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Community Happens

**Upcoming
Issue**

Winter 2013

TBA

Introduction



About Michele

FALL 2013 Michele Burke is a Reference Librarian at Chemeketa Community College in Salem, Oregon. A frequent guest speaker at Emporia State University's School of Library and Information Management (SLIM) classes in Portland, Burke shares her expertise with information literacy and leadership skills. She helped found the Information Literacy Advisory Group of Oregon (ILAGO), an initiative that works to expand information literacy awareness and instruction. Burke was president of the Oregon Library Association in 2012 – 2013, and was named a *Library Journal* "Mover and Shaker" in 2012.

Community is central to our image of libraries. Oregon librarians share a vision that in 2020, public, academic, school and special libraries will be an important presence in Oregon's communities and that a library will be the place its users need it to be (Vision 2020, available online at <http://tinyurl.com/l88bfkh>).

Ritual

We create community with ritual. An ask, listen, share ritual is at the heart of our professional practice. As librarians, we ritually ask how we can help, we ask what we can do better, what others are doing, and we ask what our communities need and want from us — sometimes when they may not even know themselves. How can we help you? Then we listen. We listen to our patrons, to the data, our peers, our past, our instincts and our profession. We listen to what's said and unsaid and we pay attention to the gaps. We ask, we listen, and then we respond by sharing ourselves, our expertise, resources and collections, our energy, and our enthusiasm. The ask-listen-share ritual shapes our reference interactions, collection development, and outreach initiatives and comes always from a place of compassion and deep respect for the responsibilities of stewardship and public trust.

In this issue of the *OLA Quarterly* we hear from librarians who think broadly and respond creatively to opportunities for building an important presence in their communities. These librarians and the libraries they describe add value by being what their patrons need them to be. Expanding the definition of librarianship and library, the authors describe creative practice and communities that have grown

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out of the outreach ritual of asking, listening, and sharing. We ask what our patrons need, we listen to voices from the center and the fringe, and we respond in nimble, creative, compassionate ways. Ultimately, it is the compassion that gives our actions integrity and strength. Grounded in theory? Yes. But ultimately, it is the compassionate act that creates a strong presence in the center of a community that is healthier for it.

What can I give you?

Working with undergraduates at a community college library, I'm frequently asked for help finding a source, when what the student really needs is conversation and time. The student asks for an article, but really needs a conversation about how to ask an interesting research question. The student asks for an article, but really needs the time to articulate an idea to an interested educator. As a professional, I can see beyond the limitations of the student's request, to give her the time and conversation she needs in order to construct an authentic educational experience. I'm comfortable pushing the boundaries between librarianship and other disciplines, because I'm part of a nurturing faculty community that generously shares the insider discipline knowledge needed to confidently teach toward a realization that is bigger than the task at hand. Sure, we might be working on how to open a glove compartment and unfold a road map, but ultimately, we're headed across country, and there are many possible routes. My community empowers me to be creative.

The authors in this issue of the *Quarterly* are also part of nurturing communities and they describe interesting instances of giving that ultimately strengthen their patrons' sense of belonging. Ormes gives her students playfulness, modernity, and cutting edge technology in such a way that, if not careful, might give these students the impression that government information is fun. Tran is a community daredevil, willing to take risks and contribute herself and her personality to activities that nourish the residence community she is building. Weston examines non-traditional libraries in relation to traditional notions of libraries, including thoughts from the founders of these non-traditional libraries about their relation to community. In a match-making sleight of hand, Sjoblom gives her patrons to each other.

These folks are constructing community consciousness in ways that make me think, "Wow! I want to be part of that!" They are creative and they make me smile because that's why I became a librarian. I like to be around energy that pulls people together and encourages individuals to feel part of something bigger than who they are alone--groups that make individuals stronger, energy that opens up options, and community that empowers us both collectively and autonomously. Moore's cover image conveys the cheerfulness of this community work.

A special thanks to Dre Davey, Robin Koch, Laura Moulton, Diana Fredlund and Steve Couche for talking to me about their libraries, sharing their thoughts on community, and sending such lovely photographs.

Please enjoy!
~Michele

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Volunteer Expo

by **Liisa Sjoblom**
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Liisa Sjoblom has been a library professional for over 25 years working in both academic and public libraries. She began her career at Reed College as a library assistant and supervisor before heading to the University of Texas at Austin where she earned her MLIS in 1992. After five years at the University of Wisconsin — La Crosse she returned to Oregon and began her public library career at the Deschutes Public Library in Bend. Currently she is a Community Librarian at the Downtown Bend Public Library focused on providing library services to local businesses and individuals making career transitions.

On January 27, 2013 the Downtown Bend Library celebrated our 5th annual volunteer fair, *Know Volunteers — A Volunteer Expo*. It began as a simple suggestion on a program evaluation form, “program on volunteering.” This is the story of how we went from this simple suggestion to a popular and heavily attended event.

A program on volunteering was a great idea, but how could we make it interesting? A formal program with talking heads sounded boring. Why not bring in a number of organizations at the same time, set up some tables, and let people talk to the organizations that interest them the most?

The team began planning in September by selecting a date for the event. January was the first thought for everyone because this is a time for New Years’ resolutions and volunteering is something that people tend to consider at that time of year. We determined the Sunday after Martin Luther King Day would be ideal since community service would still be fresh in everyone’s mind and we always have great foot traffic on Sundays. To this day we hold our volunteer fair on the fourth Sunday in January at the Downtown Bend Library.

The next step was to determine which organizations to invite to participate. Our space is limited and we always strive to offer access to a variety of organizations. We started with organizations that we already partner with and added a few more to round out a list of about 30. This list has grown over the years to include organizations who wish to participate the following year. While we initially mailed paper invitations, we now conduct this part of the planning electronically via email. That first year we limited participation to 16 organizations. This year we doubled up a few of the tables and were able to have 22 participants.

