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Making the Connection: Diversity and Outreach

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Libraries Across the Lifespan

Introduction

About Ann-Marie

Winter 2013 Ann-Marie Anderson has been working in public libraries for over ten years, after starting her career in law and university libraries. She received her MLS from Southern Connecticut State University and her BA in English from the University of Connecticut. She is an Adult Services Librarian at the Tigard Public Library in Oregon, where her job includes reference work, collection development, programming, and outreach to homebound seniors. In her off work time, she hikes with her dog and volunteers as website designer and administrator for a nonprofit organization involved in downtown revitalization in her adopted hometown of Dayton.

The dynamism of any diverse community depends not only on the diversity itself but on promoting a sense of belonging among those who formerly would have been considered and felt themselves outsiders.

— Sonia Sotomayor

This OLAQ issue's theme focuses attention on two vital aspects of library services: outreach and diversity. Guest editing this issue is a pleasure, because it's a topic close to my own heart. In my work at the Tigard Library, I visit senior facilities and connect homebound seniors with library services. I've observed first hand how library services enrich the lives of sometimes isolated seniors, whether the services include visits by library volunteers with large print books and a friendly smile, Books (and DVDs and magazines) by Mail, or digital audio books and the loan of a player from the wonderful folk at the state library's Talking Book and Braille Services. In a myriad of ways—visiting schools and assisted living facilities, reaching out to campus and community groups, exploring the utility of social media, holding workshops for small business owners and story times in Spanish or sign language, and more—we seek to make contact and foster relations with underserved and unreached community members. Our focus includes, but isn't limited to, "new and non-readers, people geographically isolated, people with disabilities, rural and urban poor people, and people generally discriminated against based on race, ethnicity, sexual orientation, age, language and social class", as described in the mission of the American Library Association's Office for Literacy and Outreach Services (OLOS).

Diversity can be defined in many ways, but organizations generally use a broad definition that encompasses race, gender, ethnicity and national origin, age, religion or spiritual beliefs, sexual orientation, and physical or mental capabilities. The demographics of Oregon are

changing and our community's needs are changing as well. The 2008–2012 American Community Survey tells us that 14.7 percent of Oregonians speak a language other than English at home; 13.5 percent of our civilian non-institutionalized population has a disability. The 2010 Census revealed that there are now over 450,062 Hispanics or Latinos living in Oregon, 11.7 percent of the total population, which is an increase of 63.5 percent from the last census in 2000 (Population Research Center, 2010, p. 1–3). Some of my recent professional reading has included the draft Standards for Oregon Public Libraries from the OLA's Public Library Division, which address diversity and community engagement for public libraries in some thought-provoking ways. For example, at the enhanced library level, "if more than 5 percent of the library community speaks a language other than English at home, the library would ensure that its director and key staff are capable of speaking and culturally engaging with patrons" (OLA, 2013, p. 6). It's a thorough and interesting document—I encourage you to take a look at it, available on the OLA site at http://tinyurl.com/le27pkj; the PLD Board is looking for responses and feedback through February.

In this issue, our authors share stories that we hope will inspire you as you reflect on how your library, whether special, academic, or public, is reaching some of its diversity and community engagement goals. Martín Blasco, vice-chair of OLA's Outreach Round Table, shares his philosophy and principles of outreach to new immigrants. Maria Aguilar, Latino Outreach Coordinator at the Cornelius Public Library, offers an inspiring article about how her library's renewed focus on outreach efforts resulted in remarkable circulation growth and summer reading participation in their small town. Jennifer Keyser, a librarian working in the Davies Family Research Library at the Oregon Historical Society, details how her library used the microblogging platform Tumblr to highlight their unique collections and services for far flung patrons interested in Pacific Northwest history. Lindsay Slater shares her research about how best to serve deaf and Deaf populations in our communities. Trinity Minahan, Curriculum Specialist for the Confederated Tribes of Grand Ronde, describes how the Tribes partnered with the Willamina School District to provide a first of its kind in Oregon social studies curriculum and resource list based on Oregon tribes and drafted by Native American educators with an eye toward the learning styles of Native American students. Barbara Jenkins, Director of Instruction and Campus Partnerships at University of Oregon Libraries, describes how her library has been building campus partnerships.

I found their articles inspiring and educational, and I hope you enjoy them as well!

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Outreaching to New Immigrants:
A Two Way Path

by Martín Blasco
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A native of Argentina, Martín Blasco has worked with underserved communities for many years. Before becoming a librarian, he carried out ethnographic and social research among drug users in New York City. He pursued his studies in librarianship at Long Island University, New York. Upon receiving his MLS, he began working in Peekskill, New York where his outreach work began not as an official title, but by necessity to serve new immigrants, especially the undocumented. He is working now as an Outreach Librarian for Latino and Multicultural Services at Washington County Cooperative Library Services.

Martín sees outreach as a very important civic responsibility of promoting libraries in order to introduce these communities to the vast resources and programs these institutions have to offer.

Traditionally, the goal of outreach librarians is to reach out beyond the physical library building, and promote and make library services accessible and relevant to all. Demographics, which constantly change, are the best place to start our outreach work. New immigrants are more and more an integral part of our society. Many new immigrants, coming from developing countries that don't have public libraries, don't realize that public libraries are available to them in this country and that the services are free. This is something that has to be constantly reinforced. As outreach librarians we do our best to know the library's community: learning about different cultures; connecting with formal and informal community leaders, organizations and agencies to create partnerships; and promoting our services and programs, including those catering to new immigrants regardless of their socioeconomic, age, ability and gender backgrounds.

But what happens when these populations cross the doors of our physical and virtual spaces? The library should be a welcoming, safe place for everybody to enjoy.

There are several points to consider in attracting new patrons to our physical buildings, that is, not only getting people in the door but really developing a sense of inclusion.

Is it better to hire library staff who reflect the culture of the community? Bilingual and/or bicultural librarians are always a great asset. Libraries should look for the best people who can work in a changing environment—not only technologically but culturally. They should especially look for those who are adept at customer services practices, including cultural competence. This practice is not limited to reference. It should also include the circulation desk and, of course, technical services. However, it's not enough to have minorities in our libraries if they are still underrepresented in leadership. New immigrants should be encouraged to be connected with the decision-making structure.

A second consideration is library resources. A good collection would include world language books, DVDs, CDs, journals, newspapers, and programs that include the customs, traditions, values and interests of a diverse community. Good

and prominent signage is also going to help attract those who have not experienced the library culture.

Is this enough to serve a diverse community? The library staff has to be culturally competent. They must interact effectively; listening, being patient, and making the best effort to connect with all people. Cultural competency requires humility, that is, the belief that no culture is superior to others. Cultures are different.

