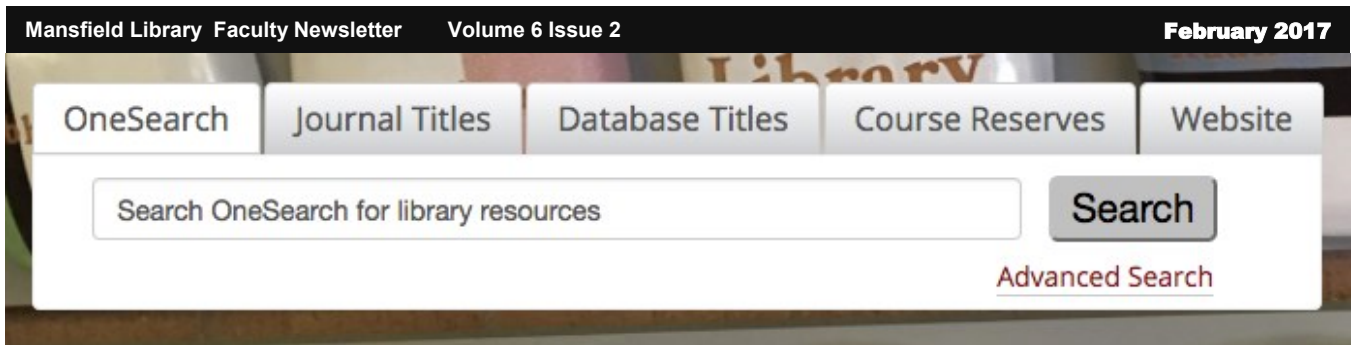


SNMIPNUNTN



Website Restructure Goes Live

New navigation, new tabbed search, and new stories on the Mansfield Library website!

The Mansfield Library website restructure went live the last day of Winter Session, January 20, 2017. Coordinated and designed by the Web Services Librarian, Assistant Professor Jaci Wilkinson, the restructure is a strategic maneuver to prepare the library's web presence for a regular schedule of usability testing and other user experience (UX) research methods. Now that the site is in alignment with best practices, our content strategy and editorial standards, and user data, it is prepared for further changes that will reflect the needs and behaviors of our user community at the University of Montana.

These efforts would not have been possible without John Greer, Wes Samson, the Mansfield Library Web Committee and the university web team. Please contact Jaci Wilkinson, if you have questions.

[Email Jaci Wilkinson](#)

*Maureen and Mike
Mansfield Library
website reconstruction
goes live, with new
navigation, new tabbed
search, and new stories!*

- Mansfield Library

In This Issue

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- Statewide Academic Library Access
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- New Library Faculty
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University of Montana Mansfield Library Offers Access to Academic Libraries Statewide

MISSOULA-University of Montana students and faculty can now access the library holdings of 16 colleges and universities across the state through a single online search, following the Maureen and Mike Mansfield Library's successful migration to a new library system. The new system is designed to not only support print materials, but also the majority of digital materials and resources the library purchases.

"This next-generation system presents a single location for users to discover both print and electronic materials with a simple, clear search interface," said John Greer, the Mansfield Library's head of technology and systems. "Users are now able to request materials owned by any participating library with just a few clicks and can search the full text of thousands of electronic materials right from the library homepage."

Starting last May, Greer led the major system implementation among academic libraries statewide. The implementation teams, with members from all participating libraries, wrapped up the process of data comparison, cleanups, data testing, system reconfiguration and migration in mid-December.

During winter break, library faculty and staff tested and navigated through the migrated data to ensure the system is ready for full use by UM faculty and students during spring semester. The library plans to use multiple venues to communicate the changes and new features of the system to ensure a smooth transition.

"Migrating to a new system like this is a huge undertaking and we encourage your feedback," Greer said. "We will be continuously improving the system as we learn where adjustments are needed."

"We have been working on this project for several years, from seeking the funds, issuing the RFP, choosing the vendor, and implementing the new system," said Shali Zhang, professor and dean of libraries at UM. "I am very happy to see that the new library system is in place now, which will offer better services to UM faculty and students in their discovery and learning."

For more information contact: Shali Zhang, UM Dean of Libraries

Phone: 406-243-6800

[Email Shali Zhang](#)

Faculty Publications

Professor Donna McCrea and **Associate Professor Julie Biando Edwards** have an article, "Planning the Documentation of Diaspora through the Electronic Irish Research Experience" forthcoming in *College and Undergraduate Libraries* as part of a special issue on Digital Humanities.

