

## Philosophy of Teaching Statement

My philosophy of teaching is rooted in the idea that teaching and learning are emergent and symmetrical and that we are all both teachers and learners together. This was true when I taught evidence-based practice and computational research methods to health science students, and it is especially true in the active learning space where I currently work and study.

The TRU Library Makerspace is filled with diverse learners from around the world exploring technology, identity, culture, and belonging through the act of making. Designing and teaching in this space has taught me that I cannot be an expert in everything, and that instead my primary role is being an enthusiastic facilitator and "space maker" who creates the conditions for learners to define their own pathway to growth, self-efficacy, and liberation.

I do this through trying to create an inclusive space and community where learners feel a "good enough" sense of belonging to use their passions as fuel to drive self-directed learning-by-doing. As I am inevitably grounded in my own positionality often the best way to do this is to step back and create opportunities for others to be experts and co-create the space and culture with me. In a sense, the community building is the teaching.

Currently, my philosophy has four main elements.

### Active Learning:

We learn best by doing and active learning is the gravity that holds our learning community together and gives us purpose. Active learning is especially effective when learning with technology. Technologies are not hierarchical: 3D printing, knitting, and baking all count as technologies. This acknowledgement makes us more equal because it means we all have experience we can use as a scaffold to learn.

### Autonomy and Meaning:

We learn best when we have the autonomy to take responsibility for our learning and to do something we find personally meaningful. This is why I actively encourage learners to work on personal projects using project-based and interest-based methods and why when I collaborate with faculty on curriculum I require that students have choice over modality and outcome.

### Experimentation and Play:

We learn best when we can experiment and play, which helps us focus on process over outcome. Focusing on process over outcome helps learners reflect on their learning journey and metaliteracies instead of the end object. It also helps learners see mistakes as opportunities to learn and build resilience.

### Belonging and Community:

We learn best when we feel a sense of belonging within a community. Increasingly, I find belonging threaded through everything in my teaching practice and philosophy. Belonging unlocks the safety learners need to try new things, to work on personally meaningful projects,

and to learn from mistakes. Encouraging learners to share personally meaningful projects creates touchstones in the space that signal diverse learners that they are welcome in spaces that have traditionally been coded as white, male STEM spaces. Focusing on process over outcomes helps learners think about their obligations to the lands and communities in which they are embedded.

## Critical Reflection Statement

I want to reflect on what I've learned about the sitting with anxiety and ambiguity when teaching and learning in active learning spaces and communities.

When I was building the Makerspace everything felt uncertain because it was a new and untested idea that required considerable resources and I was going through the tenure process. All of which made me want to try to reduce my anxiety by controlling everything. Yet I also knew I wanted to give staff and students real autonomy to co-create the space with me. Following this instinct was one of the most meaningful things I've done professionally or personally. Staff and students have contributed so much to the space and culture, from processes and guidelines to the built environment. In almost every case this resulted in better decisions and a more inclusive learning community. Being able to contribute in meaningful ways is actual belonging, not just for others, but for myself, because it allowed me to be member of the community as well.

When we first opened, we helped learners too much. We'd take things right from their hands and walk them through processes. I remember watching a staff member do this and thinking that not only was it unsustainable in terms of workload, it was also taking away the opportunity to learn using maker pedagogies. We needed to put friction back into the experience and nudge learners to take responsibility for learning. Doing this was hard because we also really wanted users to have a positive experience and it could feel like providing bad service; it provoked anxiety and made the future success of our space feel uncertain. We needed to sit with our anxiety and trust in our vision.

Sometimes I'll see someone frantically working in the textile room for hours or a group of individuals who were sitting apart gathering excitedly around a computer, and I will want to know what is happening. Sometimes I go talk to them, but I've learned that when you do this you disrupt the very culture that interested you in the first place. I need to sit back and recognize that my role and identity mean that sometimes it's better to let things be and find out later what was happening. Other times, I can tell that a learner would prefer help from one of our staff or students. Learning not to take this personally was essential to learning to provide learners with a sense of safety and belonging they need, even if that doesn't include me.

Running through all of this is the realization that a lot of my job is learning and refining my ability to sit with ambiguity and anxiety and be okay with not being in control, providing or knowing the answer, or being the person to help. And to do this while still being ultimately responsible for the learning environment and community. Increasingly I see modelling this behavior as a core part of my role as a teacher and mentor.

Merit Awards Subcommittee  
Teaching & Learning Committee of Senate

February 9<sup>th</sup>, 2024

Wetyk

I am writing this statement of support for Franklin Sayre who was recently nominated for a Faculty Excellence Award. I have known Franklin since May 2020 when I began working as the Associate University Librarian in the TRU Libraries. Since June 2021, I have been serving as the Interim University Librarian (UL). I have had the opportunity of serving as Chair of the Library DFSTPC when Franklin successfully applied for Promotion and Tenure, the pleasure of writing the UL assessments of his Annual Performance and Activity Reports for three years, and the joy of supporting Franklin as he planned, organized, furnished, staffed, equipped, launched, and then grew a new and exciting service/program – the TRU Library Makerspace. In the criteria for this award, I feel that Franklin has demonstrated excellence.

