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Abstract

Exhibitions are a valuable way for academic libraries to interact with in-person and online patrons. Using exhibitions as outreach and educational opportunities provides openings for working with campus partners, student organizations and campus faculty, as well as external professionals worldwide that are interested in promoting their work and expertise. Exhibitions can benefit from the participation of varied stakeholders as part of broader outreach efforts of an academic library. Library staff at the University of South Dakota have developed a rotating schedule of varied exhibitions. The library digitizes some of its exhibitions as a method of preservation and preview, and in some cases as the primary access point for the collection. Digitization of these exhibitions allows for study and research: reaching teachers, researchers, and scholars on an international scale. This model can be adapted to academic libraries of all sizes.

Designing a Library Exhibition Program on an International Scale for Outreach and Research

Introduction

What is the role of the library within the community? A traditional image of an academic library might include several floors of books, journals and newspapers, some computers, and different departments that provide library services. However, as libraries work towards collaborating with and for the communities they serve, opportunities will arise to use the spaces and collections in the building in different ways to reach their constituents.

Libraries can serve a role in the cultural development of the community. As an institution of higher learning, it is important to expose our students and patrons to many different means of communication. Hosting an art exhibit fits within the idea of extending the library's outreach more broadly and generating additional opportunities for learning. One of the primary goals of the University of South Dakota (USD) University Libraries is to provide a welcoming atmosphere; therefore, art contributes to that environment. More importantly, the library strives to be an environment that is conducive to creativity and intellectual endeavor.

This article will discuss how an academic library curates different art exhibits, particularly the *Bound and Unbound: Altered Book Exhibition*. Beyond the discussion of the exhibitions themselves, this article will discuss the development and digitization of these exhibitions. Ultimately, this article will encourage librarians to think of their space and collections in new and creative ways in order to bring art into all types of libraries.

Review of Literature

Library displays are not a new thing. In 1654, the diarist John Evelyn wrote that he viewed "manuscripts, medals and other curiosities" in Oxford University's Bodleian Library (Bray, 1901, p. 287). In a 1914 Metropolitan Museum of Art Bulletin article, the author discusses a survey where he concludes that more than three fourths of the survey respondents display art within the library ("Pictures in Public Libraries," 1914).

There is a variety of literature that discusses exhibitions of art in academic libraries (Beals, 2007). Academic libraries host art exhibits to collaborate with others, to make connections on campus, and to engage the public (Cho, 2014; Lotts, 2016; Keith, Taylor & Santamaría-Wheeler, 2017; Rettig, 2004; Fargo & White, 2019; and Mullins & Watkins, 2008). Some libraries plan juried exhibits or juried competitions (Beals, 2007; Lewis & Schmidt, 2007; and Oliver, 2012). Hosting an art exhibit contributes positively to perceptions of the library and increases awareness of the library (Rose, Nesbitt, & Galloup, 2020).

James Rettig (2004) states "art has an educational purpose that resonates with the library's mission. Viewing art is an intuitive means of inquiring information (Goldsmith, 2001/2). Tying an art exhibition to curricular elements opens up even more collaborations and many educational possibilities are available (Fargo & White, 2019; Rose, Nesbitt, & Galloup, 2020). Research shows that students are likely to be more engaged with learning if they are familiar with library resources, interact with library staff, and spend time in the library (Herring, 2013). Good things go together.

By providing opportunities for students to view and engage with arts in the library, and to engage in discussions about the arts with faculty and their peers, students are challenged to perform at high levels, are more satisfied with college, and are more likely to stay in school (Currier & Wilhelm, 2017).

Developing a Library Exhibition Program

Providing art and exhibits in the library affords the opportunity to support institutional goals and to develop partnerships within the institution and the community (Figure 1). The University Libraries actively seeks out ways to bring arts into the library, as well as to partner with other arts organizations on and off campus. These activities support USD’s strategic goal of enhancing liberal arts and learning in both curricular and co-curricular arenas. While the Libraries’ traditional resources and services continue to support and contribute to the curriculum, the organization’s effort to expand opportunities for creative arts partnerships blossoms across campus and beyond.

Figure 1

Creative Arts Partnerships

Note: Clockwise from upper left: "Corroborations" reception; "Ladies Who Go There!" exhibition view; a work from the "Painted Ladies Speak" exhibition; "Valencia and Vermillion: An Artists' Exchange", while on view in Valencia, Spain.

