Thanks to a 2012 initiative led by Professor Sue Samson, Humanities Librarian and Library Instruction Coordinator, former Governor Brian Schweitzer proclaimed October “Information Literacy Awareness Month” in Montana. The initiative was supported by librarians at academic libraries across the state and coordinated nationally by the National Forum on Information Literacy. The state proclamation honored academic, public, school and special libraries that strive to assist Montana residents with “the ability to search, find and analyze various forms of information as necessary for the lifelong learning demanded by today’s challenging economic environment.”

The Mansfield Library was happy to bring awareness to its information literacy curriculum. Last year, 9,081 UM students received information literacy instruction through the Mansfield Library. The mission of the library instruction curriculum is to create information-literate students who know how to find, evaluate and use information effectively and ethically.

“As information professionals, librarians are uniquely positioned to guide the process of integrating information literacy within the university curriculum and to ensure that students are prepared for the challenges of a highly competitive, information-rich society,” Samson said.

Library teaching faculty integrate information literacy into many first-year UM classes and collaborate with faculty across campus to provide integrated information literacy instruction in upper-division, graduate and research courses. They offer an array of credit classes, including online instruction, and online resources and services for students and faculty.
Wendy Walker joined the faculty at the Mansfield Library as the new Digital Initiatives Librarian on February 12, 2013.

Originally from California, Wendy was most recently the Digital Projects and Metadata Services Librarian at the Henderson District Public Libraries in Henderson, Nevada. She previously worked at both the Arts Library and the Davidson Library at the University of California, Santa Barbara.

Wendy received her B.A. in history from the University of California, Irvine and her M.L.I.S. from San Jose State University. Professionally, she is interested in discussions about the future of the library, open access, digital collections, and Digital Public Library of America developments.

Outside of work Wendy enjoys hiking, traveling, science fiction, and windy days. Most recently, she has developed a love of sitting on the floor and reading to her one-year old son.

John Bales is a new Adjunct Reference Librarian at the Mansfield Library.

He is originally from Bismarck, North Dakota. John has a B.A. in philosophy from Northwestern College, Iowa, a M.Div. from Fuller Theological Seminary in Pasadena, California, and a M.L.I.S. from the University of Wisconsin-Milwaukee. He was formerly the library director at Westminster Seminary, California.

John’s diverse interests include comparative religion and spirituality, environmental studies, Dostoevsky, and cartography. He is a member of the American Library Association and the Association of College and Research Libraries. He is also the executive director of a local non-profit organization.

In his limited free time, John enjoys exercising, searching for antiques and traveling.
10 Questions with Shali Zhang, Dean of Libraries

Tell us a little bit about your current position.

The position assumes leadership and management responsibility for the Mansfield Library of The University of Montana. It has offered me excellent opportunities to work with a group of knowledgeable and talented library faculty and staff on library projects, services, and programs which support the UM 2020 Strategic Plan: Building a University for the Global Century.

In the Dean’s role, I will help translate the university’s strategic priorities into action to ensure that we are meeting the library needs of UM students and faculty in their educational and intellectual pursuits. Some of my goals are: enhance library services and programs through current technologies and innovative approaches; strengthen library resources for new, interdisciplinary, and anticipated programs at UM; nurture partnerships and collaborative relationships with other campus units and with other libraries at the state, national, and international levels; create a conducive work environment and support library faculty and staff professional development; and incorporate effective promotion strategies for library services, programs, and initiatives.

What was your background before you became a librarian?

I started a library job immediately after my college graduation. My first library job was at the Lanzhou University Library in China in 1982 when I received a B.A. degree at the same university. The Library supported my formal training at LIS programs in Fudan University (Shanghai, China) and in Peking University (Beijing, China). In 1986, I was offered a graduate assistantship and fellowship by the Graduate School of Library and Information Science at University of Tennessee, Knoxville for my MLIS degree program. Upon graduation, I started as Technical Services Librarian at the Southeast Community College, which was a part of the University of Kentucky system at that time. Since then, I have worked at the libraries of several university systems.

These professional positions provided me with a better understanding of the library’s role as an intellectual hub at a university and its unique and indispensable function in supporting the teaching, learning, and research of a university.

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

I would teach and conduct research projects at LIS programs.

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

Rapid changes in information technologies, demographic shifts, and the economic climate have made it imperative that we constantly review our operation priorities, assess users’ needs, and re-align library resources to meet the changing needs of the educational process.

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

I am still learning the services and programs offered by the Mansfield Library and am continuing to engage in conversations with library faculty and staff about our strategic priorities. Through the process, we should be able to identify the areas which need our attention and which need to be reviewed.
Professors Sue Samson and Kim Granath and Assistant Professor Kimberley Swanson are presenting a poster, “Support Your Staff Employees: They Support the Academy,” at the Association of College and Research Libraries Conference in Indianapolis, Indiana in April.

