



Chapter 30

University of Washington Bothell/Cascadia College

Scaffolded Curriculum
Supported by a Community
of Practice

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Population Served

The Campus Library is part of the University of Washington Libraries tri-campus system and is at the UW Bothell (UWB) campus that is colocated with Cascadia College. The library serves both institutions. The UW Bothell campus, founded in 1990, initially offered only upper-division courses. In 2000, UW Bothell moved to its current colocated campus site, and Cascadia College opened. A lower-division curriculum was added to UW Bothell in 2006, creating a four-year undergraduate experience for its students. The combined 2017–18 student headcount across campus was 9,865, comprised of 3,873 Cascadia students and 5,995 UWB students.¹

Cascadia's students are primarily traditional-age undergraduates seeking academic transfer degrees (71%) but also include smaller proportions in precollege or English

language programs or in two-year and four-year professional/technical degrees. Cascadia has the highest percentage of working students among the state's community and technical colleges, though its student population is also the youngest. It includes high school students taking college courses, but also returning adult students and a small number of international students.

UW Bothell's students are primarily undergraduates earning bachelor's degrees, though there are also a small number of graduate and professional degrees. Nearly half of UW Bothell students are the first in their families to earn a four-year degree. The majority of them are also traditional age, with a high rate of incoming transfer students (86% of whom come from Washington state community colleges). Sixty percent of students at UW Bothell are nonwhite. UWB also has a considerable population of students who speak a language other than English at home and a small international student population.²

Librarians remain mindful of these demographics and factor them into their pedagogy and instruction. With all types of students, we strive to honor and bring their experiences and ways of knowing into our teaching and learning spaces.

Program Scope

At both UW Bothell and Cascadia, librarians collaborate closely with faculty to integrate information literacy (IL) instruction into targeted courses across their curricula. We do not teach credit-bearing courses and instead have a structured IL curriculum strategically overlaid upon the undergraduate curricula and also in UW Bothell's graduate curricula. We teach in the classroom, online, and in any combination of those modes, and students can also set appointments with librarians for one-on-one or small-group consultations.

The greatest proportion of our instruction at both institutions occurs in required lower-division first-year seminars or college success courses and in 100-level research writing courses. Targeting these courses (which run multiple sections per quarter) makes sense due to their content and assignments and since it allows us to reach a large breadth of the student body to lay a foundation of introductory IL skills. In the lower-division research writing courses, our classroom instruction is robust and typically includes two 2-hour workshops, often complemented by online instruction or learning activities that further integrate the librarian and instruction into the course.

Librarians reinforce and extend IL skills established through our lower-division instruction when teaching in upper-division courses within the majors. They teach advanced research strategies or subject-specific resources and methods in targeted courses such as degree core courses, research methods or writing courses, and senior seminars or capstone courses. This approach is also taken with UW Bothell's graduate programs, though due to those programs' smaller size and graduate students' more specialized needs, individual student consultations are more common than course-integrated instruction.

Operations

The instruction program is the central occupation of the Campus Library and is independent from those at other UW campus libraries. Our fifteen subject liaison librarians engage in instruction as a core job responsibility, along with providing reference services and collection development. Liaison librarians with administrative duties typically have lighter subject and

teaching loads. The instruction program does not have a designated budget and instead is supported by the library's central budget. When resource needs arise, the Head of Teaching and Learning brings them to the director, and they work together to identify possible solutions. The program has ardent support from the library director, who plays a key role in advocacy and making the program visible to high-level administrators such as the Cascadia's Vice President of Student Learning and UW Bothell's Vice Chancellor of Academic Affairs.

The Head of Teaching and Learning leads and manages the program and supervises the majority of the librarians (i.e., those without administrative duties), while the Assistant Head of Teaching and Learning assists with mentoring and program logistics like coordination of teaching meetings, instruction statistics reporting and analysis, and assessment. These two nonrotating roles are formalized through job titles and descriptions. The program also has five instruction coordinators, one for each of our targeted courses that run several sections per quarter. For example, English 102 at Cascadia has a coordinator who handles the scheduling for fifty to sixty sections of the course per year. Coordinators provide support for librarians who teach within the course through mentoring, consulting, or developing teaching tool kits. They attend faculty meetings centered on their courses and track, communicate, and respond to curricular shifts in the course impacting our instruction. Coordinators serve a two-to-four-year term, and while not formalized in job titles or descriptions, the roles are structured by documented scopes of responsibility.

