

To: Montana State Library Commission
From: Sue Jackson
Re: PEEL grant updates
Date: November 26, 2007

Scholarship Program -- Below are the October 2007 quarterly reports submitted to the PEEL Advisory Committee by the eighteen PEEL scholarship recipients. All but one of the original PEEL I scholars has completed the MLIS degrees; Catherine McMullen will graduate in 2008. All ten PEEL II scholars continue the graduate distance program at the University of Washington.

Stipend Program – The final PEEL I stipend was awarded to Eureka Elementary School. In June 2007, the school hired Sue Mephram, a certified school librarian and social studies teacher who has elementary library experience in the Browning, Choteau and Pendroy school systems. Ms. Mephram began working at Eureka Elementary this fall. Promotion of the four PEEL II stipends has started and will be continued through 2008.

PEEL I Quarterly Reports for October 2007

Honore Bray

Well the year is going by quickly and I am beyond my two year anniversary date at Missoula Public Library. What a good feeling to look back and see the accomplishments that we have made in that time.

As most of you already know as of July 1, 2007, I assumed the responsibilities of the President of Montana Library Association. Thus far we have participated in a retreat for the Board at Camp on the Boulder where the 2007/08 year was planned. Evaluations from the 2007 Conference were discussed and issues addressed. Last week a planning meeting for the MLA Conference in Great Falls took place in Lewistown and the workshops were chosen. This years conference theme will be "Libraries; Montanans Voice for Freedom". The keynote address will be given by two of the Gag Order Librarians from Connecticut. I think this will be an exciting presentation and something we can all learn from. Montana has had its share of challenges.

Pacific Northwest Library Association Conference was in Edmonton Alberta in August and Gloria Langstaff and I presented a workshop on floating collections. The topic should be interesting to many participants and we were happy with the turnout. Following the workshop I wrote an article for the PNLA Newsletter, which should be published shortly.

Montana Festival of the Book took place on the 14 & 15 of September. I am a member of the steering committee for that Missoula event and help to plan and carry out some of the logistics. The festival is well attended and it is a great place to meet and visit with authors and readers of many genres. Missoula Public Library provides meeting space for some of the programming and we also have a table of library materials at the exhibit area.

MPL is in the process of a redesign for the main floor of the library. I am very excited about the possibilities this is bringing to our staff. We are working toward what some call the "Bookstore Model" but I choose to look at it as a "Public Service Model". We will be downsizing the amount and sizes of public desks and adding roving librarians in the stacks to help users at the point of need rather than having users search out a Librarian at a desk. We will be moving to three self checkout machines and one desk for resolution of accounts and to help those who don't wish to

use self check. We will start accepting plastic for fines etc. This had been a long time coming but Missoula County now has a contract with First Interstate Bank and we can join forces to provide our users with a service they have been asking for. You will all need to travel to Missoula and see our new service areas after January. Well, January is the dream but you know how construction goes, it may be a few month later than that.

The possibility of Frenchtown High School becoming a branch of MPL is getting closer each month. Hopefully after the FT Board Meeting in October we will be able to seal the deal. It has been a great learning experience in patience to go through this process. The agreement has been drawn up by the County Attorney's office and he was looking out for the welfare of both entities since we are both part of the county. Staffs at both entities are looking forward to this joint effort and Steve White the Frenchtown Librarian has been very diligent about the entire process. This is very exciting for the Frenchtown Community and they will have the benefit of Partner's and Floating Collections from day one.

University of Montana Practicum Students spent 90 days with us at MPL. It was fun working with Gloria Curdy, the UM Instructor on a different level since she was one of my supervising Librarians at Big Sky High School when I did a Library Practicum in 1986. Library staff spend many hours helping to orient the students and I spend time covering Library Policy and the State Law governing Libraries. It is always a fun time and a great refresher for me when I am preparing for the exchange of information. One of last years Practicum's became the School Librarian at MPL's branch library in Seeley Lake (School/Community Library).

