ALISS

Best Practices
2003-2007

Last Revised April 2007

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Table of Contents

Introduction 3

ALISS Officer Duties 4-5

Timeline of Events 5-6

Who is Who (Key iSchool personnel) 6

Recap of 2006-2007 7-8

President's Responsibilities 9-10

Vice President's Responsibilities 11-15
- Spring Fling Checklist
- Silverfish

Secretary's Responsibilities 16-19
- Sample of Executive Meeting Notes
- Sample of Open Meeting Notes

Treasurer's Responsibilities 20-22
- Spring Fling and Reimbursements

Publicity Officer Responsibilities 23

Webmaster Responsibilities 24

Distance Rep's Responsibilities 25-28
- iPeer
- iConnect

Appendices

Appendix A
- Book Sale – A Step by Step Overview 29-47

Appendix B
- ALISS History - Recap of Major Issues 2003-2006 48-54

Introduction

The following documents were created and compiled by 2003-2004 ALISS officers – President, Vice-President, Secretary, Treasurer and Distance Representative. The information included is intended to provide guidance to present and future officers. This guide was also created in the hopes of providing a timeline of events, issues and activities that occurred during our tenure. It is hoped that future officers will be inclined to add their own experiences and insights to this document. We also view this as a tangible link between officers of various cohorts. We may move on to other activities but this document will be available for reference and guidance in the days to come. Relevant revisions should be added by each year's exiting officers.

The 2004-2005 ALISS officers revised this document in March of 2005.

The 2005-2006 ALISS officers revised this document in March of 2006.

The 2006-2007 ALISS officers revised this document in March and April of 2007.

ALISS Officer Duties

Some of these duties may be redistributed based on the skills and interests of the officers.

President
21st Century Award
Faculty Meetings
Calling ALISS Meetings/ Agendas for meetings
Coordination with other groups
Communicate concerns to MLIS administration and/or other ALISS officers
Manage Catalyst tools

Vice President
Spring Fling
Silverfish
Social Events
Magic Closet

Secretary
Book sale
Room reservations
Email
Meeting Minutes

Treasurer
Track checking and savings accounts, transferring funds as needed
Make deposits
Write checks/reimbursements
Turn in budgets (actual in spring; projected in fall) to Brandy Carlyle
Grants (updating form, initiating approval process, communication with applicants, distributing funds)
Help with SAO process
Food for open meetings

Distance/ Evening Rep
Represent and advocate for student interests
Solicit the opinions of students
Monitor various online forums used by distance students
Communicate concerns to MLIS administration and/or other ALISS officers
Take and post minutes of the dMLIS Open Meetings
Liaison to iPeer organization

Publicity/Marketing Rep
Produce marketing and publicity materials for ALISS events
Assist with communication for ALISS events

Website
Announcements/ iSchool Calendar
iSalon

Alumni Liaison
Report back to ALISS officers
Help out with other ALISS related tasks as needed
Other potential opportunities:
Organize networking opportunities for students and alumni
Organize alumni panel discussions
Keep Alumni informed about student activities through alumni listserv

Timeline of Events

Spring Quarter
Fill out new officer form with SAO
Attend SAO Officer Orientation (at least one person)
Change banking information
Officer meeting
Open student meeting - Coordinate with administration
Spring Fling
Student Awards at Spring Fling
21st Century Award for convocation
Change passwords and notify Silverfish and iPeer staff.

Summer
Prepare for various orientations Distance Day/ All School orientation fair
Plan Orientation Social or event
Re-paper Bulletin Boards and let other student groups know
Meet with chairs of other student orgs to plan year

Autumn Quarter
Fill out new officer form with SAO
Attend SAO officer orientation (at least one person)
Officer meeting
Open student meeting - Coordinate with administration
Submit budget to iSchool
Orientation Events
Fall Mixer orientation event
GPSS Election
New Silverfish Staff
Magic Closet clean out (with other student orgs)

Winter Quarter
iCareer Week - Run by ASIST but we are involved

Officer meeting
Open student meeting - Coordinate with adminstration
Book sale
New officer election - Coordinate with other student groups
Revise Best Practices document

Who is Who

Meeting Room reservations:
Ann Warner Smith annws@u.washington.edu

Faculty Meetings and anything to do with Dean Bruce:
Karen Erikson karene@u.washington.edu

Financial questions about money from iSchool:
Brandy Carlyle bcarlyle@u.washington.edu

Budget from the iSchool:
Mary Clark mclark@u.washington.edu

GSA issues:
Jan Boyd jkboyd@ischool.washington.edu

Courses, Curriculum, Portfolios, Teaching, Program Policies:
Matt Saxton msaxton@u.washington.edu until Summer (or Fall?) then Karen Fisher fisher@u.washington.edu as MLIS Chair. Joe Janes jwj@u.washington.edu until September 15th as Dean of Academics.
(MLIS Chair should be first contact.)

After hours Building Access, Key card access:
Madeline Sanabria mms2@u.washington.edu

Student Services, course registration:
Marie Potter mardup@u.washington.edu, MLIS advisor

Key to the magic closet in 420:
Tech services office - third floor at the top of Faculty row.

iSchool Convocation
Cris Mesling crism@u.washington.edu

Recap of 2006-2007 Issues

Sarah Evans

The formerly Magic Closet in 420

It was discovered in Spring 2006 that the closet in 420 is technically not for student group use but actually belongs to the iSchool IT department. Since there currently is no other acceptable space for student group storage, IT has allowed us to continue to use the area as long our stuff is marked and stays within the lines marked in tape.

This is a sensitive subject because of past student leader's attitudes and should be broached with tact and understanding. It would be wise to coordinate a student group clean out time in the late Spring or Summer to show IT we are doing our best to share the space.

ALISS Open Meetings

Based on the suggestions of students, we scheduled our open meetings with time built in for students to drop in and discuss course schedules. Typically the formal meeting would be for one hour and three hours would be tacked on before or after the meeting for chatting, with food provided. This was well received but needs to be well advertised. It is best to have this event in the week or two before next quarter's class registration.

Starting in Spring quarter, Dean Bruce and other administrative members requested attendance at an open meeting with students. The natural fit was to use the open meeting time, but this created difficulty when coordinating schedules. It is best to begin early in a quarter to find an hour when Harry, Joe, Matt and Marie can attend the meeting. Again it's best if the meeting can be mid-quarter so that any issues with particular courses will be caught early.

Working with other groups and programs

For iCareer Week, ASIST called together representatives from all student groups to help plan the event. It is recommended that a similar call be made for any large scale ALISS undertaking such as the Winter Quarter Elections. If the event effects and/or benefits all student groups, then all student groups should be involved. It may also be advisable in the future for the chair/president of each student group to meet at least once a year.

A major goal of the iSchool is to facilitate more cross-program interaction. Sarah kept regular contact with the MSIM student representative which proved helpful. It would be ideal for the ALISS President, MSIM Student Representative and the IUGA President to sit down during the summer or early fall, particularly with their respective student services advisors, and discuss ways to work together in the coming year.

Grant Process

Last year's officers established a grant form for individual students and student groups to request ALISS funds to support student activities. Unfortunately the group did not establish clear guidelines for how this program should be administered. It is recommended that the new officers establish some parameters to help them throughout the year.

ALISS "Giveaways"

In 2006 we gave away the last of the ALISS travel mugs which had been purchased at great expense in 2003. It is nice to have a tangible item with the ALISS name on it for orientation and many reasonably priced items are on the market.

ALISS Website Redesign

Laura and Tammy completed an excellent redesign of the ALISS website. See the sections below under Publicity Officer and Webmaster for more information.

LIS 540

In the Spring of 2006 there was much frustration and concern over the content and structure of this course. The administration has struggled for years with how to make this course most effective and is open to student feedback. It is a course to keep your ears open about early in the quarter it is taught and pass along concerns as soon as possible.

LIS 510

Because both day and distance students must take this course during their already stressful first quarter, it can cause much heartache among new students depending on the instructor. Again, keep your ears open early in the quarter and pass along concerns to the MLIS chair as soon as they crop up.

Youth Services

With no permanent Cleary Professor and the retirement of the other youth services instructor, there is great concern among MLIS students about getting the support they need to study children's and teen librarianship. This is a great concern of the administration as well, but the process of change is slow. Look for opportunities to support and engage around this issue.

ALISS President

David Ballantine 2004-2005, revised by Shawn Kilburn 2005-2006
Revised by Sarah Evans 2006-2007

The official duties from the ALISS web site are:
(1) call official meetings of the organization and to preside at such meetings;
2) be responsible for the administration of any business of the organization;
(3) appoint GPSS senators;
(4) represent the MLIS student body in meetings of the faculty and other events as needed;
(5) serve as general liaison between iSchool administration and MLIS students;
(6) communicate with student leaders of other iSchool programs; and
(7) run Winter quarter elections for ALISS and other interested student organizations
(8) Assemble a committee to accept nominations and award a MLIS student at the graduation ceremony
This maps pretty well to the duties you will need to manage.

Trying to schedule everyone to meet is going to be one of the biggest issues, everyone has a different schedule and some will be more willing to bend than others. We held our officer meetings over dinner during the residency period. It's also a good idea to try to put all your open meetings on the calendar for the entire quarter so that there are no surprises. Lunch times seem to be fairly good for people, generally. It's worthwhile to take a look at each quarter's schedule of classes to get a sense of, not only when they are, but also when people are likely to be on campus.

Faculty Meetings

Prior to a meeting, send an email out to the other MLIS Student group leaders via the iOrgs email list and ask if they have anything for you to report. Keep in mind that you are reporting for the MLIS (and dMLIS) program, not just ALISS so it's best to report for all the organizations. The other thing to consider is who the audience is. You are your own best filter on what is appropriate for the faculty/staff meeting. Sometimes it is enough to say that there is an outstanding issue and that you are addressing it within the proper channels as opposed to bringing the issue up in front of a large audience that has nothing to do with the solution. It's mostly an opportunity to advertise the great work students are doing and anything you want the faculty to know and/or acknowledge. Most issues to be discussed, were better brought up with the MLIS Chair and the Dean for Academics (eg, problems with specific professors).

Spring Quarter

You should organize the 21st Century Award committee about 5 weeks before convocation to give you enough time to put out a call for committee members and then put out the call for nominations. There will be drafts of previous 21st century award speeches available via the ALISS documents found on the iSchool Server.

In 2003 and 2004 the winner was awarded a gift certificate to B&N ($60 – $100) and given a framed certificate. The producer template that was created to print the award will also be available in the ALISS documents. In 2005, we decided to create a plaque which is located in the trophy case of the main officer. I went to a place called Northwest Trophy. Their address is 1314 Howell St—kind of an awkward spot to get to—and their phone number is (206) 682-3523, http://www.nwtrophy.com/. Their prices seemed pretty reasonable. It shouldn't take more than a couple of days to engrave the name of the latest recipient. (Note: Dowell said in 06 that one of the past recipients names is misspelled so double check with him and get that corrected at they same time you put a new name on.) In 2005, the award of a professional organization membership didn't fly very well with the recipient of the award. In 2006 we awarded the student a $100 check.

Finally you will need to draft a speech to be presented at convocation. There will be examples of previous award speeches available in the ALISS documents as well. This is a 2-3 minute speech. Keep it short and sweet.

Email and Server Space

Both the email folders and iSchool server space for ALISS are out of control. There may be some useful information in their, but it's too disorganized to locate. It is recommended that the email box be completely purged since the vast majority is irrelevant old correspondence. We also recommend burning all the documents on the iSchool server onto a CD or flash drive and starting over with an organizational system.

Open meetings

You will need to run the open meetings. It was suggested that an agenda was created for each open meeting but I tended to favor a more free form conversation. This will be up to you and your style, both have worked. You will not be able to make everyone happy on the times/days/frequencies of the open meetings so don't beat yourself up about it. If you offer one open meeting on a Tuesday during a quarter, then try to offer the next one on a Wednesday (for example). Try to take a look at the schedule and see when classes get out and people will be around. Food is highly recommended.

In 2006, we began holding the meeting for an hour and then building in a time for students to mix, socialize and discuss class schedules. In 2007, we received a request for the Dean to join us for the open meeting. It is recommended to also have the MLIS chair, MLIS academic advisor, and Dean of Academics attend the meeting portion as well.