One of the subject liaisons also serves as an eLearning liaison to offer support and resources for our online instruction and pedagogy and maintains relationships with eLearning staff at both Cascadia and UW Bothell. This role is acknowledged in their job description.

Teaching in the targeted lower-division courses (first-year seminars and 100-level research writing classes) is a shared responsibility across the group. Regardless of subject areas, all librarians teach in these courses, which comprise the largest part of the program. This allows us to sustain integrating instruction into each section, foster a sense of shared responsibility for teaching students foundational IL skills, and ensure librarians have an understanding of our lower-division instruction to build from when teaching in upper-division courses in their subject areas. It also protects First Year Experience and English Composition liaisons from bearing the brunt of the program's instructional load, which would likely lead to burnout.

Coordinators work online and in person to schedule librarians for the shared lower-division courses. Teaching assignments are outlined in a document showing each librarian's teaching for the quarter, including in their subject liaison areas. During the scheduling process, the document is distributed to the whole group by the Assistant Head of Teaching and Learning, and current and former schedules are saved in a shared folder accessible to them at any time. This transparency can mitigate real or perceived equity issues regarding teaching loads or opportunities, facilitate individual librarians' understanding of the full extent of instruction across the group and campus, and help librarians see where colleagues are teaching in their subject areas.

The librarian group comprises a rich teaching community of practice that is supported by monthly teaching meetings librarians take turns leading, where we discuss pedagogy and workshop our teaching ideas, challenges, or "failures." Mentoring occurs in all directions within the group (i.e., not provided solely by senior librarians) and is facilitated by the teaching meetings as well as co-teaching and peer observations, which are common and contribute to building trust and community within the group. All librarians' teaching materials are open to everyone on a department server and in Canvas, further facilitating

idea sharing. Additionally, we intentionally recruit and hire librarians who have a passion for teaching and learning and who are interested in joining a supportive and collaborative teaching and learning community.

Marketing

Marketing our instruction occurs through librarians' rich involvement with their schools and programs. This, along with our strategic and scaffolded IL curriculum structure where librarians proactively reach out to faculty teaching their targeted courses each term, means we do not need to engage in other marketing activities. Occasionally we receive unsolicited requests to teach in courses outside of our IL curriculum. In these cases, the librarian will take on the course if their teaching load allows or will offer to consult with the faculty member to identify alternative means for supporting their students, such as a customized online research guide or integration of resources into the course learning management system.

Collaboration

Librarians are highly integrated into their programs and attend faculty meetings, participate in email discussion lists, and often sit on curriculum or assessment committees. This facilitates the rich culture of librarian-faculty collaboration we have at both institutions. Librarians connect with instructors of our targeted courses to codesign IL instruction and activities supporting the course and assignment learning outcomes where students are developmentally and in their research process. Librarians also participate in faculty teaching circles centered on our targeted courses to enrich these collaborations and inform our teaching within the course.

Occasionally we offer faculty development workshops on IL topics, though the majority of our faculty development occurs via one-on-one consultations with instructors. We also partner with our colleagues in UW Bothell and Cascadia's Teaching and Learning and Writing Centers and with eLearning staff to provide faculty development. Particularly at UW Bothell, relationships with colleagues in these units are long-standing and valuable since we often share skill sets and goals for supporting our students and faculty. Partnerships with eLearning staff are especially important for supporting our online instructional efforts. They contribute to our e-learning professional development and facilitate our access to and presence in the campus learning management systems.

Other important collaborative relationships include faculty coordinators for courses we target for instruction, who help us stay informed, navigate curricular shifts, and communicate with instructors of the course. At Cascadia College, the two Deans of Student Learning are key partners for similar reasons and for bigger-picture conversations regarding program resource needs or constraints.

Assessment

Other than accreditation or program reviews, there are no campus-level assessment processes. Student learning assessment at both Cascadia and UW Bothell occurs within programs or schools. Some librarians are able to participate in their programs' student

learning assessments, and faculty welcome and appreciate their involvement, while librarians value those opportunities to review student work they often don't get to see.

The library's assessment of teaching and student learning occurs in a variety of ways. Teaching observations are not required, nor a part of librarian evaluations; however, many participate in peer teaching observation circles or engage in co-teaching as a means for expanding or receiving feedback on their instruction. Librarians use specific assignment outcomes, workshop outcomes, or our overall IL outcomes to assess student learning.³ Assessment methods may include librarian review of student work, observation of student performance during class, and classroom assessment techniques.