Tamarack Federation Coordination is now through the Missoula Public Library. I will serve in this capacity for two year. Our first meeting is October 4, in Kalispell. It has been a fun experience so far but the State Report is due soon and that may prove to make the experience less than fun. The State Library Staff sends out all reporting tools and information that makes the job effortless. Tamarack has a great group of Librarians and it is always fun to get together and share war stories.

Again I would like to continue to thank you for this great opportunity. It has proven to be more than I could ever have expected. Until next quarter, enjoy the beautiful fall colors because it appears they won't be around long.

Kathryn Holt

As the library media teacher at Havre High School library, I have been training a new assistant, who is in the process of completing an elementary education degree with a school library endorsement. Since school began in August, I have been training the assistant to use the OPAC, which is shared with 10 other school and public libraries in a tri-county area. My graduate studies prepared me to effectively train others to use multi-faceted library information systems and databases, and having a half-time assistant gives me an opportunity to consider the existing delivery systems, automation software and databases from the perspective of someone who is more familiar with the integrated management system used at MSU-N's Vande Bogart Library.

Thanks to the help of my assistant, I have more time to plan, implement, and evaluate students' information literacy skills, and to collaborate with teachers in designing content-based interdisciplinary research projects. My graduate training provided me with tools for developing

relevant teaching plans and collecting a wide range of materials designed to facilitate the development of capable and confident lifelong learners who can access, evaluate, and use diverse information resources. Having a supportive assistant allows me to spend more time focusing on the development and long-range management of the Havre High School library media center, and less time on daily functional maintenance tasks.

As the department head of the library media center, I now have the assistance that enables me to take a more active teaching role, while also assuming a more prominent position as an advocate for an information literacy curriculum that supports existing content areas and addresses district goals. My goal is to provide my assistant with the knowledge and skills required to support an evolving information and instructional environment. By continuing to deliver comprehensive information services that will help students learn research skills and develop higher levels of literacy, the Havre High School Library will promote the Havre Public Schools goal to educate “young people who can acquire, analyze, and apply information” in order to find answers, to solve problems, and to think creatively.

My MSLIS emphasized the use of user-friendly information technology and systems that can improve access and delivery of diverse educational resources and increase users’ proficiency regarding all types of information. Despite an intensified commitment by the Havre Public Schools computer technology specialists to filtering online information at Havre High School (including blocks on words that are subject headings in the OPAC), I continue to advocate for the principles of intellectual freedom and ethical use by helping teachers, students, administrators, parents, and others understand censorship issues and the importance of providing relevant resources and tools that allow students to develop criteria for evaluating all types of information. I will continue to implement a broad, standards-based information literacy curriculum, while building relevant collections and establishing well-designed collaborative programs that meet a variety of educational purposes.

Judy Brown McKenna

Between attending a three-day colloquium at the 320 Ranch in Big Sky, MT late last week (Thursday through Saturday) for teaching American history, preparing the school newsletter for our school district web site, picking up an order of audio books for reluctant readers, and visiting my ill father-in-law on Sunday in Helena, I suddenly realized that I had not sent my quarterly PEEL committee report. It was on my list of things to do, but got buried somehow. My apologies.

I wonder if the committee reads my reports and some people shake their heads. I stay busy because I want to learn all I possibly can so I can be a better librarian. When I gave 8th graders a book talk on historical fiction yesterday it was great to be able to share with them my experience from the colloquium on World War II.

I am looking forward to attending the MEA convention in Belgrade in a few weeks as a full-fledged teacher librarian. My Class 2 Educator’s License arrived in the mail from the Office of Public Instruction over the Labor Day weekend. Another milestone achieved thanks to you all, and I am eternally grateful. We are busy developing our graphic novels collection and fine-tuning our library curriculum to meet the needs of our students who are learning and growing at warp speed. Thank you again for helping me be part of it all.

Catherine McMullen

Academic Status: I completed LIS570 (Research Methods: 4 units with a 3.9 this Summer Quarter. I have signed up LIS521 (Principles of Information Service: 4 units) and LIS567 (Public Library Services to Youth: 3 units) for Autumn Quarter. I begin this quarter next Monday September 24, 2007. I have 48 of 63 units completed toward my MLIS and my cumulative G.P.A. is 3.89. I expect to graduate from the program in March of 2008. I also have begun work on the final Portfolio requirement of graduation.