#### 1. Engagement and Motivation

Franklin has been instrumental in developing the Makerspace which has demonstrated high levels of engagement and motivation. Throughout 2019-2020 Franklin conducted extensive consultations with campus stakeholders including student groups, faculty, and staff. He reached out to faculty to talk about how a makerspace could support curriculum in. He met with key individuals from TRU faculties and campus support services (e.g. CELT, IT, Open Learning, and Indigenous Education) to discuss the concept of makerspaces and to talk about opportunities for collaboration. He ran a pilot project in Winter 2020 to test the concept of the Makerspace with \$20,000 in initial startup funding. He ran the pilot from January to March of that year until it was shut down by the COVID-19 pandemic. This early pilot informed Frank's thinking about makerspaces and gave him the campus connections and support needed to fully launch the service.

With the move of the library from its old location into the House of Learning in Summer of 2020, both the space and budget were identified to develop the Makerspace. Franklin used his strong engagement with the campus and his high motivation to develop the space throughout Fall 2020 and through to the end of Fall 2021. Thanks to Franklin's vision, the Makerspace was equipped with technology for 3D design, scanning, printing, and cutting; virtual reality; video and audio recording and production; sewing, embroidery, and other textiles; and computer prototyping. Frank has advocated from the

launch of the Makerspace in Winter 2022 that equitable and free access be provided for technologies, supplies, and spaces so students, staff, and faculty could explore, innovate, and try new technologies. The entire focus of the Makerspace is to give students learning opportunities beyond the classroom/laboratory and to support experimentation.

Frank oversees daily operations and coordinates the four library technicians who assist those using the Makerspace. He has mentored these library technicians and guided them to work as a team to support the space and the many students and faculty who visit it. The library technicians have flourished under his guidance learning new technologies and developing new skill sets. Franklin has also mentored numerous research assistants and Student Ambassadors during the development, launch, and opening of the space. He has ensured that these students are getting opportunities for growth and new skills to successfully peer mentor other students using the space. Frank applied for and received a TRU Sustainability Grant in the Winter of 2023 to fund a Tool Library of household, bicycle, and gardening tools; a Fiber Bank of donated textiles; and support for two student research assistants to help turn the Makerspace into a Sustainability Incubator where campus groups can pursue environmental and social sustainability goals. His commitment, dedication, and enthusiasm for the Makerspace have resulted in a wildly successful service/program for the library.

## 2. Pedagogy

Since opening in March 2022, Franklin has grown Makerspace so that it now supports an average of 2000 users a month. Not only are there regular daily visits, but Franklin also supports a wide variety of events, classes, and workshops. Faculty from Visual Arts, Engineering, Education, Business and Innovation, Adventure Studies, Master of Human Rights and Social Justice, and Communications have used the space with their students. Indigenous Education regularly collaborates with Franklin on events and workshops. Departments (e.g. People and Culture, Finance, Research Office) from across the campus have used the space to team build while learning new things together. Franklin is committed to seeing the Makerspace function as a community that is based around activities related to making (broadly defined to include creating, crafting, designing, tinkering, repairing, prototyping, etc.) with an ethos of play and experimentation. He views Makerspace as a site where people come together to collaborate, make, and work in interdisciplinary teams. He sees makerspaces as places where ideas can be applied to real-world projects. As sites of experimentation and play, he sees makerspaces as excellent places to try new things, either through developing transformative experiences that involve making or through applying these ideas to new innovations. As an example, in Winter 2023, working with Franklin, faculty members Harshita Dhiman and Katelin Pietrusinski from Career and Experiential Learning explored how to incorporate the Makerspace into Co-op 100 classes. They looked at how students could practice transferrable skills such as communication, team building, and problem solving. Students used the Makerspace to prototype a networking product

and showcased their products to their peers, Career and Experiential Learning department, and Franklin. Through this project and the support of Franklin, Harshita and Katelin's classes were able to integrate in an innovative way the practice of hands-on learning within their curriculum. This story is just one of many that demonstrates how Franklin's enthusiasm for the Makerspace, for teaching, and for supporting faculty and students in the Makerspace is inspiring new and effective instructional strategies.

### 3. Reflective/ Reflexive Practice and/or Scholarly Teaching

Franklin has documented his reflective/reflexive practice and scholarly teaching through the Makerspace Blog, through connections and meetings with faculty, through presentations at the Teaching Practices Colloquium, and via participation in the podcast, You Got This! He also worked with CELT to develop a grant program of \$2000 for faculty interested in enhancing and building the classroom experience by adopting or experimenting with instructional approaches that challenge, support, and encourage students using technologies and modalities supported by the Makerspace.

After several years of intense work developing, launching, and growing the Makerspace, Franklin has recently been approved for a sabbatical leave - *How can makerspaces be sites of kin-making and ecological thinking in the more-than human-world of the Chthulucene?* – to commence in January 2025. He will be using his six-month sabbatical to explore new programming ideas for Makerspace that align with the more than human world of the Chthulucene, ecological thinking and kin-making -- concepts directly aligning with TRU's Vision of Kw'w'et'w'ak, ("we are all related and interconnected with nature, each other, and all things"). He will conduct a literature review and environmental scan to look at pedagogical activities in similar spaces. A second part of his work will involve reaching out to others engaging in work in like spaces with the goal of developing dialogues and reflections. Based on these activities Franklin will develop future research and programming for the Makerspace.