Publicity has always consisted of posters, entries in the calendar of events, and a press release to local media outlets. Nearly every year one of the local television outlets requests an on-camera interview prior to the event and they often show up to film the day of the event. We also expand our reach by asking the participating organizations to promote it along with their publicity materials and send along electronic copies of the posters. This works well as one of our participants is Volunteer Connect,

“Congratulations on a very successful Volunteer Expo that was well done. At the city table we had at least 12 people take a volunteer application. It was a fantastic venue and seems to draw more attention every year. As soon as the doors opened people were coming to explore!”

— City of Bend



“I’ve participated every year and this has been the best one yet! I had one person fill out a volunteer application right here and five people fill out volunteer interest cards!”

— *Healthy Beginnings*

Tips to Make Your Volunteer Fair a Success

- Establish a diverse planning team.
- Develop a solid action plan.
- Check for other similar events held in your area.
- Measure your event space carefully and determine how many tables can comfortably fit in the room.
- Aim for a wide-ranging group of agency participation.
- Select a high traffic location and day to hold the event.
- Hold the event at a time of the year when people are serious about volunteering — possibly January or September.
- Provide concise information with invitation including the registration deadline.
- If you develop a waiting list, plan how you will confirm participation in the event.
- Supply a list of what is provided (tables, chairs, tablecloths, WiFi, etc.) and what participants should or can bring.
- PR — Lots of it. Ask participants to talk up the event and to provide assistance with hanging posters around town.
- Provide participants with copies of the press release and posters.
- Invite the local media to attend the event.
- Count attendance. A clicker works well.
- Provide snacks and water for participants.
- Take pictures of the event for publicity for future events.
- Provide an evaluation form to be completed at the conclusion of the event.

a central Oregon organization that connects volunteers with volunteer opportunities throughout the tri-county area.

On the day of the event we prepare the room and the tables. Tables are covered for a uniform look and spaces are pre-assigned for ease of set-up. We ask that organizations arrive one hour prior to the library opening for setup. At each table we provide light snacks, a DPL pen, and an event evaluation form. The participant evaluation form is very important and has provided valuable feedback about how everything worked for the organizations. We are especially interested in finding out if they were able to sign up new volunteers.

So has this program been successful? Absolutely! That first year we had 16 organizations participate and there were more on the waiting list. Over 150 people visited with the various organizations and everyone signed up volunteers. This year we had 22 participating organizations and about 150 people looking for volunteer activities. One of the organizations even commented that they sign up more volunteers at this event than through any other recruiting method.

Will we continue the program? Yes. In fact, the event has expanded to the north county area and has been offered at the Redmond Library the past two years. It has been highly successful and we have developed some great partnerships with our local non-profit community. Little did we realize that one simple suggestion nearly six years ago would lead us to develop one of our most successful and eagerly anticipated annual events. And yes, on January 26, 2014, we will hold our sixth annual volunteer fair.

“Thank you so much for the great opportunity to connect with potential volunteers! Set-up was smooth and overall it was a very positive experience. I think the library was a great spot to hold the event.”

— *Grandma’s House*



Free Government Apps: Fast, Fun and Informative

by **Dotty Ormes**
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Photo by Helga Motley



Dotty Ormes is the Government Information/Instruction, Political Science, English and Shakespeare Studies Librarian at Southern Oregon University. She is also a professional storyteller and has been a featured teller at regional storytelling festivals in California and the Pacific Northwest. Dotty holds a BFA in Theater, an MLS and an MA in Storytelling in Education. In 2009 while serving as Government Documents Librarian at New Mexico State University, Dotty created “Slaves, Sidekicks and Healers: Women’s Stories Collected by the WPA.” The hour long storytelling program based on oral histories from the Library of Congress *American Memory* site fulfilled a community outreach requirement for grant supported “Soul of a People” events. Dotty continues to explore the use of arts related government information in her position at Southern Oregon University.

Federal government apps and mobile sites are readily available and provide great potential for engaging young people at all levels. I teach government information to incoming freshman at Southern Oregon University. When I took a poll in spring of 2012, I discovered that about 50 percent of our students were using a smart technology device of some kind. By fall, 80 percent were using either a smart phone or tablet or, in many cases, both devices to access their research. Unfortunately many were also using Google almost exclusively. In the fall of 2012, I set up an interactive classroom in the government stacks. Using 30 iPads and free government apps, I am able to combine instruction about using both the paper and electronic versions of Congressional hearings and agency reports with the use of government apps for other materials. The transition to smart technology is a game-changer in how students search and, by initiating the classroom in the stacks, my goal is to show students some easy basics of government research while teaching them their role in the democratic process.

Basic Apps/Mobile Sites

For basic research on a variety of topics we start with the www.USA.gov mobile site. This site searches both state and federal information and far surpasses Google in relevancy for my student’s curricular needs. I also show students how to access full-text online Government Accountability Office reports using the GAO app (<http://tinyurl.com/mc96w96>) for information on controversial issues. Many of our students are entering the health professions and discover that the PubMed mobile site (<http://tinyurl.com/6kztyp9>) is excellent for their research. During my introductory classes I also give the students a chance to interact and have some fun using the Smithsonian’s MEanderthal (<http://tinyurl.com/342474o>), an app that allows you to transform your friend to an early hominid, or the Smithsonian Channel app (<http://tinyurl.com/kpo9m2q>) for fascinating videos on science and social research. During the instruction, students new to the iPad learn



how to navigate the technology and students who are already tech savvy eagerly jump in to help their friends. A large percentage of high school and college students have smart technology and this type of instruction gives them the opportunity to learn about government resources that are freely available for research while having fun in the process. The iPad also allows me as the instructor to set up a more interactive class atmosphere in which students use the tablet to take notes, email documents to themselves and pair/share with other students.