Duties and Procedures of the ALISS Vice President

SJ Alexander, 2003-2004; Karen Estlund, 2004-2005

The official duties from the ALISS website are:

Vice President: The duties of the Vice President are to (1) assume the duties of the President in the event of that officer's absence; (2) appoint and oversee an Editor to produce the Silverfish; (3) appoint and oversee a Web person to maintain the ALISS website and listserv; (4) organize or delegate responsibility for social events, such as the End-of-the-Quarter Party.

Unofficial duties: Liaison to the other, non-core officers. I forwarded them meeting notes and communicated with them, and kept the core officers abreast of what the other officers were doing.

Like all the positions, you can focus on what you're interested in. I helped a little with the book sale, and organized a book talking workshop in conjunction with Silverfish and ALISS and SLA as my main Silverfish activity.

It has been suggested by a staff member that the money spent on Spring Fling could be used in other areas. We said we would advise the incoming officers and allow them to consider the issue.

ALISS VP Tasks:

Spring/Fall:
- April-June: Spring Fling
- June: Appoint New Silverfish Editor
- July-September: Put together summer issue of Silverfish
- August-October: Plan Orientation and Distance Residency events
- October: Hire new Silverfish staff; Fall Mixer

Winter:
- February: Elections—make sure website is updated
- March: Pass the torch!
- April-June: Help the next VP with the Spring Fling

Spring Fling Checklist

This is only a suggested timetable. You may find that something else works better for you. The best advice is to get all forms in ASAP, and to get people to agree to help you early!

Week 1

Set date and time: Typically Friday, last week of classes, Spring quarter. Be sure this date does not interfere with conferences or other events. It should be considered as the distance students come in for graduation, whether it should be moved more towards that date.

Set location: Mary Gates Hall Commons or one of the lawns outside of MGH. The MGH Commons can be reserved in the basement of Kane Hall. Other locations can be used but that is cheap and convenient. The Quad is another place to consider as it is free and MGH Commons is not.

Create Committee: Send announcement and emails to ichat and iannounce and hold a meeting. Lean on your classmates.

Week 2

Schedule Committee Meeting: Get as many people involved as possible! For the 2004 Spring Fling Committee, I held most meetings via the chat server, which worked really well. Begin discussion on theme of spring fling as it will help with the next steps.

Create task teams: Delegate!!! Divide committee into Logistics and Entertainment. Assign tasks to each team and hold people responsible for their part. You may want to create other committees.

Get your money straight: Set a proposed budget and keep the communication open with the treasurer. Get the checkbook and make sure there are checks ASAP. Make sure the bank sign over happens.

Week 3

Reserve Site: The main receptionist will be able to help you with this-send a request. You may need to obtain and complete a Request for Use of University Facilities form (RUUF), available at the Office of the Registrar (248 Schmitz Hall). For MGH, you will need to file a “media services request” form through the basement of Kane Hall. They want to supervise what you’re doing. Don’t let them charge you for moving stuff around! Get people to help you and only one supervisor from Kane. You may have to fight them because they will want to tack on all sorts of unnecessary costs. This all depends really on where you hold the event. For the Quad, you don’t need a university person there, another reason to hold the party on the Quad. Reserve space early!

Get Liquor License: Obtain an “Authorization to Apply for a Banquet Permit to Serve Alcoholic Beverages” form from the Office of the Vice President for Student Affairs (476 Schmitz Hall). It is very important that it is signed by all the appropriate people, and that the copies go where they need to. Then go to the liquor store and pay $10 for a liquor license that you will need to post at the event. Whoever is listed as the Vice President on the SAO site needs to sign the forms. In 2004, they had not switched it over, so SJ had to sign the forms.

Week 4-7

Find a Licensed Bartender: Send out a call for one on iannounce and ichat. (I used a student's friend from the College Inn Pub last year 2004). I paid $50 for four hours and put out a tip jar, too. I recommend that you have at least 2-3 people serving alcohol. The bartender(s) will check IDs and serve wine coolers, etc. if you have those. Get them a hand stamp to make their job easier. In 2005, I hired some bartenders from the Blue Moon Tavern.

Order Beer: Go with something tasty and local, if you can. Last year [2003] I went with Big Time Brewery on the Ave. They are nearby and reasonably priced. In the past, beer has come from Hale's, which is popular. Get a good variety (dark, light, amber). Three kegs. The DawgPound gives a UW student group discount and was used for the 2004 Spring Fling. The DawgPound is now unfortunately out of business. Shop around for the best prices.

Plan Activities: Have the entertainment committee plan activities. Here are some things that have been done in the past:

Awards: this is usually handled by the outgoing ALISS officers.

Raffle: have door prizes and raffle tickets available

Quiz show: trivia questions with prizes

Music: This is essential! Last year I had Mike Eisenberg's band play, but a DJ and some good dance/party tunes would be great. Hire a band? Bands are too loud in the echoing MGH commons though. 2005 we hired a bluegrass band.

Other activities: pinatas, scavenger hunts, croquet, lawn bowling, cards, and a food contest.

Microphone! For announcements! Essential! With one speaker, at least

Publicity! You can coordinate with the secretary or do them yourself. Remember, this is all inclusive-staff, students (PhDs, MLIS (including local dMLIS and evening)), Infomatics, MSIM) and faculty. Families and children are welcome as well. Announce your theme and encourage people to dress the part—it gets them all excited. In 2004 we budgeted some funds and planned with iParent, which helped a lot. Leftover children games/food was used at graduation. This is now what the Publicity/Marketing rep will take care of. We held a logo design contest in 2005, with the winner winning a gift certificate to University Bookstore. We then used this logo in all publicity materials.

Fliers—Up in MGH

Listservs—iannounce is fine

iSchool calendar

Décor—Plan around your theme! I had great success at Display and Costume on Roosevelt last year. You can rent the most ridiculous props. Lots of people will be having end-of-year bashes, so reserve early! You should have the theme down earlier than 9th week.

Week 9

Order Food: Costco is a good bet. Go crazy, it's cheap! DO NOT use UW catering. Major ripoff! Last year I had fruit platters (which went too fast, get tons), bananas, cheese, and crackers. I think I got shrimp, but it's kind of a blur. I wanted to get giant sheet cakes but ran out of time. You will not have fridge space in MGH, so plan accordingly.

Assign drivers:
Non-perishable food and supplies (Costco and décor)
Perishable food (CostCo)
Ice (Put, like, three people on this and get more than is sane, Safeway)
Beer (Hales, Big Time, etc)
Party Favors (Archie McPhees?)
Sound system/music set up
Sober keg returner.

Week 10

Pick ups. For the love of all that is good, get drivers!!! Lots! Think burly people with trucks and dollies for the beer, and big vehicles for food and décor. Make sure everyone gets a receipt and understands the reimbursement procedures.

Returns! Décor and kegs/keg taps, for example.

Collect receipts. You could have people put them in the ALISS box. Linda made a handy reimbursement form which is great.

Silverfish Advising Issues

Your role as Silverfish advisor is fairly flexible and is determined by how much and what type of involvement the Editor would like from you. You should be available to copyedit the Editor's articles and provide ideas and support to the Editor. You may also contribute articles and can be ALISS's voice within the Silverfish. You may also help form policies and manage the resources for the website (since it is on ALISSs account). To contact the whole Silverfish staff, email silverfish@u.washington.edu. To contact the current editor(s), email thesilverfish@gmail.com

Hiring a New Silverfish Editor

This is simple—the best thing to do is to have a meeting with the outgoing Editor. It is likely that the current Editor will have a new editor in mind. If neither of you have any suggestions or takers, put out a call on the listservs. Follow the same procedure for a new web editor for the Silversfish site.

Silverfish—Summer Issue

The summer issue has been optional in the past. In 2002 they had one, in 2003 they did not. The VP is instrumental for the summer issue because there may not be a staff yet. Consult with the new Editor and see what he/she wants to do. Summer is also a good time to discuss what direction the Silverfish will take over the year.

Silverfish—New Staff

New staff is “hired” in October. Work with the editor to look at people’s resumes and letters of interest. Move fast on this so you can get the first issue out quickly.

Fall Mixer

The Fall Mixer, a lesser counterpart to the Spring Fling, was successfully launched for the first time in Fall 2003. We used the Mixer as a chance for the first-year MLIS students to meet the second-year MLIS students. I reserved MGH 420 and put up a few decorations. We ordered pizza, and had soda and desserts, and the atmosphere was very informal.

The Mixer was held on the last day of LIS 500, which was great timing, because it became a mini-celebration for the first-year students, too.

In 2004, we repeated this event with great success!

ALISS Elections

New officers are elected in February. Encourage people to run for office and support the president by providing help with anything she/he needs done. Then, pass the torch by helping the next Vice-President learn the ropes.

ALISS Secretary Main Responsibilities

Alyssa Deutschler, updated by Jen Sullivan (06-07)

The secretary is responsible for taking minutes at all ALISS meetings (open or executive), finding and reserving space for the meetings, and publicizing the meetings.

The secretary is also responsible for coordinating the annual ALISS book sale [See Appendix].

Finding Space for the ALISS Meetings

The open meetings are generally held in the iSalon. There is no need to reserve the iSalon. However, given the fact that there are more and more students in the iSchool and that space for meetings is getting harder to find, it is likely that open meetings may find themselves competing with other student group meetings. You may want to consider holding the meetings in a room that can be reserved. MGH 420 is probably the most logical place for this.

Executive meetings (i.e., officers' meetings) obviously need less space than the open meetings and can be held wherever you like. We included the distance rep via phone in some of our executive meetings. There are several reservable rooms in the iSchool with telephones equipped for conference calls. Allow some time for setting up the speaker phone and figure out in advance whether you are going to call the distance rep or if they will call you.

Room reservations can be made through the iSchool receptionist.

Scheduling the Meetings

Be sure to check the master class schedule (usually there is a copy in the GA space, near the printer) when scheduling the open meetings. Try and hold meetings on different days throughout the quarter so as to include different student cohorts.

During Autumn Quarter 2003, we tried to have a meeting that would be at a convenient time for evening students. This proved to be more difficult than we had anticipated. The evening courses are tightly scheduled, without a lot of overlap time between classes. We were stymied on whether to hold the meeting before classes (approx. 4:30pm) or after classes and were unable to get feedback from the evening student representative. We did hold a 4:30pm meeting, but mostly day students showed up. If you can, work with the evening student rep to find a good time for an evening meeting. These students have plenty of issues and I think ALISS should make itself more available as a resource.

2005-06: Since the evening program has been fully replaced by the distance program, it is best to schedule at least one open meeting at the beginning of each quarter during the residency period for distance students.

Meeting Minutes

The open meeting minutes do not need to be exhaustively detailed. Their purpose is more to provide a snapshot of the meeting than an exact record. Minutes from the executive committee meetings may need to be circulated among the officers if there are action items. [See attached examples.]

Publicizing Open Meetings

Use iMLIS, iDMLIS and iChat to get the word out about the open meetings. In my opinion, sending one message the week prior to the meeting and then one the day before (or morning of) is a good method. You can also get the meeting on the iSchool calendar if you so choose. There is a form (accessible from the calendar, on the iSchool home page) that you can submit with your event info if you want it to appear in the calendar.

Sample of ALISS Executive Meeting Notes
ALISS Executive Meeting
14 October 2003
Officers present: SJ Alexander, Jenn Carter, Linda Corets, Alyssa Deutschler
MIXER
We all agreed that the first annual ALISS Fall Mixer (held 13 Oct) was a success. Linda suggested sending out a thank-you note & reminder about the next Open Meeting. She will draft the note.
We all agreed that adding information on the Mixer to the nascent ALISS Officer's Binder would be a good idea. Some suggestions for future mixer planners:

- Location, time & prizes were great
- Keep the time to 2 hrs.
- Remember that more pizza can be ordered mid-event if necessary

SJ will draft the info on the mixer for the Binder.
Linda proposed having another Mixer-type event during winter quarter – esp. if we don't do another activity.
FACULTY MTG
Jenn reported on the faculty meeting. A new "distance doctorate" is in the works for LIS professionals. Faculty has been reminded that advising is a priority. Exit surveys from last year's graduates indicate that the iSchool scores low on advising.
GPSS Elections
ALISS is apparently responsible for getting a new GPSS rep elected (Amanda Powter's term is up; Robin Rousu will continue to be a rep through this year). Jenn (??) will set up the election using the Catalyst tool. Alyssa will contact GPSS to find out what we need to do after the iSchool has elected a rep.
NY Times Subscription
Do we still have one? Do we need to renew? SJ will find out.
Meeting w/Mike
The next student group meeting with Mike is scheduled for November 5th (??? – is this

true?). Jenn & Linda will attend for ALISS. They promise not to bring a PowerPoint Presentation.