I have worked with both as a colleague and as an administrator with many librarians in my 37-year career as an academic librarian. Franklin is among a top tier who demonstrate passion, excellence, drive, creativity, pedagogical self-reflection, teaching skills, and leadership that goes above and beyond. If I can answer any questions or provide any additional information regarding Franklin, please do not hesitate to contact me.

Kind Regards,



Tania Gottschalk, MSc, MBA  
Interim University Librarian

To Whom it May Concern,

This letter is written in support of Franklin Sayre's receipt of a 2024 Faculty Excellence Award.

Frank has accomplished something remarkable on our campus with his work in launching and running a makerspace. To recognize what's special about the TRU Library Makerspace, it's useful to contrast it to similar spaces. Most library makerspaces tend to reflect the interests of the person responsible for maintaining the space. For better or worse, this tends to focus the activities. Academic library makerspaces will typically skew toward support of engineering or computer science programs. Makerspaces constructed as non-profits tend to heavily emphasize industrial design. The end result is usually predictable – a space used by an ethnically homogenous group of technically inclined men. These spaces tend to struggle to draw in and maintain an audience of women, minority groups, people with low technological literacy, etc.

The TRU Library Makerspace stands in stark juxtaposition to these peer spaces. A visitor makes their way into the space via the Hall of Learning. As they pass through groups of students, both international and domestic, representing a wide swathe of genders, ages, interests, and courses of study the most notable thing that happens as you walk into our makerspace is that those demographics don't change. The space is regularly used by a wide variety of students from a broad cross-section of our programs. At any given moment you might run across someone from the adventure studies program 3D-printing climbing holds, a business student making electronic music in the recording studio, or a computer science student doing graphical design on a computer. All of these individual projects create a cross-pollination where different people see and experience what's possible with the technology in the space. The space provides an informal, low-barrier setting for self-paced, experiential learning that I don't think is matched on our campus.

I would contend that Frank has been instrumental in fostering this environment. He's constantly trying to pull new groups and individuals into the space, coordinating tours, collaborating with other faculty, and looking for ways to further lower barriers, like introductory workshops. His enthusiasm for the space is palpable. The other staff in the space reflect his attitude. He's managed to do what has eluded droves of other makerspace librarians – build a space comprised primarily of technology gatekept by a narrow segment of society and opened it up to a general audience *who use it*.

It's easy to go into a makerspace and get dazzled by the tech. I can't emphasize this enough: the tech isn't as important as the community that's using it. Frank has understood this from the very inception of the space and built his vision around that concept.

I was a makerspace librarian for five years before I began working at TRU. What Frank has managed to accomplish and what we have in the TRU Library Makerspace is truly something special. I don't think I could have done it. I've seen plenty of people with more resources fail. Most of the successes that I've witnessed tend to privilege students and individuals who already had broad access to technology. Whenever I visit the TRU Library Makerspace I'm always overwhelmed by how unmitigated of a success the project has been. I think we have Frank to thank for that.

Someone give this man an award already.

A handwritten signature in black ink that reads "Joey da Costa". The signature is written in a cursive, slightly stylized font.

Joey da Costa  
Collections Services Librarian,  
Thompson Rivers University

Dear Faculty Excellence Awards Committee,

It is with great pleasure that I write to you in support of Franklin Sayre's nomination. I had the honour of working with Franklin as a Makerspace Ambassador during the Fall Semester, 2023, but I first got to know him when I started using the space for a project in the summer of 2023. As a student who did not consider herself to be very "tech-y" I was a little daunted to attempt 3D printing for the first time. It didn't take me very long to discover that my fears were unfounded. Franklin, along with the other librarians, worked hard to make me feel welcome in the space, and Franklin was sure to spend some time asking me questions about my project and offering insight and suggestions. I left campus after that first day at the Makerspace feeling like I really *could* do all I had set out to.

When I worked as an Ambassador for the Makerspace, I had the chance to pull back the curtain and learn more about Franklin's goal for the space. I saw how he endeavoured to create a place where students and staff from all backgrounds and walks of life could experiment and explore, and engage in hands on learning that is not possible in most university disciplines. I watched his enthusiasm for encouraging students to learn and try things and make mistakes. I experienced first hand his care and consideration for the students who were working in the space, and I admire his emphasis on making the various technologies in the space accessible to all. His care for his students is apparent in everything that he does.

Having read the criteria for the Faculty Excellence Awards, I can think of no one who better embodies the values of enthusiasm for learning and teaching, for growth outside of the classroom, and for creating a place where all are welcome.

Thank you kindly for your consideration,

A handwritten signature in black ink that reads "Cassidy L. Jean". The script is cursive and fluid, with the first letters of each name being capitalized and prominent.

Cassidy L. Jean



08/02/2024

Re: Faculty Excellence Award Statement of Support for Franklin Sayre

To the members of the Selection Committee,

I am writing to wholeheartedly endorse Franklin Sayre for the Faculty Excellence Award. He is an exemplary member of our campus community and embodies the core values of TRU both in and out of the classroom, showcasing exceptional dedication to equity, inclusion, diversity, community-mindedness, curiosity, and sustainability. I have worked with Franklin in a few ways that have allowed me to better understand his role and contributions at TRU. Firstly, by providing my students with regular tours of the Makerspace and secondly in collaboration around the development of a hackathon to explore artful and imaginative ways of engaging faculty and students with complex topics.