Apps for Critical Thinking and Student Engagement

Why use government apps and mobile sites? For one thing, they are free and there is an abundance of them. There is a good chance that students will find some of these apps on their own, so a guided tour is a proactive way to teach them the value of free government information and how it can be utilized for research. They also learn that these tools and government agency sites with many full text articles are available to them after graduation when they no longer have access to fee-based library databases. They become more sophisticated searchers and learn that Google is not their only option.

Government apps provide an opportunity for a student to quickly travel the distance between her own environment and another world that she may not have previously experienced. A good example of this potential is the Vantage Point mobile site (<http://nmai.si.edu/vp/>) from the newest Smithsonian museum, the National Museum of the American Indian which opened in 2004. This app provides a fascination peek into the museum's 2010 exhibition of Native American art. The exhibition is organized around broader themes such as "Personal Memory and Identity." Fabric artist Marie Watt, a graduate of Willamette University and Yale, is one of the featured artists. She discusses her work in a short video in which students can see images of her fabric art piece, *In the Garden*, and watch her leading museum attendees in their own sewing circle where they create an art piece together. Students who see this may be inspired to try setting up a creative sewing circle of their own in which they can learn about co-creation and community.

Another multi-media option available from the Smithsonian is the Infinity of Nations app (<http://tinyurl.com/n792h6w>), also from the National Museum of the American Indian. This app includes images of Native American dress with sound and text descriptions that will inspire students to learn more and try creating replicas of the objects depicted. For students who have not had an opportunity to go to the various Smithsonian museums, the app allows them an interactive peek into the rich cultural identity of our nation. The Smithsonian is only one of many government entities with multimedia educational resources.

The NASA Visualization Explorer app helps students to imagine the views in outer space and gives them text information on space phenomena and the effects of the earth's atmosphere. A video with musical accompaniment is included with each topic. For example, there is a simulation of what Hurricane Katrina looked like from above in a NASA climate model. This is created with both video and stills so that students can get a sense of the whole pattern or look at individual pieces of the puzzle. Each one of these image/video shows can trigger project ideas for students and gives them the potential for creating multimedia depictions of their world. Study of the patterns of Hurricane Katrina can lead to deeper study of climate change.

For students interested in Ecology and the Environment, the EPA mobile site is a good starting place to get ideas for projects addressing environmental needs. The site has



a simple interface. In “Today’s Top Stories,” students will find information on the most current environmental concerns. Right now Climate Change is at the top of the list. When students goes to the Climate Change page, they see a short text about the basics of climate change and at the bottom of the page there are hot links to more detailed information on topics such as greenhouse gas emissions and the science of climate change. Students can also link to an interactive multimedia gallery, where they can try out the Greenhouse Gas Emissions Calculator to predict the effect of their own individual emissions. A student then could create a classroom project, interviewing her peers and having them take the test and then calculating the class emissions as a whole. Student can also get their families involved since they will have to estimate real costs of gas, oil and electricity used in the home. This can lead into discussions of how to make less impact on the environment and debates about what students are willing to give up versus what they want to keep in terms of behaviors that negatively affect the climate. The EPA site has its own list of useful apps such as the “My Right to Know” app. Students can enter the address of their school or home to see a map that pinpoints which facilities in the area report to the Toxic Release Inventory or have special permits for hazardous waste. These types of interactive exercises have great potential for jumpstarting creative critical thinking in a classroom.

Fun and Convenience in the Government Search

The apps I have described are suitable for younger students with teacher or parental guidance. For students

who are not familiar with the technology, the MEandertal app from the Smithsonian is an excellent interactive experience that helps students become comfortable with the iPad. The app is created so that a pair of students working together can take pictures of one another. The photographer then asks the subject to choose one of four early hominids. The subject’s picture transforms before their eyes. At the end the students can read a short description of the early human and then can save the



Students learn functions of the iPad by transforming themselves into early hominids using Smithsonian’s MEandertal app.




picture or post it to Facebook. I have used this app for my freshman university studies group to help them learn the functions of the iPad and have fun while doing it.

When working with undergraduates, I find that students respond well to the convenience of searching the www.USA.gov mobile site to find government information on their topics. They get the typical features of a Google search such as the ability to search with natural language and find instant results plus the added benefit of high relevancy and direct links to both state and federal government agencies and publications. The most important aspect of searching for government information is the understanding of the agency hierarchies. When searching www.USA.gov, students come to that understanding painlessly because their results are what point them to the agency they need. Many students will find full text PDFs during the search that they can immediately download to the iPad. They can then search within the PDF for key words and phrases and annotate the document using a PDF annotation app. Many government agencies make full-text PDFs available on their publications page.

The Government Accountability Office (GAO) app is a good example of a government app that makes full text easily available to the student. The most current reports download easily and are full-text searchable on the iPad. Older reports found through the search function are also accessible through an extra step. Students cannot download these directly but must copy/paste the title into the Notepad on the iPad. This action essentially pastes a link that the student can then e-mail to herself. Then the student can access the PDF from email and continue to work with it as necessary. The GAO Reports are succinct, often target controversial topics and sometimes contain relevant statistics that student can use for their research. The titles of these reports are very evocative (e.g. States' Laws and Requirements for Concealed Carry Permits Vary across the Nation <http://www.gao.gov/products/GAO-12-717>) and each report has a highlights page that gives a brief explanation of why the GAO did the study, what the GAO found and/or recommendations from the GAO.

The PubMed mobile site is an excellent source for students who are going into the health professions. The navigation of the site is simple and it is very clear when full text of these peer-reviewed research articles is available. The user can filter by free full text at the top of the results list. Students will be able to download PDFs and annotate them as explained above. There is also a link to the standard PubMed web page where students can access information about clinical trials or limit their search to a specific topic by choosing Topic Specific Queries link. This is an excellent site for any user interested in medical research.