Deborah Jacobs & the Visiting Librarians

Two librarians from Germany & Sweden would like to meet with some iSchool students to find out more about how future librarians are being educated. There has been little response to the request for volunteers. Jenn will rephrase the request. If no one else is willing to go, Alyssa will attend.

Open Meeting

We're going to make an effort to have monthly open meetings this year. Next open meeting will be 23 Oct 12:30-1:30. This time will conflict with some sections of LIS 510/520. We will schedule the next meeting for an alternate time frame (maybe on a Mon-Wed?). Alyssa will handle publicity for the meeting. Linda will handle food.

Tentative agenda items (may not be able to tackle everything in one mtg):

- Class issues – workload, prof troubles, policy questions. Specifically, issues about 522, 539, the user interface class & the 580 textbook.
- Advisors. Yes, for the one-millionth time.
- New registration policies.

Sample of ALISS Open Meeting Notes

ALISS Open Meeting

20 Nov 2003

All ALISS officers present; 15 students attending

Class Check-In

LIS 580 – 4 hours of class at a time is difficult for students. Why is this class traditionally taught in 4 hour increments, rather than breaking it up into 2 hour sessions? One student commented that classes that meet only once a week are problematic (hard to retain info between sessions) – it feels like distance.

LIS 510 – A lot of theory; some students feel like there are not enough practical examples. A student in Harry Bruce's section has a problem with dim lighting & too many PowerPoint slides – this puts students to sleep. The room environment is a problem; no windows (this also puts students to sleep). "Good class, bad physical environment."

Someone raised the question: how many classes do PhD students have to teach? Answer: it depends on their appointment.

Issue raised about students in Master's program being taught by PhD students. This bothers some students.

Registration

Tuition exempt student is having trouble registering for LIS 540 in winter quarter. One section is full; other only has two open slots. This class cannot be overloaded because it is dependent on number of computers in the lab (35 max). Student is concerned that she will not get into 540 this quarter. Can she take the evening version next quarter (even though she is a day student)? Will she have the same problem if she waits until next year (when 540 is offered again in the day courses)? Jenn explained about the priority ranking matrix, but what if the classes are filled by the time the student gets to register? Student has talked to folks in Student Services Office – will let ALISS know what transpires.

Work-around suggestion from another student: could next quarter's 540 be overloaded just once to accommodate for program changes (ie, a number of 2nd year students are registered for 540 this year because they were not required to take 540 last year)? Maybe put extra students in the TE lab for 540 labs? Or use laptops??
Students also reported problems with registering for two 1 credit courses. The courses were all coded as different sections of LIS 598 & UW system will not allow for students to register for two sections of same class. There is a way to get around this, however. Ask Student Services.
Joe Janes' Google class was originally coded as an evening class so day students thought they could not register for it.
Evening Program
An evening student commented: UWEO registration system is complicated & riddled with problems. Registration paperwork is sent out late; students taking day classes have problems.
Evening students are concerned about their program. So many large changes over the past year have made students nervous & unsure about future.
Book sale
The ALISS book sale will occur again in February. Alyssa informed students of the link between the book sale revenue & the budget of the Spring Fling. She will be asking for book sale volunteers soon.
GPSS Election
We have two candidates who will run for the open position. Election will be via Catalyst.
Misc.
SJ reminds everyone: you can submit an article to the Silverfish whenever you want!
Jenn reviewed the contents of the ALISS website.
A student proposed to form an "iSocial" list to alleviate some of the message volume from iChat. List would be for purely social functions. The group approved of this idea.

ALISS Treasurer Information
Linda Corets
Updated by Brian Greene – March 2006
Updated by Amy Donahue – April 2007

Banking information

ALISS accounts at US Bank

Located in the HUB

Monthly bank statement sent to the treasurer's attention to ALISS mailbox

Online account for balances and transfers – www.usbank.com

Brian set up an online account for ALISS so that it would be easy to view balances as well as being able to transfer funds as necessary. This has worked really well. The bank scans all checks so they are easy to access and examine if there is any question about amounts or payees. It also simplifies balancing the checkbook. The Treasurer and at least one other officer should be on the account. Since the Spring Fling uses a large portion of our budget, the VP is a good person to also have on the account. ALISS may want to consider getting a debit card for the accounts to facilitate purchasing (although writing checks has worked well for the past year).

Spreadsheets for budgets and account balances are posted to the treasurer's folder on the ALISS server space. This allows for the officers to view account balances as needed. Some might consider using specific money management software but the ALISS money situation is pretty simple so it doesn't really seem necessary to go this direction unless one has a strong inclination for this sort of thing.

Meeting with Information School finance person

Brandy Carlyle – bcarlyle@u.washington.edu
(Note: up until last year we also met with Mary Clark – mclark@u.washington.edu. The iSchool's policy regarding our contact person seems to be in flux, so be flexible.)

I recommend that the incoming treasurer email her in the spring to make introductions and learn about creating a budget for the upcoming school year. Making contact with her and learning about what they expect early will make the budget process run that much more smoothly.

Every year the iSchool is quite generous in providing substantial funds to ALISS. The last couple of years the department has budgeted $1000 for us, which we receive after turning in a budget indicating the money's intended use to Brandy. These figures are not set in stone. For large purchases it is sometimes possible to use the iSchool's tax id/department number to obtain tax free status (when ordering ten pizzas the savings amounts to roughly $15). The cost for ALISS to obtain their own tax exempt number is $150.

Paper documents

Notebook of past bank statements, receipts and related documents are usually kept in the locked drawer (located in the GA space at the student groups' desk). This drawer was broken into in November 2005, but to the best of our knowledge nothing was taken. The key to the drawer should be in the file cabinet currently, but it does not work. There has been talk about replacing the whole file cabinet; it might be possible to contact the faculty advisor about this. Boxes of checks and completed books of duplicate checks are kept here as well. The bottom drawer also has files including past years' receipts, paperwork, and bank statements.

Food

Pagliacci Pizza in the HUB is a great place to order food for meetings and events. Usually 3 pizzas are enough for open meetings. For bigger events, such as the Fall Mixer, it is recommended that 8 or more pizzas (with a variety of toppings) are ordered. If pizza runs out it is easy to just call and order more since it is a cinch to just run over to the HUB for pickup. Call them at (206) 726-1717 to place orders. There are some issues with delivery and placing large orders at certain times; when in doubt call, and if necessary, order from the Pagliacci's on the Ave or consider going with a cheaper place.

It is not necessary to order pizza for every meeting. There are times when snacks, donuts or other baked goods are sufficient for feeding students at meetings. Some snacks/chips are available at the general store/coffee shop in the basement of the HUB (near Pagliacci's) in a pinch.

Grants

The Treasurer is the ALISS point of contact for people and organizations applying for ALISS grants. The Treasurer should maintain complete and accurate records of incoming requests and forward them to the entire board along with a proposed action. In general, officers only contact the Treasurer if they disagree with the proposal or if the Treasurer does not include a proposal. The ALISS Grant approval process may need to be revisited if the program becomes more popular. Once action is taken on a Grant the Treasurer contacts the applicant and informs them of the result. In 2005/06 requests required approximately one week for the entire process. The Treasurer makes arrangements with the applicant to award the grant.

Budget and Reimbursement Ideas

Big event – Spring Fling

The Spring Fling is the big ALISS-sponsored event for the school year. (These guidelines may also be applied to any other event planned by the ALISS board over the course of the year.) Although the vice president is charged with running SF it is important for the entire ALISS board to participate in the overall organization of the event. The board should meet to discuss the budget for the event. This could be a two part process (as needed). First, the board meets to discuss the basic funds available and draft (with the VP taking the lead) a general budget for the event. The board may meet a second time once the VP has formed a SF committee and any budget issues arise in the detailed planning of the event (for example, the SF committee wishes to have the event at an expensive venue that should probably receive the approval of the board prior to proceeding). Instituting this process of checks and balances is not a matter of trust but a chance for board members to share their expertise and brainstorm and problem solve together. The board should agree on monetary issues related to the following areas:

- Food
- Drinks
- Possible deposits
- Venue
- Awards/gifts (usually budgeted in yearly budget according to group: Silverfish, Booksale, etc.)
- Party favors/decorations/prizes
- Staff (bartender, DJ, etc.)

These totals are not set in stone but give the board a good idea of the overall budget for the event. Of course, issues may come up over the course of the planning of the event. Any questions about money or monetary limits should be presented to the entire board in the most efficient manner possible (most often email). It may be appropriate to schedule one or more meetings in the weeks leading up to the event to assure that work is progressing well. This allows for feedback, support and problem-solving.

Basic reimbursement guidelines:

- Reimbursements require receipts.
- Suggest to anyone who will be seeking reimbursements to make photocopies of receipts prior to submitting original receipts (note this on reimbursement form)
- At this time we do not require receipts for expenses related to approved grants.
- There is a reimbursement form in the treasurer’s folder on the ALISS drive. Use as necessary to help with tracking purposes.
- In general, it may be a good idea to keep reciepts for the past year or so, at least.

Publicity Officer Responsibilities

Laura Horne (2007)

Publicity Officer: This was a position created in 2006-07 due to the amount of publicity involved with ALISS annual and special events. With the other responsibilities in coordinating the events, it was decided publicity should go to a unique officer. Also, the Publicity Officer will maintain the ALISS email account and inform officers of questions submitted to ALISS.

This position works in close coordination with the Vice-President during Spring Fling planning and the Secretary during the ALISS Booksale planning.

How these events were marketed in 2006-07:

<u>Spring Fling</u>

- 2'x3' Posters in MGH, 2 on the 4th floor, 2 on the 3rd floor
- 5"x7" cards placed in iSalon & professors' mailboxes to be handed out in iSchool courses
- Emails through iAnnounce & iChat listservs

(We considered creating a banner for this event which could be used annually. The idea was we could possibly hang it the day before in MGH Commons.)

<u>ALISS Booksale</u>

- 2'x3' Posters in MGH, 2 on the 4th floor, 2 on the 3rd floor
- 2'x3' Posters for sandwich boards, 4 all together
- Fliers in the Suzzallo & Odegaard Libraries, MGH, By George, HUB, external bulletin boards on campus
- Emails to RSO, iAnnounce, iChat, UW Libraries Online News listservs (iSchool faculty can forward the message out to all UW faculty)

(We tried to send messages out to library-specific organizations such as WLA & PNWA, but these were rejected by moderators.)

<u>Bulletin boards in iSalon</u>

(Previously responsbility of treasurer.) Boards are stripped during the summer (late July-early August) prior to the arrival of the new Distance students. It has worked in the past to send email to the leaders of the other groups so that they can have fair warning to remove their displays. If they don't remove the posters and papers it works to place all of their display materials in each group's mailbox and then they can do what they want with them. Then, new paper (free from the Student Activities Office supply room in the basement of the HUB) is stapled to the long bulletin board along with other basic decorative materials and an email is sent out to these group leaders letting them know that they can decorate the boards for the new and returning students. Some groups are more gung ho than others about decorating but they all end up with lots of changing displays over the course of the school year.

Other events - Events planned throughout the year requiring publicity can be done by the publicity officer or by the event coordinator.

Suggestions for publicity of ALISS –
Talking with students (and information from the usability study for the ALISS website redesign) have demonstrated a lack of understanding as to what ALISS is as a group, and the fact that ALISS represents LIS students' voice to iSchool Administration.

I suggest the Publicity Officer coordinate a systematic way of reminding students about ALISS with:

1. Regular emails at the beginning of every quarter promoting ALISS
2. (With instructor permission) ALISS Officers go to Fall Quarter 500, 510 courses and selected LIS courses before student group elections to give a short description of ALISS and answer questions students may have

If you have further question over this position, I can be reached at: horne.laurahorne@gmail.com

ALISS Webmaster Responsibilites
Laura Horne (2007)

ALISS Webmaster: This position maintains the ALISS website, including adding meeting minutes, upcoming events, and navigation items to the website. This position also develops content about ALISS for LIS student use.