Franklin consistently demonstrates a contagious enthusiasm for the potential of creative practices in the learning of our students. Every semester Franklin gives my “Creativity and Innovation” students a few tours of the Makerspace as part of their learning around creative problem-solving, and the role of prototyping in the process of “making to think.” He encourages them to make use of the space and to learn by doing and offers them a challenge to create something that brings them meaning and value, while also being mindful of the material nature of such works. His reflective approach to “learning by trying” supports the class lessons around resilience and self-efficacy and provides a real place on campus for students to experiment with making and failing and making again. Of note is the culture of inclusion that has emerged at the Makerspace, in no small thanks to Franklin’s leadership. Having been to many maker spaces in my time, this is the first time I’ve been literally welcomed on entry and seen more than a token woman or two actively using (and “owning”) the space.

Franklin has also invited me and other faculty members from outside of the sciences into a process of imagining how we might use artful methodologies and creative problem-solving methods to bring together faculty to talk about and take action on the co-design of interdisciplinary learning experiences at TRU. This process is still underway and means that we meet regularly to develop experiences like the “Academic Exquisite Corpse” for the EnviroCollab breakfast Session (29/11/2023), which we will share again as part of the upcoming Teaching Practices Colloquium. This emerging collaborative process aims to integrate faculty research into teaching and practice, as we are in the process of developing a hackathon for

faculty and students to reimagine the field school as a place of learning. This approach demonstrates Franklin's understanding of faculty and students alike as perpetual learners and is part of a record of cultivating opportunities for learners to engage in creative inquiry and critical thinking.

Franklin epitomizes the qualities and values sought in a Faculty Excellence Award recipient, and his dedication to the values of TRU, both inside and outside the classroom, makes him an excellent candidate for this award. I wholeheartedly recommend Franklin Sayre for the Faculty Excellence Award and believe that his contributions have significantly enriched our academic community.

Sincerely,



**Cheryl Gladu, Ph.D., MBA**

*Assistant Professor*

*Human Enterprise and Innovation*

Thompson Rivers University

IB 2040

[cgladu@tru.ca](mailto:cgladu@tru.ca)

**February 9<sup>th</sup>, 2024**

**To: 2024 Faculty Excellence Awards Committee at Thompson Rivers University**

**Re: Statement of Support for Franklin Sayre**

I am writing to strongly support Franklin Sayre as a recipient of a 2024 Faculty Excellence Award. Frank has an outstanding commitment to equity diversity, and inclusion, and a record of extending the impact of his practice to the TRU community and beyond. Frank has provided strong support for our endeavors in the engineering department to hold workshops for female students. Students spend half the day in the engineering department working on robotics, and the other half exploring tools and resources and creating things in the TRU Makerspace. We have delivered five workshops so far to female high school and elementary students. Each and every time, Frank has shown great enthusiasm for helping to support and inspire females, who represent less than 20% of the student body in engineering. Frank understands that a sense of belonging and mentorship for minority groups are key to inspiring and retaining these groups in engineering and STEM. Feedback from students who have completed the workshops have indicated that these workshops have motivated many of the participants to pursue STEM studies in the future. Frank has also supported his student research assistant to research how the Makerspace helps with Retention of Women, LGBTQ+, Gender Non-Conforming, and BIPOC in engineering and STEM. Frank has further shown his commitment to equity, diversity and inclusion by supporting panel discussions and workshops for International Women's Day and many other events.

It is clear that Frank strongly believes in providing opportunities for student learning to happen beyond the classroom. He has supported providing annual tours of the Makerspace to all first-year engineering students to demonstrate how they can engage with the tools available to assist them with their engineering design projects and extracurricular endeavours.

Frank has built an inclusive and accessible Makerspace and has demonstrated a commitment to the advancement of unique and influential program development. Under Frank's guidance, the Makerspace is a place where students are inspired, engaged in creative inquiry, and excited to learn and create, and it has elevated TRU's standing as a world-class institution.

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His passion to support all types of students in their learning, his curiosity towards the theory and practice of his discipline, and his ability to motivate and support students and colleagues to try new things and excel in what they do, are unparalleled. Frank is an invaluable asset to Thompson Rivers University who deserves recognition for his dedication to his work. I hope you will strongly consider him for the 2024 Faculty Excellence Award.

Please feel free to contact me if you require any further information. You may reach me at 250-828-5101 or [ctatarniuk@tru.ca](mailto:ctatarniuk@tru.ca).

Sincerely,



Catherine Tatarniuk, Ph.D., P.Eng.

Assistant Teaching Professor

Department of Engineering

Thompson Rivers University

250-828-5101 | [ctatarniuk@tru.ca](mailto:ctatarniuk@tru.ca) | 805 TRU Way, Kamloops, BC, Canada, V2C 0C8

February 14, 2024

**Re letter of support for Franklin Sayre to win a Faculty Excellence Award**

To whom it may concern,

I am happy to write this letter of support for Franklin Sayre to win a TRU Faculty Excellence Award. I've worked with Franklin for several years and all those experiences have been very positive.