As is the case with many libraries already, communication can be facilitated by using cards with translations of basic words and phrases, even with pictures to work with new immigrant patrons. Culturally competent library staff also concentrate on learning the names of their culturally diverse constituency. Displays, panels, flags, signage, flyers, and publicity should include words and pictures which reflect the diversity of the community.

Remember the importance of partnership. It's crucial that we form partnerships that result in advocacy for our programs and services.

True partnerships are the ones on which we can rely to make long lasting relationships with the community, especially with new immigrants.

In regards to community organizations, partnerships work two ways. Libraries are very good at promoting other organizations' services and programs and bringing library services and users together outside of the building, but the opposite must also be true. Our partners, community organizations, must also promote libraries and bring to them new ideas for services and events that are needed for their constituencies. For instance, a patron can take advantage of a series of citizenship classes with a community organization, but this organization, in turn, should refer patrons to the library as a place to obtain practice books for their citizenship exams or information to help them navigate the bureaucratic red tape involved in gaining naturalization.

Our directors, boards, government officials, library staff and the general public need to be brought on board regarding the importance of including new immigrants in the life of the library. The children of these new communities can be impacted by early literacy programs and will eventually contribute to our society. The success of new immigrant children will affect the community.

As outreach librarians we have to be sure that our libraries embrace a spirit of community for all, and always, always remember that outreach is a two way path: Going out to the community and getting the community into our libraries.

NOTE: *Responsibility for the views set out in this article lies entirely with the author.*

The Little Engine That Could

by Maria Aguilar
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Maria Aguilar has been working at the Cornelius Public Library since December 2004. She started as a part-time library clerk and was later hired as the Latino Outreach Coordinator. Maria earned her B.A. in Human Resources and Marketing from Portland State University. Maria currently overseas the outreach program, volunteers, Spanish collection development, and circulation.

The Cornelius Public Library is a 3,025 square foot library located in a rural town of about 12,000 residents. Over the past six years we have been able to provide outreach to our community's approximately 50 percent Latino population, thanks to two LSTA grants.

In 2008 the director, Karen Hill, applied for a LSTA grant to fund a three quarter Latino Outreach Coordinator, for which position I was hired. The project was so attractive that the Paul G. Allen Foundation matched the grant for a second year. Karen and I sat down to talk about the needs of the community, what we wanted to do, and how we could reach that goal in a two year period.

The first thing we decided to focus on was establishing and maintaining partnerships with local agencies, such as Virginia Garcia Memorial Health Center, Centro Cultural, Head Start and two of our elementary schools. We sat down with each of their directors or outreach coordinators to see how we could help one another, and how we could collaborate in future events. We listened to the needs of each agency and began planning how we could best serve our community and its residents. We started making ourselves more visible and promoting our services to the Spanish speaking community. We needed to break down the language barrier that seemed to be holding back many residents from coming into the library, and take away the misconception that our services come with a fee.

One of our main goals was to have more Spanish speaking patrons visit the library. This, in turn, would increase the circulation of our Spanish Language materials. We were able to accomplish this small hurdle by rearranging the library to locate all of the Spanish Language materials together. This made the Spanish Language materials more visible and accessible. Relocating several small collections made the Spanish Language materials seem larger. We received a lot of positive feedback from the patrons saying how much easier it was to browse for items and how it made the library visually attractive. To help us with the uphill battle of not having enough Spanish books, we have received several grants to purchase Spanish language books. A Meyer Memorial Trust grant of $6,500 was the largest grant that helped us power through this goal. We were able to increase our circulation from 300 items a month in 2007 to about 900 a month

in 2008. We went from the thought of "I think I can" to "I know I can."

After building the collection, we focused on attending as many community events as we could. We began promoting our services and storytimes by word of mouth, Univision (Spanish language television), community and agency listservs, and even held an open house. This helped get people interested in our library and the services we provided. We were reaching a great portion of our intended population. Throughout this process, we established valuable connections within the community that gave us the energy to keep chugging along with our goals.

Karen and I attended trainings in Early Literacy and integrated this material into workshops, handouts, and collection development. We restructured our Spanish Family Storytime and began a Language Exchange program. All of these things, among others, helped shape the path towards making ourselves known in the community and to our community partners. By the end of the second year, the City of Cornelius was enthusiastic about adding my position to the budget and therefore continuing our outreach services to the Latino community.

With the increase in library use and needs across

Maria Aguilar at Free Orchards Back To School Night speaking with parents about the various resources the library has.

Elizabeth Lopez and Maria Aguilar at a Children's Day event that attracts over 3,000 people each year.

Spanish Language storyteller Nelda Reyes engages the kids at our Spanish Language Family Storytime.

all languages and services came more responsibilities, limiting my flexibility to attend various community events and diluting our outreach efforts. Last year, we applied for another LSTA grant to hire an intern to support the great foundation we had laid out in 2008. This position helped increase the number of programs for Spanish speaking patrons. We restarted the Language Exchange program (which had been dropped) and added a Spanish computer class as well as monthly storytimes at our local Head Starts. During the spring, we were able to visit almost every classroom at two of our three local elementary schools, promoting the summer reading program and the library in both English and Spanish. This resulted in an astounding 31 percent increase in participation in our summer reading program for kids aged 0 – 13.

Despite having less than a full-time dedicated outreach position and constantly piecing together grants and other funds, the Latino Outreach program at the Cornelius Public Library has been very successful. All of our hard work and focus on outreach and increasing the programming has paid off. Our overall circulation has increased 49 percent in the past four years and Spanish language material circulation increased 16 percent during the same time frame. Even though we have found success in our outreach program, we continue to look for ways in which we can create new partnerships and introduce new programs for kids and adults. The work in outreach is never done, and we are thankful for the opportunity to create something exciting for our community and change "I think I can" to "I know I can."

Cha Cha the Clown at the Open House celebration of an Amo Leer grant of books received by the library.

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Making the Archives Visible:
The Oregon Historical Society Research Library's Blog

by Jennifer Keyser
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Jennifer Keyser works as a reference librarian in the Davies Family Research Library at the Oregon Historical Society. She received her MLS, with honors, from Emporia State University, and her BA in history from Reed College. She has worked in a variety of libraries, including academic (University of Oregon — Portland Library), corporate (Ziba, CH2M Hill), archives (Oregon Historical Society and Lewis and Clark College), and public libraries (Multnomah County Library, which included driving the book mobile). She is active with the Oregon Chapter of the Special Library Association (ORSLA). Currently, she is serving as ORSLA's President-Elect. Outside of archives and libraries, Jennifer enjoys exploring Oregon, filmmaking, and solving puzzles.