Employment Status: I continue on as a Library Assistant (Reference and Adult Services) Substitute. In this position I work at the Reference desk, Welcome/Information desk, and Computer Services desk. I also began working in Interlibrary Loan this winter.

My newest project is participation in the Spanish Outreach Program as a state trainer. This is a grant to empower library staff to reach out and meet the technology needs of Montana's growing population of Spanish speakers. I have years of Spanish language training and experience (including a month-long school trip to Cuba in 2001) as well as technical expertise. The program is funded by the Gates Foundation, Web Junction and organized by the State Library. The Bozeman Library Foundation has agreed to fund 100 hours of my time at my current wage as a Library Assistant. I look forward to attending the training session next week in Seattle, right before the residency for my classes this fall.

I have officially begun the career/job search. I have applied for the Director of Library Services at the Blackfeet Community College in Browning and the Library Director at the Bicentennial Library of Colstrip. I am also considering an application to the MSU Libraries for one of their two open librarian positions despite the fact that if I accepted one of these positions I would have to forfeit the scholarship monies. MSU Libraries have recently removed their second Master's Degree requirement for librarians so this has become a new option for those of us with "only" a MLIS.

Kathy Mora

My last semester of library school ended on August 10, with the completion of *Electronic Databases and Information Services*. This was a great class that focused on not only using electronic services, but also on creating bibliographic instruction modules targeted to specific user groups. It was one of my favorite classes during the two-year program, with a well-organized syllabus and interesting and relevant course work. I created an online tutorial for an electronic database for my final and found it to be an interesting and fun experience.

I also took *Financial and Human Resources Management*, a course that focused on administrative functions in an organization. This was actually my least favorite class throughout the program. The material did not focus on libraries, but rather on organizations in general. The required reading was material published in the United Kingdom and had many concepts and terminology that are not common in the United States. It was a disappointing class for me, although I was part of a group that worked well together for two major assignments for the class.

I took the Capstone exam in early June (the equivalent of final exams) and was happy to hear in early July that I passed. It is a pass/fail exam with a passing grade necessary for graduation, so it was a relief to get the results after a month of waiting.

I ended the program with a 4.0 GPA, a graduate certificate in Advanced Management in Libraries and Information Agencies, an expanded foundation of knowledge in the library field and with new friends and colleagues that I went through the program with. I can't say enough about the support I received throughout the program from everyone involved with the PEEL Scholarship, the Montana library community, my coworkers and director, the Great Falls Public Library Board of Trustees, and my friends and family. It was a great experience that I believe will serve me well in the future. I look forward to continuing my career in Montana libraries.

Fred Noel

Hello to all PEEL committee members! Most of my time for July was spent attending graduate school learning all the intricacies of business scholarship such as: Net Present Value, Internal Rates of Return, Operating Leverage, & Cost-Volume Profit Analysis. Fascinating stuff.

In August, I returned to our library to help with our re-carpeting project. This consisted of boxing and moving thousands upon thousands of thick, heavy, oversized art books up hill (both ways). This took about three weeks of our time.

The rest of my time has been spent preparing for the school year. School started on Monday and I have already scheduled 30 Info. Literacy classes with the various departments on campus. I've started collaborating with the Business Law professor to design and teach his Business Law Lab class. I will be showing students how to access federal, state, and tribal codes, constitutions & bylaws that affect business activities, as well as, utilizing our Westlaw database to access Constitutional, Legislative & case law.

Sami Pierson

Well there is not much to say in my quarterly report except – I'M DONE!!!!!! Can you hear my feet doing the dance of joy? As much as I loved being in school and learning, it is nice to have one set of deadlines off my plate. Although all the free time I imagined I would have has never appeared.

I am happy that all the work I did on my Master's project is still being used. When I started it, I really wanted to do a project that would be of real use instead of just an academic exercise. I tackled the issue of library courier systems. The paper is now posted on the state library website and on Moving Mountains website, a site that is full of great ideas, sources and information about the very topic of library delivery systems. Every now and then I receive an email from someone who has read it and wants to know what is happening in Montana because they are also trying to figure out delivery. As they come up, I continue to investigate courier opportunities and ideas.