Associate Professor Edwards published "LIT: Sparking Community Connections with Dynamic Book Programming" in 2016 in *Public Libraries* with Kelley Rae Unger and Melissa S. Robinson.

Professor Sue Samson, Professor Kim Granath, and Assistant Professor Adrienne Alger. 2017. "Journey Mapping the User Experience. *College & Research Libraries*, 78 (4): July 2017 (In press). Preprint available at: [Journey Mapping the User Experience](#).

Professor Sue Samson published online: 17 Oct 2016, "Student Veterans in the Academic Library." *College & Undergraduate Libraries*. [Student Veterans in the Academic Library](#).

Professor Samson and **Associate Professor Kate Zoellner** "Exploring undergraduate student experiences with information literacy" in 2016 in *Performance Measurement and Metrics*. They also presented "Learning from a new measure: Undergraduate student information literacy behaviors and experiences" at the biennial Library Assessment Conference, Arlington, VA in October 2016.

Assistant Professor Alger and **Assistant Professor Jaci Wilkinson** will be presenting "When to Teach It and When to Trash It: Library Terminology, Instruction, and Content Strategy" at the Online Northwest Conference in Portland, Oregon and "Designing Content Strategy for Non-Customers: a case study of teaching jargon instead of trashing it" at the Designing for Digital Conference in Austin, Texas in the spring of 2017.

Library Information Literacy Curriculum

Mansfield Library teaching faculty are excited to share with you the new directions for our Library Information Literacy Curriculum. Based on our own pedagogy, research, and ongoing review of best practices, we would like to enhance our ability to address the important information literacy learning outcomes necessary for students in our information-rich society.

Most recently, the results of the UM National Survey for Student Engagement (NSSE) Information Literacy Module provided substantive data as part of our review of our instruction program. Recommendations from this analysis align with our new directions.

During FY2016, library faculty provided a mix of curriculum-integrated instruction, online tutorials, workshops, and credit classes to 9,066 students in 525 classes. Beginning spring semester 2017, we will pilot direct outreach to advanced writing classes. Our teaching will focus on:

- first-year experience classes on the Mountain Campus and at Missoula College;
- upper-division writing-approved classes that require an information literacy component;
- video tutorials that address the information literacy knowledge practices and dispositions that form our curriculum;
- a series of workshops designed to complement the curriculum; and
- individual consultations.

Upper-division writing-approved classes require the following learning outcomes as part of the curriculum:

- Identify and pursue more sophisticated questions for academic inquiry.
- Find, evaluate, analyze, and synthesize information effectively from diverse sources.
- Manage multiple perspectives as appropriate.
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline.
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work.
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline.
- Develop competence in information technology and digital literacy.

Librarians will share ideas for collaborating and integrating instruction into the curriculum to meet the information literacy components of these courses.

In addition, we will continue to offer credit classes both online and face-to-face. Curriculum details: [Information Literacy Curriculum](#).

If you have questions or ideas, please contact Sue Samson ([Email Sue Samson](#)), Library Instruction Coordinator.

Mansfield Library Outreach to Regional High Schools

New Library Faculty

High School Outreach

Did you know the Mansfield Library provides outreach to regional high schools? The aim of the library's outreach is to support the research exploration of regional high school students and to introduce them to the University. Instructional visits are provided by Mansfield librarians at the request of high school teachers and school library media specialists. To provide interested visiting classes with a broad exposure to the University environment, library personnel connect groups with New Student Services for campus tours and have received funding from Enrollment and Student Affairs to offer a stipend for students to eat lunch in the University Center, providing a holistic and positive campus experience. We encourage students to come back to use the library; Montana residents 15 years of age and older can borrow materials. So far this academic year Columbia Falls High School's Debate Team, Sentinel High School's Advanced Problems in Science, and other classes from Hot Springs, Missoula, Superior, and Victor have researched at the library.

New Web Services Librarian



Jaci Wilkinson

Jaci Paige Wilkinson joined the Mansfield Library faculty in the Fall of 2016 as an Assistant Professor and the Web Services Librarian. In addition to leading web services, she leads usability testing, chairs the Web Committee, does information literacy instruction and curriculum planning for the information and research division, participates in outreach and communications initiatives, and does research in the areas of content strategy, user experience, metaliteracy, and open educational resources. Assistant Professor Wilkinson also serves on the Montana Library Association's Intellectual Freedom Committee. Previously, Wilkinson was Assistant Visiting Professor of Information and Library Studies at Luther College in Decorah, IA. She holds an MSLS from UNC-Chapel Hill's School of Library and Information Sciences and a BA is in English (with a minor in cello performance) from Luther College in Decorah, IA.