Most government apps and mobile sites can be accessed at the www.USA.gov Mobile Apps Gallery at <http://apps.usa.gov/>. Some apps can be found only at specific government agency pages. Many are also available through iTunes. Bear in mind that occasionally the apps may crash and need a reload. The most important thing that I emphasize with my students is that these apps and mobile sites are just another tool for them to use alongside the books, paper documents and other computer-based applications with which they are already familiar. 



Non-Traditional Lending Libraries in Oregon

by Breanna Weston
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Breanna Weston is a part-time adult reference librarian at Woodburn Public Library. Recently having made the jump from academic to public libraries, she is enjoying doing more reader's advisory and sharing her love of books. Her long term goal is to open a library in her small town of Lafayette, Oregon. In addition to librarianship, she owns Digital Natives: Technology Coach which teaches technology to senior citizens.

In the last several years, amid tough economic times, a variety of new, non-traditional libraries opened in Oregon. While these libraries may or may not allow patrons to borrow books or information, they have collections as varied as power tools, canning equipment, telescopes and seeds. When I first heard of these libraries popping up, I was excited and started to wonder how they compare to textbook definitions of a "real" library. Non-traditional lending libraries offer an innovative look at the library model; they borrow the structure and general purposes of education, sustainability and community, but get creative with the type of items and services inside.

The variety and dedication to these libraries is impressive. Some of these libraries are funded from grants, like the North Portland Tool Library and Preserve and Serve, a kitchen library. For all, donations and volunteers are what make these libraries successful. The non-traditional libraries operate similarly to traditional public libraries. To be able to borrow items, a person must prove identity and residency, and then sign a membership agreement and liability waiver. A few have nominal membership fees, some based on a sliding scale. There are limits to how many items a person can checkout, along with overdue fines for returning items late. Many of these libraries are generally open one evening during the week and Saturdays.

What's in These Libraries?

There are four tool libraries in Portland (North, Northeast, Southeast and Green Lents neighborhoods) lending out gardening, automotive and home repair tools. The Portland Seed Library started in the Northeast Tool Library, and has expanded to the North and Southeast Tool Libraries. The Seed Library is an exception in that borrowers return seeds from the plants they grew with the original seeds. The other seed library is located about 18 miles south of Coos Bay, in Coquille and is membership based.

North Portland Preserve and Serve, Home Goods Library and Kitchen Share Southeast lend canning equipment and serving equipment for large gatherings. The local food movement has made the niche interests of canning, gardening, home brewing and winemaking popular. More and more people are interested in trying these activities and these services allow people to try it out without investing a lot of money. Additionally, the





How Sharing Shapes Communities

In the main article, I pose the question of whether or not these libraries meet the definition of “real libraries,” but what may be even more important is that no matter what they are called, these places build community. As these founders emphasize:

“The more we experience sharing, the less attached we tend to be to possessions and the less separate we see ourselves, creating connection with others!”

— Dre Davey,
Preserve & Serve Founder



Preserve and Serve class attendees learn important safety steps for water bath canning in these low cost food preservation classes.



Hands on, small group classes bring neighbors together as they learn the simple steps of home canning.

serve collections go hand in hand with the Portland’s movement to improve recycling and sustainability, like their Portland Recycles! plan with a goal to increase recycling to 75 percent by 2015 according to the Office of Planning and Sustainability (n.d.).

The Independent Publishing Resource Center (IPRC) in southeast Portland has a zine library with over 6,000 self-published items, with many of those items produced in whole or in part at IPRC. In addition to this impressive collection, they have the workspace and tools for individuals to self-publish their books. IPRC have computers with graphic design and desktop publishing programs, a binding machine, letterpress and Yeti Research Station. These workspaces and equipment are available to the public for a small fee based on to a sliding scale. A variety of workshops are available as well as orientations that are required prior to using some of the specialized equipment.

Rose City Astronomers (RCA) and Street Books are both in Portland. RCA lends out books as well as telescopes to patrons who have been members of at least three months. According to telescope librarian David Horne, the RCA library offers telescopes, eyepieces, equipment and large astronomical binoculars for loan to members at no cost. Street Books is a bicycle-powered mobile library for people living outside. In Hood River, Gorge Kids offers a toy library and in Bend, Central Oregon Disability Support Network offers disability equipment for loan.

Are These Real Libraries?

However excited and fascinated I am about these organizations, my question still remains, are these real libraries? According to Foundations of Library and Information Science (Rubin, 2010), a popular introductory library science textbook, public libraries have five fundamental characteristics: supported by taxes, governed by a board, open to all in the community, usage is voluntary and basic services are free.

Supported by Taxes

The short answer to this criteria is no, however I do believe these organizations should be given the benefit of the doubt. First, several libraries are funded by grants, which are funded by taxes. In a roundabout way some of these libraries fulfill this criteria. For example, the North Portland Preserve and Serve is funded by a grant from the Office of Planning and Sustainability, City of Portland.





How Sharing Shapes Communities

“At a small, volunteer-run library like Kitchen Share, members understand the trust we offer them and have an excellent record of returning items in good condition. Our members are communicative and honest with us. These simple threads of trust help weave the fabric of a healthy community.”

—Robin Koch,
Founding Director of
Kitchen Share Southeast



Longtime patron Eric was a regular at the street library from 2011–12. He is now on hospice at a facility in northeast Portland.



Mark H. checks out a book.



Street Librarian Laura Moulton pedals to her next spot.