Website related events in 2006-07:
Took down the ALISS Blog – The 2005-06 ALISS President had created an ALISS Blog (using WordPress) with the intentions of providing LIS students a blog for school related issues. It was very little used, with the ALISS Officers using it several times, and that was all. I'm not sure if the low use of this blog was due to lack of interest or it was not a well publicized service. The time it took to clear out the spam messages was excessive, and we let the blog expire as maintaining it and the website was not useful.
ALISS website redesign – I and the ALISS Vice-President decided to redesign the website for several reasons:

1. The header, navigation, and footer was coded into every page – the amount of updating needed to the site made this very burdensome to maintain
2. There was minimal use of css, instead table tags were being used – the use of tables made reading the HTML code very difficult
3. The navigation links were not helpful in understanding the contents of the ALISS website

We performed a usability study with 10 MLIS students card-sorting all of the links on the website to determine user interest and the new organization of the website. These students also responded to what information they felt could be removed from the site and what information should be added.

The new website now has:

- a navigation bar in every page with dropdown menus listing external links and ALISS pages, which uses ssi for the navigation.
- divisions, which work with a css file, as opposed to table tags to control the look of the site.
- a more modern look.

Suggestions for ALISS website –
I suggest the new webmaster use the website to market ALISS overall and especially upcoming events.
Consider asking students their interest in ALISS creating a space for students to develop school related blogs and wikis.

If you have further question over this position, I can be reached at:
horne.laurahorne@gmail.com

ALISS Distance Representative
Liesl M. Seborg (2004)
Revised: Darci Chapman Hanning (2005)
Revised: Sarah Evans (2006)
Revised: Teresa McElhiney (2007)

Job Description and Official Duties:

Act as liaison between the distance students and ALISS, faculty and staff. Work with these groups to resolve issues presented by distance students as well as spearhead solution seeking for these issues. In particular, help to organize and present key issues with solutions at Open Meetings during the residencies (est. during the 2004-2005 academic year).

Run a survey (Catalyst or other electronic survey tool of your choice) to be completed by the end of September to gather information on distance students' interests in taking electives not currently scheduled for the following academic year. The results of the survey should be sent to the Dean of Academics before October 1 in order to be included in the planning/budgeting process.

Act as spokesperson for the distance students in any official capacity – such as offering assistance for the distance cohorts or suggestions for improvement. Also act as the representative of ALISS to sponsored functions for the distance groups—such as SALA or SLA planned events for the distance folks.

Further raise the visibility of distance students and their needs by requesting and working with other student groups (e.g. encouraging them to record and make available audio and/or video files of various onsite events).

This position was newly created with the creation of the distance MLIS program. There are many opportunities to further define and create roles and duties. For example, the 2006-2007 officer completed the following activities:

1. With the help of other board members, we compiled a list of all of the iSchool student groups and their websites to hand out to all students at the beginning of Fall Quarter.

2. Spoke to incoming students during Fall Quarter residency, providing advice from current students on how to survive and thrive in the program; included a handout with tips for using the iSchool website and other information. Also attended luncheon social.

3. Attended executive board planning meetings each residency.

4. Took a survey of students' interest in electives; forwarded the results to faculty for annual academic planning.

5. Attended dMLIS open meetings each quarter and took minutes. Submitted minutes to the staff and faculty who attended for accuracy, then forwarded them to all distance students via the distlist. Forwarded day student open meeting minutes as well.

6. Advocated for iPeer; assisted in getting their budget approved; helped with publicity; attended iPeer Winter Quarter residency social.

7. Arranged a resume workshop for Winter Quarter Pre-residency seminar. Provided snacks for the seminar.

8. Boosted morale by creating occasional, “fun” memos, like the Virtual Spring Fling discussion thread, where people could talk about what they were going to do for the summer, etc.

9. Answered questions via email (not many this year).

Performing Duties:

Maintain an open line of communication for the distance students by asking for input on issues via email, Catalyst polls, chat sessions and being available via MSN Messenger.

Take minutes at the dMLIS Open Meetings (1 per residency) and post minutes for all dMLIS students.

You may also decide to maintain a personal Distance Representative web page with a direct link to ALISS and other needed sites for the cohorts. Alternatively, this information can be part of the official ALISS website as well.

Keep the cohorts informed of information from ALISS which affects them as well as remind the cohorts of general deadlines.

Finally, you can be a morale lifter. At the beginning of the quarter you can send a note out welcoming everyone back and making announcements. You can also look around for fun website or activities to share with the cohorts around midterm or towards the end of the quarter to keep spirits up.

Forums

There are communication venues that distance students use and that should be monitored so you can answer questions, address issues, and just generally remain in communication:

General dMLIS ePost forum (contact barker@u.washington.edu if you weren’t added already!)

2nd Cohort ePost forum (contact alezah@u.washington.edu to be added and get URL) (2006 – most of this cohort is graduating and I don't know how used this will be in the future)

3rd Cohort ePost forum (contact cristyk@u.washington.edu to be added and get URL) (As far as I know, this forum isn't used, but the general one is.)

distlist (https://mailman.u.washington.edu/mailman/listinfo/distlist)

iChat (http://mailman1.u.washington.edu/mailman/listinfo/ichat) This is for the whole school, but you distance students do participate.

When Issues Arise

Issues will generally be mentioned in one of the above forums or you will be contacted privately. For current class issues, the student or students should be encouraged to work directly with the instructor. If the issue still cannot be resolved then gather as much information as possible from the person(s) who present the concern/issue and follow-up appropriately to seek resolution.

Following up can be as simple as an open conversation for all students, a poll, a chat session, or by contacting the Distance faculty representative (currently Grace Whiteaker) or the designated distance staff (Marie, et al.) Many issues can be resolved directly through appropriate staff and faculty and within the cohorts directly.

However, for larger issues (widespread, ongoing or those drastically impacting students) it may be necessary to present key issues to the Program Chair and Asst. Dean during an open meeting. When presenting issues, it is important to keep in mind the following: be constructive and whenever possible, provide solutions. If the Open Meeting turns into a whine fest, little or no productive action will happen after the meeting. Dean Eisenberg was very solution oriented so when a problem arises he likes to see possible solutions or efforts at solutions. Of course he doesn't see everything that goes on, but major issues presented by ALISS officers are brought to his immediate attention. It can be presumed that Dean Bruce will operate in much the same way.

iPeer

During a dMLIS open meeting in 2005, students voiced a desire to be notified of distance students who live in proximity to their hometown. Joe Janes suggested that students organize such a service and two distance students started iPeer for the 2005-2006 school year. This service operates under the arm of ALISS similar to the Silverfish. The distance representative is the contact person and general "encourager" for the group. Find out what ALISS can do for to support them. In spring 2006, 4 students took over the administration of the group. They can be contacted via ipeer@u.washington.edu.

iConnect

In 2005, iParent started the iConnect Catalyst E-post Board to allow local students to offer residency housing for distance students. The organizers may request advertising and feedback from you as Distance Representative.

APPENDIX A

The Book Sale – A Step by Step Overview
ALISS Secretary, 2003-2004
Added to by Blair Austin, 2004-2005
Added to by Reese Coffin, 2005-2006
Added to by Jen Sullivan, 2006-2007

Contents

What is the book sale? 30
Sale Space 30
Sale Dates 31
Book the Sale Space 31
Recruit Volunteers 31
Storage Space 33
Soliciting Donations 34
Donation Boxes 36
Collecting Donations 37
Tax Deductible Donations 37
A Word about Boxes 37
Student Activities Office 38
Promoting the Sale 39
Selling Stuff Online 40
Sorting the Books 40
The Day Before the Sale 42
Day of the Sale 42
End of the First Day 44
Second Sale Day 45
Closing Words of Advice 46
2006-2007 Timeline and To Do List 47

This overview will provide you with a chronological outline of the ALISS book sale and with descriptions of the major sale activities. Obviously, one is not obliged to follow these steps religiously (in fact, you don't have to follow them at all!). Think of them instead as a guide to the sale. It is my hope that each ALISS Secretary will update this overview with their own comments and advice.

What is the book sale?

Every year, ALISS solicits book and media donations and then holds a sale on campus. While the majority of the sale items are books, we also sell magazines, CDs, DVDs, LPs, videotapes, and cassette tapes. The proceeds of the sale go to fund the Spring Fling (the iSchool's party celebrating the end of the school year) and also supplement ALISS' annual budget. According to the ALISS charter, the secretary is responsible for coordinating the sale.

Sale Space

For as long as anyone around the iSchool can remember, the ALISS book sale has been held in the lobby of By George (the dining area underneath Odegaard Library). There are many advantages to holding the sale in By George: the space is large and comes already equipped with tables; the staff are accustomed to having us there; there is a good amount of traffic past By George and through the lobby; and, there is a fair number of sale patrons (primarily UW staff) who expect the sale to be in By George. Another significant advantage is that ALISS can use the By George lobby space free of charge. There are, however, some big disadvantages to the By George space: it is far away from Mary Gates Hall (it is an ordeal to schlep boxes of books from MGH across Red Square; plus, it doesn't encourage iSchool students to patronize the sale); the only storage space available is inconveniently located at the Odegaard loading dock (accessible only by exiting the building); and, there are certainly areas on campus that get more foot traffic (e.g. the HUB).

I investigated other locations for the sale during my tenure as secretary, but found that all the options were too complicated or expensive. To stage the sale in the Mary Gates Commons would require a permit as well as a fee (and we would have to bring our own tables!) and the HUB will only allow sales in a specific room on the first floor, which requires a reservation and a fee. This is not to discourage you from looking into other spaces for the sale. I am not convinced that By George is the perfect space for the sale, but I wasn't able to find a location that would be more suitable.

In 2006, the previous book sale location in By George was taken by the Husky Card folks. I, too, searched for other possible locations and found that the basement of Odegaard was the best choice. The sale location is now moved to the west side of the By George area, by the video games and sofa area. This location is ideal because during the evening the gates come down and create a secure area for the books.

In 2007, I used the same area (west side of By George). During part of the evening, the area is not secure however we had no problems with books disappearing. This space also works well because the staff is friendly and accommodating. They allowed us to bring books in from the storage area through the kitchen and to move the tables and chairs based on our set-up needs.

Sale Dates

The ALISS Book Sale is traditionally held on two days in February. There has been considerable experimentation in terms of days. I held the sale on Wednesday-Thursday. I think it is wise to avoid holding the sale on a Monday or Friday, as there are fewer students and faculty on campus on those days (although, that said, Trent Hill held his sale on a Thursday-Friday and made more money than any book sale in ALISS history). Whether you choose to hold the sale in the beginning of February or at the end is completely dependent on your preferences. The 2006 book sale dates were February 14-15 (Tuesday/Wednesday). The 2007 sale dates were February 13-14 (Tuesday and Wednesday),

Book the Sale Space

There is no official reservation policy for the By George lobby. If you choose to hold the sale in By George, you should talk to Joyce Nichols, who is in charge of the entire dining area, and let her know the dates when you'll need the space. She expects us to hold the sale in mid- to late February, but it is courteous to let her know the exact dates. You can contact her by email (nickels@u.washington.edu); however, the best way to reach her is to go to By George early in the morning (8:00am or earlier) and speak to her directly. She is a very nice person and always buys a few books. Feel free to ask her questions (note: she has nothing to do with the storage space at the Odegaard loading dock – read on for more information about that). I made sure to book the sale space by November; however, Joyce told me that there is no real competition for the lobby area.

If you decide to investigate other options for the sale space, you will most likely need to speak with Classroom Support Services in Kane Hall (they deal with the reservations for anything in MGH or any other classroom building on campus: http://www.washington.edu/classroom/) or the folks at the HUB.

In 2006, we worked with Sarah Weeks (sh2@u.washington.edu), who is the OUGL facilities person. She contacted Joyce for me and provided keys to the OUGL storage area (see storage below).

In 2007, I arranged use of the space with Joyce Nichols (nickels@hfs.washington.edu) directly. I sent her an email in November and then followed up with her in January. I contacted Janice Nikulin (OUGL Program Asst., jmarhn@u.washington.edu) to use the OUGL storage area.