The University Libraries' Art and Exhibits committee partners closely with artists, the University Art Galleries, and the campus Student Art Committee to give artists a place to exhibit their work. Exhibitions such as the Libraries' annual *Corroborations,* which pairs visual arts and English majors, offered the university community and public the opportunity to begin a dialogue about how the arts, in all their forms, relate to their daily lives *Making Art Work* was a visual art-making event and exhibition that brought the campus and community together in a discussion about art, creativity, and the intersecting missions of the library and the university. *Painted Ladies Speak* was an exhibition by artist Janet Braun-Reinitz (Brooklyn, New York) that was made up of collages that borrow from art history icons and add a contemporary 'comment' for critiquing the ongoing problems women face today. Also by Braun-Reinitz and Sarah Maple (Sussex, U.K.) was *Ladies Who Go There!,* a politically motivated, audience-interactive art installation consisting of one-of-a-kind postcards hung on clotheslines in reference to classic "women's work."

Both exhibitions including Braun-Reinitz were opportunities which evolved from her awareness of and previous participation in *Bound and Unbound.* Also growing directly from *Bound and Unbound* was *Valencia and Vermillion: an Artists' Exchange,* coordinated between the University Libraries and the Departamento de Dibujo (Department of Drawing), Facultad de Bellas Artes (Faculty of Fine Arts), Universidad Politécnica de Valencia (Polytechnic University of Valencia), Valencia, Spain. The exchange culminated in the works of students and staff being placed in the permanent collections of each institution.

The Art and Exhibits committee invite students to exhibit their work in the library. Recently, students in the ART 100 First Year Experience class created altered books that were exhibited. The class goal was to transform a discarded book into a creative artwork that encompassed a theme and utilized a variety of media and techniques. This was a result of Art and Exhibits committee member Sarah Hanson-Pareek presenting to the class about the library's *Bound and Unbound: Altered Book Exhibition.*

Bound and Unbound: Altered Book Exhibition

In 2009, the University Libraries held its inaugural altered book exhibition which featured an altered book workshop. The exhibition was continued in 2013 and has been held biennially ever since. Sponsored by the Art and Exhibits committee, the goal is to highlight a diverse range of international altered book art. With the *Bound and Unbound* exhibitions, the library collects a steady and robust representation of the thoughts, ideas and processes which inspire altered book artists to work. When the Libraries began the altered books exhibition in 2009, the participants were mostly local, with all entries being displayed. Beginning in 2013, the exhibition introduced a juror and a national call. From 2015 until the present day, the exhibition has been open to all artists internationally.

Juror Selection

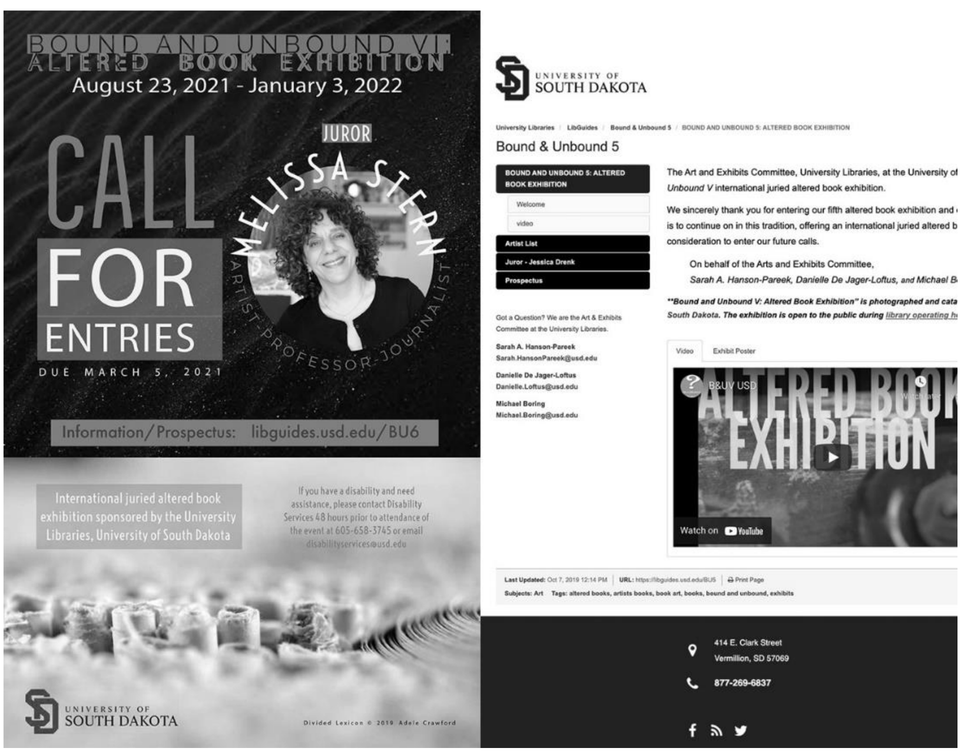
The first step in preparing for each *Bound and Unbound* exhibition is the juror selection which takes place a year ahead of the exhibition. A well-qualified artist with a proven background and exhibition record and an understanding of the altered book medium is the goal. The campus Art department has a rotating visiting artist schedule each semester, and the Art and Exhibits committee sometimes borrows the visiting artist for a few days when they are on campus and asks them to jury for us. For the last three exhibitions, the juror has been selected independently by the committee with the jury process being conducted online using the cloud.