Professor Barry Brown will provide a half day workshop on “Science Information Literacy and Resources” at the Montana Library Association Conference in Missoula in April.

Associate Professor Julie Biando Edwards will be presenting a workshop on increasing cultural awareness by integrating Native elements into the built environment at the Indian Education for All Best Practices Conference in Helena, in February. She and Associate Professor Samantha Hines will be presenting the “Library Camp of the West: 2013” workshop at the Montana Library Association Conference in Missoula in April.

Assistant Professor Teressa Keenan will be presenting two sessions: one on “Cataloging Made Simple” with Roberta Gebhardt, and one entitled “You Too Can Catalog Using RDA: a Hands-On Introductory Workshop” at the Montana Library Association Conference in Missoula in April.

Assistant Professor Megan Stark and Associate Professor Donna McCrea are presenting "Making Montana Home: Introducing Place-based Research to Undergraduate Students Using Archival Materials" at the Montana Library Association Conference in Missoula in April.

Assistant Professor Sam Meister presented a paper on “Preserving AutoCAD Files at the University of Montana” at the Association for Library Collections and Technical Services Digital Preservation Interest Group meeting at the American Library Association Midwinter meeting in Seattle in January.
How do you use the library in your curriculum building and teaching?

I generally teach literature published before 1900, so it's important for students to know something about the historical context. Library resources become crucial to building the curriculum in my courses. Indeed, library resources were the curriculum when I included *The Curse of Caste* (1865), on the syllabus. Although the book is now available as a stand-alone novel, it was originally serialized in *The Christian Recorder*. I wanted my students to have the experience of reading a serialized novel, a very popular form in the nineteenth century. Humanities Librarian Sue Samson located the journal in one of the library databases and sent me PDF files of the novel's chapters, which I distributed to the class weekly. Students saw that the discussion of a novel when the reader has read only one chapter differs greatly from a discussion based on the entire story. Students were asked to speculate on what would come next in the plot, and to justify their answers according to the historical period, literary genre, and style typical for women writers at that time.

In addition to the library's holdings, an invaluable library resource that I often make use of is a classroom visit by Professor Samson, who shows students the kinds of resources they are likely to benefit from as they work on their research projects. She tailors her instruction to the assignment and period, and works individually with students to point them in the most fruitful direction for their projects. Students consistently rave about the value of this resource.

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

My American Women Writers course, which covers texts from the 1790s to 1915, has several assignments that require research. For one of these, students in groups of five or so research the historical context of one of the novels we are reading and prepare a media presentation to inform their classmates of this context. In another version of this assignment, students (individually this time) create a "reader profile." Based on research into the historical context for one of the course's novels, the profile describes what a reader of that time might have been like. I encourage – but do not require – that they take a creative approach. One student wrote as a teenage girl on a trip from a small town to a large city. She described the clothes, the food, the shopping, political issues and events, and the social practices she witnessed. Another created an imagined daily newspaper from the era she had chosen, highlighting political developments, women's fashions, etc. And one student wrote a diary of a young African American girl visiting a large, primarily white city in the 1850s. Library resources made these assignments possible.

In addition to learning how to access primary resources to develop an understanding of the historical context of a given text, students must learn to locate and engage with academic essays as they formulate their own arguments. Therefore, in all my classes – from 200-level literature surveys to graduate seminars – students must consult critical sources and engage with those sources as they develop their ideas, analyses, and arguments.

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

My first goal is that students learn how much fun research can be – how fascinating it is to learn about the lives people lived fifty, one hundred, three hundred years ago. Beyond that, I hope they learn how to argue – fruitfully and insightfully – with other academics. I want them to learn that the exchange of ideas is a valuable way to hone critical thinking skills and to develop a deeper understanding of literature.
New and Expanded Databases

Statistical Abstract of the United States via ProQuest

Wiley-Blackwell Full Collection ejournals—
(added over 50 titles)

SEPM Special Publications Online

Springer Ebooks Energy collection

History Vault: Southern Southern Life and African American History,
1775-1915, Plantations Records

Ten Questions continued from page 3

Is there a library service that you could not live without?
The Mansfield Library provides many critically important services to
the UM students and faculty. Because we are constantly evaluating the
services and programs and re-aligning library resources to our
strategic priorities, the current services and programs are
indispensable to support the UM mission and goals, though different
users groups (undergraduate students, graduate students, faculty, staff,
etc.) may view these services or benefit from them in different ways.

What are you most proud of?
Choosing the library profession as a career choice was one of the best
things that I did and I have taken pride in it. I have worked on many
projects which improved library services and programs. Upon
completion of each one, I felt a sense of satisfaction and I felt that I
made differences in our users’ learning process and intellectual
pursuits.