Overall I have a much better sense of what I am doing and what I should be doing. Even if school didn't provide the "answers", I now have to confidence to go forth based on what I did learn. In the near future I plan on revamping many of the library related documents such as the collection policy and create new ones such a community profile now that I have to skill set to proceed.

I can't thank the PEEL board, the state library and especially Sue Jackson (who had to put up with all the angst and try to keep me in line and on time for things such as this report) enough

for this opportunity. I hope to use my degree well and make my little slice of library land better.

PEEL II Quarterly Reports for October 2007

Michelle Fenger

I took the Summer off from classes and truly enjoyed my time. Though I did not get as much done this summer as I had planned, it was nice to spend time with my family and not have to focus on school. Now, however, it is back to the grindstone.

I am enrolled in two classes for the fall quarter, LIS 531 Catalogs, Cataloging, and Classification (4 credits) and LIS 540 Information Systems, Architectures and Retrieval (5credits). I am taking these two classes for various reasons. First, LIS 540 is a required class and I thought it should pair up nicely with LIS 531. Originally I had planned on taking all my electives in classes that are needed for the School Library Media endorsement, however, my current job has changed my mind. I have been diligently working to clean up the database at the Ronan City Library and find that I can do the general aspects of this quite well, but my general knowledge about cataloging was not serving me well enough. Every day I run into questions that I have difficulty answering. Though LIS 531 does not purport to teach us cataloging, it is designed to give us a better understanding of the whole process. I am looking forward to both of my classes and have already, in the first week, found them to be useful.

As we continue to approach graduation, I do find myself still concerned about whether or not my job position will fit within the requirements for the PEEL scholarship.

Brett Fisher

I had a glorious summer off and would love to report on my hikes in Glacier National Park and the Jewel Basin. I am looking forward to getting back to school in a few days. Fall residency is (was) Sept. 28th and 29th. I will be taking a Children's course and a Young Adult course to expand my horizons.

Nancy Hatfield

Turned in an October 2007 report with her July report.

Stef Johnson

I completed a core curriculum course this summer: LIS 580 Management of Information Organizations. It went very well, my group created a tool for managers to use when conducting employee evaluation, including some training guidelines for managers and a "360*" evaluation, which involves input from co-workers and colleagues. We received a 3.9 on the project and I intend to include it in my graduation portfolio. As of today I have completed 29 credits in my first year of study [of the 63 required] and have a cumulative GPA of 3.25.

I'm currently taking Catalogs, Cataloging, and Classification [LIS 531], which is an elective and Information Systems, Architectures and Retrieval [LIS 540] which is a core [required] course. This gives me 9 credits this quarter and I expect to do very well in both classes.

I did not receive a travel scholarship this quarter but have applied for Winter quarter assistance. The costs associated with residency have been higher than I'd estimated and I'm hoping for some help in this area.

I remain frantically busy with readings, assignments and job demands, and profoundly grateful for this opportunity.

Desiree Olson

This summer I took a course called LIS 550 – Information in Social Context. The course covered such topics as copyright, intellectual property, intellectual freedom and professional responsibility. I'm looking forward to taking a related elective, LIS 551 – Intellectual Freedom, in the future. I received a 4.0 in this course.

I signed up with the school to be an iPeer mentor; UW pairs up incoming distance students with more experienced students who can show them the ropes, answer questions and provide support. I have been paired up with Audra Loyal, another Missoula resident. Audra and I have met for coffee, but so far she hasn't had many questions; she seems to be on top of everything.

In July, I met with Leslie McPherson, who is a school librarian in Lolo and who is also the librarian at the Missoula County Detention Facility. I let her know that I am interested in working at the MCD library as an intern through UW's Directed Field Work program. She seems excited to have me work with her, and she and I have been in touch at several points throughout the summer to discuss possible projects and the logistics of the DFW process.

I also applied for a part-time position at the Missoula County Public Library this summer, but I was not granted an interview.