Call for Artists

The call for artists is open to all (Figure 2). The committee shares the call with book art publications, arts councils and associations, art centers, and online venues, as well as within the university community and on the USD campus. The current exhibition features thirty-two artists and forty-four works from one-hundred-two works entered by fifty-five artists. The number of entries over the years has ranged from thirty-eight to sixty-five artists with sixty-eight to one-hundred-thirty works. Artists who enter come from diverse backgrounds: students, professors, studio artists, fledgling artists, book artists, altered book artists, artists of all disciplines, MacArthur Fellows, Guggenheim Fellows, internationally famous artists, artists with works in permanent collection all over the world, and more.

Figure 2

"Bound and Unbound VI" call for entries poster; "Bound and Unbound V" LibGuide



Marketing

The Art and Exhibits committee creates a prospectus and a LibGuide to present the prospectus online, which later includes the artist and juror information (Figure 2). The committee designs posters, writes press releases, and uses social media to advertise all stages of the exhibition process. The press release is typically an important part of marketing because it is placed on the USD news site, which is mined by area newspapers for information to place in their own news outlets.

Accepting Work and Cataloging

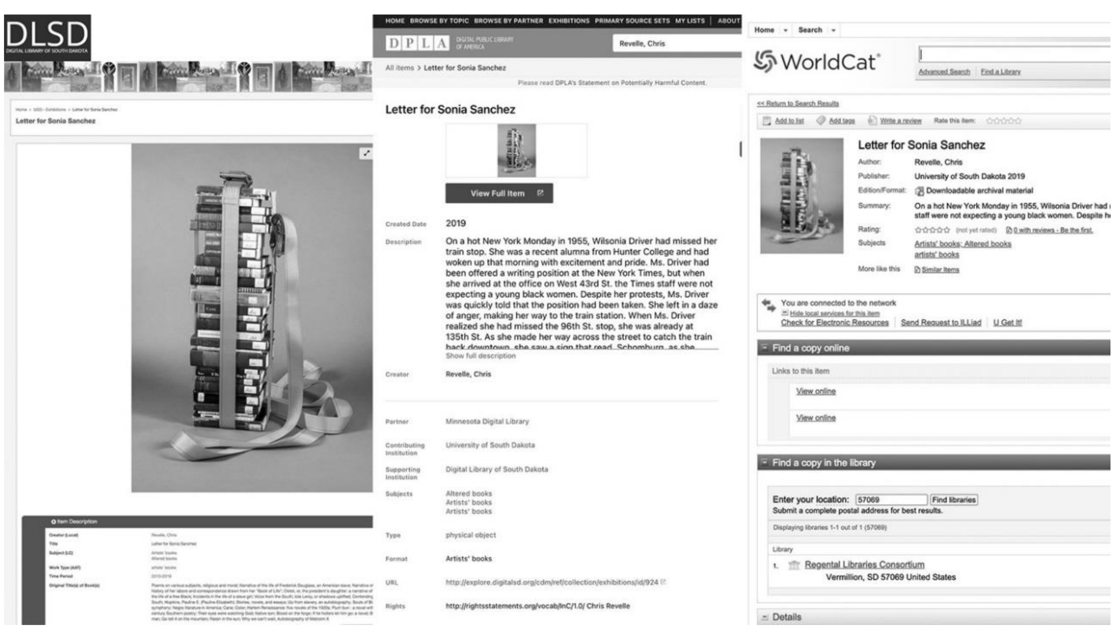
The artists are responsible for mailing their own work to the library and back. The Art and Exhibits committee carefully unpacks and stores everything before the exhibition. The committee begins the cataloging process and creates a list of the books and authors the artists used in their altered work. The committee works on the artists' names for controlled vocabularies to place in the digital library.

