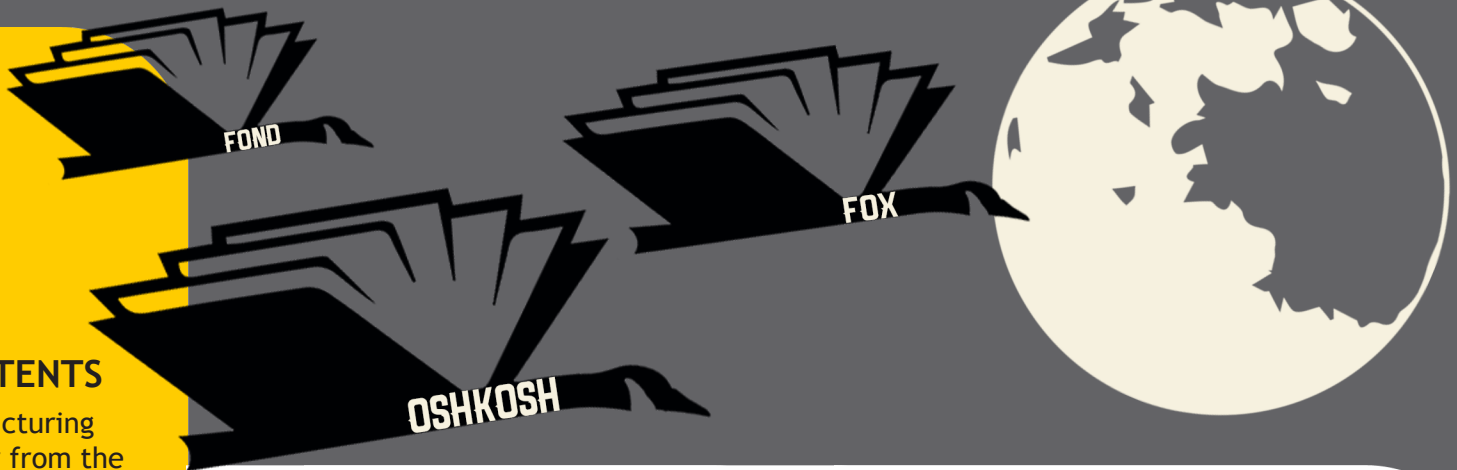


# Polk Library Newsletter

Spring 2018

## BIRDS OF A FEATHER



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## RESTRUCTURING & THE LIBRARIES

It's the au courant cocktail party question on campus: "How does the restructuring affect your unit/department/you?" And while the glib answer of "still figuring that out" still applies in many areas, System libraries are working briskly to form our new flocks to forward our common mission. At the core of these efforts are two main strengths: the decades-long close cooperation of UW System libraries and the expertise of college library staff in working with decentralized colleagues and reporting structures.

By way of background, it is important to understand how UW Colleges libraries provide their campus with important services. Each college operates a library on its campus with 1-5 professional staff and an equally varied amount of paraprofessionals. The professional staff provide public services like reference, research support and information literacy instruction. They also serve each other, with each campus contributing to the network leadership in

collection development, assessment and other strategic tasks. Paraprofessionals including campus library support staff and Center for Academic Success and Engagement (CASE) associates, provide additional services like circulation, front-line tech support and, in some cases, the proctoring of exams. A single executive director supervises all of the UW Colleges' library staff and contributes strategic guidance. A service center located at UW Fond du Lac provides the technical services for all of the two-year campus libraries, including the ordering, cataloging and processing of books and electronic resources. Unsurprisingly, due to the smaller staff and the class schedules at the UW Colleges, these libraries have more restricted hours than at the four-year campuses.

The restructuring process for libraries seeks to make no changes to the close relationship between the campus library and its users. Instead, like in many academic support functions, the restructuring will

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shift the responsibilities of the shared services UW Colleges and Extension once provided to the receiving campus. It will also bring to Polk new colleagues and an expanded mission. Over the 2018-2019 fiscal year, important issues will be resolved in four critical areas: automation, collections, services and staffing. Issues in each have been identified and much work is already being done to resolve them. In the end, Polk Library is confident that our System-wide aspirational mantra of “One System, One Library” will inform a new Winnebago region goal of “One University, One Library.”

#### **Issues: Systems**

The UW libraries involved in restructuring all use the same computer systems: the Alma library system, Illiad interlibrary loan platform and the Search@UW discovery layer. Still, the workflows of all of these systems are all local endeavours managed by each campus. An important task of librarians and system vendors will be to move and modify system configurations as well circulation and patron records from the colleges over to the receiving institutions’ instances of these platforms. There is much inside baseball to this, from international library identification codes to NetID records currently being worked on by IT, but, in the end, it means that Polk’s staff will be able to work with Colleges’ personnel to manage discovery, access, requests and circulation issues of our all of new 2000+ students, faculty and staff.