Recruit Volunteers

I think that the success of the book sale really hinges on the quality and amount of volunteer support you are able to organize. There are just too many tasks for one person to manage alone; if you have a good volunteer system in place, you can easily delegate activities and thus mitigate your stress level and work load. Think about when you will want to organize your volunteers. If you wait until the end of autumn quarter, potential volunteers might be too stressed out with school work (and the impending Christmas break) to be able to commit their time and energy. Conversely, if you organize everyone too early, you might be faced with flagging enthusiasm over time. I had only two face-to-face volunteer meetings – one towards the end of autumn quarter and another at the very beginning of winter quarter. In 2005, I had only one face-to-face meeting and coordinated the rest of the sale via email. At the meeting, I explained how the sale worked and what we needed volunteers for (e.g. promotions, picking up book donations, monitoring donation boxes, preparing for the sale, staffing the sale). I kept a list of who had volunteered for each task and then called on them – usually by e-mail – as needed. Everyone in the iSchool is busy with work, school, life, etc. If you can make the book sale tasks fun and (relatively) time-efficient, you'll attract more volunteer support. People tend to respond to well-defined tasks that can be done quickly rather than protracted, responsibility-laden tasks. In 2006, there was one volunteer meeting that was used to recruit volunteers, but most everything was done via email and that worked just fine. The same was true for 2007.

Don't forget to call on your fellow ALISS officers as a source of volunteer labor! You may want to appoint a volunteer to coordinate an entire aspect of the sale – such as donations or promotions. This is a great idea, particularly if you are less experienced in one aspect of the sale preparations and can find someone who is adept or who wants to get some experience in that area. I created a Volunteer Coordinator position in 2005 and advertised the position as a "leadership/portfolio experience." By promising enough work to make the job portfolio worthy and ensuring the Coordinator that I would be with her every step of the way, I made this job attractive. I have no regrets on this score. The key, of course, is to communicate your expectations and needs in a clear manner. Before you delegate a significant activity, be sure that the volunteer is reliable. This seems like such an obvious piece of advice, but it is easy to assume that someone who is nice, responsible and well-intentioned will be a reliable volunteer. I can say from personal experience that this is not always the case. People become overwhelmed by school or work demands and even those who start out enthusiastic and dedicated can easily let a volunteer commitment slide to low priority status. If you do choose to delegate a large sale activity to someone else, make sure that there is some sort of consequence associated with their performance. Again, encourage them to use the experience as a portfolio activity. Make sure to publicly establish them as the responsible party for that activity. Develop a schedule that is amenable to both of you. Check in regularly to ensure that they are "on track" and on schedule.

In 2006, I also "hired" a volunteer coordinator who recruited and kept track of all the volunteers. It worked without a hitch and was a great relief to me. As mentioned above, be sure this is someone you can trust to not drop the ball.

The same was true in 2007. My coordinator recruited volunteers to sort books, set up and clean up the sale, and serve as cashiers. I'd recommend having 5-7 people to sort (also depends on the number of books you have), 5-7 people to set up and take down, and 2 cashiers at all times. We also tried to have an ALISS officer present at the sale in addition to the 2 cashiers.

Storage Space

You are going to be collecting book donations for several months – so where are you going to put all of those books? When I was coordinating the book sale, storage space was at a premium in Mary Gates Hall. The room next to MGH 420 is designated as the “official” storage area for ALISS and the other student organizations. However, it is also used by the facilities staff as a graveyard for leftover computer parts, overhead projectors, ancient moldering book carts, steel hand trucks and old faculty files. It is a small space that has too many users and is usually in a chaotic state. Prior to collecting donations, you will want to make sure that the storage area is as clean and organized as it can be. You might want to coordinate a clean-up day with the other student organizations and try to establish some order. These other groups can get cranky during the donation period, as ALISS does tend to use up all of the room’s empty space with boxes of books. It’s helpful to remind everyone that this is not a permanent state of affairs: we only monopolize the space for January/February until the sale starts. Also, contact Scott Schramke (in charge of the iSchool’s computers and also, mysteriously, its storage space) and let him know that you are gearing up for the book sale. He can usually eliminate some of the computer junk hanging out in the storage space. You can also ask him about other potential storage areas in MGH. It would be great to have some space on the ground floor of MGH. During the donation period, you often have to haul boxes from the MGH loading dock (on the ground floor) to the 4th floor storage area. Think of how much more convenient and efficient it would be if you could just store these boxes directly on the ground floor!

If you collect too many boxes to fit into the designated storage space, consider putting the overflow in MGH 420. Although it is not as contained or secure as the room next door, you can stack boxes of materials against the back wall without much problem. Ask Dowell Eugenio (in Student Services) for approval before you do this. This room is occasionally used for iSchool events so the administration might not want a bunch of boxes sitting around if there is an event scheduled.

If you hold the sale in By George, the nearest secure storage space is located at the OUGL loading dock (on the north side of the building). Traditionally, ALISS has been allowed to use a portion of the locked room just off the loading dock to store materials for the sale. However, this is short-term storage only, to be used before and during the sale. Talk to Sarah Weeks at OUGL facilities about the space. In the past, some book sale coordinators chose to store all of the book sale materials in this storage area prior to the sale. Because the space isn’t very conveniently located, I kept everything in MGH until the night before the sale and then moved the donations directly to the sale space. I used the OUGL space only for storing more valuable items the night before the sale.

In 2005, the storage situation was bad enough that I decided to store books off campus in the ALISS president’s garage. I made sure that my volunteers who were monitoring the collection boxes brought the books to the central, iSalon collection box. Each week, I boxed the heap of books and stored them temporarily in the MGH storage closet. Then, usually in a Navy Seal-like night operation, I carted the books to the loading dock, loaded them in my car and drove them to the president's garage. Lastly, on the afternoon of the day before the sale, I and three other volunteers loaded the books into a rented U-Haul truck and drove to the By George Lobby where about 20 volunteers were waiting to unload, sort and place the books on the sale tables.

In 2006 I went with several storage locations, including an off storage area (the alumni representative had a basement that served this purpose well). I stored a few boxes in the magic closet, many in my office in Suzzallo (may not be an option for future officers), and the rest in the alumni representative's basement. The week before the book sale, we moved books from the various locations to the OUGL storage area. When it came time to set up the sale, we simply carted the books from the storage area, through the kitchen, and into the sale area. This worked like a charm. At the end of the sale, we carted the books back to the storage area and then took care of the remaining books afterwards.

In 2007, as books came in, I boxed and stored them in the MGH student storage area. Then, every couple of weeks, I moved them to my basement since space in MGH is limited and shared with other student organizations. On the Friday before the sale, volunteers came over and sorted the books at my house. With the help of my family, I transported them to the OUGL storage room on Sunday before the sale. They were then ready to set up on Monday afternoon. After the sale, an online bookseller purchased the remaining books, boxed them with the help of my volunteers, and took them away. I recycled the remaining boxes in the OUGL storage room.

Soliciting Donations

Consider how long you want the book sale donation period to be. Are you someone who likes to approach things slowly and methodically or do you prefer to get everything done in a feverish rush? I am a member of the latter group. I sent out my first e-mails asking for book sale donations at the very beginning of January. This meant that I had a ton of work to tackle in January and February – but I tend to do better working in this concentrated way. Other book sale coordinators have been experts at planning and preferred to take the "slow and steady" course. I think both strategies are fine; just make sure you know how you work best. [Note: there is nothing that says you have to have just one donation period. You might consider sending out an initial plea to iSchoolers for donations during summer break since folks may be moving and hoping to get rid of any excess books.] You may also solicit to collect from distance students during the winter quarter residency.

The first step in getting donations is to send out e-mail. Use all of the iSchool's listservs to publicize the sale (iAlumni, iAnnounce, idMLIS, etc.). There are a variety of local organizations with connections to information science (Pacific Northwest Library Association, Special Libraries Association – Washington, Washington Library

Association) that also have listservs. These lists are invaluable resources for “getting the word out” about the sale. Trent Hill should have access to the UW program administrators’ listserv (Trent is not only the advisor to the PhD program, he is a former ALISS Secretary!) and can forward messages to it. This listserv reaches administrators in ALL of the UW’s academic programs and is a great way to reach a lot of people with just one e-mail. You can also send directed, personalized donation pleas to specific departments on campus. In my experience, the English, Philosophy, History, and Social Work departments had heavy concentrations of donors. Don’t discount the scientific disciplines either. We had a number of donations from Health Sciences and Civil Engineering.

You may also want to make posters or fliers to solicit donations. I put up fliers in the HUB and Mary Gates Hall, but I didn’t find that they garnered much response. I felt that e-mail was the best way to publicize the donation period, as well as the other aspects of the sale.

All of the surrounding regional public library systems have different policies for donating materials. King County relies on the individual libraries to make the decision about what to donate (each library has a “Friends of the Library” association). I received nothing from KCLS during my term as secretary. In 2005, I received six boxes, so you never know. Seattle Public Libraries holds a yearly sale (sponsored by their own “Friends of the Library” group) and invites local groups to come take the unsold items at the end of the sale. However, you must be a registered charitable organization to participate and ALISS is not this type of group. Note: In 2006 I went to the SPL Friends sale at Sandpoint (September 2005) and after their official sale, they let me take as many books as I wanted. The Sno-Isle Libraries have a centralized approach to donations; they gave us seven boxes of excellent discards but I had to go their main service center in Marysville to pick the books up.

In 2007, I received 6-8 boxes of free books from the SPL sale in September. Review the website several weeks beforehand to find out how to do this. I was required to send a letter to the sale coordinator on iSchool letterhead. Ann in the main office helped me. I also had to bring my own boxes.

Remember that each e-mail or flier soliciting for donations should also be a chance to promote the sale. Always put the sale dates, times and location on your messages and posters.

A word of warning about accepting unsold items from other organizations: there is usually a reason why people chose not to buy the books. These are the dregs from the Island of Lost Printed Matter. We’re talking business books from the 1970s, owner’s manuals for the Commodore 64 (remember William Shatner?) and obscure philosophical and mathematical tracts in Czech, Russian and Polish. Think yellowed paper and torn covers. On the other hand, you never know what treasures await you at the bottom of the heap. Sometimes, the illusion that a sale has a lot of stuff to sell is just as good as having a lot of good stuff to sell.

Donation Boxes

You'll need to establish donation boxes where people can leave their books. I had donation boxes in each of the major libraries on campus (Odegaard, Suzzallo, Allen, Engineering, Foster) and one in the 4th floor student lounge of Mary Gates Hall. You should contact the person in charge of facilities for each of the libraries to ask permission to put a donation box in the library. (Here's a list of the people I contacted: Betty Jo Kane, Suzzallo/Allen; Lynda Ekins, OUGL; Chris Byrne, Engineering; Gordon Aamot, Foster.) You don't need permission to put a box in the student lounge. Each of the libraries has a different requirement for the boxes – ask ahead of time what these requirements are. In general, the libraries want the boxes to look nice and have clear signs that explain what they are (you can find copies of the signs I made in the ALISS directory). Most of the libraries will not allow you to put a standard cardboard box in their lobbies – it has to be wrapped in paper or decorated in some way. Large boxes are good for areas with lots of foot traffic (Odegaard, for example). In all cases, the signs for the boxes should be prominent and attract attention.

Construction paper, tape and other useful materials for decorating the donation boxes can be found in the Student Activities Office (HUB sub-basement). Wrapping the boxes can be a pain unless you are talented in this sort of thing. Depending on the state of the ALISS budget, you might want to invest in some nice plastic bins or tubs to serve as collection boxes. They wouldn't need to be decorated, they are durable and reusable. Each of the collection boxes should be monitored and have donations removed regularly. Some of the boxes fill up more quickly than others. For example, the OUGL box received donations almost every day, while Foster and Engineering had less traffic. The box in the iSchool student lounge sometimes filled up within the day. I recruited iSchool students working in each of the libraries to be responsible for a box. This worked out very well. As stated above, volunteers gathered the books at the donation boxes for which they were responsible and carried the books to the iSalon box.
You may consider putting collection boxes in non-library or off-campus locations. I didn't do this because I felt like it required more energy and volunteer staff than I had available.

In 2006, I just asked the person at the reference desk of each library mentioned above if I could put a box in the library. They are all aware of the sale and I had no objections to placing the boxes in the libraries.