The Davies Family Research Library at the Oregon Historical Society recently launched a blog through the popular microblogging site Tumblr. The Research Library is nestled away on the fourth floor of the OHS building with most of the collections tucked away in boxes, folders, drawers and off-site storage, not readily visible to visitors. Although blogs are nothing new to libraries, we viewed the social media platform as an easy solution to creating awareness of the various and unique collections at OHS, as well as the services offered by the library. The blog allowed for the creation of an online space to highlight the library's diverse materials, including photographs, films, manuscripts and ephemera. Ultimately, it provides people with a peek at the varied history of the Pacific Northwest and a sense of the unique documents held at OHS.

The Research Library's blog was developed as an outreach service that would allow library staff to easily connect with a broader community outside of the brick and mortar library. The library staff at OHS is relatively small, especially in comparison to the extensive collections and numerous research requests, both in person and at a distance. The staff has limited time to provide services outside of the library. The blog appeared to be a simple solution for making the collections more visible without taking the library staff away from the library visitors and collections.

Since the Research Library is part of a larger institute, we needed to make the case for why the library needed its own blog. We created a brief report, which included examples of blogs managed by archives and libraries, options for host sites, and information on how the organizations handled images, especially in terms of copyright, watermarks, and ability to download. After the blog was approved as a library outreach service, we set up a Tumblr account, customized the page, and officially launched the OHS Research Library page.

We chose the Tumblr platform for its user-friendly interface, customizability, and visual appeal. In addition, Tumblr posts can be linked to Facebook accounts and the images are often

promoted within the Tumblr site. Library staff quickly set up the Tumblr account and without the assistance of IT. We promoted the blog via Facebook, as well as through local and national library, archives and history networks. We included a link to the page on the library's website. It has proven to be a popular blog with a growing crowd of "followers" and a wide variety of bloggers sharing the posts on their Tumblr accounts.

We have yet to evaluate the blog page as an outreach service program. However, we have set up Google Analytics for tracking activity relating to the blog. In addition, we have noted the monthly data provided by Tumblr. Most of the feedback has been written or oral, and all positive. Regular library users have indicated how they enjoy the daily posts. A group of cartographers visited the Research Library, because of an unusual map that was posted on the blog. None of them had been to the library before and they were pleased to discover the resources in the Research Library that are available to the public. Overall, the Tumblr page has been a worthwhile endeavor that is easy to manage, provides a place to showcase the collections, and creates awareness of the library.

The Tumblr account is managed by Matthew Cowan, Moving Images and Photography Archivist, and Jennifer Keyser, Reference Librarian. Cowan and Keyser hand select items to post to the site, as well as solicit ideas from library staff and volunteers. The Tumblr page is updated daily, often with multiple posts. The blog can be viewed at http://ohsresearchlibrary.tumblr.com/.

Welcome to the wonderland of the OHS Research Library. The library is open to the public, please visit us or order photos online.

Salem Commercial Club flier, 1914

Public Library Services to Deaf Families and Deaf Children

by Lindsay Slater
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Lindsay Slater is a junior at Whitworth University (Spokane, Washington) majoring in Spanish and speech communication. She currently works at the Whitworth University Library as the reference and web assistant. Lindsay's goal is to pursue a graduate degree in library and information science to address questions of how to improve literacy in underserved populations. She will be studying in Costa Rica in early 2014. Lindsay gives thanks to Cedar Mill Community Library and Beaverton City Library for volunteer and internship opportunities.

Deaf and hard of hearing individuals comprise a significant population in Oregon; 100,616 Oregonians report hearing impairment of some kind (U.S. Census Bureau). Last year I had the opportunity to take two semesters of American Sign Language (ASL), and as part of the course I was encouraged to research how I could apply my knowledge to my career. For that reason, I researched library services to deaf children. Deaf children come from varying cultures. Ninety percent of deaf children are born into a hearing family, while others are raised in a Deaf family (Noland, 2003). Lower case "deaf" refers to people with severe hearing loss while upper case "Deaf" denotes the cultural group that shares a language, experiences, and means of interaction. While Deaf children with parents fluent in ASL tend to be more literate than deaf children in hearing families, strong language skills and reading practice seem to predict literacy regardless of a child's primary language (Morere, 2011). My review of the literature suggests that the way to serve deaf children is to create a plan that encompasses collection development, targeted library programming, and marketing. In this article I first examine some of the reasons that libraries need to pay particular attention to the Deaf population and then describe theory and resources for each aspect of library services. Along the way, I point out helpful Oregon-based resources.

The Need for Development

As always, the challenge in library programming is finding underserved populations in our community and connecting with their needs. On one hand, deafness can be an "invisible" characteristic of our patrons (Riley, 2009). Could this invisibility mean that we have overlooked needs? On the other hand, traditionally, Deaf people relied on the Deaf community for their information needs but more parents are now mainstreaming deaf children and may consider public libraries for programs and support (Noland, 2003; Playforth, 2004).

While this article addresses a plan for serving this population that focuses on collection development, programs, and marketing, two more components are also important: clear goals in the library's strategic plan, and commitment and support by library management (Riley, 2009; Playforth 2004; Rodriguez & Reed 2003; Noland, 2003).

Collection Development

Deaf children may be particularly interested in American Sign Language (ASL) and Deaf culture materials. MacMillan (2006) describes seven standard criteria for the evaluation of sign language materials: date, format, language, variety of target ages, cultural information, credentials of authors and producers, and visual quality (p. 45–46). In general these aspects are evaluated for sign language materials as for any other materials, with the exception of date, language, and cultural information.

The criteria "date" applies most directly to materials about the science of hearing, which require frequent revision. In 2003, McKenna wrote that materials dating before the mid-1990s should be considered out of date and removed from the collection. Update this rule of thumb to 2014, and libraries should review the currency of their collection about the science of deafness and replace materials where appropriate. Books withdrawn for this reason may also qualify for replacement because of the criteria of language. Older materials are more likely to erroneously present Signed Exact English (SEE) or Contact Sign as ASL (MacMillan, 2006). Such factual errors are not the only problems materials may have; many works of fiction don't celebrate Deaf culture as fully as they should.

Special care should be taken with regards to the content of children's books about deaf characters. Golos and Moses (2011) studied the representation of deaf characters in children's picture books. For deaf and hearing children, the representation of deaf characters can either provide a positive example or perpetuate harmful stereotypes. The two primary models of deafness are the pathological model of deafness and the cultural perspective of deafness (Golos & Moses, 2011, 271). The first presents deafness as medical condition to be fixed, while the second celebrates the culture that the Deaf community shares. In the picture books of the study, Golos & Moses (2011) identified the pathological model most frequently. Fortunately, resources exist to help libraries make the best purchases possible. Lists of publishers, titles, and books with Deaf characters are available through the Association of Specialized and Cooperative Library Agencies (ASCLA) Library Service to People Who Are Deaf or Hard of Hearing Forum. (Please note that the ASCLA is, at the time of this writing, updating its Guidelines for Library & Information Services for the American Deaf Community.) While children's books that emphasize the pathological model yield limited insight into Deaf culture, print is also limited because ASL is a three dimensional, animated, and expressive language.