#### **Issues: Collections**

The Shared Electronic Collection is the backbone of UW System libraries’ digital resources. It leverages the buying power of all of System to subscribe to databases and journal packages that individual campuses cannot easily afford. Individual libraries use their campus funding, then, to augment these resources with other content in order to build the unique mix of materials that support the blend of majors and research on each campus. UW Colleges are no different. All parties: colleges, receiving institutions and UW System administration, will be looking at which collections currently unique to the Colleges can and should be added to either the shared or local collections. This will depend largely on how the Colleges’ collection monies are distributed. Conversely, restructuring will greatly expand access for Colleges students, faculty and staff to greater variety of electronic resources they do not currently enjoy. This, however, may require re-negotiating with current vendors who set prices on an FTE basis.

Collection development of books and other circulating items for UW Colleges was previously a shared responsibility across all 13 campuses and the processing of these materials was completed by the central hub in

Fond du Lac. While the process of choosing materials will likely shift to a collaborative model within each set of Colleges and receiving institutions, the restructuring process offers an opportunity for all UW System libraries to examine different models for providing the technical services (purchasing, cataloging and preparing items for circulation) of these new additions.

#### **Issues: Services**

As stated above, the restructuring will not change the relationship between UW Colleges’ library staff and their patrons. Still, some core services provided by UW Fond du Lac and UW Fox Valley will involve Polk Library. Technical support for interlibrary loan, for example, will shift to Polk. Support technologies used by Colleges, like chat reference and subject guides, are different than the ones at Polk and will likely require changes.

In addition to these adjustments, are the opportunities for expansion of library services. With Polk’s larger staff and longer hours, UW Fond du Lac and Fox Valley students will have increased access to phone, chat, and other virtual modes of reference and research assistance provided by Polk’s librarians. Polk Library also provides records management services to all of UW Oshkosh and this, as of July 1, 2018, will be extended to the Colleges’ campuses as well. UW Colleges were previously supported in this capacity by one central UW Colleges and Extension employee.

#### **Issues: Staffing**

Polk Library is doubly fortunate in its new colleagues at the Colleges. UW Fond du Lac and UW Fox Valley staff are dedicated and well-qualified individuals who know their populations well. They are also geographically quite close, making management and the development of relationships easier. Still, there are unique qualities of the staffing at the Colleges that Polk Library has yet to experience. UW Colleges library staff work on reduced appointments of less than 100%. The duties of some paraprofessional staff involve elements outside of the traditional work of Polk employees, namely the proctoring of exams. Finally, CASE program, funded outside of library sources, provides critical support of library hours and services. Continuation of the CASE associate funding is essential to the ongoing staffing of the libraries. At this time if the unique blend of funding and responsibilities are preserved, Polk sees no reason to make changes. However, Polk Library will endeavour to ensure that the hours and staffing levels match the needs of campus and the needs of the curriculum, faculty and students.

On July 1st, Sarah Neises, Interim Director, will assume oversight of the policies and reporting structure of the libraries at UW Fond du Lac and Fox Valley. Neises’ expanded staff look forward to the exchange

of ideas among the new colleagues that will promise only to improve everyone's practice. As with other restructuring groups, Polk library is confident that these new relationships will only enhance its efforts

to support the students, faculty and staff of this new, restructured University.

## LETTER FROM THE INTERIM DIRECTOR

by Sarah Neises

The UW Colleges Restructuring process presents many challenges to the UW System. Implementation will be a complex and lengthy process. However, I am confident that the merging libraries will arrive at user-focused solutions to both technical and service related issues. Polk Library staff had the opportunity to meet their new colleagues from UW Fond du Lac and UW Fox Valley when they visited Polk Library in March. Polk administrative staff have visited both the Fond du Lac and Fox Valley libraries.



While the UW Fond du Lac and Fox Valley libraries are smaller in physical space than Polk, their commitment to service and connection to their faculty, staff and students is clear. UW Colleges librarians throughout the System reach thousands of students by providing information literacy training. According to their most recent annual report, UW Colleges librarians reached 89% of the academic disciplines on their campuses through these services. In addition, many of the UW Colleges libraries offer outreach events to their users to further form useful relationships. Similar to recent Polk Library initiatives, UW Colleges have also focused on assessment to demonstrate the impact of instruction on GPA and course completion.