Outside at the Street Books library, passersby often peruse the book selection and say things like, “Wow, you’ve actually got really good books here.” I think this surprise might come from an assumption that people living outside aren’t interested in reading quality literature, or philosophy, or religion. In fact, what I’ve found after three years of checking out books to people who live outside, is that their interests vary widely, that many are very well read, and plenty request challenging reading material from me. There have been many spontaneous conversations between my Street Books patrons and the larger, housed community, about favorite books they have in common. This is exactly what I hope will happen: a conversation about literature that transcends one’s personal circumstances. Whether someone lives indoors, or sleeps outside on a piece of cardboard, literature has the power to change one’s outlook and life, and it can ultimately reveal what we have in common with one another.

Laura Moulton
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<http://streetbooks.org>





Building Community

“When I look at the Kitchen Share library, I don’t just see cabinets of appliances. I see hundreds of projects—from canning and dehydrating to cider pressing and baking—that my neighbors have been able to complete without purchasing their own equipment. I see community members sharing skills with one another, carrying on traditions passed down from their grandmothers, or expressing themselves with creative new recipes. I see a thriving community growing healthier together.”

— Robin Koch, Founder
Director of Kitchen Share
Southeast

Photo by Jan Kiecki, Rose City Astronomers.



RCA Library: RCA member Richard Berry browses through books offered for checkout before a Rose City Astronomers general meeting. Berry, a former editor of *Astronomy Magazine*, considers the lending library one of the most extensive astronomy libraries he’s seen.

Photo by Jan Kiecki, Rose City Astronomers.



RCA Telescope Library: Members can check out a variety of sizes and types of telescopes before monthly Rose City Astronomers general meetings. Telescope librarian David Horne and many other board members are available to discuss the scopes and help members determine the best fit for them.

Second, libraries did not start as tax based institutions. During the late nineteenth century, one of Andrew Carnegie’s requirements was for towns to fund 10 percent of the library operation, in order for him to donate a building (Murray, 2009). This led to an explosion of public libraries in the United States during that time. It took a long time for libraries to evolve into public libraries. These new libraries may need time before a similar evolution occurs.

Third, public library funding is unsecure, which was made painfully obvious during this last recession. Rubin’s definition is narrow and may potentially in the future exclude even traditional public libraries. Many public libraries are diversifying their income to avoid future issues. These non-traditional libraries are starting out with diversified funding.

Board of Directors

Most of these organizations are non-profits registered with the State of Oregon and federally recognized as 501(c)(3) organizations. While a board of directors is not required for these statuses, many do have them.

Open to Community

The non-traditional libraries fall into two groups when it comes to who can borrow materials: residency or membership requirements. For those with residency restrictions, the neighborhoods are typically smaller than the community restrictions from traditional libraries. The non-traditional libraries serve neighborhoods, where traditional libraries serve towns or cities. Some non-traditional libraries impose age restrictions due to liability issues, while others, like the RCA Telescope Library, let younger members check out equipment for themselves, but they must provide information on a parent along with contact and identification information. Similarly, many traditional libraries have age restrictions for borrowing materials. Membership libraries may require a small fee, sometimes on a sliding scale, to join. Overall, yes, the non-traditional libraries can be defined as open to community, in fact, community





Building Community

“Stepping into a collaborative consumption system via these alternative libraries invites us to rethink the relationship we have to our stuff and those around us. People’s mindsets shift from scarcity mentality to abundance mentality after experiencing this alternative to owning. When we find ourselves in abundance, we start to wonder “What more can I share.” When we experience need, we see the potential of sharing and ask others to share with us. This shifts us from a state of independence to interdependence and therefore brings us into a role as co-creator of community.”

— Dre Davey,
Preserve & Serve Founder



building is central to the vision of most of these organizations. For example, Steve Couche, with mentorship from the Northeast Portland Tool Library, founded the Southeast Portland Tool Library precisely because he wanted to try to build a better sense of community within the Southeast Portland neighborhood (personal communication, October 3, 2013).

Usage is Voluntary

No one is required to use any of these non-traditional libraries, just like with traditional libraries. The purpose is sustainability and the greater good of the community. All the libraries fit this criterion.

Basic Services are Free

Interestingly, many of the non-traditional libraries fit this criterion better than public libraries, because they do not have imposed taxes. As long as you live within the defined neighborhood, a person can use the services, which makes basic services truly free. For those that require a membership fee, the fees are nominal, some based on a sliding scale, and at a much lower cost than buying or renting the item.

This criterion is misleading and contradicts with the taxes criterion. Public libraries are tax funded as we discussed above, the services are not really free, which some of us explain to our patrons or as they may tell us. More accurately, basic services are covered by taxes, but even this does not describe the membership based libraries. This criterion depends on the library.

Many of these libraries fulfill four out of the five criteria Rubin indicates as fundamental to a public library. So, they might not quite be a public library yet, but they are certainly on their way. In regards to intent and purpose they are definitely following the spirit of public libraries.

The Learning Curve

What I think is great about these libraries is the reciprocal learning between these organizations and traditional libraries. The tool libraries have developed their own tool cataloging program called Tool Librarian, where they can track members, tools and tool loans. According to Steve Couche, Southeast Portland Tool Library’s catalog was developed by “A great, unpaid, retired ophthalmologist from Massachusetts who got rid of his tools when he moved ... he wanted to get involved and developed the website and revamped the database and developed his own, simple to use database that is now being used at a tool library in Philadelphia and one in Australia as well as other tool libraries in Portland” (personal communication, October 3, 2013). Currently, three of the four tool libraries in Portland are using this database and it will be interesting to see if and how they develop an inter-library loan system.