A strong library collection includes video materials to address the visual component of ASL and Deaf culture. In Cleveland, Abigail Noland (2003) of the Coventry Heights branch primarily relied on video to serve the Deaf community because Deaf culture is visual. The nonprofit ASL Access was established to help libraries with similar goals to Noland's to purchase a collection of ASL videos (MacMillan, 2003). While ASL Access discontinued

Collection Development Recommendations

- ASCLA LSPDHHF Collection Recommendations
  www.ala.org/ascla/asclaourassoc/asclasections/lssps/lspdhhf/lspdhhf

- ASL Access
  www.aslaccess.org

VHS sales with the rise of DVDs, the website remains a repository of reviews on materials that now may be available in other formats. Of particular interest to collection development librarians is the fact that ASL Access reviews materials that do not generally appear in review journals (MacMillan, 2006). The ASCLA has a list of vendors, including ADCO Hearing Products, Inc., that supply DVDs.

Children's Programming

Library programs for deaf children should reflect the wide variety of existing children's programs: storytelling, crafts, guest performers, and more.

Kathy MacMillan's book T*ry Your Hand At This: Easy Ways to Incorporate Sign Language into Your Programs* is a treasure trove of books and games that incorporate ASL into programs. She identified three categories of children's programs that serve this population: programs that teach introductory sign language and Deaf culture; programs created with creative input from the Deaf community; and regular programs that include an interpreter to make them accessible.

Programs that teach introductory sign language and Deaf culture are of more interest to mixed families, with either children of deaf adults (CODAs) or hearing parents and deaf children (MacMillan, 2006). As many deaf children have hearing parents, these are a valuable service that libraries can provide to help connect children to Deaf culture. In addition, MacMillan (2006) argued that this basic incorporation may "open a door" to a more welcoming environment and further relationship with the Deaf community (p. 6–7). Guest speakers can provide workshops or story times.

In Oregon, a couple of authors and educators who provide basic sign language and Deaf culture programming are Dawn Prochovnic and Shirley Sieczkowski. Dawn Prochovnic is the author of the series Story Time with Signs & Rhymes, which introduces ASL vocabulary along with a story in English. Prochovnic has presented story times at schools and libraries in Oregon and Southwest Washington. Another option is to bring in a sign language instructor. Shirley Sieczkowski taught a two-day teen program on ASL and Deaf culture at the Springfield Public Library in both 2012 and 2013 (C. Schindele-Cupples, personal communication, December 18, 2013). Online resources can complement ASL programs. The Corvallis-Benton County Public Library maintains a LibGuide on resources for learning ASL ("ASL," 2013). This type of resource can help point interested patrons to more free, online resources for learning the language.

Photo Courtesy of Dawn Babb Prochovnic, www.dawnprochovnic.com

Vancouver Community Library, November 2013

Photo Courtesy of Dawn Babb Prochovnic, www.dawnprochovnic.com

Garden Home Community Library, January 2012

Introductory ASL and deaf culture events, like those offered by Prochovnic and Siecz-kowski, might just stimulate more robust programming. Some libraries have chosen to develop in-depth sign language classes based on community response. At the Coventry Village branch of the Cleveland Heights-University Heights Public Library (CHUHPL), staff have begun offering total communication classes to help families with both Deaf and hearing members connect (Noland, 2003). This type of targeted program falls into MacMillan's (2006) second category, programs created with creative input from the Deaf community. Libraries should ask the Deaf community what types of programs they want or if the library could facilitate an

Programming Resources

General Resources

- *Try Your Hand At This* by Kathy MacMillan

- Friends of Libraries for Deaf Action
  www.folda.net

Oregon Resources

- **Dawn Prochovnic** (Portland) writes a series of children's books that introduces ASL vocabulary. Find story time ideas, event resources, and author visit information online.
  www.dawnprochovnic.com
  www.abdopub.com/shop/pc/viewcontent.asp?idpage=73

- **Shirley Sieczkowski** is an ASL educator from Lane county who offers classes and workshops.
  www.speakinghands.com/shirley.php

event led by someone from the community (MacMillan, 2006). The topics that result are interesting to both Deaf families and hearing families (MacMillan, 2006). One starting point is the Friends of Libraries for Deaf Action (FOLDA), which includes resources for National Deaf History Month among other programming suggestions ("Communication," 2007).

The third family of programs provides the least benefit to deaf children; they are standard programs with an interpreter present (MacMillan, 2006). The different ways that narrators and interpreters interact create a variety of possible outcomes for hearing children and for deaf children (Poveda et al., 2008). In general, when stories are told in both English and sign language, there are more elements that create meaning for both deaf and hearing children because they find meaning from the interpreter, the storyteller, and the interaction between the two (Poveda et al., 2008). Poveda et al. (2008) concluded that there are more positive outcomes for hearing children than deaf children because hearing children receive the whole story from the narrator and can then enrich their experience by attending to the interpreter. In contrast, deaf children often lose cues or elements of the story through interpretation. Poveda et al. (2008) suggested that interpreters could be considered literary mediators, and with this departure from traditional definition of interpreting, could develop their own styles or even collaborate with the traditional storytellers to create a joint experience. Another suggestion to rebalance the storytelling scene is to have the principal storytelling in sign language, with interpretation to the oral language. Both suggestions are a win-win! Poveda et al. (2008) found that the literary experience improves as more layers of meaning are added, and it can be an exciting, novel opportunity for participants.

Overall, there are a variety of approaches to developing programs for deaf children. The best programs take input from the Deaf community and create excellent, rather than satisfactory, experiences for both hearing and deaf children.

Marketing

Personally contacting the Deaf community is invaluable. Playforth's (2004) ideal library advertises through print and video, and also has personal contact with the Deaf community. Noland (2003) defined that personal contact further, suggesting that librarians should act as liaisons to the Deaf community through information centers like bulletin boards or websites. The Oregon School for the Deaf (www.osd.k12.or.us), Oregon Association of the Deaf (www.facebook.com/deaforegon), and Deaf Services of Southern Oregon (www.dsso.org) are just three possible avenues for marketing. If advertising a program directly to the Deaf community, libraries should anticipate the need for an ASL interpreter and then write or say that one will be provided (Rodriguez & Reed, 2003; MacMillan, 2006). In addition, libraries should still include the library's contact information for other types of ADA accommodation (MacMillan, 2006).

Conclusions

To better serve deaf children, libraries can improve their collections by paying attention to cultural representation, can develop great programs through collaboration with Deaf community, and can effectively market their services through a personal and proactive approach. With these suggestions, hopefully we will each be able to make a compelling case for providing more expansive and thoughtful services to deaf children.