The library's most robust student learning assessment process is at the program level and typically spans an academic year. Usually centered on one of our targeted courses where we invest a lot of resources, this process involves identifying the outcomes we are teaching to and that we want to assess, collecting student work from several sections of the course, developing a rubric, and gathering as a group and with selected faculty and academic staff to assess and discuss the assignments and student work. This is followed with a report outlining our methods, rubric scores, qualitative observations, and practical recommendations for application, which are published online in summary form.⁴ Lastly, we share and discuss within the group, and with key faculty, staff or administrators, any implications and next steps.

We have undertaken this process nearly annually since 2012, and it consistently results in shifts to our pedagogy and assignments, and often for the faculty members as well. By participating, the faculty gain an opportunity to deepen their understanding of IL and how students navigate learning it. Each librarian participates regardless of their subject areas, which helps them see how our students learn and to gain new pedagogical strategies and a broader understanding of how their instruction fits within the entire program.⁵

Role of the One-Shot

One-shots are prominent in the program; however, they are typically supplemented with pre- or post-session online instruction or learning activities. Providing one-shot workshops allows us to sustain our reach across the curriculum, though we experience the common challenges they present, such as limiting the volume and depth of IL learning outcomes we can address and our access to students and their work. However, we do have the luxury of two-hour course time blocks, and the majority of our one-shot sessions run for that duration.

Pedagogical Highlights

The program's teaching philosophy embraces critical pedagogy and teaching research as a creative and iterative process that is often shaped by students' analytical and technology skills.⁶ Our instruction is conceptual and process-oriented, and while research tools (e.g., databases) are taught, they often are not front and center. Our pedagogy centers on delivering active learning experiences, both in the classroom and online, and assessment is an integral part of librarians' instructional design.

Librarians develop instruction in connection to a specific class assignment and moment of the students' research process. They are resistant to doing so without this context and may even decline a teaching request in cases where there isn't a relevant assignment. We most often teach the following, tailored to the students' assignment, research process, and subject areas:

- strategies for navigating the complex information environment, such as critical internet searching and the subjectivity of information organizations and systems (e.g., biased algorithms), and a variety of source formats and genres
- negotiating research processes, such as activities to help students develop and refine their research topics or questions
- evaluating and using sources, such as activities and discussions addressing the nuances of authority, and information production and distribution channels

Depending on the context and developmental level of the students, other instruction may include subject-specific research methods or resources, finding and using primary sources, and IL-related topics like data literacy or digital privacy.

Our online pedagogy is not centered on the production of video tutorials, though we have a few on library basics to orient students to our services and spaces and to our catalog. Instead, we develop customized learning objects to integrate into instruction or assignments. It may be an online class research guide (LibGuides), though the majority of our online instruction occurs through thoughtfully structured, active learning exercises delivered through the learning management system (Canvas). These are designed to both guide students through library resources and their research process and to engage students through question prompts they respond to that help them articulate their process and learning. Librarians work with faculty to get added to Canvas courses, including permissions to add content and view student work, allowing librarians to see how students perform and to offer feedback to them and the instructor. This access also means librarians can see how whether their learning activity design was effective and can make informed improvements for future classes. Librarians frequently experiment with other ways to connect with students online, such as creating brief videos introducing themselves to the class, facilitating or chiming in on discussion board conversations, and holding online office hours.

One highlight of the program includes a philosophy and practice centered on both critical information literacy and critical digital pedagogy. Considering our large proportion of first-generation and underrepresented student populations, we are invested in critical IL pedagogy that honors and brings students' prior experiences and ways of knowing into teaching research processes, methods, and tools. For example, Cascadia's College 101 IL curriculum contains a section on Critical Internet Searching, comparing a video of a Google representative explaining Google's search mechanism with a video of Safiya Umoja Noble highlighting her research that reveals how search results based on algorithms can perpetuate racism and sexism.⁷ To highlight the effects of "filter bubbles," we ask students through pointed question prompts to compare Google results when signed in versus not signed in. Meanwhile, UW Bothell recruits underrepresented students who are also first-generation, low-income, or both for its first-year academic transition class. In that course, we incorporate critical IL by starting with students' personal stories related to vectors of intersectional identity and work with them to find connections between their lived experience and the work of academic researchers.