In particular, we've been on the team to organize three Repair Café events at the TRU Makerspace (the last one is being organized now and will happen March 5). Franklin has been very helpful and supportive for all three. These events have involved an outside Kamloops organization, Repair Café Kamloops, and although having a city organization involved is a great way to get TRU community members more involved in city organizations, it does add to the complexity of organizing events. Franklin has embraced this challenge and has been very welcoming to everyone coming into and working with the Makerspace.

He and I also worked on a successful TRU Sustainability Grant Fund project called the *TRU Library Makerspace Sustainability Incubator*. In my role in the TRU Sustainability Office, I administer the grant fund, and he has been very thorough and easy to work with through this entire process.

Finally, Franklin reached out to me shortly after Makerspace started about ideas on how to collaborate between the Makerspace and the Sustainability Office, since he recognizes the importance of incorporating sustainability principles and actions into the operations of the Makerspace. He has done what he can in his capacity with Makerspace to realize this.

I'm happy to recommend that Franklin win a Faculty Excellence Award.

Kindest Regards,

*James Gordon*

James Gordon  
Manager of Sustainability Programs  
TRU Sustainability Office

February 7, 2024

Re: Statement of Support for Franklin Sayre

Dear Selection Committee,

I would like to submit my enthusiastic support for Franklin Sayre in his application for the 2024 Faculty Excellence Award. I have worked with Franklin in many different capacities since he came to TRU in 2019, and I am consistently impressed by the thoughtfulness, care, and thoroughness that he devotes to all aspects of his work.

Franklin's dedication to his role in the TRU Library Makerspace is essential to making the space unique and welcoming for its users. Partnering with Frank on a recent project to assess the culture and impact of the space, his concern for an inclusive culture was evident in all aspects of the project design. He was diligent in ensuring that the voices of all Makerspace staff and users would be considered and included. The success of these efforts is clear in observing or speaking with Makerspace users. They are unbridled in their enthusiasm for the space and for the new kinds of creativity and accomplishment that it has made possible for them. Student ambassadors in the space are observably devoted to their role, and the mutual respect they have for Frank is readily apparent.

Team-building and collaboration have been a priority in Frank's work, and he is considerate and deliberate in building a positive, open working relationship with Makerspace staff. He has also worked with a number his librarian colleagues to support them in building their own work teams. Since 2022, Frank and I have been Co-Chairs of the Librarians department. Sharing a leadership role is difficult; it requires trust, respect, communication, and collaboration. Frank is excellent to work with in all these respects, and he is instrumental to the success of the Librarians Department.

Frank is an educator who empowers students to experiment, play, and create; he is continuously cultivating new opportunities to support learners of all stages, backgrounds, and disciplines. His curiosity is infectious and is imbued into all aspects of his work. He would be a very deserving recipient of this award.

Sincerely,

A handwritten signature in black ink, appearing to read 'Amy McLay Paterson', with a stylized, flowing script.

Amy McLay Paterson

Co-Chair, Librarians Department

February 11, 2024

Subject: Statement of Support for Franklin Sayre 2024 Faculty Excellence Awards

To the Merit Awards Subcommittee:

I am honored to offer this letter of support for Franklin to receive a 2024 Faculty Excellence Award. I believe strongly that he is an excellent candidate for the award, as he embodies many of the qualities that make for a strong educator. I have seen firsthand how valuable his contributions to the TRU community have been.

My first experience working with Franklin was in summer 2022 when I taught a special topics course on game design. One of the students in my class spoke to me about the Makerspace, suggesting that the space and its purpose could offer students a great deal for the major project in the course. I think the fact that the student was so passionate about this space, and so eager to share the space with others, demonstrates Franklin's ability to cultivate a supportive environment for students. If a student is that excited to bring others into a space, that space must be quite special. And special it was.

After a discussion with Franklin, I quickly understood the importance of the resource he runs. The Makerspace is carefully developed to support critical thinking and creative inquiry on the part of students. This is evident through the short presentation that Franklin gives to classes when we come visit. He discusses the opportunities for learning, for exploring, and for giving back. One of the points in the introductory presentation that stands out to me is how Franklin stresses the importance of thoughtful creation, of considering not just the exploration but also the purpose and impact of the exploration.

It is Franklin's pedagogical approach that I find so important, especially in our current world. I bring my students not just to show them that the resource exists, but also to expose them to a whole space of creative exploration, built around the concept of empowering oneself to learn. I feel that spaces such as these, spaces that Franklin so carefully sustains and develops, are vital to the university community. These spaces are so much more impactful when the people who run them have such passion and commitment to support students in their learning and exploration.

I see firsthand the impact that Franklin has on students. I see the students' excitement when I tell a class we are going to the Makerspace and some of the students have been there already. I see how students are comfortable approaching Franklin and asking questions about the space. I see the respect and encouragement fostered in the space between all members of the community.

For these reasons, I feel that Franklin is an exceptional choice for the 2024 Faculty Excellence Award.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mairi Richter', with a stylized, flowing script.

Mairi Richter  
Sessional Instructor  
Department of Communications and Visual Arts

Dear Faculty Excellence Award Committee Members

I am writing to wholeheartedly endorse the nomination of Franklin Sayre, Makerspace Librarian for the Faculty Excellence Award. Having collaborated with Franklin Sayre on The Makerspace Grant from TRU's Center for Excellence in Learning and Teaching during the summer of 2023, I can attest to his exemplary qualities as a colleague and a mentor.

