

# Midterm Report for Heather Severson's Directed Field Work with the Literary Arts Librarian at the Pima County Public Library **DRAFT** October 31, 2019

## 1. What work has been completed toward the project and the learning outcomes?

Accomplishments to date (10/31/2019)

**Learning Outcome 1:** Collaborate with a team of writers, subject matter experts, designers, and librarians to create a quality publication that aligns with the mission of *the Southwest Books of the Year* to inspire the appreciation of literature of the Southwest Region.

**Tasks:** Collaborate with Literary Arts Librarian to ensure timely completion of a variety of tasks leading to publication of *Southwest Books of the Year for 2019*. Attend reviewer panel meetings. **DONE, including final luncheon.** Collaborate to research and plan publication. **This will take place after November 5<sup>th</sup> review submission deadline.** See below for tasks that would be appropriate for an internship earlier in the year.

**Criteria for Evaluation:** Completion of final draft of written content for submission to graphic designer and printer before deadline. **ON TARGET FOR COMPLETION.**

**Learning Outcome 2:** Serving as Assistant Editor of the 2019 edition of *Southwest Books of the Year*, employ writing, editing, and design skills to improve submissions of form and content to align with print and web design standards and constraints.

**Tasks:** All of these tasks to be completed after Nov. 5<sup>th</sup> deadline.

- Edit for content and grammar.
- Fact check
- Gather illustrations to send to graphic artist for layout
- Layout version lines, spacing, captions, front matter, content, graphics
- Proof read/final check

**Criteria for Evaluation:** Completion of final draft of written content for submission to graphic designer and printer before deadline. Completion and publication of web content to support the print publication. **ON TARGET FOR COMPLETION**

**Learning Outcome 3:** Learn and apply best practices for collection and curation of Southwestern regional literature, including acquisition, criteria, processes, evaluation, assessment, and readers' advisory techniques to connect readers to books.

**Tasks:** In conversation with SW Books reviewers, elicit and compile a concise but descriptive articulation of the process used to select top picks. Write a blog post or article to describe their process. Read, evaluate and annotate books for possible inclusion in the collection. Use metacognitive strategies to articulate my own process of selection of quality books appropriate for the SW Books of the Year collection. **IN PROGRESS; ON TARGET FOR COMPLETION**

**Criteria for Evaluation:** Written annotation of a number of titles for inclusion in BiblioCommons book descriptions. **ON TARGET FOR COMPLETION**

**Learning Outcome 4:** Learn and apply best practices for a complex contact database using Microsoft Excel.

**Tasks:** Consolidate multiple lists of contacts into one master database for distribution of *SWBY* publication to libraries (regional, tribal, college/university, public, state, and Pima County Public Library), bookstores, political entities, and publishers in the Southwest Region. **COMPLETE, WITH ADDITIONAL IMPROVEMENTS IN PROGRESS.**

**Criteria for Evaluation:** Completion of up-to-date master distribution list that includes a grand total of required copies for distribution to each entity. Consolidation of various lists into one Excel database complete. Continued updating of database in progress. ON TARGET FOR COMPLETION.

**Learning Outcome 5:** Learn and apply best practices for identification and support of a diverse Writers in Residence program in a public library setting. In keeping with the University of Washington iSchool's commitment to diversity, social justice, and equity, ensure invitation of a widely diverse candidate pool in terms of background, cultural and ethnic identity, and audience appeal.

**Tasks:** Research, identify, and invite diverse candidates for the library's two annual Writers in Residence programs for spring and fall. COMPLETE.

**Criteria for Evaluation:** Successful contract with spring and fall Writers in Residence prior to 11/13/19 grant deadline, with a list of future candidates for consideration, including diverse authors that appeal to children, youth and adults. COMPLETE AS OF 10/31/2019. Spring 2020: Margaret Regan. Summer 2020: Jennifer Stewart. Spring 2021: Gregory McNamee.

**Do you and the student think the project is on target and that the learning outcomes will be met?**

Aside from the tasks that were essentially completed before the internship started, the various projects are on target. There is no doubt that the learning outcomes will be met.

**If the project schedule needs to be revised, please outline those revisions here, including any project goals/outcomes that have changed.**

**Learning Outcome 1:** Collaborate with a team of writers, subject matter experts, designers, and librarians to create a quality publication that aligns with the mission of *the Southwest Books of the Year* to inspire the appreciation of literature of the Southwest Region.

These are tasks that would be better attended to during an internship earlier in the year, and none of them alter the ultimate value of the experience or even the ultimate learning outcomes associated with the Southwest Books of the Year project:

- Commission and ensure availability of books for review.
- Contact publishers, make orders.
- Monitor the market to find/screen suitable books.
- Present recommendations for or against inclusion of titles as top picks to the board of reviewers.

**2. Discuss the level/format of supervision and communication which has been devoted to the student and the project.**

**Heather says:** The mentorship, encouragement, and support of the two librarians I work with most directly have been exceptional. My mentors offer me opportunities to participate and contribute in ways that are essential to the work of the Literary Arts Librarian. For example, they trust me to communicate with authors and reviewers on behalf of the library, and participate in the grant narrative writing process. I am directly applying lessons learned during the grant writing course I am taking this quarter, which is an unexpected "value added" component of this internship. I have also received practical advice on a number of topics relevant to my future as a librarian. For example, I have gained insight about the interview process for the Pima County Library. I have also learned about the importance of documenting accomplishments so that I will be able to describe my specific qualifications during job interviews, as well as promote and fund successful library initiatives that I contribute to. I am having a lot of fun and learning a lot. I am proud that I've obtained agreements for our next three Writers in Residence. In the coming week I will craft narratives about them to submit to the State Library for a mini-grant.

**If either you or the student feel there should be some adjustment, outline those changes.**

No changes for the Learning Outcomes or Evaluation Criteria, despite some adjustments to some of the specific tasks.

**3. Please comment on any of the student's skills or work habits that you feel are particularly good.**

Margie's section

**4. Please comment on any of the student's skills or work habits that you feel have room for improvement.**

Margie's section