Just yesterday I returned from the fall residency in Seattle. I am enrolled in two courses this quarter: LIS 531 – Cataloging, and LIS 550 – Information Systems, Architecture and Retrieval. These two classes add up to 9 credits, so I'm anticipating a busy and challenging quarter. It will be nice to finally start applying some practical skills in the cataloging course, but I'm also looking forward to learning some of the theory behind information systems.

I met with my advisor, Hazel Taylor, during the residency. I spoke with her about my plans for the winter 2008 quarter, which include the directed field work at the Missoula County Detention Facility as well as conducting an independent study in legal research. I also spoke with Hazel about my plans to write a thesis on libraries in correctional facilities, and she was full of helpful advice on that subject.

Lee Phillips

It has been a whirlwind two weeks since this quarter began! I am currently serving as the Director of the Butte Silver Bow Public Library. I started in this position August first and I have worked hard these past few months to get up to speed with what the Butte Library needs. I just finished my second Library Board of Trustees meeting when I realized that October first had come and gone and I apologize for not getting my report in on time. In truth I don't know where the time went. I attended summer section this last quarter taking a core class in information and society LIS 540 and an independent study to learn more about open source

applications in libraries especially for consortia. I did well in both classes. My grades were 3.7 in the LIS 540 and two credits in the LIS 600 independent study. Independent study classes are credit/no credit classes.

As I finished up the summer quarter I began working in Butte. This fall quarter I am enrolled in LIS 540 and LIS 521. The LIS 540 class is a core class and deals with information applications. LIS 521 is a Reference class where we are learning about virtual reference. I am very excited about this class because we get to do actual virtual reference work through the Internet Public Library answering online inquiries.

I met with my adviser during my time in Seattle. Lorraine Bruce reviewed my request to transfer 12 quarter credits from my transcripts from MSU Bozeman. After discussing my goals and reading the article about my work at the Butte Library in the Montana Standard, she agreed that I could transfer the credits and that I should work toward graduating in the spring. With my transfer credits and the classes I completed and am enrolled in, I have fifty one of the sixty three credits completed. I have only two core classes remaining to complete, LIS 530 which is cataloging and LIS 580 which addresses library management (saved the best for last!). It is my hope to be done with the UW dMLIS program in the spring. I have learned so much in the past year and I use it now in the Butte Library everyday. Thank you again for this opportunity.

Mary Drew Powers

It is with mixed feelings that I send on to you my first impressions of my dMLIS experiences. The short version is: the classes are fine, and keep my attention. The technology is bringing me to my knees. Let me explain:

About two weeks ago, my computer crashed. I had been hoping to attend the first quarter of classes and find out what would be most suitable in the way of computers, but that luxury was not granted. I ordered a new Dell immediately; it was slated to arrive Oct. 8. Luckily it arrived while I was at the residency or I would still not have it! All the software downloads required by the school were on my old computer. Luckily, I had it backed up. However, there is a world of difference between XP and Vista. ARGH! Add to that a special "deal" for students for MS Office. I went for that instead of having Dell load it. The upshot was that it took 3 days for the site to allow me to download, leaving me with nowhere to put documents, and no Powerpoint to do the extra assignment on streaming video that came up.

I was reluctant to go into all this because it sounds like a big whine, but the reality is that these computer issues have made my first two weeks of school a chaotic hell. The good news is that it can only get better from now on...right?

It is fun to get back into an intellectual forum. The students are from every discipline and a variety of ages. At first glance, it seems like an odd way to train a librarian who will generally work in "direct service" as they say in the social work field. As one of my colleagues in Whitefish asked, "What does streaming video have to do with working in a library?" I found that answer tonight in one of my readings: "Since the core of the information professional's concern will also be with how knowledge is created, stored, transmitted and acquired, the effective education of that professional should consist of a course of study that embraces this new paradigm [emerging technologies] and weds the technologies of the professional's education with those that will shape his or her professional practice."

So there! This quarter I get to start learning about databases and networks, and that will immediately impact my knowledge of and effectiveness with our search engines and the computers our patrons use and that so often have odd glitches. I hope I can pick up some of the things for which we often have to turn to techs from another library. Until then, I have plenty to do! So now, to bed.