Traditional libraries might take a look at these non-traditional libraries to see what they can learn and change. For example, many of these non-traditional libraries advertise the sustainability portion their organizations by emphasizing recycling and reuse. Preserve and Serve patron Nicole Morris, a child and family therapist touches on one aspect of sustainability when she says “Rather than having a hundred people all own a pressure cooker which is pretty big or a steamer which is pretty expensive or a hundred pieces of serving ware, I can just go ahead and share that with other people. I don’t have to store that stuff either, which is really nice.” (D. Davey, personal communication, October 7, 2013). The public library is by nature a green concept, however traditional libraries do not tend to include anything about this in their promotional materials. Due to the popularity of the topic of recycling in Oregon, it would be great to promote the fact that libraries are sustainable institutions.



Building Community

“Within one month of opening, there was a man standing at the back door entrance to the tool library asking for a stud finder which was checked out at the time. As he was talking another man walked up behind him and, hearing that he needed a stud finder, said he had one at his house that he would loan. As it turns out, they lived two blocks from each other and there are many more stories like that, of people getting to know their neighbors by using the tool library.”

— *Steve Couche, Founder
Southeast Portland
Tool Library*


If non-traditional libraries continue to grow they may eventually receive tax based funding, and the implications for the future are quite interesting. The definition of a public library could change from a place dealing in information to an access model. It could create new sections of ALA dedicated to these kinds of libraries. The need for catalogers would increase and the field of cataloging would expand to develop new classification schemes and subject headings. It is interesting to look at librarianship, subject specialization, and instruction through the lense of the non-traditional library. For example, Preserve and Serve has a Librarian. When asked what distinguishes a librarian from other people who work at P&S, founder Dre Davey explained “Volunteers handle checkouts and checkins. [Our Head Librarian] runs the program and provides informational services. She is well versed in food preservation and our mission and can act on behalf of the non-profit” (personal communication, October 8, 2013). Reference librarian carpenters, chefs, telescope-fitters, gardeners and food preservationists ... think of all the possibilities! 

Table 1 List of non-traditional lending libraries in Oregon.

Library	Website
Central Oregon Disability Support Network	http://www.codsn.org/equipment-for-loan.html
Coquille Valley Seed Library	http://coquillevalleyseedlibrary.org/
Gorge Kids	http://www.gorgekids.com/community_new_parent_services.asp
Green Lents Community Tool Library	http://tools.greenlents.org/
Home Goods Library	http://knowthyfood.com/homegoods-library/
Independent Publishing Resource Center	http://www.iprc.org/
Kitchen Share Southeast	http://www.kitchenshare.org/
North Portland Preserve & Serve	http://preserveandserve.org/
North Portland Tool Library	http://northportlandtoolibrary.org/
Northeast Portland Tool Library	http://www.neptl.org/
Portland Seed Library	http://portlandseedlibrary.net/
Rose City Astronomers	http://www.rosecityastronomers.org/index.htm
Southeast Portland Tool Library	http://www.septl.org/
Street Books	http://www.streetbooks.org/

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Making and Shaping a Library Experience for Students Living in the Residence Halls: Designing a Residence Hall Library and On-Site Librarian Position at the University of Oregon Libraries

by **Ngoc-Yen Tran**
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Ngoc-Yen Tran is the Outreach and Student Engagement Librarian at the University of Oregon. She received her MLIS from the University of Washington iSchool and her BA in English and BA in art history from Willamette University. Yen's job is multifaceted but the majority of her time is spent creatively managing a small residence hall library called the Global Scholars Hall Library Commons, building and sustaining campus partnerships, working with international studies department students and faculty, and developing opportunities that engage students with the UO Libraries and librarians. She is currently active in ACRL-OR as a member-at-large, the outreach round table, the OLA 2014 conference planning committee, and active nationally as the vice-chair/chair-elect of the ACRL Arts Section. When she is not interacting with students or campus partners, she is crafting or out on a hike.

Think back to your college or university experience. Did you live in the “dorms”? What were they like? My first year in college, I lived in a three-story building constructed in the early 1960s. My room on the second floor was small and square with white concrete tiled walls, light-colored wood everything, and two twin-sized beds pushed to the sides, flanked by a desk next to the window and a vanity/dresser/closet by the door. The restrooms and showers were down the hall and I had to walk to the cafeteria for food. Although simple, it was a space for me to adjust to college, socialize, study, and sleep, and I loved every moment of it!

You probably had a very similar experience like the one I had, but within the last 10 years, you may have noticed how different on-campus living goals and facilities are for our students. A resurgence in creating residence halls that purposefully and more transparently integrate academics into residential living is transforming student on-campus living experiences. This change at the University of Oregon (UO), gave the UO Libraries an opportunity to partner with University Housing and Residence Life on a new project: the development of a library in a residence hall and a full-time on-site librarian to manage the space, collections, and technologies, and to reach out to the students in the building and surrounding residence halls. This is my Library Commons.

With only one academic year since the opening of the building and the Library Commons (2012-2013), I do not have quantitative data that assess student learning. However, I now have a better understanding of how to make and shape a library user experience for first-year students living in the residence halls at the UO. What I have learned may be helpful to institutions with already established residence hall libraries, those interested in developing one, or those thinking about ways to conduct outreach to students in residence halls.

Imagining the Global Scholars Hall (GSH)

The Global Scholars Hall (GSH) is a community where students are encouraged to bring what they learn in the classrooms back to their living spaces. The students in the GSH belong to at least one of seven academic programs: The Robert D. Clark Honors



College, College Scholars Program, and/or one of the five immersive language programs which include Chinese, Japanese, German, French, and Spanish. Curricular and co-curricular activities enable students to live and learn together through a common global theme, interest in language acquisitions and mastery, and linked courses. To mentor these students, Residence Life professional staff members, undergraduate Resident Assistants and Language Assistants, a Scholar-in-Residence, and a Librarian are easily accessible for conversations.