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The Confederated Tribes of Grand Ronde Curriculum Collaboration Effort

by Trinity Minahan
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Trinity Minahan is a Confederated Tribes of Siletz member and the Curriculum Specialist for the Confederated Tribes of Grand Ronde. She began working for the Tribe in 2002 as an Intern in the Education Division and has been there ever since. She holds a Bachelor of Science in Social Science from Western Oregon University and a Master of Arts in Teaching degree from George Fox University. She is passionate about getting curriculum based on Oregon tribes in Oregon schools. In her spare time she enjoys exploring the outdoors, cooking, and spending time with her husband, family and friends.

In the fall of 2013, The Confederated Tribes of Grand Ronde Education Division completed the first draft of a fourth grade social sciences curriculum. This curriculum was a pilot project that was brought about by the need for historically accurate and culturally relevant curriculum in Oregon schools.

The Oregon Social Sciences Academic Content Standards adopted August 15, 2011 call for fourth grade students to be able to identify and describe historic Native American groups that lived in Oregon prior to contact with Europeans and at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment. The standards also want teachers to explain how people in Oregon have modified their environment and how the environment has influenced people's lives, and to describe and evaluate how historical Oregon governments affected groups within the states including tribes.

This curriculum has been long overdue, as for years there has been a lack of accurate information about Oregon tribes in Oregon classrooms. Instead teachers have been teaching about tribes outside of Oregon. With the state standards in place, it was great timing to develop curriculum that teachers could use.

The process of creating the curriculum involved the Tribe's Education Department, Tribal Library, Land and Culture Department, Public Affairs, and other Tribal staff. The project would not have been possible without the support of the Tribal Council. As the creation was taking place, the Willamina School District agreed to serve as a partner in the project and allow their fourth grade teachers to pilot it during the 2013–2014 academic year. A training was held for the Willamina Elementary School fourth grade teachers in August of 2013 that introduced the curriculum, materials required throughout the curriculum, and resources available to teachers, as well as guidelines for teaching the curriculum.

The design of the curriculum includes 15 lessons that feature the Pre-Termination time period, the five principal tribes of the Confederated Tribes of Grand Ronde, laws and treaties, housing, transportation, fishing and hunting, stories and oral history, plants, basketry and gathering, clothing, language,

the termination time period, restoration era, sovereignty and tribal government today, a glossary, maps, teacher resources, and a special edition CD created by multiple Native American Music Award winning flutist and Grand Ronde Tribal member Jan Looking Wolf Reibach. Each lesson plan has a logo titled "Telling Our Story" that was created specifically for the curriculum by Grand Ronde Tribal member artist Brian Krehbiel. Technology was integrated into the curriculum by designing a lesson around iPad use in the classroom and providing PowerPoint presentations and videos for lesson delivery.

Tribal Librarian Marion Mercier developed a specific insert in the curriculum: the Native American resource list. It provides teachers and students expanded opportunities to dive deeper and research both The Confederated Tribes of Grand Ronde and other Oregon tribes. It includes lists of books at various reading levels including Young Adult Non-fiction, Young Adult Fiction, Elementary Non-fiction, Elementary Fiction, and Elementary Picture Books—Fiction and Non-fiction. Books on the list are available in the Confederated Tribes of Grand Ronde's Tribal Library collection. The resource list also includes reference to Grand Ronde Tribes, Coastal Tribes of Oregon, Tribes East of the Cascades and the Columbia River areas, Oregon Tribes: general, videos, researched material including dissertations and theses, music, basketry curriculum materials, Tribal Newsletters, and websites.

This curriculum is the first of its kind in Oregon as it is a tribe specific social studies curriculum that meets state standards and was drafted by Native American educators keeping in mind the learning styles of Native American students. The lead curriculum writers are April Campbell, Kathy Cole, and Trinity Minahan. Our plan is to make our curriculum available to all Oregon teachers and schools by the fall of 2014. Training on how to use the curriculum will be available in the summer of 2014 and there is discussion of possibly using webinars to reach a larger audience statewide. The next steps for the future are to create an 8th and 10th grade social studies curriculum that meets Common Core and state standards and integrates multimedia technology. Our hope is that teachers will teach the history of our people to students with a kind heart and share accurate knowledge that can be passed down for generations to come.

Marion Mercier (left) and Trinity Minahan

CTGR Tribal Library
Youth Reading List—Elementary (ELEM)
Junior High and High School (YA)
Native American Titles in the Tribal Library Collection
March 2013

Young Adult (YA) Non-fiction

1.	Surviving in Two Worlds	Crozier-Hoble & Wilson
2.	Soaring Spirits Conversations with Native American Teens	Karen Gravelle
3.	Native Women of Courage	Kelly Fournel
4.	The Seventh Generation	Bergstrom, Cleary & Peacock
5.	The History of the American Indians & The Reservation	Judith Edwards
6.	You Are Now on Indian Land: American Indian Occupation of Alcatraz Island	Margaret Goldstein
7.	Visions for the Future: A Celebration of Young Native American Artists	N.A. Rights Fund
8.	Red Earth, White Lies	Vine Deloria
9.	Walking Thunder: Dine Medicine Woman	
10.	Anpao	Jamake Highwater
11.	100 Native Americans	Bonnie Juettner
12.	Native American Doctor, the Story of Susan LaFlesche Picotte	Jeri Ferris
13.	A Native American Thought of It— Amazing Inventions and Innovations	Rocky Landon
14.	A Whale Hunt	Robert Sullivan
15.	In the Spirit of Mother Earth Nature in Native American Art	Mcquiston, Schmidt & Thom
16.	Native American Design—Image Archive with CD	
17.	Native Athletes in Action	Vincent Schilling
18.	Eagle Blue	Michael D'orso
19.	American Indians of the Pacific Northwest	Eliszabeth Aderkas
20.	Guide to the Indian tribes of the Pacific Northwest	Ruby & Brown
21.	An Indian Winter	Russell Freedman
22.	Native Men of Courage	Vincent Schilling
23.	Navajo Code Talkers	Nathan Aaseng
24.	Warriors: Navajo Code Talkers	Kenji Kawano
25.	Lame Deer, Seeker of Visions	John Fire Lame Deer
26.	Tools of Native Americans—A Kids Guide to History & Cultures of the First Americans	Kim Kavin
27.	Counting Coup	Joseph Medicine Crow
28.	Native American Civilizations	Mathis & Wood
29.	1997 Encyclopedia of the North American Indians (11 book set with index)	

Young Adult (YA) Fiction

1.	Absolutely True Diary of a Part-Time Indian	Sherman Alexie
2.	Children of the Longhouse	Joseph Bruchac
3.	The Winter People	Joseph Bruchac
4.	Sacajawea	Joseph Bruchac