Mansfield Library WORKSHOP SERIES

Spring Semester Workshops

JUMPSTART YOUR RESEARCH - Get to know your library and learn how to use the library's resources for academic research. Learn about using *OneSearch* for library resources, and how to access databases, e-journals, and research guides.

- Monday, February 6, 2017 1:00-2:00 pm Buckhous Room, MLIB 284
- Monday, February 27, 2017 3:00-4:00 pm Buckhous Room, MLIB 284
- Tuesday, March 7, 2017 2:00-3:00 pm Buckhous Room, MLIB 284
- Wednesday, April 5, 2017 1:00-2:00 pm Buckhous Room, MLIB 284

USING MEDIA IN ACADEMIC RESEARCH – An overview of how to find, cite, and integrate media (graphics, images, photographs, artwork, etc.) into your research paper or project.

- Tuesday, February 21, 2017 2:00-3:00 pm Buckhous Room, MLIB 284
- Monday, March 27, 2017 3:00-4:00 pm Buckhous Room, MLIB 284
- Wednesday, April 26, 2017 1:00-2:00 pm Buckhous Room, MLIB 284

GET YOUR RESEARCH UNDER CONTROL WITH REFWORKS - Learn how to use RefWorks to organize, cite, and share your research. RefWorks is a research tool that allows you to store your electronic articles and citations in one place for easy access. Create citations and references automatically.

- Tuesday, February 14, 2017 2:00-3:00 pm Buckhous Room, MLIB 284
- Wednesday, March 1, 2017 3:00-4:00 pm Buckhous Room, MLIB 284
- Thursday, April 13, 2017 2:00-3:00 pm Buckhous Room, MLIB 284

FOUNDATION CENTER ONLINE - Find information on grants or nonprofits. Learn how to use the Foundation Center's database to locate grant makers and their grants.

- Wednesday, March 29, 2017 3:00-4:00 pm Buckhous Room, MLIB 284

LITERATURE REVIEW – Strategies for effectively researching and writing a literature review. This workshop is co-taught by the Library and the Writing Center. Topics covered will include research strategies, literature appraisal methods, strategies for critically reading academic articles, ways to easily organize and compare research for the purpose of a literature review, and methods of organizing and writing a literature review.

- Wednesday, February 15 3:00-4:30 pm Buckhous Room, MLIB 284
- Tuesday, March 14 2:00-3:30 pm Buckhous Room, MLIB 284

LSCI 191 Information Analysis in the Post- Truth Age

1 credit Online Course—
Spring 2017

Course Instructor:
Julie Biando Edwards
Associate Professor,
Ethic Studies Librarian and
Multicultural Coordinator



Image credit: <http://wikiality.wikia.com/wiki/Truthiness>

**Leave
It
To
Stephen
Colbert!**

Information in the Post-Truth Age (LSCI 191)

NEW online special topics class this spring taught by librarian Julie Edwards, introduces students to information analysis in the post-truth age! Object lessons & activities to increase the ability to sort through fake news, misleading memes, phony photographs, and doctored digital content.

Over ten years ago Colbert coined the word “truthiness” to define the feeling that something is true, even if it isn’t actually true. In 2016 the Oxford Dictionaries chose “post-truth,” defined as objective facts being less influential than appeals to personal beliefs, as the international word of the year. In the years between truthiness and post-truth we’ve seen a proliferation in the amount of digital information that we’re exposed to, and our ability to critically navigate that information hasn’t kept pace with the speed at which it’s coming at us.

UM Faculty Profile - Ashby Kinch

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

I spend a lot of time in the library when I am developing a new course, delving into a new subject matter and immersing myself in the discourse. I find it incredibly inspiring and rewarding to camp out in an aisle and comb the shelves for books clustered together that I never would have come up with on a “search.” And of course, once a course is begun, the library is key.



Professor Kinch and students at the Mansfield Library, Archives and Special Collections

Photo credit: Todd Goodrich

UM Faculty Profile

Ashby Kinch is a Professor of English literature specializing in the literature of the medieval period, particularly late medieval literature.