These types of on-campus living communities are not new; living-learning environments can be traced back to 1264 with the residential colleges at Merton College in Oxford, England where the goal was to have faculty and students living together in order to develop a communal and intellectual space (Ryan 1992). It has only been since the 1990s that the development of living-learning communities have reemerged in higher education as many studies have proven the benefits of living-learning communities to student academic success and retention (Brower & Inkelas 2010; Inkelas 2008; Kanoy & Bruhn 1996; Tinto 2003).

Seeing the value of learning communities in residence hall libraries, the design of the GSH with its 460 beds, six classrooms, a gourmet eatery, demonstration kitchen, and a library commons, as well as the people who work in the hall, all facilitate the creation of a residence hall where students are active participants in their intellectual and academic experience.

Creating the GSH Library Commons

Similar to living-learning communities, residence hall libraries have also had a long presence on college campuses for a variety of reasons (Oltmans & Schuh 1985). The earliest was at Harvard University in 1928 where house libraries were developed within each of the seven residences. These house libraries, under the guidance of tutors (now known as resident assistants) and resident librarians, were meant to be centers for living, learning, and intellectual life (Morgan 1931). Seeing potential in this library model to enrich learning, many institutions between the 1920s to the 1980s developed and supported residence hall libraries (Stanford 1969). But with the increase of students, insufficient staffing needs and budgets, and other factors, many were discontinued. Even so, some residence hall libraries continue to be in operation today, including University of Illinois at Urbana-Champaign and Indiana University.

The physical space of the Library Commons consists of a main space with four-people tables, soft furniture, a presentation practice room, study rooms, a seminar classroom, and a small print collection. Without a door to close off the space, the Library Commons is essentially open 24/7 but is staffed about 70 hours a week by library student workers. The collection is mostly digital but include a small print collection containing less than 400 items that meet the needs and interest of students in the hall and surrounding communities or are related to courses or events in the hall. The books and magazines are available for checkout, even after hours by the students at the 24/7 Housing Service Center. There are seven macs and PCs available for student use, a printer, and group and presentation equipment in the study rooms. Direct user services consist of library student workers and librarian who assist faculty teaching classes and students in the building with technology, collections, and research help. The Library Commons is not currently a hold or pick-up location, nor do we offer reserves services because the workload was unsure in the first year; these are some services we are looking into offering in the second year.

The mission of the Library Commons is to be a welcoming and intellectually engaging learning environment for all students, but especially first year students as they transition from high school to college. It is also a space to introduce students to the resources required

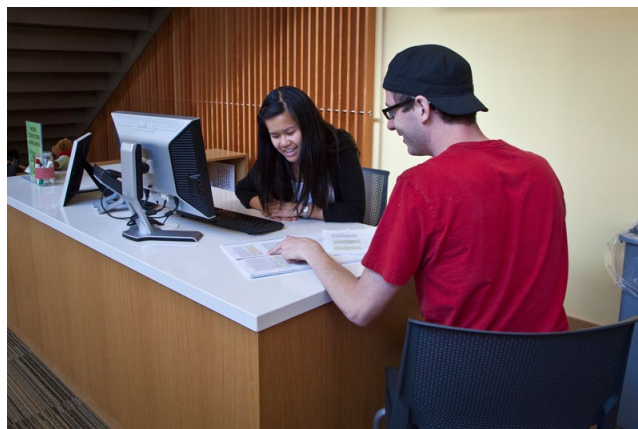




Bright and comfortable, students have everything they need to be productive in the Library Commons, including a library student worker to assist with the collections, technologies, and research.



The 3 reservable group study rooms and practice presentation room allow students to collaborate and work in groups.



Downstairs on the first floor, the full-time on-site librarian is available afternoon and evenings to help with research needs.

for college-level research and scholarship, and a friendly librarian who can mentor them as they develop new knowledge.

Designing the librarian position

Librarians have been visiting residence hall libraries with a mix of success because students were often unsure what the librarian was doing there and what librarians could help them with. As the on-site librarian in a physical library space, the students understood some of the reasons why I was in the building, which helped to break down some interaction barriers (Long 2011; Strothmann & Antell 2009). By working afternoon and evening hours, I was in the midst of when and where the students were conducting research, working in groups, and studying, giving them more opportunities to talk to me formally and informally about their research needs.

Formal and informal instruction

A lot of what I did in the hall was to have conversations with students and parents. This included anything from summer orientation sessions, tours, move-in day, move-out day, and whenever I was spending time in the GSH and Library Commons. What I wanted out of these conversations was to make the students and parents more aware of my presence and to create a friendly and welcoming atmosphere.



Besides interactions with students and parents, I also made sure the Resident Assistants (RAs) and Language Assistants (LAs) knew who I was and how I could help them and their residents. All RAs are required to take a course in spring term that introduces them to development theories and campus resources. Both spring terms since my arrival at the UO, I have visited the course and talked to the RAs and LAs about how they can help their residents engage with the Libraries and librarians. Through readings, a presentation, and small group discussions, the student staff reflected on their first college research experience, identified challenges they faced, and learned to recognize when their residents may be experiencing these same challenges and other potential issues related to looking for information. Together, we developed strategies on how they can identify and support their residents. Having conversations with the RAs and LAs is important because as people who have constant contact with our students, they can identify the issues and advise and encourage the students to use library resources or to talk to a librarian.

Programming and community participation

Although I do not live in the GSH, I organized programs of interest to students in the hall that encouraged them to see me as an active and knowledgeable member of the hall community. The programs were a mix of activities and some were in collaboration with Residence Life professional staff and the Scholar-in-Residence. The following are examples of successful and not so successful events.