In 2007, I purchased six blue plastic containers (now located in the MGH storage room) and taped bright colored signs on each side. I placed the boxes in OUGL, Allen North, Allen South, Foster Library, Engineering Library, and the iSalon. Suzzallo did not allow us to put a box out. I asked someone at the reference desk for approval. Usually, it was no problem. I had to receive special permission for Allen from Betty Jo Kane (bjk@u.washington.edu). I asked fellow iSchool students who worked at the libraries to periodically check the boxes and bring donations to the iSalon box. I checked and emptied this on a daily basis. This plan worked really well!

Collecting Donations

The easier you make the donation process, the more people will be willing to part with their books. Offering to pick up items directly from donors' homes or offices greatly encourages donations – but it also requires extra work on your part. It's best to establish a network of volunteers to pick up donations. When organizing your volunteers, find out who lives in which area of the city and if they'd be willing and able to pick up donations. I had requests for pick-ups from all over the region (Marysville, Aberdeen, Bellevue, Redmond, as well as all parts of Seattle). Luckily, I had a far-reaching network of volunteers to get these items (we did decide to pass on the donation from Aberdeen, however – no one was willing to drive that far).

A word of caution: in order to save time and resources, you don't want to have volunteers driving to Enumclaw to pick up four paperbacks. Try to establish some sort of size guideline for donation pick-ups and publicize it when soliciting donations. In my e-mails and fliers I simply indicated that we would pick up "large" donations and then figured out on a case-by-case basis what this meant.

If you have someone dropping off a large load of donations on campus, you can have them come directly to the loading dock at Mary Gates Hall and meet them there with a handcart. This is the easiest way to get donations into MGH. The loading dock is located on the southeast side of the building, on the ground floor.

I prepared a thank-you letter template in order to make sending acknowledgements of donations as easy as possible.

In 2006 I collected books from people's homes in the Seattle area one day each weekend. In 2007, I did the same. I went as far as Kent and Tacoma.

Tax Deductible Donations

In the past, ALISS was able to give donors receipts for their donations to be used for tax purposes. According to University of Washington policy, we can no longer do this. Thus, no one giving materials to the book sale can write the donation off on their taxes. I don't think this will be a big detriment to getting donations; I only had three people request receipts this year.

A Word about Boxes

You will need to collect cardboard boxes during the donation period. While some donations come in boxes, most come "loose" (i.e., someone puts a few CDs or books into a donation bin) or in bags. In order to efficiently store all of the materials and to be able to move them over to the sale space, you will need many, many boxes. I collected boxes on a constant basis during the weeks leading up to the sale and still found that I did not have enough. You will need medium-sized boxes with lids. If they are too small, they are inefficient. If they are too big, no one can move them without serious threat to their back muscles. Liquor stores and supermarkets are good sources for sturdy, reasonably sized cardboard boxes. The boxes that paper reams come in are perfect for storing books – ask the staff in the main iSchool administrative offices (on the 3rd floor) to save these boxes for you. You might try asking at the UW Book Store to see if they have surplus boxes they are willing to part with. I also got a suggestion that hospitals are a good place to find spare boxes, but I didn't research this option. It is obviously more convenient to collect boxes on or around campus than to haul them here by car. Just remember: you will need a TON of boxes for the sale. Get more than you expect you will need.

An Alternative

I prefer flattened book boxes because they store and break down easily. One of the hard things about collecting copy paper and booze boxes is that they take up too much space. I just kept a roll of tape in the storage closet and put my boxes together as needed. Book boxes are (usually) of a reasonable size. They also stack well when full. I highly recommend that you contact the Bellevue or Seattle University Bookstore and ask them to save flattened boxes for you. Give them plenty of notice and let them know when you can pick them up.

Some places to find boxes:
1. OUGL copy center will often have extra boxes for you.
2. The shipping/receiving dept. in Suzzallo were ALWAYS willing to give me as many boxes as I needed.
3. If those two places fail, try the Suzzallo gifts dept.

Student Activities Office

At least a month prior to the sale, you will need to meet with an adviser from the UW Student Activities Office (SAO). These people are responsible for all the events put on by UW student organizations. Your contact person is Jennifer Kiest (jkiest@u.washington.edu) You are required to meet with Jennifer or a suitable substitute SAO adviser in order to hold any sort of fundraising event on campus. The meeting is relatively painless; they know that ALISS has been holding the sale for many years. The SAO adviser can forward any promotional e-mails you have to specific, restricted UW listservs (like the ASUW listserv or the listserv for student organizations). They also can give you advice on where to promote the sale on campus and the rules for posting materials in various venues (e.g. you need to get a stamp from the HUB front desk on any flier you want posted in the HUB, but can put fliers on any of the outdoor kiosks without a stamp). Definitely keep close contact with Jennifer. She's a great help.

2007 – I agree! Jennifer was great! She posted the event on several school calendars I didn't have access to. She also filled out and signed the fundraising approval form you need to have with you at the sale.

Promoting the Sale

The same e-mail lists mentioned earlier for soliciting donations can be used to promote the sale. While donations come from all around the region, most of the sale's customers are people on campus (students, staff, faculty) or in the neighborhood. Good sources for on-campus promotions include:

- UW Daily (get a blurb for the sale in the calendar, or better yet, get them to write a story about the sale);
- University Week (this is the staff/faculty newspaper);
- Columns (the alumni magazine); and
- UW Campus Events (an online events calendar that can be accessed from the UW's homepage or through MyUW).

The UW Libraries have a weekly newsletter called Weekly Online News – you definitely want to get the sale info into their events calendar, but you need to find a library staff person to do this for you. Give fliers for posting to the front desk staff at the HUB and to the major libraries (Suzzallo, Foster and Engineering have bulletin boards for fliers); post fliers on the outdoor kiosks near the Quad and outside Schmitz Hall, in the By George dining area, and on the first floor of MGH. You may also want to distribute fliers to local book stores on the Ave. (the book sellers probably won't post the fliers, but they may come to the sale), cafes and the UW Book Store.

Sandwich boards are a very effective means of publicizing the sale. You can scatter them all over campus and people walking around cannot help but see them. There is a complicated process for getting permission to use the sandwich boards – I'd advise preparing a couple days before you actually need the boards. First, fill out a form from the SAO (it needs to have some official signatures on it) indicating when you'll need the boards. Then, take the form to Roberta (221-7819) on the second floor of Annex 7 off of Jefferson Road. She will provide permits to put on each sign. These stickers are crucial; if they are not on a sandwich board, the UW Facilities staff will confiscate it. To request the actual boards, contact Charles Thompson (255-5061). He'll deliver them to MGH 370 and then pick them up when you're done. In 2007, I requested 3 signs – one for each entrance of OUGL and one for the hallway in By George.

If you put paper fliers on the sandwich boards, it is a good idea to cover them with plastic wrap to protect them from the rain. You will be putting them outside in Seattle during February, after all.

I only put out sandwich boards for the two days of the sale, but I wish I would've put them out a day or two earlier. So many people at the sale said they dropped by simply because they had seen one of the boards on Red Square and wondered what the sale was. In 2005, I neglected to do sandwich boards. As a result, we made less money than in 2004 ($3049 instead of $3400). It is probably safe to say that sandwich boards and perhaps a better stock of books made the difference.

Large, banner-like signs are a great idea. Hanging one or two in a prominent location in the By George Lobby will bring in foot traffic and impulse-buyers. To hang a banner in Red Square, you need a permit and a special, plasticky, grommetted banner that you can buy, I'm guessing, at Kinkos. Then you either have Kinkos print a message on it or paint one on. Red Square banner paperwork is available through the Student Activities Office. Unfortunately, banners are expensive and time-consuming to create.

In 2006, I "hired" a publicity coordinator to take care of the sandwich boards and hanging the fliers. This is another position that you could market as a portfolio builder.

In 2007, I "hired" a publicity coordinator to do the majority of tasks and helped her with the remainder. We placed fliers at various locations, used sandwich boards, sent TONS of emails to iSchool and library listservs, and posted the event on a variety of online calendars (iSchool, UW, SAO). I also sent sale information to the student org listserv (rso@u.washington.edu) and asuwssvc@u.washington.edu. Make sure you alert the GPSS senators of sale details as well.

Selling Stuff Online

Should you have the interest and the time, selling individual book sale donations online is a great way to maximize your profits. First editions, textbooks, and rare works are all good candidates for selling via online outfits such as eBay or Amazon. At the sale, I sold hardcover books for $3 apiece; while online, I was able to get $40 each for several textbooks. It is not particularly difficult or time consuming to register at an online retailer to sell books, nor does it take much effort to post the descriptions for the books you sell. It does take a bit of time and effort to prepare each item that sells for mailing and then get it to the post office on time (for example, with Amazon, one must mail the item within two days of sale), but I think the increased profits are worth it.

If you can find a volunteer who is knowledgeable about books and/or music and has time to research the donations coming in for potential online sales, this would be an ideal task to delegate.

Sorting the Books

Prior to the sale, the books need to be sorted into rough categories. The granularity of the categories depends on you. It's a good idea to keep in mind that, regardless of where you hold the sale, you'll have limited space and tables. It could be difficult to keep 30 subject categories separate from one another. Also, during the sale, as the quantity of books dwindles, you may want to rearrange the categories accordingly. Thus, fewer, broader categories will mean less work for you during the sale. That said, sale customers will appreciate being able to easily locate the type of materials they are looking for – which could be difficult if you just divide the books between fiction and non-fiction. Here's a list of the categories I used in 2007:
General Fiction
Children's Literature

Computer Books
Science/Nature/Pets
History
Biography/Memoirs
Self-Help/Spirituality
Art
Humanities/Poetry
Sociology/Politics
Travel/Languages
Cookbooks
Sex/Relationships
Health/Fitness
Sports
Home/Hobbies
Reference
Parenting
Weird/Humor
Business
Library & Information Science
Magazines
Cassette Tapes
Videotapes
CDs
DVDs
LPs

Several of these categories were melded together on the day of the sale when we discovered we didn't have enough table space to keep them all separated.

Traditionally, ALISS holds a "sorting party" to get all the materials into categories. For this, you round up volunteers, haul all of the donations out of the storage area and start sorting. When all of the donations have been sorted, you can pack everything into boxes for transporting over to the sale space. I think the most convenient location for sorting is MGH 420 – it is a large room with plenty of tables. Consider offering food and beverages as a bribe for volunteers. I also let the volunteers purchase materials at the sale.

To simplify the sorting in 2005, I chose to store all the books off campus, rent a U Haul and pick up the books the afternoon on the day before the sale. We unloaded the U Haul into the By George lobby and took care of the sort and set up at the same time. We put our overstock (spine-up for easy browsing) in open boxes below the tables. Then we tarped the whole shebang. The U-Haul cost $75 (a bit steep, but it had the advantage of protecting the books against the weather).

In 2006, I pre-sorted all the books into general categories. The day of set up was much easier because of this. The other thing I did was group all paperbacks together and not sort them. This seemed to work fine. In 2007, I did the same. I grouped all mass paperbacks together without sorting however all other books were sorted.

The Day Before the Sale

The donations are sorted and boxed up – now you need to get them from the storage area in MGH to the sale space. [This section will assume that you are using the By George lobby as your sale area.] I chose to bring all of the donations directly to the sale space the night before the sale rather than locking everything in the OUGL storage area. Because By George is locked from the outside at night (starting at 5pm), I decided that the boxed items would be safe overnight. So far as I know, nothing was disturbed. However, you do need to be somewhat cautious – OUGL is open 24 hours a day during the week and the By George dining area is accessible from the internal stairs from OUGL. In order to discourage anyone from opening the boxes, I made a big pile in the middle of the sale space with the heaviest boxes (usually filled with relatively dull textbooks) on the outside of the perimeter. I buried boxes filled with CDs and tapes in the middle of the pile as I thought these would be the most tempting materials, as well as the easiest to walk away with. We had a few bags of books that we put into the locked storage area. It was suggested that we try covering the pile with plastic wrap (like the kind moving companies use), but the wrap turned out to be $80 a roll – too expensive for our budget. In 2005, I just used tarps on loan from my volunteers. I think that the boxes were fine sitting overnight in an “unsecured” fashion. In 2007, I set up the books the evening before the sale. I covered the tables with blue tarps (now located in MGH storage area) and blocked the area off with chairs. This seemed to work fine. All I had to do on the morning of was put genre signs up and uncover the tables.