5. The Dark Pond — Joseph Bruchac
6. Geronimo — Joseph Bruchac
7. Who Will Tell My Brother — Marlene Carvell
8. The Whale Rider — Will Ihimaera
9. Rising Voices — Hirschfelder & Singer
10. The Birchbark House — Louise Erdrich
11. My Name is Not Easy — Debby D Edwardson
12. Perma Red — Debra Magpie Earling
13. Treasure Mountain — Evelyn Sibley-Lampman
14. Witch Doctor's Son — Evelyn Sibley-Lampman
15. A Woman of Her Tribe — Margaret Robinson
16. The Fledglings — Sandara Markle
17. Touching Spirit Bear — Mikaelsen
18. Spirit Quest — Susan Sharpe
19. The Trickster and the Troll — Virginia Driving Hawk Sneeve
20. Moccasin Thunder — Lori Carlson
21. The Secret of the Northern Lights — Kinsella
22. The Indian Lawyer — James Welch
23. At the End of Ridge Road — Joseph Bruchac
24. Ishi The Last of His Tribe — Theodora Kroeber
25. Standing Tall Lifeways of Kathryn Harrison — Kristine Olson
26. Wilma Mankiller — Wilma Mankiller
27. Reservation Blues — Sherman Alexie

Elementary Non-fiction

1. Weaving a California Tradition — Linda Yamane
2. Children of North America Today — Dennis & Hirschfelder
3. Powwow — Ancona
4. Potlatch: A Tsimshian Celebration — Diane Hoyt-Goldsmith
5. Shannon: An Ojibway Dancer — Sandara King
6. Beaver Steals Fire — Confederated Salish & Kootenai Tribes
7. Monster Slayer — Vee Brown
8. Native American Animal Stories — Joseph Bruchac
9. Myths From Many Lands: Native American Myths — Neil Morris
10. How Spirit Dog Made the Milky Way — Michael O'Hearn
11. Corn is Maize — Aliki
12. Ininatig's Gift of Sugar — Laura W Wittstock
13. Where Indians Live: American Indian Houses — Nashone
14. Weave Little Stars Into My Sleep — Neil Phillip
15. Jim Thorpe's Bright Path — Joseph Bruchac
16. Dancing teepees — Virginia Driving Hawk Sneeve
17. The Trees Stand Shining — Hettie Jones
18. The Quiet Hero: the Story of Ira Hays — SD Nelson
19. A Kid's Guide to Native American History — Dennis & Hirschefelder
20. Weapons of the American Indians — Matt Doeden

21. Charles Eastman — Betsy Lee
22. American Indian Cultures — Weil & Guillain
23. The Nez Perce — Virginia Driving Hawk Sneeve
24. The Kwakiutl Indians — G S Prentzas
25. The Wampanoags — Alice Flanagan
26. Longhouses — Raymond Bial
27. Meet Naiche — Tayac & Harrington
28. A Boy Called Slow — Joseph Bruchac
29. Sarah Winnemucca — Mary F. Morrow
30. Ancient Indians of the Southwest — David Noble
31. Northwest Coast Indians — Tamim Ansary
32. If You Lived With the Indians of the Northwest Coast — Ann Kamma
33. American Indians Facts of Lift:
    Profile of Today's Tribes & Reservations — George Russell
34. People of the Northwest and Subarctic — Linda Thompson
35. Chinook Indians — Suzanne Williams
36. Children of the Midnight Sun — Tricia Brown
37. Children of the Tlingit — Frank Staub
38. American Indian Nations (12 book series)
39. New True Books (Series with Native American titles)

Elementary Fiction (Chapter)
1. Heart of a Chief — Joseph Bruchac
2. Hidden Roots — Joseph Bruchac
3. Skeleton Man — Joseph Bruchac
4. The Dark Pond — Joseph Bruchac
5. Bear Walker — Joseph Bruchac
6. Arrow Over the Door — Joseph Bruchac
7. Walk Two Moons — Sharon Creech
8. Indian Captive — Lois Lenski
9. Adaline Falling Star — Mary Pope Osborne
10. Indian Shoes — Cynthia L Smith

Elementary Picture Books – Fiction and Non-fiction
1. Very Last First Time — Jan Andrews
2. Why the Tide Ebbs and Flows — Bowden & Brown
3. The First Strawberries — Joseph Bruchac
4. Thirteen Moons on Turtles Back — Joseph Bruchac
5. The Salmon Princess — Mindy Dwyer
6. The Girl Who Loved Wild Horses — Paul Goble
7. Punia and the King of Sharks — Lee Wardlaw
8. A Child at Glacier Bay — Kim & Hannah Corral
9. Saltypie — Tim Tingle
10. This Land is My Land — George Littlechild
11. The First Americans — Anthony Aveni
12. The Elders are Watching — David Bouchard

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Book List for Teacher Training
by Marion Mercier, Tribal Librarian

This is a resource list of books about Native Americans/Indians of Oregon Tribes and their home-lands. Most are at adult reading levels. Information can be used to enhance high school level studies. Books on this list are available in the Confederated Tribes of Grand Ronde's Tribal Library collection.

Titles that may be of interest for those wanting to get a better understanding about the Indians in Oregon include: *The First Oregonians* and the second edition of *The First Oregonians*. These are great titles for a brief introduction to Oregon's nine Federally Recognized Tribes.

Bold type references materials are authored by Tribal Members, features of Tribal Members, or published by the Tribe (CTGR).

Reference to Grand Ronde Tribes
- Requiem for a People by Stephen Dow Beckham
- The World of the Kalapuya by Judy Rycraft Juntunen, May D. Dasch & Ann Bennett Rogers
- The Kalapuyans by Harold Mackey, PhD.
- **Standing Tall: The Lifeway of Kathryn Jones Harrison, Chair of the Confederated Tribes of the Grand Ronde Community by Kristine Olson**
- All Quiet on the Yamhill: The Civil War in Oregon by Royal A. Bensell
- Indian Journal of Rev. R.W. Summers by R.W. Summers
- Father Crockett of Grand Ronde by Martinus Cawley
- Witch Doctor's Son by Evelyn Sibley Lampman (historical fiction) YA*
- Treasure Mountain by Evelyn Sibley Lampman (historical fiction,) YA
- Shasta Nation by Betty Lou Hall and Monica Jae Hall
- Siletz: Survival for an Artifact by Leone Letson Kasner
- The Nehalem Tillamook: an Ethnography by Elizabeth Derr Jacobs
- Nehalem Tillamook Tales by Clara Pearson
- Indians of Western Oregon by Stephen Dow Beckham
- The Chinook Indians: Traders of the Lower Columbia River by Robert H. Ruby & John A. Brown
- The Chinook by Clifford E. Trafzer
- Assimilation's Agent: My Life as a Superintendent in the Indian Boarding System by Edwin Chalcraft
- An Arrow in the Earth: General Joel Palmer and the Indians of Oregon by Terence O'Donnell
- The Last Yoncalla: The Legend of Sam Fearn by Dean Baker (Fiction)
- Teaching Oregon Native Languages by Joan Gross
- Rolls of Certain Indian Tribes in Oregon and Washington by Charles E. McChesney, et al.
- **Being and Becoming Indigenous Archaeologists by George P. Nicholas**
- Catholic Church Records of the Pacific Northwest (2 Vol.)
- **Living in the Great Circle: The Grand Ronde Indian Reservation, 1855–1905 by June L. Olson**
- **Chinuk Wawa as Our Elders Teach Us to Speak It by Confederated Tribes of the Grand Ronde Community of Oregon**