What are you reading/watching/listening to right now?
I like to read John Grisham’s novels. I am reading his new book,
Racketeer.

What do you do to relax?
Reading books, swimming, and doing some workouts.

Is there anything about you that others would be surprised to know?
I cannot think of anything that may surprise others at this moment.
The Mansfield Library is making progress towards increasing diversity in our built environment. Stop by the East Faculty Office area on the main floor of the library and take a look at a collection of Archival photographs that represent the social, cultural, political, racial and gender diversity at The University of Montana, in Missoula, and in the Bitterroot and Flathead Valleys.

This project was a true cross-library collaboration and demonstrates the richness of our Archives, the services provided by the Paw Print, and the Library’s commitment to creating more diversity in our built environment through our stated goal of enriching the building through art.

You’ll also notice a new sign in the library when you walk in. Smnlpuntn, the name of our newsletter, perfectly captures in the Salish language what a library is and does. Translated as “a place to learn, a place to figure things out, a place where reality is discovered,” the sign under the Circulation desk highlights the fact that the University sits on Salish land. With the inclusion of this sign we recognize our connection to the region and highlight the linguistic diversity that exists right in our own state. Students, faculty, and staff at the Missoula College will find a similar sign at their Library!

Archives & Special Collections has launched a new website: [http://www.lib.umt.edu/asc](http://www.lib.umt.edu/asc).

Easily search our holdings - including maps, books, digital collections, guides to archival collections, and The University of Montana Web Archives. Check out ‘Spotlight’ for selections from our online exhibits and digitized content. Learn about our new acquisitions in the ‘New and Noteworthy’ section of the Finding Materials page. And view or download lists of collections supporting our core collecting areas.

You can also follow us on Facebook [http://www.facebook.com/MansfieldLibraryArchives](http://www.facebook.com/MansfieldLibraryArchives) to see fun and fascinating pieces of history from UM and beyond.
This retrospective is a glimpse into the lives of the Irish in Montana, illustrating the profound influence of the Irish upon the State. From their arrival in the eastern United States through to their journey west to the lush, mineral rich mountains and prairies of Montana, Irish values of family, faith and community have shaped the agricultural, industrial, and rail cities of Montana.

The exhibit is comprised of images and excerpts from the collections of the Butte-Silver Bow Public Archives, oral histories from The Gathering: Collected Oral Histories of the Irish in Montana, and an array of literature and other ephemera. This information illuminates the compelling experience of Irish immigration to the western United States.

The Montana Irish’s experience as immigrants and their role as organizers, workers, and builders of community are organized around four themes: The Journey, Work & Labor, Women & Children, and Church & Club.

This exhibit is made possible by generous financial support from: The Friends of the Butte Archives; Humanities Montana; Northwestern Energy; Crónán Ó Doibhlin, Head Librarian, Special Collections Archives and Repository Services, Boole Library University College Cork; The Irish Government Department of Foreign Affairs Emigrant Support Programme; and The University of Montana.
The University offers a tremendous amount of courses with a Service Learning component. These courses are coordinated by the Office for Civic Engagement (which is a program of the Davidson Honors College) and they “enhance student learning by applying academic knowledge in a community-based setting” (http://www.dhc.umt.edu/oce/servicelearning.html). The prevalence of these community-focused courses on campus indicates an exciting commitment to encourage active citizen students in the pursuit of the greater good.

Libraries have always been committed to improving the lives—both individually and collectively—of their local communities. Service Learning courses create a wonderful opportunity to transform the kind of research undergraduates can perform in an academic library. Traditionally, academic research has favored abstract, highly theoretical and rigorously published scholarly sources. But engaging in the tenets of Service Learning reminds us that other sources also carry tremendous meaning within, and for, our communities. For instance, exploring big ideas like homelessness, hunger, and poverty through the publications produced by the local city government, county agencies, and other stakeholders adds another level of information for students to apply to real-world situations. While these sources may not be easily found (or cited!) they add immediacy, richness and depth to difficult topics. By doing so, they complement scholarly sources, provide students more specific resources and help promote better understanding of the unique, and complex, information landscapes created and used by professionals working in many fields to improve our society. It is the responsibility of the library to help students find, and recognize the value of, these sources. It is also our responsibility to ensure that students are capable of placing these sources appropriately within the context of published scholarly literature—and this is what makes library research in Service Learning courses so exciting!

Undergraduate Services Librarian Megan Stark coordinates library involvement with Service Learning courses, “It is my great honor to work with Service Learning courses,” she says. “Andrea Vernon, Director of the Office for Civic Engagement, and Honors College Dean James McKusick have enthusiastically supported the integration of library research into these classes. I have begun developing a library guide to help identify relevant materials in our collection as well as the many ways the library is eager to collaborate with Service Learning instructors (http://libguides.lib.umt.edu/servicelearning).”