Kinch also studies the history of lyric poetry and works in the field of translation studies, specifically Middle English translations of Latin and French writing in the fifteenth century.

Education

Occidental College, A.B.
English and Comparative
Literary Studies

University of Michigan, PhD,
English (Specializations:
Middle English Literature
and critical theory)

UM Faculty Profile-continued

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

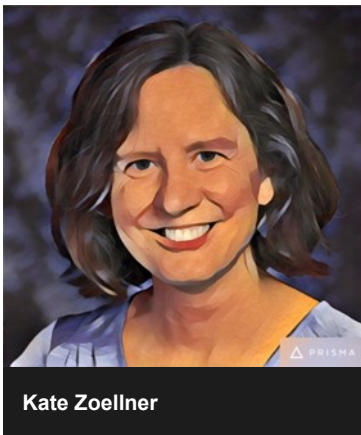
Yes, in a number of ways, perhaps most interesting of which is the work I have my students do in Special Collections. We have a unique repository of Chauceriana, and I frequently hold classes in Special Collections with students in my Chaucer classes. They look at facsimile editions of the earliest manuscripts of Chaucer's work, and compare the manuscript with the printed edition. They also examine the design, layout, and artistic execution of the "mise-en-page" of the manuscript, its overall aesthetic order and structure. Past students have launched projects on the "reception" of Chaucer's work in later editions, as well, in which they are looking at ways the text of *The Canterbury Tales* has changed over time in terms of its layout and presentation, but also the editorial apparatus that has grown up around it (introductions, biographies, glossaries, etc).

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

The work in Special Collections is invaluable for introducing students to the material culture that has maintained the literary culture of the past: from the scribes, designers, and artists to the intellectuals who comment on and re-interpret the work. Literature is kept alive by readers, and those readers always engage with their texts in a specific material context, even if, increasingly, that context is the Internet, which "feels" invisible, but is in fact still part of the material substratum. Every click, tap, or scroll is a physical act that participates in the process of reading. I think it makes students much more sophisticated and self-conscious of their role in transmitting the past, which always means engaging with it in a dynamic present.

Ten Questions - Kate Zoellner

Tell us a little bit about your current position.



I'm the Education and Human Sciences Librarian and Assessment Coordinator. I provide information literacy instruction in courses, answer questions at the Reference Desk, and meet with individuals one-on-one to strategize their research. My work with assessment ranges from guiding an Assessment Committee to learn more about library users' needs and behaviors to preparing trend analyses and writing accreditation reports. I also organize the library's outreach to regional high schools.

What was your background before you became a librarian?

Before I became a librarian I worked for an education research and reform non-profit focused on students' rights and educational programs, and the involvement of parents, in Chicago's public schools. And I served as an AmeriCorps volunteer in public schools and after school programs on literacy and conflict resolution. As an undergraduate student I worked at my college library and career center which is where I became interested in connecting people with the information they need for their research and personal decision-making.

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

I would be a printmaker, writer, career counselor, or in a career connected to education research.

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

Evaluating and communicating the value of libraries to stakeholders is critical. If people don't see the value of libraries, they will not fund them and in turn libraries will falter. Which would not just impede academic scholarship and discovery but also education broadly and democracy.

Kate Zoellner

Associate Professor

Education and Human Sciences
Librarian
Economics Liaison
Assessment Coordinator

Ten Questions - Kate Zoellner continued

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

Research assistance. While there are many ways to get help – at the Reference Desk, by meeting with a librarian one-on-one, via email and chat, by phone – people often don't ask because they think they should know the answer to their question or should be able to figure it out on their own.

Is there a library service that you could not live without?

The back-end metadata and infrastructure provided by bibliographic management services and electronic resource management that enables all of us to find what we need when we search.

What are you most proud of?

In my career I'm proud when I can connect individuals with the strategies or sources they need to locate information that informs their scholarship or their personal opinions and decisions.

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

I'm reading *The Trespasser* by Tana French, listening to Kelly Hogan and Sweet Honey in the Rock, and watching a mix of British crime dramas and sketch comedy shows.

What do you do to relax?

Walk, listen to music, read, knit, take art classes, write, and use MBSR practices.

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

Perhaps!

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.

[Salish Language School \(http://www.salishworld.com/language\)](http://www.salishworld.com/language)

We Can help. Ask us!

Contact Us

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www.lib.umt.edu

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