Throughout our collaboration, Franklin demonstrated an unwavering enthusiasm for student and colleague learning, as well as a genuine commitment to fostering growth opportunities for all learners. His mentorship extended beyond mere guidance; Franklin actively engaged with us in brainstorming sessions, providing valuable insights and innovative ideas to include The TRU Library Makerspace in our Coop 1000 curriculum.

Initially, upon learning about the Makerspace Grant, I lacked a comprehensive understanding of the scope and potential of the Makerspace facility. However, Franklin's invaluable support and knowledge not only facilitated my exploration and comprehension of the Makerspace and its tools but also guided me in conceptualizing a project aimed at fostering innovation within my interdisciplinary classroom through utilizing the Makerspace Grant.

Franklin's leadership did not end with the initial brainstorming session, he ensured that my colleague and I felt supported at each step of the project. He helped us to hire Research Assistants who were familiar with the Makerspace and the tools to support our students. Throughout the project Franklin Sayre and his team in the Makerspace provided an inclusive, inspiring, and innovative environment to my students.

In conclusion, Franklin Sayre's dedication towards guiding me as a new faculty member at TRU supported my success as a principal investigator of the Makerspace Grant. At the end of the project, he provided me feedback so that I could continue to reflect on my teaching and implement innovative approaches into classroom. Thank you for considering my endorsement of Franklin Sayre's nomination. Please feel free to contact me if you require any further information or clarification.

Sincerely,

*Harshita Dhiman*

Harshita Dhiman  
[hdhiman@tru.ca](mailto:hdhiman@tru.ca)  
Business Co-op Coordinator  
Thompson Rivers University



Franklin Sayre, MLIS  
Associate Librarian  
Makerspace Librarian and Department Co-Chair  
Librarians' Department  
Thompson Rivers University  
P:778-586-5696  
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## Education

- 2010-2012: Master of Library and Information Studies, University of British Columbia
- 2004-2010, Bachelor of Arts, Honors Double Major, Psychology; Science in Society, York University

## Professional Positions (Selected)

### 2022 - Current: Department Co-Chair, Librarians' Department, Thompson Rivers University

- Responsible for collegially coordinating the work of faculty librarians, especially in relation to professional assignments, tenure and promotion, performance reviews, professional development, strategic planning, governance, and other academic issues.
- Collaborate with library administration plan for the future and resolve issues, especially in relation to budgets, library technicians, and facilities.
- Lead a mentorship group of faculty colleagues who oversee library technicians to discuss best practices for leadership and team building.

### 2021 - Current: Makerspace Librarian, Thompson Rivers University

- Developed the TRU Library Makerspace as a vibrant active-learning space with a focus on hands-on, passion-based learning and experimentation. Makerspace started as a pilot project in a group study room and is now a 7-room staffed space with over 2000 users a month that includes textiles, media production, 3D design and fabrication, virtual reality, crafting, design thinking, and more.
- Responsible for developing and overseeing all academic aspects of Makerspace, including design, curriculum, programming, partnerships, communications, and policy.
- Work with faculty from across campus to integrate curriculum into the space with a focus on ensuring a fit with the pedagogy and purpose of the space. Worked with CELT to develop and support a grant for faculty to explore integrating Makerspace pedagogies into their courses in 2022 and 2023.
- Lead the Makerspace Operations Team, which includes 4 library technicians, to collaboratively run the Makerspace, including working with users, managing the budget, equipment and supply purchasing, training, and maintenance.
- Hosted and planned programming, including talks, events, workshops, and team building activities. Some major examples include multiple repair events in collaboration with the Kamloops Repair Cafe and Sustainability; multiple Indigenous workshops in collaboration with Indigenous Education, the Indigenous Culture Club, and others; workshops and outreach events with TRUSU and TRUSU clubs; a half day Girls Robotics and Engineering events in collaboration with the Department of Engineering; Transitions Events with Indigenous Education; and team building events with many departments and units, and many more.
- Lead a team of 5 student ambassadors who support users in the space and bring in critically important perspectives and identities.
- **Highlights**
  - Received a Coyote Grant focused on bringing Indigenous led programming and technologies into the space, hosting welcome events for Indigenous students, and creating opportunities for Library faculty and staff to learn from Indigenous teachers. Under this grant we have collaborated with Indigenous Education to host two moccasin making workshops, hosted a lunch and learn for Indigenous students, hosted a lunch for faculty and staff to discuss decolonization. We are currently planning 6 more workshops for March and April 2025 with Indigenous instructors.
  - Received a campus Sustainability Grant to implement a tool library of lendable household, bike, and garden tools; a donation-based fabric bank; and create relationship and processes to collaborate with campus groups. This grant will wrap up successfully in March, 2024.
  - Partnered with the Centre for Excellence in Learning and Teaching (CELT) to develop a bi-annual competitive grant of up to \$2000 for faculty to explore integrating the Makerspace or making-type activities into their classes.
  - Currently writing up the results of a research project investigating how users are using Makerspace. This research was done in collaboration with our staff and the Assessment Librarian.