In order to haul everything from MGH to By George, I would suggest rounding up as many volunteers and as many wheeled conveyances as you can. There is currently one hand truck and a cart in the MGH storage room. Ask at the iSchool’s main office for additional carts and trucks. OUGL staff may also lend you carts and trucks. If you can find a volunteer or two with a car to help supplement the hauling by hand, that is even better! I would recommend having at least 10 volunteers for the hauling. You may want to bring plastic bags to cover the boxes in the unfortunate event it is raining when you are moving everything from MGH to By George.

Don’t forget to get some petty cash from the ALISS treasurer to use as change during the sale. One dollar bills are at a premium during the sale. Get tons of ones! This prevents sending volunteers to the candy bar hut next door for change.

Day of the Sale

Things you’ll need at the sale space: marking pens, blank sheets of paper, signs for each category of books/media, price lists, bags for customers, book ends, and a cash box for storing the money. Note: the current ALISS cash box is pretty decrepit. It was intended to hold change rather than bills (it only has one slot for bills) and has the annoying tendency to lock if you shut it firmly. You might want to look around for a better alternative to this box for the sale. In 2005, I used a fanny pack. This kept the cash close at hand. In 2006, I used the cash box and that worked fine. Same for 2007.

Note: In 2006, the engineering library loaned me the book ends for use in during the book sale. Talk with Mel, the reference librarian about this for future years.

Signs: In 2006, I laminated many genre signs for the sale. They are located in a small cardboard box in the magic closet. Also in this box are banners, the cash box, and stickers for labeling special items.

2007: The laminated genre signs, metal stands to hold signs, cash box, banners, and other supplies are located in a blue bin in the MGH storage area. I borrowed book ends from OUGL (talk to Christine in Acquisitions). The University Bookstore donated 200 plastic shopping bags for us to use. In return, they asked us to include a flier in each bag. To ask about this in the future, contact Lester Groom, Executive Assistant (lgroom@u.washington.edu). I also agreed to return any unused bags. We accepted cash and checks made payable to ALISS. People paying with checks were asked to show ID (a Husky card was fine). Out of state checks were also permitted.

Setting up the sale on the first morning was more time consuming than I originally anticipated. I had three volunteers, plus me, and it took us about two hours to get the tables set up, the books on the tables and signs up for all of the categories. We had advertised that the sale would open at 8:00am, but we were still scrambling to set up at that time. I had no idea that used book dealers would come to the opening of the sale and be impatiently waiting to get their hands on our materials. We had about six dealers waiting for us to open and when the clock struck 8:00am, they started to get angry. The dealers are a mixed blessing – on the one hand, they buy lots of books; however, they also tend to be aggressive and rude. Several of the dealers started ripping into boxes of books that weren't on the tables yet and scattering them around the sale space. Another refused to accept that I wouldn't give him a bulk discount on his purchase and started yelling at me (although he ended up buying the books anyway). It was truly chaotic. You definitely don't want to dissuade the book dealers from patronizing the sale, but I do think that in this case forewarned is forearmed. Be ready for their arrival! Allow plenty of time to set up the sale (with adequate numbers of volunteers) and think about what kinds of discounts you will be willing to give for big purchases ahead of time. The best thing to do is set up the night before. The only problem is the stress of imagining all the books walking off at night. As students get used to our setting up the night before, they will get wise. In 2005, I had the ironic advantage of really bad publicity. No one knew the books were there. It was only after the first day of the sale that people tried to steal the books (I actually witnessed a kid slide into the sale space, nab a book and run away. I ran after him, yelling, "Punk!" like some 80-year-old shopkeeper.) If you choose to set up the sale the night before, you probably need to be okay with the possibility that some books will disappear. On the other hand, we're librarians. Our job is to get books into peoples' hands. What better way than to have people rob us blind?

In 2006, I set up the book sale the afternoon before the sale. Since all the books were already located in the OUGL storage area, and they were pre-sorted, it only took 2 hours to set up. Note that the gates come down at 5:00pm, so start setting up early.

While you are preparing for the sale, you will undoubtedly receive an e-mail from a “Professor Gene Natkin” volunteering to set up. This man has “helped” with the sale for several years. He is a used book dealer, although he never told me this when he wrote to volunteer. He does help set up the sale, but mainly so that he can get first crack at all of the books before his fellow dealers arrive. He will expect a considerable discount on his purchases. He is a pleasant enough guy, has a history with ALISS and definitely buys a ton of books (he bought at least eight boxes of books from our sale). I made the mistake of thinking that he was an actual volunteer and was dismayed when he spent most of his time collecting books to buy rather than setting up the sale. In short, the guy is a nightmare. In 2006 I had a pleasant experience with Gene. I was prepared to deal with him so when he approached me to offer to volunteer set up the book sale, I told him that I appreciated his offer but we had enough student volunteers. Because of a family emergency, he was not able to attend the book sale on day one, but came back the second day for the “bag sale.” In 2007, Gene did not volunteer to help, however he was there on the first morning of the sale. I had to ask him to keep his books in the sale area. He tends to box them up as he looks. He also asked for a faculty discount, but I declined. He returned for the markdown and bag sale on the second day. He tends to be somewhat pushy and overbearing.

During the sale, I set up display of special items at the cashier’s table. We jokingly called this the “Treasure Shoppe.” Initially, the display was only for items considered more valuable than the typical sale stuff (e.g. a large art book on Monet, some very old Nancy Drew novels, “The Pop-Up Book of Phobias,” etc.). We charged between $5-$10 for these items and each one of them sold within the first couple hours of the sale. After this, we started combing the stacks of books and music for unusual or interesting items. Almost everything we put on the “Treasure Shoppe” table was purchased quickly. I would definitely recommend doing this again.

In the past, the sale coordinator had coupons or fliers to give out on the day of sale. I originally intended to do this but was unable to, due to a shortage of volunteers (although I did have one brave, creative volunteer who walked around campus on the first day of the sale wearing a rather inflammatory poster advertising the sale). If you have spare volunteers, having them walk around campus giving out leaflets or coupons advertising the sale would be a great way to get people over to By George.

End of the First Day

Make sure to count the day’s earnings in a safe place and then deposit the cash into the ALISS bank account. In 2005, the treasurer came at the end of the first day, the middle of the second day and the end of the second day to collect and count money. This was very helpful and took away the stress of sitting on a powder keg of money. The same was true for 2006. The same was true for 2007.

You will need to box up all of the remaining items, hopefully preserving the subject divisions or leave the books on the table with tarps covering them. In 2004, I chose to leave all of the boxes in the sale area. In 2005, I left the books on the table: less hassle but more stress. It didn't seem worth the effort to drag everything into the OUGL storage area. Try to get an idea of how many items you sold on the first day; I promise you, it will raise your spirits to see how much money you've made. In 2006, we left all the books on the tables and simply put a row of chairs blocking off the book sale area. This worked just fine. The same was true for 2007.

Second Sale Day

This is the day when you might want to start discounting the remaining sale items (although you might want to mark down prices on the first day, depending on how you feel about it and how many items you have). Around 11am on the second day we cut the original prices ($3 for hardbacks; $2 for paperbacks) in half. Then, we started cutting the prices lower and lower as time passed. Having a "bag sale" is a good way to sell items quickly: simply charge by the bag or box. For the last hour of the sale, we were letting people take as much as they could manage for $1. Our goal was to try and get rid of as many items as possible. In 2005, I stood outside By George like a Town Crier to advertise the bag sale. Within ten minutes the sale space was full of greedy patrons. In retrospect, I wish I'd done this for the rest of the sale when the books were regular price. You'd be surprised how many people have no idea there's a book sale going on.

Prices for books:
In 2006, I charged $3 for hardback books, $2 for trade paper, and $1 for mass market paperbacks. To make this easier for the customers, I had samples of each type of book on the cashier table. The prices of the books will depend on how many books you have and the quality of the books.

2007 Prices:
$3 hardbacks
$2 trade paperbacks
$1 mass paperbacks
$0.50 magazines
$3 DVDs
$2 CDs
$1 VHS, tapes, records

Rare or unique items were specially marked with a sticker. In hindsight, I may have priced the VHS at $2 since they seemed to be in demand. The tapes and records barely sold – you may want to consider not accepting them in the future. The magazines (especially ones like *Real Simple*) were a big hit. I stacked them in bins. I also had samples of each type of book on the cashier table. At noon on the second day, I marked the books down to half price. At 2:00 p.m. (an hour before closing) I started the bag sale (everything you could fit in a bag for $3).

If you don't get rid of all of your sale items by the end of the day, you have two choices: you can pack up the remainders and haul them back to MGH; or you can arrange in advance with OUGL facilities to leave the remainders in a given space for recycling (sometimes they can bring a bin right to the sale space). In 2005, I foisted the books off on the Friends of the Seattle Public Library whose book sale sort area is located in an airplane hangar at Magnusson Park. The book sale manager definitely did not want our rejects (there were 17 cases!). Somehow, I managed to convince her to take them. For future reference the Friends have a standing rule: they accept no computer books, no textbooks and no business or travel books that are over ten years old. If you presort your rejects and cull out these undesirables, the Friends might be more apt to accept our rejects.

Once you pack up or throw away the remainders, you are done. The book sale is over! Hope like hell you never have to do anything like it again. But if you do, you'll be a much stronger person because of the mighty ALISS Book Sale.

In 2006, I donated several boxes of leftover books to the prisioners (someone from the iSchool always works with the prisioner book program) and several boxes to the book arts folks at the iSchool. The book arts folks got most of the out-of-date computer manuals.

In 2007, an online bookseller contacted me about purchasing and hauling away the remaining books. He even provided the boxes. Even though he offered a pretty low amount for all the books left, it was a relief to have someone take them away, instead of repacking them, taking them back to my basement, and then redistributing them to various organizations and charities. He is interested in this again next year. His name is Steve Davenport (frontcm@msn.com). His business card is in the binder.

Now go celebrate.

Closing Words of Advice

The book sale really is a ton of work. It requires prolonged effort, determination and a certain amount of insanity. To take on the responsibilities of the sale while maintaining your school work, holding down a job, and keeping in regular contact with your family and friends can be quite honestly daunting. However, it is also a great learning experience, an amazing leadership opportunity and can be a lot of fun. Don't let the myriad activities of the sale overwhelm you! Even though this laundry list of tasks may seem horrendously long, many of the book sale activities logically flow together. Just remember: you are a creative and resourceful person (I'm sure you are, really) who can surmount any obstacle. Maintain your perspective and sense of humor and everything will turn out just fine.

You're done! In 2007, the book sale made $2,158.50 and in 2006 it made $2,541.69. I spent approximately $300 in start up costs (tarps, metal stands, plastic boxes, pizza/snacks for sorting volunteers). The year before, the coordinator only spent $80. In the book sale binder are several emails and forms from 2007 that might be helpful. There is also a shared file on the N drive with a few templates/examples.

ALISS Book Sale Timeline/To Do List 2006-2007

TASK/PROJECT	DATE COMPLETED
Collect books at SPL Sale	September 17
Discuss dates/possible coordinators with ALISS Exec Comm	October 15
Reserve By George/storage area	November 1
Appoint Volunteer Coordinator/Provide job description	November 1
Appoint Publicity Coordinator/Provide job description	November 1
Contact Sno-Isle, King County, & Suzzallo for donations	November 15
Draft email and obtain access to listservs	November 15
Create, distribute, and coordinate pick up of drop boxes	November 20
Start collecting boxes	November 27
Send first email soliciting donations	November 27
Send second email soliciting donations	December 4
Send third email soliciting donations	January 1
Schedule meeting with Jennifer Kiest in SAO Office	January 1
Check in with Joyce in By George	January 1
Schedule book sale volunteer meeting	January 1
Check in with publicity coordinator	January 1
Send fourth email soliciting donations	January 15
Send fifth email soliciting donations	January 29
Check in with Volunteer Coordinator	February 1
Collect bags for sale	February 1
Have signs with genres and prices ready	February 1
Make floor plan for set up	February 1
Last day for donations	February 7
Pre-sort books	February 8
Move books from basement to OGUL storage	February 9
Gather necessary supplies (bags, cash box, signs, book ends)	February 9
Make procedure/instruction sheet for sale days	February 12
Get petty cash from treasurer/ask her to come at end of each day	February 12
Set up sale (afternoon)	February 12
BOOK SALE	February 13-14
End of Day 1: Clean up, give $ to treasurer, block area with chairs, cover tables	
End of Day 2: Box remaining books, give $ to treasurer	
Update manual with notes and suggestions for the future	March 2

APPENDIX B

ALISS History
Recap of Major Issues 2003 - 2006

Contents

2003-2004 Issues 48
2004-2005 Issues 51
2005-2006 Issues 54

Recap of 2003-2004 Issues

Jenn Carter and Liesl M. Seborg

Portfolios

Students asked for (1-2) course credits for doing the portfolio. The reasoning was that the portfolio was a stressful experience for students and occupied time that students needed to complete coursework. Thesis students get credit for their research and if the portfolio is equivalent to the thesis, then students should be allowed to take course credit. We also explored the idea that students who needed to learn HTML in order to complete the portfolio could possibly take a 1-2 credit independent study. Administration denied our request and clearly felt that this was not negotiable. The reasoning was that the portfolio is not supposed to be too much extra work (like a thesis would be). Students can and should use class experiences for their portfolio. The expectation is that the iSchool attracts outstanding students who are already highly involved in their volunteer and academic pursuits. The portfolio is a culmination of what students are already doing. Independent studies are reserved for studies that are above and beyond the course offerings of the program. Students who do not know HTML have the opportunity to take LIS 541 and workshops offered by ASIST.