Reference to Coastal Tribes of Oregon
• The Coquille Indians by Roberta L. Hall
• Coquelle Thompson, Athabaskan Witness by Lionel Youst & William Seaburg
• People of the Coquille Estuary by Roberta L. Hall, Don Alan Hall, et al.
• She's Tricky Like Coyote: Annie Miner Peterson, an Oregon Coast Indian Woman by Lionel Youst

Reference to Tribes East of the Cascades and the Columbia River areas
• The Forgotten Tribes: Oral Tales of the Teninons and Adjacent Mid-Columbia River Indian Nations by Donald M. Hines
• When the River Ran Wild!: Indian Traditions on the Mid-Columbia and the Warm Springs Reservation by George W. Aguilar
• Celilo Falls: Remembering Thunder by Wilma Roberts
• Life Among the Piutes by Sarah Winnemucca Hopkins
• The Indian History of the Modoc War by Jeff C. Riddle
• The People of the Warm Springs by Confederated Tribes of the Warm Springs
• The Cayuse Indians by Robert H. Ruby and John A. Brown
• Wiyáxayxt/Wiyáaka´awn = As days go by: our history, our land, and our people—the Cayuse, Umatilla and Walla Walla. Edited by Jennifer Karson

Reference to Oregon Tribes: General
• Indian Legends of the Pacific Northwest by Ella E. Clark
• Coyote was Going There: Indian Literature of the Oregon Country by Jarold Ramsey
• The Sandal and the Cave: The Indians of Oregon by Luther S. Cressman
• Oregon Indians: Culture, History & Current Affairs, an Atlas & Introduction by Jeff Zucker, Kay Hummel, and Bob Høgfoss
• American Indians: Stereotypes & Realities by Devon A. Mihesuah
• Oregon Indians: Voices from Two Centuries by Stephen Dow Beckham
• Oregon Geographic Names by Lewis A. McArthur
• People of the River: Native Arts of the Oregon Territory by Bill Mercer

Videos
• The Chinook Trilogy by Rick Taylor, Dan Kane, Columbia River Inter-Tribal Fish Commission. Details legal decisions confirming fishing rights of Columbia River Indians
• American Cowboys by Cedric Wildbill and Tania Wildbill. Early days of Pendleton Roundup, Champion Jackson Sundown

Researched Material: Dissertation, Thesis, etc. (copied materials)
• **Termination of the Confederated Tribes of the Grand Ronde Community of Oregon: Politics, Community, Identity 2010 by David Gene Lewis**
• The Cultural Position of the Kalapuya in the Pacific Northwest by Lloyd R. Collins
• Kalapuya Texts (Part III) by Albert S. Gatschet, Leo Joachim Frachtenberg, & Melville Jacobs
• The Tualatin by Henry Zenk
• The Takelma Texts (Vol.II) 1909 by Edward Sapir
• The Legacy of the Lewis and Clark Expedition in Indian Law. Oregon Law Institute. Materials from the May 6, 2004 Symposium.

Music
- **Seven Rabbits, Stories and Songs of the Native American Flute by Jan Michael Looking Wolf**

Feature: Basketry Curriculum Materials
- **Exploring Culture: Basketry: Place, Community and Voices**

Tribal Newsletters
  Most Oregon Tribes publish their own monthly newsletter.
- **Smoke Signals**

Web Sites
  www.grandronde.org
  NTSAYKA IKANUM www.grandronde.org/ikanum/index.html
  Tribal Library Home Page: Research links to Tribal History & Cultural Sources
  www.grandronde.org/departments/education/library/

Campus Partnerships—
Collaborating in the Niches

by Barbara Jenkins
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Barbara Jenkins is the Director of Instruction and Campus Partnerships at the University of Oregon Libraries. She received her M.A. from the University of Chicago and her B.S. from Earlham College.

Barbara's job includes responsibility for the UO Libraries' instruction program, instructional partnerships with UO's First Year and Writing programs, and developing cross-campus partnerships. She is also the psychology librarian and frequently teaches research skills classes.

Barbara has been an active member of the Association of College and Research Libraries (ACRL) serving as Chair of the ACRL University Libraries Section and as a national ACRL Board member.

Barbara is currently the President of the Creswell Public Library Board and the Creswell Library Foundation Board. She lives with her husband and son in rural Creswell.

Our campuses are filled with silos that keep us separated and often unfamiliar with each other's goals, programs and services. Especially on a large campus, collaboration can seem elusive or be perceived as just the domain of the higher level administrative officers. But there is room for collaboration and partnership at all organizational levels and the library is well-positioned to engage with all parts of the campus.

Academic libraries are increasingly contributing to campus collaboration by reaching out from its traditional research and collections orientation and extending itself into non-traditional areas such as residence life. Working with the campus housing department on the integration of the library into the living-learning residential culture has been an active partnership at the University of Oregon and other campuses. But we need to go beyond these areas and also discover the many niche student services offices that share the goal of facilitating student academic success.

These niche student services offices can also provide the library with substantial benefits. With limited resources, we need to extend our reach to connect with a larger percentage of the students. With a large undergraduate student population it is convenient to think about undergraduates as a monolithic group. But, we gain more awareness of the varying student needs when we become more connected to the diversity on our campus. The niche student services offices facilitate this heightened awareness with their focus on specific student groups that have substantial demographic, economic, ethnic, age, and learning style diversity. Today's students typically do not come to college knowing about the role of the university library. They need to hear the "story" about libraries from someone with whom they have a personal and trusted relationship. The people on campus with the most personal relationships and opportunities to tell the "library story" frequently are student services professionals.

If we see our larger goal as contributing to student academic success, it doesn't work to wait until students come into the library building. Students need to learn about us from all corners of the campus. To reach the widest number of students and have a sustainable long-term effect, we need to integrate the library into the fabric of the campus infrastructure. Collaboration that is embedded in the campus infrastructure allows the library to develop a scaffold approach that leverages other campus resources and has the potential for more varied, nuanced, and long-term engagements.