Kathy Robins

I finished the summer 2007 quarter in the distance MLIS program at the University of Washington. I earned four credits for a core curriculum class LIS 580 "Management for Information Organizations," which was a strategic management course. As part of the course, I was able to do an interesting project for the Friends of the Library in Billings which dealt with volunteer recruitment and orientation. My final grade was 4.0 and the report is attached.

During Autumn 2007, I am taking 2 classes, earning 10 credits. The residency portion of these classes took place on September 28, 2007 in Seattle. The classes are:
Information Systems Architecture and Retrieval
Information Literacy for Teaching and Learning

I sent tuition statements for the above courses in June when I registered for them. I have already received reimbursement from PEEL for them. Thank you!

I am happy to report that after 4 months at the Parmly Billings Library as a half-time reference librarian, I am really enjoying the job. I know the fact that I am in an MLIS program was instrumental to my hiring.

Thank you again for the scholarship. The University of Washington dMLIS program is a very stimulating educational experience. I am truly grateful for the opportunity.

NOTE: Kathy enclosed her unofficial academic transcript for the last four quarters. The cumulative GPA is currently 3.81.

Megan Stark

At the time of this report's deadline I am beginning my second year at the University of Washington. A summary of the most recent residency follows.

Future Course Plan: I am currently enrolled in Fall Term 2007 and have just returned from Seattle for residency. I am taking Children's Material: Evaluation and Use and Public Library Services for Youth. Both require extensive reading and interaction with a local public librarian, which delights me. I am excited about getting involved in the Missoula Public Library!

I have recently learned that I have again been awarded a \$250 travel scholarship from the iSchool to help pay for my residency expenses.

This year is shaping up to be a lovely experience—I'm looking forward to more practical experience that will get me out into the field and involved in my local library.

Sheree West

Classes taken in Summer Quarter, 2007:

LIS 570 Research Methods

Grade: 3.8 Credits: 4

LIS 550 Information in Social Context

Grade: 3.7 Credits: 4

LIS 570 was a core curriculum class, providing a grounding in the steps to conducting academic research. During the course, I did a literature review, designed a study, wrote a research proposal and did elementary statistical analysis on hypothetical data for my study. My research question (simplified) was, "Do after school library programs have any impact on youth problem behaviors?"

LIS 550 was fascinating! Another core curriculum class, it was taught by UW superstar and former lawyer, Stuart Sutton. We covered intellectual property, copyright issues, privacy, intellectual freedom, ethics & accountability, and professionalism and librarianship.

Early this school year, Kathy House, Library Media Specialist at Ophir School, (and my supervisor at Big Sky Community Library), was forced to take a leave of absence due to a health condition. I was offered the opportunity to substitute teach Kathy's K-8 library media classes until she returns. Seeing it as a good opportunity for reinforcement of previous class material and great experience, I agreed. In developing my curriculum for the K-8 classes, I have been able to apply principles learned in LIS 560, LIS 566, and LIS 541. Already this experience has been a very valuable. If only I had known during the summer that I would be doing this work for Kathy, I would've been able to get academic credit for the experience as a Directed Fieldwork. Unfortunately, at the UW, setting up a Directed Fieldwork requires making plans during the term previous to the one in which you'll do your Directed Fieldwork. As Kathy's doctor recommends her taking between six weeks and three months off of work, my additional work will certainly be over, by the end of the current term. Also, with Kathy's work load added to my own, I judged it wise to take one class this term, instead of two. As I took LIS 550 during the Summer term, I am still on track for graduation.

This Fall term, I am taking the following class:

LIS 567 Public Library Services for Youth, 3 credits.

I'm really enjoying this class, so far: It's being taught by Jenine Lillian, an award-winning youth services librarian and YALSA-sponsored Emerging Leader. A key component of the class is interviewing, observing and shadowing an existing youth services librarian: Lona Woodke, Children's Librarian at Livingston Park County Library has very kindly consented to be my hero-mentor. I'm looking forward to a great term!