The Administration did change the portfolio approval process to make it more interactive and less stressful for students. We at ALISS felt this was a victory due to our pressure over the portfolio. Drafts of portfolios are now approved by a student’s advisor first allowing the student and advisor a chance to talk about changes and process. Once the portfolio has been approved by the advisor, it is sent on to the final evaluation by a randomly selected member of the faculty. This way the advisor has more investment in the portfolio process of his or her advisees.

Lockers

We made a pitiful attempt to ask for lockers in MGH, something that our predecessors had also asked for. This didn’t go very far.

Advisors

We’ve been working all year to try to make advising better for MLIS students. In our exit interviews, our program does not do very well in the advising area and complaints about advisors seem to come up in every student open meeting.

We first met with the previous Student Services Coordinator Lynnea Erickson (DJ Miller’s predecessor) to discuss our options. She suggested that we meet with Joe Janes as chair of the department.

We met with Joe and came up with a framework of expectations for advisors. Joe agreed to work with faculty on this. We agreed to communicate to students what they should expect from advisors and what to do if their advisors don’t work out. We had wanted to run some kind of workshop for the faculty on advising, but were told by Joe that this wouldn’t be a good idea.

ALISS wrote up the advisor expectations in the “Advice on Advisors” handout. These were distributed to students during orientation and via the Silverfish and iSalon bulletin boards. Apparently, this is the first thing to ever have been written up about this and thus was also distributed to faculty. Joe has continued to bring up advising in faculty meetings and through emails to the faculty.

Nancy Gershenfeld was recently given the task of chairing a committee on advising at the iSchool. She’s been great about meeting with students and faculty on this issue. She is planning a training session on advising for faculty.

Poor course offerings

There was an uproar last spring about the lack of course offerings as students were trying to register for fall courses. Many of the standard electives were being taught in the evening which left parents, people who work, women concerned about safety, and those with long commutes angry. A couple of the student organizations met with Joe Janes, Kate McDill, and Alyson Carlyle to talk about this.

The course schedule, we were told, is created about three years out, leaving nothing that could be done about the upcoming quarter. Instead, ALISS decided to communicate to students about how to plan class scheduling a year ahead of time. This information was added to the advisor information sheet. We also asked if students could have more input into the scheduling of classes.

New registration

The Administration came to us because the iSchool needed to ditch the entry code system. The Entry code system was expensive, it was always breaking down, and it was illegal in the way it treated tuition exempt state employees (according to the legislature, these students can’t sign up for classes until the third day of the quarter). ALISS worked with the administration to develop a priority ranking system that would determine when students could sign up for electives. So far, the system has worked out ok (as far as we know, anyway).

Distance Issues

Faculty Advisor Breakfast v. Informal session:

This issue was raised by an announcement to have a vote to choose a faculty advising breakfast or an informal session to express our concerns and issues to the faulty and program folks. We ended up having the breakfast and presenting our issues and concerns in a list format as well as discussing items with our advisors. The creation of the list was very positive for all who participated, we came up with likes and dislikes and had excellent conversation about the issues on our own so that we are able to define the issues and work out resolutions.

Most of what was done and discussed can be found in the archives of this forum: http://catalyst.washington.edu/webtools/epost/register.cgi?owner=jfink&id=4334. It is largely unused now.

Some of the accomplishments resulting from this initial work were the improvement of the distance home page, class periods ending at residency on the last day with enough time to catch flights, longer lunch periods scheduled, and the implementation of a PowerPoint presentation for faculty to use for student information rather than spending valuable residency time in introductions.

Chat scheduled for spring quarter during the work day

The weekly chat for a class was scheduled for one of the classes that would not coincide with a majority of student availability. One student brought the issue to my attention, I contacted the professor and the professor agreed to discuss more flexible chat time availability during the residency.

Portfolios

The question as to whether or not independent study could count towards portfolio work. This question came up and essentially we were informed that it just can't be done.

3rd Year course offerings change drastically

February 2004, the course schedule for the final year of the distance program changed drastically to remove courses that many had been looking forward to as well as create blocks of courses that would appeal only to one type of study in certain quarters. One of the cohort took the lead on this issue and addressed it to Allyson who then referred it to Joe Janes. I followed up and supported the cohort concerns. The result was an email from Joe Janes explaining the revisions to the schedule.

Class Participation

This issue came up repeatedly as the grades for the participation seemed more arbitrarily derived than anything. Since the voicing of these concerns a guideline for participation has been developed and it is now directly address in the course grading description.

Additional Course offerings within the program
Many students expressed the desire to have more of the course offerings available via distance format as our program as posted did not include many options for electives. I gathered input through discussion and forum posting, created a catalyst survey and prepared a proposal which I submitted to Grace and Allyson. 568 and 584 were the only requested courses which have been added to the course schedule

Recap of 2004-2005 Issues

Karen Estlund

Core Course Consistency

Concerns were raised about consistency between different sections of core courses taught by different professors. Although we realized that professors have their own personalities and expertise, we wanted to see similar goals and objectives addresses. Joe Janes (then MLIS chair) told us that there are course inventories that list the objectives of each course and faculty should build their course around the inventory. He was going to remind faculty of this at a faculty meeting. Future concerns should be addressed to the current MLIS chair.

Directed Fieldwork

At the beginning of the year there were some issues with student confusion on the details of DFW and internship requirements. Dave and Karen met with Karen Fisher (MLIS Chair) and talked about the issues. KF said she would look into it. The additions of Marie Duplantis in Student Services and Lorraine Bruce as advisor for DFWs seem to have quelled many of these problems.

Course offerings

These continue to be problematic.

Orientation

First Year Orientation should better prepare students for the difficulties of choosing a path through the program, especially for students who do not know which track to pursue in the beginning. Orientation has been reorganized several times. In general, it was decided that Orientation was too overwhelming to present these types of issues. Other early quarter events may be centered around this issue.

Student Services

There was a general concern that Student Services was leaving the “Student” out of service. Joe Jane (then MLIS chair) addressed the issues with Student Services. A complete redesign of their organizational structure has helped solve this issue.

530/540

For several years, the administration was hearing concerns that 530 and 540 offered together presented too much work, and the 540 group project was unbearable. Many of the MLIS students ’05 agreed. The administration decided to offer 530 winter quarter and 540 spring quarter. An uproar ensued. A petition was delivered to Joe Janes to keep 530 & 540 taught consecutively, because of the similarity of their content and interrelatedness that aids understanding of material in both classes. The petition was denied. 530 was taught in winter 2005, and 540 in spring 2005. The large group project from 540 has been dropped, however.

Portfolio Plagiarism

There was some concern from students who graduated in ’04 that they discovered post graduation that their group project had been used in a portfolio by another group member without permission and that the student had taken credit for a portion of the project that they did not work on, in order to express achievement in that portfolio area. Dave and Karen discussed this with Joe Janes (then MLIS chair) but were unable to determine a practical method to prevent this from happening. Students are told to get permission from their group members before including a group project in their portfolio, but no one checks on that. Nor are most portfolios open for the public to view prior to submission. All felt that group projects should not be eliminated as submissable for the portfolio as they may represent a significant achievement for a student and should not be discounted because of their collaboration.

Re-use of Past Students’ Work

A particular faculty member was holding onto students’ projects and showing them to future classes without the students’ permission. Joe Janes (then MLIS chair) approached the faculty member and that particular instance was resolved. It led to the knowledge that most faculty were not aware that they did not have the rights to display and use the work that their students turned in without the permission of their students. The issue was addressed at a subsequent faculty meeting to make them aware.

New Silverfish Policy

A new Silverfish Policy was formed over the summer. The impetus for the policy was faculty, staff, and students who had been interviewed demanding to change their comments.

Distance Issues

Changing course and paper requirements mid quarter

This issue came about when a professor changed what was expected from the final paper and the course just prior to the end of the term, essentially not following the course and paper description as outlined at the beginning of the quarter. A perceived flippant response from the professors created a lot of ill will. We were able to move beyond this issue while expressing our concerns to the professors.

Workshop and Lectures

The distance folks noticed the numerous lectures and workshops available to students on campus. We requested that the lectures be taped or videotaped for streaming media so that we could benefit form these extra activities as well. We also were able to get handouts for some of the workshops.

Spring Fling, 2003

I noticed that there were several announcements regarding Spring Fling and the fun to be had there. I also knew that there was no way distance folks could participate, so I hosted a chat room / online Spring Fling party. We had virtual drinks and ate virtually. It was like a big party, people mingled in and mingled out. It was a big success for those who attended.

LIS 540 Brouhaha

Essentially when this course was taught, those without prior database experience were lost and we had to rely on one of our cohort members to teach us what we needed to know. The professor was very non-responsive and having us do work which did not prepare us for the final group project. There were many students who left the class not knowing much, if anything, about databases and their construction. After lots of discussion internally with the cohort, I discussed the issues with Grace Whiteaker, distance faculty contact, I prepared a poll to gauge how people felt about what they learned, and reported the findings to Grace. Our input was strongly considered and the course has been revamped for the distance format for this year’s students.

Group Exercises/Projects and participation

This topic has been one of ongoing concern since the beginning of the distance program. There are no immediate solutions, however once our concerns were voiced, faculty started including different types of group work. One faculty member has even solicited feedback form each group member as to how the group worked as a whole and who if anyone was harder working or not pulling their weight.

Recap of 2005 – 2006 Issues
Shawn Kilburn and Sarah Evans

Portfolio

We did not bring up getting credit for portfolio work with Joe and Mike, even though a few people mentioned the idea. With the new Dean, you may want to raise this issue again. Or not. My feeling is that if they added a credit component to portfolio, the work required for the portfolio would also increase.

Lockers
Again, another thing that a couple of people from the 2006 cohort mentioned to me as an idea last quarter. I didn't really pursue it. The administration seems particularly against the idea.

Advising
The "Advice on Advisors" document is still floating around. There's a copy on the ALISS iSchool server, as well as probably in the ALISS email account. It would probably be worth sending around. Advising is an issue that the faculty are very aware of, but it would be well to emphasize to students how VERY easy and painless it is to switch advisors.

Course Offerings
Apart from grumbling about the Core, this doesn't seem to have been as much of a problem. Some day students have expressed concern over the number of distance electives, but others have been comfortable learning in that format.

Core Course Consistency
I think that this is a constant issue. I'm not sure what the solution is. The faculty are currently in the beginning stages of rethinking/redesigning the curriculum. Pushing for more student involvement in this would definitely be worthwhile.

540
540 is something to keep an eye on, generally. Again, it's something the administration is very aware of, though I'm not sure they know what to do about it. It seems to be an incremental process of improvement—hopefully! The distance students who had Terry Brooks version in Fall 05 found it useful for the most part.

Distance Issues

Instructor Skills in Distance Format

There is an ongoing problem with instructors who do not handle teaching distance well. With Grace's new position, the instructors have more assistance. There still seems to be a learning curve for some instructors. Let Grace know when issues arise.