Communication and planning have been strong at the UW System level for the receiving libraries. The libraries functional group holds a weekly planning meeting where we identify issues, direct and indirect costs and develop timelines. On campus, I am chairing the Academic Support Working Group with representation from both UW Fox Valley and UW Fond du Lac libraries. Through open discussions and careful planning, I expect that the new merged libraries will continue to meet and exceed the expectations of users.

SARAH NEISES



UW Fox Valley Library



UW Fond du Lac Library



## Polk “SAILS” into Information Literacy Assessment

by Erin McArthur

This past fall, Polk’s instruction librarians embarked on an assessment project to improve teaching and learning of information literacy, and to help promote the library’s role in student academic success. This is the

first time Polk has ever undertaken a formal assessment of the effectiveness of our information literacy instruction program, and we are excited to use the data to inform and improve our practice!

Our instruction program is varied and robust, ranging from basic instruction in conducting research using print and electronic resources, to specialized, advanced instruction focusing on a particular subject, class assignment, field of study, or library collection. Polk librarians provide information literacy instruction for an average of 227 classes every year, reaching more than 6,000 students annually. Since we teach a wide range of classes, for this assessment we decided to focus on a cohort of students who received library instruction in the same course: WBIS 188. We selected 10 sections of WBIS, consisting of 249 first-year and transfer students, who all received at least one session of information literacy instruction from Polk librarians in their class.

Polk librarians considered various approaches to the assessment project, and ultimately decided to use a standardized, externally validated instrument called Project SAILS (Project for Standardized Assessment of Information Literacy Skills). SAILS is a 55 question multiple choice test specifically developed for use in

academic libraries.

We used a version of SAILS that could be administered as a pre- and post-test, and would provide benchmark data from other institutions. The SAILS test was administered to students before they received any library instruction in their WBIS course, and again as a post-test after their last instruction session. A total of 210 students completed the pre-test and 164 completed the post-test.

When we compiled the data, we were happy to see that the SAILS assessment scores demonstrated that students’ information literacy skills improved between the pre-test and post-test! Students who received multiple sessions of information literacy instruction in their WBIS courses showed slightly more improvement than those who received a single session of instruction; however, the difference in scores between the two groups was minor, so we believe that any amount of information literacy instruction is helpful in improving students’ skills. We also found that our students’ performance on the test was on par with the benchmark from similar institutions. The data from the SAILS assessment also shows us our students’ performance in different skill areas, enabling us to make improvements to our instruction curriculum in the areas where their scores were weakest.

This information literacy assessment project is just one of several assessment projects Polk is undertaking as part of our commitment to assessment and innovation in our 2017-2019 strategic plan. Our other projects will look at reference questions, physical item use, and feedback from students and faculty.



*Wish they were there?  
Send them to camp!*

Make sure your students know about Camp Polkabago, where the library is open all-day and all-night, May 4 - 11.

With quiet spaces, free camp coffee after 10PM and treats throughout the week, Camp Polkabago is the place for students to prepare for final exams and finish semester projects

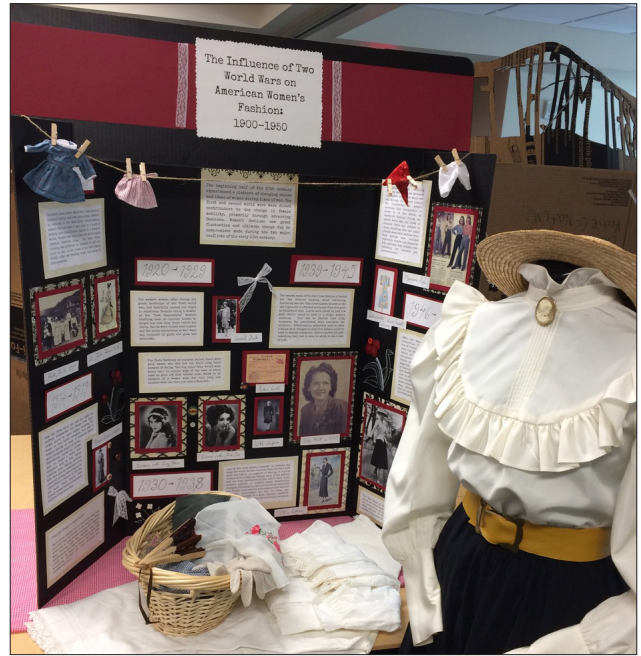
# National History Day Comes to UW Oshkosh

March 3rd saw over 250 budding historians visiting UW Oshkosh as part the East Central Wisconsin Regional National History Day competition. This was the first year the event took place at Oshkosh, one of nine across the state. It had previously been held at Lakeland University. Polk's Archives and Area Research Center and the UW Oshkosh Department of History served as a co-hosts for the event held at Reeve Union.