However, reaching out to the campus niche student services offices takes a somewhat different approach than our typical academic discipline liaison. It means learning about what each part of the organization does and how they see the world. It means understanding the different campus sub-cultures and occasionally being aware of the political or cultural tensions between campus units. It requires being alert to subtle campus-level changes and thinking about the opportunities that might exist or be developed. And, it pushes us to rethink our marketing messages and use some different techniques.

Connecting with these campus partners may be a little outside of our traditional comfort zone. There is not as clear a path as there is with working with research and teaching faculty. They may have a limited view of what the academic library can offer. And our perceptions may not always resonate with them in same way. But there are great benefits to be gained in fully understanding all the ways the campus interacts with students and finding opportunities to get connected with a greater number and diversity of students.

Some strategies include:

- Identifying which parts of the campus organizational structure you don't know well and the roles they play.
- Browsing the campus web pages, newsletters and other communications.
- Developing marketing messages that reflect the library in broader and more inclusive terms (i.e., academic success instead of research papers)
- Looking for opportunities such as changes in personnel, new staff, or different programmatic developments.
- Calling to introduce yourself and expressing interest in learning more about what they do—personal connections are essential.
- Following up with email asking for a short meeting to learn more and jointly consider how the library could contribute to their students.
- Planning a short meeting and mostly listening to how they think about their program and the students they serve.
- Being enthusiastic and looking for common ground
- Learning to speak "their language" and avoiding library lingo
- Thinking creatively about how any aspect of the library or library staff skills could positively contribute to their students' academic success or campus engagement (go beyond the usual "research" orientation—think about all the library's assets such as: academic success, space, librarian/staff expertise, technologies, a central campus place where lots of students congregate, library's long & late hours, etc.)
- Starting small with one idea about collaboration or one thing to follow-up on.
- Realizing that sometimes collaboration doesn't work out the first time. The timing may be wrong or sometimes you aren't talking to the right person.

Some growing areas of niche campus partnerships are:

Offices for First Generation College Students (i.e., Pathway Oregon & McNair Scholars)

Challenges —The library is not typically the first thing that comes to mind for first generation students as many daunting issues such as finances, personal issues, and navigating the university academic culture may take priority. Programs like Pathway Oregon have large numbers of students who are spread across the campus in all different majors and often do not have any specific classes together.

Engagement—Academic success, retention and graduation are key areas in these programs. So program staff are exploring partnerships that could increase students' academic success. These students typically receive a high level of advising from the program, so getting connected to their advising sessions is one option that has worked for the University of Oregon Libraries. Some programs like the McNair Scholar have specific academic requirements built into them that may provide an opening for higher engagement with the library. Making the library relevant and integrated into these students' lives may require a high touch and flexibility. A future direction may be to find a way for the library to be part of a campus structure that provides an introduction to the academic university culture.

Offices for Accessibility or Disability Services

Challenges —Students with disabilities make up over nine percent of the higher education population; the largest growth area is students with learning disabilities. Learning disabilities are very individualized and each student may need different accommodations, so time and availability are important. Many learning disabilities involve difficulties with text, so it is likely that students face substantial challenges in working with complex, heavily text-based, and sometimes non-intuitive library research resources.

Engagement—One-on-one consultations away from the reference desk that allow for quiet space and time to have the student feel comfortable are essential. Referrals from the program advisor to a specific librarian often work the best so the student faces feels welcomed and sees the situation as having less uncertainty and ambiguity. Navigating the numerous unknowns involved in seeking help at the public reference desk can be overwhelming. The incorporation of visuals such as short videos in library websites and teaching tools may substantially assist these students. As this student population grows they will need substantially more engagement by librarians. The University of Oregon Libraries is focusing on developing more collaboration with the UO Accessibility Services office this year.

Offices for Returning Students

Challenges —These students are usually older than most undergraduates and often have very busy personal lives. They often are combining work and college and may have family responsibilities. They typically do not have much time to be in the library during regular business hours. Veterans are a large group of returning students, but often do not self-identify on campus so reaching them as a group is difficult.

Engagement—These students find online assistance, particularly those that they can pursue on their own time, to be particularly useful. Offering child care so that students with families can use the library more easily may increase library use, but also has substantial costs. Writing for the returning students' newsletter has been one strategy for increasing the University of Oregon Libraries' visibility. The Libraries also are regularly represented at the transfer students' orientation events. Getting more connected to the veterans on campus will be an area of investigation in the coming year.

Offices of Multicultural Academic Success or Support

Offices of multicultural academic success serve a large number of students. Closer collaboration would connect the library to a more diverse student population and make libraries more aware of how to make a difference in their academic success. The University of Oregon Library is developing a plan to collaborate with its Center for Multicultural Academic Excellence during the coming year.

Advising

Advising may seem to be fairly disconnected from the goals of the library, but it has high potential for collaboration. Campus advising reaches a large number of students and does it on a regular basis throughout their college career. Meeting annually with advising staff is a good way to help them know we are also members of the team interested in the students' success. Advisors are also the people who know which students are in academic distress (low GPA). One idea to explore is for the library to develop a brochure or other way that would help students in academic distress realize that the library is interested in their academic success. Advising and libraries also have the potential to partner in shared spaces as advisers look for more opportunities to influence academic success and retention by increasing advising on weekends or after traditional business hours.

As our campuses change and develop more diverse and specialized student engagement models, we need to expand our portfolio and integrate the library further into the campus infrastructure in as many ways as possible. One part of this plan needs to be the inclusion of niche student service programs and offices which have regular contact with a diverse and increasingly large group of students. This approach can connect us to students who may not see the library as a factor in their academic success and may not be regular users of the library.

However, our library organizational charts and traditional positions frequently do not lend themselves to collaboration with these burgeoning areas. Libraries sometimes err in assigning the responsibility for this type of high-level collaboration as an add-on or to a new librarian. Integrating the library into the infrastructure of the campus requires substantial time, experience, and understanding of the culture of higher education. It takes a broad and deep institutional knowledge and an awareness of the campus as a political entity. It also takes a substantial knowledge of the library system and a person who understands the strategic goals of both the library and the campus. The University of Oregon made a deliberate decision to increase the priority of collaboration across the campus in the development of the position description that includes the words "campus partnerships." This model provides an opportunity to seek campus collaborators and develop long-term partnerships to extend the awareness of the library and its many roles in fostering student academic success. Working with these campus niches also increases our development as a more nimble learning organization as we adapt to our changing student populations and higher education environment.

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OLA Quarterly Publication Schedule 2014

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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.

Vol./No.	Theme	Deadline	Pub. Date	Guest Editor
Vol 20 • No. 1 Spring 2014	*Libraries Across the Lifespan*	February 1, 2014	March 15, 2014	Isaac Gilman

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