### 2019 - 2021: STEM Librarian, Thompson Rivers University

- Supported the teaching, learning, and research activities of faculty, students, and staff by providing expertise related to information literacy, research, scholarly communication, and collection development.

### 2014 - 2019: Bio-medical Librarian, Bio-Medical Library, University of Minnesota

- College of Pharmacy Liaison Librarian
  - Collaborated with faculty to design and teach 15 hours of active-learning material about evidence-based practice.
  - Consulted with approximately 100 health science and health research graduate students a year on issues related to research and clinical care.
  - Served on the Delphi Panel for Evidence-Based Medicine, an expert panel formed to define milestones in EBP skill progression.
  - Served on the Management Team for the open access journal "Innovations in Pharmacy" and led the journal through indexing in PubMedCentral.
- Research Support
  - Developed training programs for researchers and research support staff focused on increasing the reproducibility in science, data management, and computational methods.

- Proposed and ran a pilot project to teach computational methods to graduate students through Software Carpentry workshops. Based on the success of the pilot led a group charged with implementing the program, which is ongoing 6 years later.
- Led support for MN-REACH, a three-year, \$6 million-dollar, NIH grant to support research commercialization. Headed a team of 4 library staff providing embedded support for teams seeking to commercialize health-science research.
- Partnered with faculty on a successful NIH Supplementary Training Grant to teach Quality Assurance and Reproducible Methods to graduate students.

## **2012 - 2014: Liaison Librarian, Woodward Library, University of British Columbia (UBC)**

- Liaison to the Faculty of Pharmaceutical Sciences, the School of Dentistry, and the Faculty of Medicine.
- Supervised a team of 8 Master of Library and Information Studies (MLIS) students who provided reference, instruction, and research support.
- Coordinated an ongoing workshop series taught by librarians and graduate assistants on topics related to information literacy for UBC's Science Library.
- Designed and delivered instructional sessions on topics ranging from databases access to conducting systematic reviews.

## **Service and Professional Contributions (Selected)**

### **Thompson Rivers University**

- 2023 - Current, Member, Librarians' Department Program Review Team
- 2023 - Current, Vice-Chair, University Library Divisional Council
- 2023 - Current, Treasurer, Thompson Rivers University Faculty Association
- 2022 - Current, Co-Chair, Librarians' Department
- 2022 - Current, Chair, Librarians' Department Workload Committee
- 2022 - Current, Member, Appointments Committee, Librarians' Department
- 2020 - Current, Elected Representative, Disability Management and Rehabilitation Committee, Thompson Rivers University Faculty Association
- 2020 - 2021, Faculty Representative, Senate Academic Integrity Committee
- 2019 - 2022, Member, Librarian's Workload Committee
- 2019 - 2021, Library Representative, Senate Educational Policy Committee

### **University Libraries, University of Minnesota**

- 2018 - 2019, Chair, Software Carpentry / Hackathon Pilot Planning Group
- 2015 - 2019, Member, Cochrane Urology Group
- 2015 - 2019, Member, Innovations in Pharmacy (Open Access Journal) Management Team
- 2015 - 2019, Member, DASH (Digital Arts, Sciences, and Humanities) Expert Group
- 2015 - 2018, Co-Chair, Commercialization Working Group
- 2015 - 2018, Project Lead, Library Support for MN-REACH (NIH Minnesota Research Evaluation and Commercialization Hub)
- 2015 - 2016: Member, Facilities and Resources sub-committee of the PharmD Accreditation Committee

## **Services to Professional Organizations**

- 2019 - 2020, Chair, Librarians Building Momentum for Reproducibility Virtual Conference: <https://vickysteeves.gitlab.io/librarians-reproducibility/>
- 2019 - 2020, Planning committee, Reproducibility Symposium, National Academies of Sciences, Engineering, and Medicine (NASEM) <https://www.nationalacademies.org/our-work/enhancing-reproducibility-in-biomedical-research-through-harmonization-of-guidelines-for-transparent-reporting-a-workshop>
- 2015 - 2016, Program Chair, Health Science Libraries of Minnesota (HSLM)
- 2014, Organizing Committee Member, Science Boot Camp North
- 2013-2014, Library Outreach Chair, Vancouver Maker Foundation

## **Awards and Grants**

- 2023-2024, Coyote Fund Grant, Thompson Rivers University
- 2023 - Current, Sustainability Grant, Thompson Rivers University
- 2017: UMN Informatics Institute Updraft Grant: HACKathons for Efficiency and Reproducibility in Sciences (HACKERS)
- 2017, NIH Supplementary Training Grant, Quality Assurance Research Reproducibility Collaborative
- 2017, JoVE Librarian Travel Award
- 2016, Sewell Scholarship to attend the American Association of Colleges of Pharmacy (AACP) annual meeting

## **Contributions to the Profession (Selected)**

### **Conference Presentations**

- Makerspaces as Learning Spaces: implications for your learners -- Teaching Practices Colloquium, (2022, Kamloops) - Presentation - Franklin Sayre & Diane P. Janes, TRU
- Reproducibility Guidelines and Medical Librarians: Adapting Expertise, Transforming Services, Leading Change -- Medical Library Association Annual Meeting (2018, Atlanta) -- Presentation -- Franklin Sayre & Amy Riegelman
- The Reproducibility Crisis And The Role of Academic Libraries - Minnesota Library Association (MLA) -- Academic and Research Library Division (ARLD) Day Conference (2017, Minneapolis) -- Presentation Franklin Sayre, and Amy Riegelman