Presentation/Exhibition

Before installing the exhibit, the Art and Exhibits committee photographs or scans as appropriate all artwork for the digital library as well as for marketing purposes. Artworks that comprise complex structures or entire book pages that cannot be fully viewed when exhibited, are presented in full online. The committee catalogs all entries into the Digital Library of South Dakota, which is harvested by both the Digital Public Library of America and OCLC's WorldCat (Figure 3).

Figure 3

Chris Revelle's "Letter for Sonia Sanchez" as it appears in DLSD, DPLA, and WorldCat



The committee designs and installs the exhibition, including creating labels, presenting the curator's statement, creating QR codes so those viewing the exhibition can find more information, and creating handouts. The committee photographs the exhibition and emails the images to all participating artists along with a link to the press release and a link to their work in the digital library. The exhibition is open to the public during the fall semester .

Digitization

In digitization, image-capture should represent, as accurately as possible, the visual information of the object. (Figure 4)

Figure 4

Works from the "Bound and Unbound" digital library collection, clockwise from upper left: "Frankensteined Book" by Dawn Peterson; "Structural Relationships" by Naomi S. Velasquez; "El Juego" by Amparo B. Wieden; and "Pocket-Sized" by Emily Fleisher.

Quality reproductions (created by using national guidelines) allow the online audience a viewing experience that is the next best thing to in-person. The works are cataloged with attention to the artists' formal names (Library of Congress Name Authority File, the Getty Research Institute's Union List of Artist Names, and locally maintained controlled vocabularies) the titles and authors (Library of Congress Name Authority File) of the books used by the artists in their works, subject terminology (Library of Congress Subject Headings, Getty Art and Architecture Thesaurus) for altered books, and a list of materials and formats of each artwork.

During the ongoing coronavirus crisis, the authors realized that they had been trailblazing with their past digitization efforts of *Bound and Unbound*. While the physical exhibition is a celebration of the physical art works and the artists who create them, it is temporal. The digital collection is an enduring record. The library transitioned the *Bound and Unbound* digitized content from being a method of preservation or preview, to being *the* primary access point for the collection.

One of the artists that participates in *Bound and Unbound* states that she values the exhibition because it allows artists to exhibit their work and it helps to educate people who have no knowledge of what book art is (C. Tostado, personal communication, November 4, 2019). She relates that a woman contacted her who saw her work in the Digital Library of South Dakota and then began taking bookmaking classes from her. Several of the artists state that they appreciate the exhibition being digitized because even though they live far away, they can experience the exhibition in its digital form any time (G. Pisello and R. Urdang, personal communication, October 24, 2019).

In the over ten years of amassing a distinctive online collection of altered books, artists are using the *Bound and Unbound* digital collections for study. Additionally, the *Bound and Unbound* digital collections are being used by teachers to help facilitate workshops, book art curriculums, and academic fine arts courses, as well as researchers, and scholars. The online repository is a sample of altered books over time, a collection of artists who specifically work in the altered book medium, and a reference for the interpretations of specific texts. The digital collections are available in the Digital Library of South Dakota explore.digitalsd.org/digital/collection/exhibitions and the Digital Public Library of America dp.la/search?q=altered+books.

Education/Outreach

USD's strategic plan stresses its identity as a liberal arts university and defines goals in the areas of student experience; research, scholarship and creative work; diversity and inclusiveness; community and university relations; and liberal arts and learning. These principles guide and inform University Libraries service to the university community and external constituents. The Libraries strive to implement outreach programs that demonstrate to administrators that librarians are "team players" who value the institution and who add value to the institution.

Along with the exhibitions that the Arts and Exhibits committee provides within the library, the committee also organizes related public programs around these exhibitions, including lectures by scholars, panel discussions, book and film discussion series, school and college class tours and curriculum activities. Members of the committee invite classes to view the exhibitions and use them for class projects.

At the University of South Dakota, the *Bound and Unbound* exhibitions have been used by the committee members during guest visits to classes or by visits from classes in museum studies, art history, and foundation classes about the visual arts. Around the world, teachers incorporate the online altered book collection to instill in students the range of possibilities for materials, formats, conceptualizations, and ideas when creating their own altered books.

Conclusion

By building strong partnerships and employing carefully planned public relation strategies, librarians can increase their outreach efforts and generate interest and support from their institution. Beyond the immediate effects of providing art exhibitions in the library, long and fruitful relationships can result between participating artists and institutions—serving as the foundation for increased alignment and collaborative programming that benefits everyone. Library exhibition programs expand conventional ideas of how gallery space can function in an academic library. Library exhibitions are an exciting way to provide educational opportunities and to connect with the greater campus community and beyond. Library exhibitions at the University Libraries have created many new partnerships between the libraries, the USD community, and colleagues worldwide.