Another pedagogical highlight includes offering a series of sequential IL workshops in some courses. In select targeted courses we are able to sustain offering two or more workshops in the course as students move through their inquiry and research process. This does

require faculty to relinquish valuable class time to librarians, though ideally the librarian and faculty member co-teach the workshops. The value of this model for the librarian includes the opportunity to build stronger relationships with the faculty and students, the chance to directly see and experience the students' progress and process unfolding over time, and the ability to follow up on students' specific needs. Students benefit by receiving ongoing, accessible, and tailored librarian support as they navigate their research.

The other notable highlight is the collaborative work our Head of Digital Scholarship and Collections, librarians, faculty, and students undertake to create content and build our digital collections, comprising oral histories, videos, documents, and more.⁸ As part of a course, faculty prepare students to undertake the primary research methods of interviewing, conducting oral histories, or collecting other digital artifacts, while the librarian and Head of Digital Scholarship and Collections integrate and co-teach workshops instructing students on copyright and creating the metadata for their digital objects to be added to the library's digital collections. Librarians and faculty members have described in journal articles⁹ how this part of the program supports students as researchers and knowledge producers and exemplifies the ways IL and scholarly communication can intersect.

Administrative Highlights

In addition to scaffolding the students' IL learning, the program's strategic, structured curriculum model (see Program Scope) also affords several administrative benefits, allowing us to

- Have a structure for undertaking student learning assessment. To engage in assessment that will deliver the highest impact or return on investment, efforts can be centered on targeted courses librarians are consistently teaching in and that a large proportion of the students take (see also the Assessment section).
- Predict instructional staffing needs based on the number of course sections offered during a quarter or a year. This also provides a useful framework for managing the expansion or contraction of the IL curriculum. For example, if additional sections of a targeted course are consistently being offered, we know how that impacts our staffing and then can explore whether we need to seek additional staff, pull back from that course or another part of the curriculum, or generate other solutions.
- Manage librarian teaching loads. We strive to keep each librarian's teaching load in the range of ten to fifteen sessions per quarter (or some equivalent when teaching in online courses). By also strategically targeting courses in their subject areas and by prioritizing among them, librarians can manage their commitments as needed should they see an increase or decrease in the number of sections of those courses or among our shared lower-division courses.
- Clearly communicate the program's mission and scope within the library and to campus stakeholders. A structured curriculum can be clearly described through IL plan documents at the IL program-, school- or degree-level that clarify for librarians and faculty where IL instruction takes place (see figures 30.1 and 30.2). The plans may also indicate which targeted courses take priority over others and describe specific IL outcomes addressed in the courses (see figure 30.2). These documents serve both as communication tools and policy documents that can help avoid "scope creep" and empower librarians to decline requests for instruction falling outside the designated courses.

Cascadia College Information Literacy Program 2018-19*

What is Information Literacy?

Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning. These skills are best learned and retained when taught as part of the curriculum and in conjunction with the companion skills of critical thinking, reading, writing, and production. They are developmental and must be introduced, applied, reinforced, and extended throughout a student's educational career.

The ACRL *Framework for Information Literacy for Higher Education* offers educators a structure around which instruction sessions, assignments, courses, and even curricula may be designed. *The Framework* is organized into six frames articulating the concepts, knowledge practices, and dispositions central to information literacy: Authority Is Constructed and Contextual; Information Creation as a Process; Information Has Value; Research as Inquiry; Scholarship as Conversation; and Searching as Strategic Exploration.

Adapted from the Association of College and Research Libraries <http://www.ala.org/acrl/> (ACRL) Framework for Information Literacy for Higher Education, accessed 30 June 2016. <http://www.ala.org/acrl/standards/ilframework>

1. Information Literacy Core Curriculum—Librarians partner with faculty to team teach hands-on information literacy workshops in these courses/areas:

| | |
|--|---|
| ABE/ESL: Classes vary | 2-3 workshops per quarter |
| BIO 320: Biodiversity (BAASP) | 1 workshop per section |
| COLL 101: College Strategies | up to 1 workshop or online activity per section |
| ENGL 102: Composition II: Writing from Research | 1-2 workshops per section |
| ETSP 101: Introduction to Environmental Technologies and Sustainable Practices | To be determined; in development |
| HUMAN 330: Design Research Methodologies (MOBAS) | 1 workshop per section |
| SUPR 410: Research Design & Methods in Sustainable Practices (BAASP) | 1 workshop per section |

A limited number of hands-on workshops may be implemented in other courses, subject to review by the subject librarian and the Library's Head of Teaching and Learning. Our limited resources may not allow us to address all workshop requests, but we will do our best to honor additional requests when possible.