- For Fun and Profit: Supporting Research Commercialization with Interdisciplinary Liaison Teams - Association of College and Research Libraries (ACRL) Biannual Conference (2017, Baltimore) - Paper Presentation - Franklin Sayre, Caroline Lilyard, and Mary Schoenborn
- The Reproducibility Crisis: Opportunities and Challenges for Academic Librarians -- Association of College and Research Libraries (ACRL) Biannual Conference (2017, Baltimore) - Roundtable Discussion \* Franklin Sayre, Vicky Steeves (New York University), and Eka Grguric (NCSU)
- Where in Academia Are ELNs? Support for Electronic Lab Notebooks at Top U.S. Research Universities -- Association of College and Research Libraries (ACRL) Biannual Conference (2017, Baltimore) - Poster Presentation - Franklin Sayre, Caitlin Bakker, Lisa Johnston, Megan Kocher, Meghan Lafferty, and Julie Kelly
- Instilling a Rational and Methodical Approach to Acquiring Information to Answer Well-Constructed Questions - American Association of Colleges of Pharmacy (AAPC) Annual meeting (2016, Anaheim) -- Shannon Reidt, Pharm.D., MPH, Franklin Sayre, MLIS, Jen Chen, Pharm.D., Karen Bastianelli, Pharm.D., Sara Sobota
- Assessing Information Resource Access and Habits Among Pharmacists - American Association of Colleges of Pharmacy (AAPC) Annual meeting (2016, Anaheim) -- Poster - Sayre, Franklin D; Reidt, Shannon; Harwood, Eileen M; Jolowsky, Christene; Lunos, Scott; Rodriguez, Raquel
- Implementing a Longitudinal Evidence-Based Medicine Sequence for Pharmacy -- Medical Library Association (MLA) Annual Conference (2016, Toronto) -- Paper Presentation - Franklin Sayre
- Evaluating Electronic Lab Notebooks for Health Science Research Laboratories -- Medical Library Association (MLA) Annual Conference (2016, Toronto) -- Lightning Talk -- Franklin Sayre

## Invited Presentations

- Towards Minimal Reporting Standards for Preclinical Biomedical Research -- Enhancing Scientific Reproducibility in Biomedical Research Through Transparent Reporting Workshop - September 2019 - Washing DC - Panel - National Academies of Sciences, Engineering, and Medicine
- Helping Science Succeed: The Librarian's Role in Addressing the Reproducibility Crisis -- Medical Library Association Professional Development Webinars - Medical Library Association - Webinar - Franklin Sayre, Am Riegelman, February 2019
- Incorporating Research Quality Assurance into MD/PhD and PhD Research Training -- 5th World Conference on Research Integrity - May 2017, Amsterdam -- Presentation - Rebecca Davies, Christina Petersen, Katrina Laube, Caitlin Bakker, Franklin Sayre, Yoji Shimizu
- Space as Service: Transforming Library Spaces To Support Curriculum in The College of Pharmacy and the Academic Health Center - Cooperating Libraries in Consortium (CLIC), April 2016

## Papers (peer reviewed)

- Replicable Services for Reproducible Research -- 2018 - *College & Research Libraries*, preprint ahead of publication, article -- Franklin Sayre and Amy Riegelman - <https://crl.acrl.org/index.php/crl/article/view/16993>
- US Government Resources Related to Research Rigor and Reproducibility -- 2018 -- \*Documents to the People --Alicia Kubas, Amy Riegelman, Franklin Sayre - <http://hdl.handle.net/11299/200547>
- Support for Electronic Lab Notebooks at Top American Research Universities -- 2018 -- Journal of eScience Librarianship - Franklin Sayre, Caitlin Bakker, Julie Kelly, Megan Kocher, and Meghan Lafferty

## Papers (not peer reviewed)

- The Reproducibility Crisis and Academic Libraries --*College & Research Libraries*, 79(1), 2. doi:<https://doi.org/10.5860/crl.79.1.2>, Guest Editorial -- Franklin Sayre and Amy Riegelman
- For Fun and Profit: Supporting Research Commercialization with Interdisciplinary Liaison Teams -- Association of College and Research Libraries (ACRL) Biannual Conference (2017, Baltimore) Paper Presentation - Franklin Sayre, Caroline Lilyard, and Mary Schoenborn

## Books Chapters

- Supporting Reproducible Research -- 2023 -- In *Scholarly Communication Librarianship and Open Knowledge*, (edited by Maria Bonn, Josh Bolick, and Will Cross) - Hayden, G., Mentnech, T., Rampin, V., & Sayre, F.
- Building, Sustaining, and Growing Multidisciplinary, Multi-Departmental Partnerships to Teach Open Science Tools -- 2022 -- In N. Mani, & M. Cawley (Ed.), *Handbook of Research on Academic Libraries as Partners in Data Science Ecosystems* - IGI Global - Hennesy, C., Bakker, C., Dunn, N. J., Naughton, D., Sayre, F., & Traill, S. <https://doi.org/10.4018/978-1-7998-9702-6.ch009>