National History Day is often referred to as a "science fair for history" as it challenges middle and high school students to research, create and present creative projects about historical figures, events and themes. Students can write a traditional research paper, create a museum-like display, develop a website, produce a short documentary or write and perform a short play. Volunteer judges review the projects and then interview the students about their research methods and creative processes. The judges then must quickly write up their thoughts and scores to allow for run off judging. It was a whirlwind of activity that still allowed for moments of inspiration and awe when engaging with the young historians.

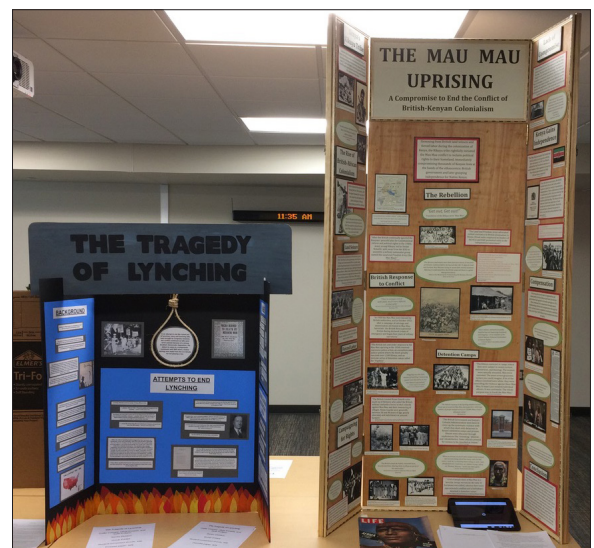
While the program was organized by Wisconsin Historical Society staff, University Archivist, Joshua Ranger and History Department chair, Dr. Stephen Kercher were responsible for recruiting the 60+ judges who took part in the half-day event. Among the judges were history faculty; local museum and library staff; as well many members of the public who have a great interest in history. Of particular note were the over 20 undergraduate students--mainly history and education majors--who took to the task with great energy and professionalism.

National History Day and its participants have long been a presence in UW System libraries. The



expectations of research, including the requirement of primary, as well as secondary sources, brings many participants to UW campuses in search of materials. Several System libraries hold organized research visits for students. Polk Library, for example, hosts students from Richfield, Wisconsin every December as they begin their NHD projects.

Students earning top marks at the regional events move on to the state competition in May. Winners there compete against students from across the nation in Washington D.C. The regional competition is expected to return to Oshkosh again next year.



NHD judges compiling comments and scores.



*Sitting Bull, by Votan Henriquez.*

Polk 101's newest permanent resident is a modern portrait of Tȥatȥanka Íyotake, or Sitting Bull, created by LA-based graffitist, Votan Henriquez. An indigenous artist of Nahua and Mayan decent, Henriquez used photographic halftones and spray paint to render Sitting Bull with an anachronistic paint respirator and surrounded by feathers. The famed Hunkpapa Lakota Sioux leader now sits in perpetual resistance to his environment from his vantage point along the Northwest wall. The painting was one of four created by Henriquez when he visited campus in celebration of Indigenous Peoples' Day. UW Oshkosh's Inter-Tribal Student Organization choose to donate the Sitting Bull piece to the library. While Polk Library traditionally collects artwork produced by UW Oshkosh students, it was happy to add Henriquez's unique piece to its collection.

In addition to paintings for hanging indoors, Henriquez's work also includes clothing design, street art and large murals. Henriquez contributed to the massive 120' by 60' mural at the Minneapolis American Indian Center and another in downtown Duluth. Also known as Votan Ik, Henriquez and his NSRGNTS company work to promote indigenous thought, history and design in a variety of products and art objects.

The Sitting Bull painting will be the last independent addition to Polk's collection as it recently agreed to add its many pieces to the single University art collection now administered by new University Art Curator, Leslie Walfish. While the pieces currently on display at Polk will remain in place, they will be tracked, monitored and managed by Walfish rather than library staff.

"We are very happy to have Leslie on campus to better oversee the art objects in our building," said Interim Library Director, Sarah Neises. "And I look forward to working with her in the future to add more pieces." While artwork has always been part of the building, Polk worker harder in the past 20 years to be more active in using its spaces for the collection and display of creative works on paper and sculpture. In 2008, a first floor gallery was added with rotating displays of student or recent graduate art courtesy of the Art Department.

## STAFF NEWS

**Patrick Harrington**, *Metadata Librarian*, co-authored the article "Cataloging Digitized Continuing Resources in a Shared Record Environment" in the 2018 *Journal Cataloging & Classification Quarterly*.