2. Information Literacy Across the Curriculum—Librarians as consultants to faculty:

All instruction librarians are available to consult with faculty on the availability of library resources and assignment design. Course specific online research guides can be created (with advance notice and feedback from faculty). Librarians are also available to meet with faculty individually for training in using our research databases or other library resources. To read more about these services, see: <https://guides.lib.uw.edu/bothell/teaching>

3. Other collaborations include:

Course Outcome Guide revisions, student learning assessment, and participation in discipline faculty meetings.

Find your subject librarian here: <http://library.uwb.edu/selectors.html> or contact Leslie Hurst, Head of Teaching and Learning at lhurst@uw.edu

*The structure and content of Cascadia's Information Literacy Program will be reviewed annually by faculty and librarians and revised as needed.

Figure 30.1
Information literacy plan for Cascadia College

The integration of information literacy into the curriculum directly supports the learning goals and outcomes of the School of Business as well as specific course and assignment outcomes.

The role of librarians in your teaching:

The Campus Library supports the UW Bothell School of Business students and faculty by integrating information literacy and library research instruction into the curriculum via the following courses:

1. Undergraduate Curriculum—Librarians partner with faculty to team teach hands-on information literacy workshops in these courses/areas:

| | |
|---------------------------------------|--|
| BBUS 300: Management of Organizations | 1 in-class workshop (2 hours of classroom instruction per section) |
| BBUS 320: Marketing Management | 1 in-class workshop (45-60 minutes of classroom instruction per section) |

BUS 300: Targeting BBUS 300 allows us to work with students early in the undergraduate program and scaffold research skills throughout the curriculum. Usually BBUS 300 instructors assign a company management/leadership research assignment where students need a basic understanding of how to do company and industry research. The information literacy session provides a foundation for students to understand the types of company and industry information produced and how to locate, use and appropriately credit these different resources. These basic company and industry research skills provide needed grounding for doing more intensive research projects in other business classes, such as BUS 320 and BUS 470 Business Policy and Strategic Management.

BUS 320: The advanced research strategies and resources covered in BUS 320 focus on the complexities of developing a marketing plan. Strategies also include an understanding of and the ability to apply required analysis, interpretation, extrapolation and utilization of raw data and information, plus the intricacies of personal studies/surveys. These advanced research skills are also needed for other marketing classes such as BUS 426 International Marketing, as well as for BUS 480 Global Business and entrepreneurship classes taught at both locations.

2. Graduate Curriculum—Librarians are available to consult with faculty on course or assignment design, and are available for online or in person appointments to help students with their research.

A limited number of hands-on workshops may be implemented in other courses within the School of Business undergraduate and graduate curricula, subject to review by Business Librarian liaisons and the Library's Head of Teaching and Learning. Our limited resources may not allow us to address all workshop requests, but we strive to honor additional requests when possible.

3. Information Literacy Across the entire School of Business curriculum—The Business librarians are available to consult with faculty on the availability of library resources and assignment design. Course specific web research guides can be created (with advance notice and feedback from faculty).

Figure 30.2

Excerpt of Information Literacy Plan for UW Bothell's School of Business

Information Literacy Coordinator Profile

The Head of Teaching and Learning (formerly Instruction) has always been a formalized role with considerable influence at the Campus Library, supervising most of the librarians on staff. Rapid campus growth over the past several years has been the primary force in creating additional leadership roles for the program. In 2005, the first two instruction coordinator roles were created, with three more added later. In 2008, the former Head of Instruction became the library director, and one of the first instruction coordinators became the Head of Teaching and Learning. Then the Assistant Head of Teaching and Learning role was established in 2013.

Over time we have tried different ways of dividing the labor and positioning coordinators in response to how the programs in which we target courses conceive of their curricula. Working alongside faculty as the campus grew and new curricula were designed and implemented, librarians in these roles got valuable exposure for how to do that work and gained insights into opportunities to leverage for building out the IL curriculum. Through our liaising closely with the faculty communities of our targeted courses, these opportunities continue for the coordinators and now center on curriculum revision or assessment.

The Head and Assistant Head of Teaching and Learning participate in teaching, though their administrative responsibilities are taken into consideration when determining their teaching commitments. The head is able to allot approximately one-quarter of their time to instruction, and we strive to keep the assistant head's at approximately three-quarters of their time. The other instruction coordinators' administrative workload is modest enough that they can sustain teaching loads in line with others in the group.