Reese's & Research: Putting the pieces together

In fall term, I held evening office hours but no one ever showed up; even though I was not holed away in an office in the main library, I was still holed away in an office and they did not want to come to me. In winter term, I made a change and started having evening office hours in a high-traffic space in the building's café. I brought my laptop, a bowl of Reese's Pieces candy, and started calling it Reese's & Research: Putting the Pieces Together. At first, the candy and their curiosity drew in students, then they started stopping to ask quick citation questions or quick library-related questions, and then eventually students started coming to ask in-depth research questions. Even though the numbers were never very high, it was a successful way to reach out to students. By consistently being there at the same time every week, students were able to plan a visit to see me. Additionally, by being in an open space, students who had no intention of stopping by to ask me a question did so because it was on their mind and they happened to see me there.

Words & Pictures: Comics and Graphic Novels Book Club

I have always wanted to start a book club but with time being so precious to students, I had to come up with a solution. After some informal polls, in spring term I started a comics and graphic novels book club because the students in the community were already checking out these types of books and reading them required little time commitment. I created a poster that would catch their eye: colorful and with characters from comics, graphic novels, and manga series that they knew, and marketed it throughout the GSH and on our social media streams. Five enthusiastic students consistently showed up to our three meetings (first week, fourth week, and eighth week of the term) to make selections and to have discussions. Although it was a small number of students, the interactions I had with them made this program a success. Over sweets and tea, members of the club led the discussions and we talked for at least three hours each meeting about the book, other must-reads, and about life.



Working in the video game industry

Developed as a pre-event to a student-sponsored video game triathlon event in the GSH, this program transformed into one where professionals working in the video game industry would come to talk and answer questions about how they made their love of video games into a career in the video game industry. Without many contacts, I looked at the Silicon Shire website (<http://siliconshire.org>), a listing of tech companies in Eugene, and emailed a few game development companies and asked if they would be interested in presenting. Three folks from Pipeworks in Eugene graciously agreed to give a personal narrative and answer questions from students. I created a minimalistic poster with just an image of an old Nintendo controller and had them posted in the GSH and the Libraries around campus and sent the poster to student groups and the computer science and graphic arts department on campus. About 50 students showed up to the event. The combination of word of mouth and hanging posters through student groups and departments made the event a success.

Tea with TED

TED talks can be inspiring, informational, and outright entertaining. When the GSH leadership team was asked if we wanted to collaborate with the Robert D. Clark Honors College on an event where we provide tea and snacks and discuss TED Talks, we happily agreed. We selected dates for the event and each person was responsible for choosing TED Talks and leading the discussion. My Tea with TED event was around Valentine's Day so I chose Karen Fisher's talk about why we love. I created a poster with a QR code to the TED Talk in case students wanted to watch it beforehand and to gather their thoughts. On the day of the event, I brought books from the UO Libraries written by Karen Fisher to the event. Only two students showed up to Tea with TED. One of the problems was the day we chose for the program already had other events and marketing was very minimal. The plan is to try this program series again in the fall with more advance advertisement and on a day and time that may work better.


Other responsibilities

Besides the Library Commons where my responsibilities are to manage the space by developing the collections, room and technologies management, basic classroom technology support, maintaining the Library Commons' online presence, and supervising, training, and mentoring library student staff, I also participate in the larger UO Libraries community by taking part in committees, outreach to the international student population, library liaison to the international studies department, and providing instruction to our Freshman Interest Group program, writing program, and other courses.

Conclusion

The residence halls on our university and college campuses are changing as administrators are more purposeful and intentional about integrating academics into residential living. The evidence of the academic and personal benefits of living-learning communities where students bring what they learn in the classrooms back into their living spaces are overwhelming. This is the perfect time for academic libraries to partner with Residence Life and University Housing to create high-impact experiences for the 80 percent of first-year students who choose to live on campus.



At the University of Oregon, the UO Libraries in 2012 opened the Library Commons in a newly built residence hall and hired a full-time on-site librarian to manage the space. Overall, the first year of the Global Scholars Hall Library Commons was a success: 27, 665 students used the space from across the campus, 25 percent of the collection circulated, and I, the librarian, was able to make connections with the students in the halls. Through conversations with students, the convenience of access to the library's resources, technology, and librarian research support, have all contributed to making and shaping a positive library experience for those in the Global Scholars Hall and the surrounding residence halls, and to student academic success on campus. 

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About the Cover

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Kevin Moore is part-time reference librarian at Portland Community College and a freelance cartoonist and illustrator. He is best known for his online comics, *In Contempt* and *Wanderlost*. You can see more of his work at www.mooretoons.com.

I approached Moore about doing a cover design for this issue because I am interested in librarianship as an art and intrigued by the intersection of creative and professional communities. Sharing acts of art socially energizes Moore's professional persona by implying a certain daringness, and a willingness to communicate and to take risks. To understand the theme of this issue, Moore conducted a reference interview with me — another intersection of arts. Here's what he had to say about the design.

~Michele Burke

I like this theme of creativity and librarianship and how it creates community, because I find as a librarian my creative side doesn't shut off, it activates in different ways. Often it manifests through problem solving, thinking of ways to frame a student's research question "outside the box" or listening with empathy as the student articulates his or her struggles. My illustration tries to encompass the many creative ways Oregon librarians have sought to solve problems through innovative services, all while maintaining the traditions of librarianship. I thought a bookmobile that provided more than books, but all sorts of things — tools, iPads, etc. — would express that concisely. Also, I love bookmobiles. I wish I could drive one of my own. 



OLA Quarterly Publication Schedule 2013

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Each issue is developed around a theme determined by the Communications Committee and Guest Editor(s). To suggest future topics for the *OLA Quarterly*, or to volunteer/nominate a Guest Editor, contact the OLAQ Coordinator.

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Vol 19 • No. 3 Winter 2013	TBA	December 1, 2013	January 15, 2014	TBA
Vol 20 • No. 1 Spring 2014	<i>Libraries Across the Lifespan</i>	February 1, 2014	March 15, 2014	Isaac Gilman

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