**Erin McArthur**, *Online Learning Librarian*, and her husband Michael, welcomed their second child, Elise, into the world on April 7th. All are doing well although, as of press time, the Polk Library Newsletter has received no comment on the development from Elise's two year old brother.

**Ted Mulvey**, *Information Literacy Librarian* will attend the annual meeting of the American Library Association in New Orleans in the end of June. There he will conclude his two year term as chair for of the Association of College and Research Libraries Trends and Statistics Editorial Board. Mulvey has been a member of the board for six years.

**Ted Mulvey**, *Information Literacy Librarian*, **Marissa Finkey**, *Information Literacy Librarian* and **Joe Pirillo**, *Information Literacy/Online Learning Librarian* will be presenting at the Wisconsin Association of Academic Libraries meeting on the Polk Library's role in the Student Success Gateway.

**Joe Pirillo**, *Information Literacy/Online Learning Librarian* was awarded an Academic Staff Professional Development Grant to attend the 18th Distance Library Services Conference in San Antonio. Pirillo was also appointed to the Association of Colleges and Research Libraries', Value of Academic Libraries Committee.

**Sarah Neises**, *Interim Library Director*, was named the chair of the UW Oshkosh Academic Support Restructuring Working Group. She is also the co-chair of the 2018 Council of UW Libraries Annual Conference.

**Joshua Ranger**, *University Archivist*, was elected the Vice President of the Midwest Archives Conference for a two-year term.

## Staff Profile: Jessie Ammons

The staff of Polk Library is, unsurprisingly, made up of mostly midwestern types. Oh sure, we have our resident Californian, Erin McArthur, but, for the most part, we hail from the (original) Big 10 states (and, in fact, by way of several Big 10 universities.) As such, we've grown long used to each other's jello salads, Ole and Lena jokes and labored discussions on the best routes to take to wherever it is you are going. So, you can imagine how exciting it was for us to get a honest-to-goodness Southerner on staff!

Jessie Ammons, Polk's Educational Materials Center Coordinator, arrived last summer from Raleigh, North Carolina. Jessie is actually free-roaming Southerner, having lived in Virginia, South Carolina, Kentucky as well.

Jessie's love for libraries goes back to her girlhood. A power user of the Virginia Beach Public Library, young Jessie Ammons was brought under the spell of books early. She later parlayed that interest into a job as a library page when she was in high school in South Carolina. After graduation, Jessie attended Berea College in Kentucky where she was assigned to the library circulation desk as part of Berea's unique student labor requirement. In time, due to Jessie's

interest in teaching, the library let her handle the children's collection as well as coordinate a story time program with local preschools.

In the end, Jessie didn't pursue classroom teaching, but the career that was calling her since she was a child. She chose Syracuse University for her graduate work and there, she worked at the Center for Digital Literacy (CDL) and also later as a graduate assistant for the school library media program. After graduating from Syracuse, Jessie started her career as a school librarian in an elementary setting. Her interest in teaching higher level concepts of research and inquiry, in time, led her to switch over to academic libraries. Now here in Oshkosh, Jessie is able to combine her interests by working to curate and promote a K-12 collection but in a higher education context.

When not in the library, Jessie can be found at the movie theater (her second passion to books) or being blown about by our shockingly swift winter winds (apparently worse than Syracuse!) as she tries in vain to find a decent glass of sweet tea. Bless her heart...



## Water we up to in 1st Floor North?

A faulty radiator caused localized flooding to the North wing of the Polk Library in early December. Early morning custodian Rob Gordon, upon entering the building, discovered standing water in Polk 116A, the library's main instruction room. The room's uni-vent unit had ruptured during the night, saturating the room, its carpet and several basement areas below with scalding hot water. Quick work by facilities and library staff got the water turned off and computers and other equipment removed from the room. With most library instruction completed by this point in the semester, few classes were inconvenienced. Luckily, after several days of drying, the computers and monitors all turned on and operated normally. The work then began on remedying the damage to the floor.

After the new year, asbestos flooring abatement began in 116a and an adjacent space outside the room that was also damaged. This flooring work required the library's DVD and other EMC media collections to be moved further into the EMC area where they will remain. Surplus carpet squares from other library projects were plentiful enough to fill the damaged sections.

Due to the efforts of university and contracted staff, the area was completed in time for spring semester. While no one wishes for such emergencies, the incident provided an opportunity to improve the area adjacent to Polk 116A. With the shelving moved across the room, the EMC now enjoys a more open and expanded seating area. The door to Polk 116A is now also more visible to students.