Feel free to spend a bit of time with the guide—and then contact Megan to begin a discussion about how our instruction librarians can help students achieve sophisticated research skills through the structure of Service Learning courses. Stark says, “The library deeply shapes how our students pursue their undergraduate research experience, and partnering with us within these courses is a wonderful opportunity to advance their research skills in a thoughtful and applied manner. I look forward to working with you soon!”

Megan Stark
Undergraduate Services Librarian
Mansfield Library
RM316
243-2864
Learn about research & resources in a small group environment!

Institutional Review Board
Will you be conducting research with human subjects? This workshop, led by Paula Baker from The Office of the VP of Research and Development, will clarify what types of projects are required to be reviewed by the Institutional Review Board (IRB) and outline the steps needed to ensure a smooth and successful IRB application.

Monday, February 25, 3-4pm, MLIB 284

How Do I Stream Videos or Get Closed Captioned Videos for My Class?
Learn how the Mansfield Library can assist you.

Monday, March 4, 3-4pm, MLIB 283

Literature Review: Effective Searching and Writing Strategies
In collaboration with the Writing Center, this session will present a strategic approach to the literature review, including search techniques and writing strategies.

Monday, March 18, 3-4:30pm, MLIB 283

Manage Your Research with RefWorks
Hands-on workshop on how to utilize the bibliographic management tool RefWorks to organize your research, store citations, and create bibliographies.

Sunday, March 24, 3-4pm, MLIB 283
Monday, March 25, 3-4pm, MLIB 283

Copyright Cases and Higher Education
Learn how the outcomes of significant copyright cases affect assignments, teaching, and scholarship.

Monday, April 15, 3-4pm, MLIB 283

Keep Current
Want to stay up-to-date on new research and trends emerging in your field? Find out about RSS feeds and Table of Contents alerts as well as saved searches and how to utilize these awareness services and database features to stay current in your research.

Monday, April 22, 3-4pm, MLIB 283

All workshops listed above are held in the Mansfield Library.
RSVP online http://www.lib.umt.edu/forms/workshops

Questions: Contact Kate Zoellner – 243.4421 – kate.zoellner@umontana.edu

Please share this information with your peers, students and colleagues!

Workshops Affiliated with the Faculty Development Office’s Professional Development Series

Plagiarism: How to Address Cases of Academic Misconduct and Try to Prevent Them from Happening in the First Place
Join Rhondie Voorhees, Dean of Students, Megan Stark, Assistant Professor, Mansfield Library, and Kelly Webster, Director of the Writing Center, for a practical conversation about preventing plagiarism and responding to violations. Please RSVP to Amy Kinch (amy.kinch@umontana.edu) for this session.

Friday, February 22, 11:10am-12:30pm (includes lunch), PFNAC 201

Promoting Information Literacy Skills: A Workshop on Designing Assignments and Activities for UM Writing Courses
Sponsored by the ASCRC Writing Committee, this session will focus on techniques to integrate information literacy learning required for upper-division writing classes and approved writing courses. You are invited to bring your writing/research assignments with you.

Thursday, March 7, 11am-noon, MLIB 283
Late last semester Missoula College Library acquired a Knowledge Imaging Center, a new and very useful scanner.

This scanner will save scanned items as graphics, PDFs complete with Optical Character Recognition for screen reading software, or even audio files. Items can be scanned to a flash drive for free, which can be borrowed from the library's information desk, or can be sent straight to the printer for the cost of a print (10 to 50 cents a sheet depending on color and double-siding options). Various settings control the quality of the scan: save ink by scanning a low-resolution image or putting a picture in black and white, or reproduce images from texts in a very high quality file or print.

This is a great way to get course readings in a screen readable format or scanned straight to an audio file, or to get that image from a text up on Moodle for your class to access. This scanner works far more quickly than our old desktop scanner and is much easier to use.

The scanner is located in the Copier Workroom of the library. We'll work to put together a more formal 20-30 minute training later in the semester, but feel welcome to stop in anytime for a quick introduction to our scanner's features.

Be sure to tell your students, too!
The University of Montana Learning Commons at the Mansfield Library will be a gathering place for individual and collaborative learning, bringing content, technology, and vital services within easy reach.

SNMIPNUNTN
A Salish word meaning
~ a place to learn, a place to figure things out, a place where reality is discovered~

Pronunciation:
sin-mee-pi-noon-tin

Thanks to Tachini Pete, Executive Director of the Salish Language Institute in Arlee, MT, for the word and definition. www.salishworld.com

http://www.lib.umt.edu/commons/