.lib.umt.edu/liaisons
How do you use the library in your curriculum building and teaching?

I want students in all my classes, but especially my upper-division history and African-American Studies courses, to open books, read journals, and learn library-based research skills. Every semester, I have a library faculty member come into my classes to introduce students to the research webpage prepared especially for them, discuss basic query skills, and help students think through the best research strategy for their papers.

Do you require your students to use library services and resources in their assignments?

I encourage my students to draw on library faculty for developing research tactics, identifying productive research questions, and thinking through blocked research avenues. The rubric students receive for each assigned paper requires that they cite a specific number of books and journal articles. While they are not required to actually contact library personnel, I make clear that making such contact is one of the most efficient and productive ways to complete their research and perform well on their assignments.

What do you hope your students learn by engaging in research and incorporating academic or primary source resources into their papers?

First, I want students to think critically about the world around them. In a world where they can have answers to just about any question in a matter of seconds, they need to be able to discern fact from fiction, evaluate truth claims, and identify authoritative sources. By writing research papers that require engagement with both primary and secondary sources, they develop such skills. I took great pleasure in reading a note from a recent graduate who wrote to tell me that he was using his research skills, honed through intensive engagement with historical study in our libraries, in a new job assignment. The advent of the internet makes the skills and resources available through UM's library faculty all the more necessary in the education of our students.

How do you use the library in your curriculum building and teaching?
**Faculty Publications**


**Professor Sue Samson** published “Best Practices for Serving Students with Disabilities” in *Reference Services Quarterly* [39(2)] and presented “Hot to PROT: Enhancing Instruction Skills Through Peer Review of Teaching” at the Association of College and Research Libraries Conference in April 2011. With **Associate Professor Kate Zoellner**, she also presented a poster session entitled “Identifying Student Learning Outcomes and Misperceptions” at the American Library Association Annual Conference in June 2011.

**Associate Professor Kim Granath** presented a poster with Cara Cadena of the Missoula Public Library entitled “Rethinking Delivery of Consumer Health Information: Health Info to Go! A Collaborative Project” at the annual conference of the Medical Library Association in May 2011.

**Associate Professor Donna McCrea** recently co-authored two pieces, “Building an Archives for Butte, America” in *Many Happy Returns: Advocacy and the Development of Archives and “Leadership Skills for Archivists” in American Archivist*. She also presented at the Northwest Archivists Annual Conference in April 2011 on “Seeking the Unique: Using WorldCat Collection Analysis to Identify Unique Publications in the Mansfield Library.”

**Associate Professor Kate Zoellner** co-chaired the EBSS Instruction for Educators Committee, which wrote the “Information Literacy Standards for Teacher Education” that were approved by the Association of College and Research Libraries Board of Directors in May 2011. With **Assistant Professor Tammy Rivas** and Steve McCann, she also published “The Researcher’s Journey: Scholarly Navigation of an Academic Library Website” in the *Journal of Web Librarianship* in December 2010.

**Assistant Professor Julie Biando Edwards**’s edited collection, *Beyond Article 19: Libraries and Social and Cultural Rights* was published in October 2010. She is co-author of a forthcoming chapter, “Finding a Spot at the Table: Public Libraries, Summer Foods, and Community Building” in *Public Libraries and Resilient Cities: Creating Sustainable and Equitable Places* and presented at the Western Social Science Association on “A Geography of Rights: Space, Place, and Culture in the Library” in April 2011. She conducted a workshop, “Library Camp of the West, 2011” at the Montana Library Association Annual Conference with **Associate Professor Samantha Hines** and **Assistant Professors Teressa Keenan** and **Megan Dazey**.

Assistant Professor Megan Stark presented “Information as Place: Greening Information Literacy Instruction” at the Conference of the Pacific Northwest Library Association in August 2011.

Faculty are encouraged to schedule media in advance to ensure availability.

To schedule materials such as videotapes, DVDs, 16mm films, and slides for in-classroom viewing, complete the "Schedule Media for Classroom Use" form at least one week prior to the viewing. The item will be checked out to you and available for pickup at the Mansfield Library 48 hours prior to the viewing date.

Equipment to view 16mm films and slides must be reserved through Presentation Technology Services by the user. 16mm films and slides will be delivered with the projector by Presentation Technology Services.

If you have any questions, please contact Chris Vance at 243-4554. Contact Presentation Technology Services at 243-4072.

Schedule Media for Classroom Use form is located at: www.lib.umt.edu/bookingmedia
Roxanne Madler uses the library even during summer classes and prefers studying near those small but wonderful windows on Levels 4 and 5.

In her last year working toward a double major in Business Management and Dance, she has used many of the services the library offers – printing and copy services, listening and viewing equipment, and the chance to sometimes check out textbooks.

She really hopes that students realize how helpful the library can be for their studies. What would she change? She would like for us to have a coffee shop!

Jan Sandefur is a non-traditional student who will be majoring in Psychology this fall.

She is excited about the opportunity to be a student and was extraordinarily grateful for the chance to meet with a librarian and review her options for doing research. She was happy to learn that most of the electronic resources are available from off-campus and that she can just login with her Net ID to get access to many journal articles.

She used the library in the past to do research for her own independent business and hopes that her research classes will incorporate a visit to the library for research assistance.