What We Wish People Knew

Challenges we have faced relate to adapting and building new portions of our program during a period of rapid campus growth over several years. In this context, we have had to contract our curriculum in some degree areas in order to build it into new ones, which necessitated developing skills in data analysis for undertaking evidence-based decision-making. It also required learning how to develop a vision for specific segments of our instruction program (and the program as a whole). In reviewing a school's or degree's curriculum through a strategic lens, we learned to identify courses suitable to target for instruction while also being mindful of what degree of integration would be sustainable. Additionally, it required furthering political, negotiation, and communication skills as we had conversations with both librarians and faculty about building up or scaling back instruction in their programs. Faculty degree or course coordinators serve as useful consultants and allies for having these conversations.

Some of the instruction coordinators' most critical work is hidden labor. They mentor and support librarians teaching in the courses for which they coordinate instruction, and provide faculty development individually and via their participation in faculty teaching circles. They engage in IL program management by developing, revising, and maintaining

our IL outcomes, curriculum, and related documentation for their course. These roles offer a great opportunity for librarians to lead from within the unit, albeit without formal authority. As a result, coordinators develop and practice their ability to influence, negotiate, and build trust as they conduct their work within the group and navigate and communicate shifts in our instruction with key faculty or administrators.

Advice we would like to offer:

- Scaffold the IL curriculum by strategically targeting courses that reach a breadth of the student body and depth within a degree's or school's curricula to reap several benefits. It helps librarians make informed choices about activities to focus on in their targeted courses, helps inform faculty about the developmental level at which to aim research assignments, and may help minimize “library session burnout” for students who have multiple workshops while undergraduates.
- Engage in consistent communication with the academic programs to keep the library's curricular goals present in curriculum planning and student learning conversations.
- Manage and predict teaching loads individually and collectively to prevent burnout. Develop a rough metric to serve as a threshold (e.g., no more than ten to fifteen workshops per quarter, per librarian). This metric also aids in calculating the estimated teaching capacity of the group.
- Create and foster a teaching community of practice within the program, where librarians have space to gather regularly to discuss teaching and learning theory, trends, and their day-to-day instructional challenges and successes. This builds community and support for their teaching and helps them continue to develop their practice and big-picture understanding of what goes on across the program.

Notes

1. “Cascadia at a Glance,” Cascadia College, accessed March 13, 2019, <http://www.cascadia.edu/discover/about>
2. “Fast Facts 2017–2018.”
3. “Teaching and Learning at the Campus Library: Learning Outcomes,” Campus Library, University of Washington Libraries, accessed October 25, 2018, <http://guides.lib.uw.edu/bothell/teaching/outcomes>.
4. “Campus Library Assessment: Student Learning Impact,” Campus Library, University of Washington Libraries, accessed October 1, 2018, <https://guides.lib.uw.edu/bothell/assessment/studentlearning>.
5. Jackie Belanger and Leslie Hurst, “Implementing a Sustainable, Long-Term Student Learning Assessment Program,” in *User-Centered Design for First-Year Library Instruction Programs*, ed. Rachel W. Gammons and Cinthya M. Ippoliti (Santa Barbara, CA: ABC-CLIO, 2017), 62–66.
6. “Teaching and Learning at the Campus Library: Teaching and Learning Philosophy,” Campus Library, University of Washington Libraries, accessed October 1, 2018, <http://guides.lib.uw.edu/bothell/teaching/philosophy>.
7. USC Annenberg, “Algorithms of Oppression: Faculty Focus: Safiya Umoja Noble,” YouTube video, 3:43, February 28, 2018, <https://www.youtube.com/watch?v=6KLTpoTpkXo&t=144s>.
8. “Digital Collections: Home,” Campus Library, University of Washington Libraries, accessed October 9, 2018, <https://guides.lib.uw.edu/bothell/dsc/digitalcollections>.
9. Denise Hattwig, Nia Lam, and Jill Freidberg, “Student Participation in Scholarly Communication and Library Digital Collections: A Case Study from the University of Washington Bothell Library,” *College and Undergraduate Libraries* 22, no. 2 (2015): 188–208, <https://doi.org/10.1080/10691316.2014.950781>; Julie Shayne et al., “Creating Counter Archives: The University of Washington Bothell's Feminist

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