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It's Not Busy Work

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Abstract

When the COVID-19 pandemic hit Kansas State University, all campuses closed, and staff were sent home. While many staff members' work could easily be done outside of the library, there were a significant number of people whose work was tied to the physical building or campus. Several weeks into the pandemic, some staff were running the risk of not getting paid due to lack of work.

An archivist and the web services librarian got together to develop several digital projects that could be completed at home without any special equipment other than a computer and internet. Those four projects included documenting the histories of people and departments at K-State, creating a timeline of university activities, and two citizen archivist projects. These projects help make university history and information accessible and visible to people around the world.

It's Not Busy Work

Introduction

While not all experts agree on exactly when the COVID-19 virus started, the first confirmed case of someone on United States soil with the virus was January 21, 2020. On February 3, 2020, the United States declared the COVID-19 virus a public health emergency (World Health Organization, 2021). Kansas State University moved to reduced capacity on all campuses beginning March 16, 2020. All employees able to work remotely were told to do so and all in-person classes were suspended (Kansas State University, 2020). In a very short period, classes went online, students were sent home from the residence halls if possible, and most workers were sent home. At the libraries, all students, staff, and faculty were sent home. While many people's work easily translated to work from home, that was not possible for everyone. The K-State Libraries were able to pay everyone regardless of their ability to work for several weeks, but that was not possible for long. It was decided that staff and faculty without work to do would have to be furloughed for financial reasons.

The concern for colleagues and the knowledge of project backlogs inspired the Web Services Librarian, Tara Coleman, and the University Archivist, Veronica Denison, to come together and create a list of projects that would allow people to work from home requiring nothing more than a computer and internet connection. They developed a list of projects they had always wanted to do but kept getting pushed back due to other priorities. Coleman and Denison set out to create projects that were not just considered "busy work," but ones that could help build resumes or further skills.

Literature Review

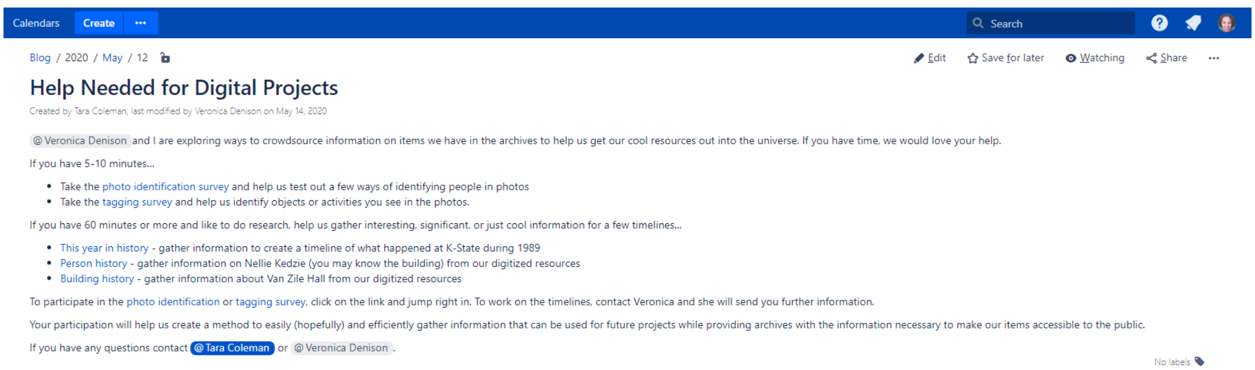
Many university libraries and archives found themselves in a similar situation to Kansas State University. Purdue University is one such instance (Anderson-Zorn, Harmeyer, et al). They had 20 staff in the archives and special collections, as well as an additional 75 staff members in the rest of the library that suddenly found themselves at home and many in need of remote work. Neal Harmeyer, the Digital Archivist at Purdue, recently presented the various projects that were made available to his colleagues in the library. These included a large-scale text correction project of their student newspapers. Harmeyer found that some of the best ways to work with staff, especially those outside the archives and special collections was to virtually meet them where they are most comfortable when discussing the projects, for example Zoom, Microsoft Teams, a telephone, etc. April K. Anderson-Zorn, University Archivist at Illinois State University, also suggested the flexibility in mode of contact when coming up with remote projects. Anderson-Zorn, who mostly had remote projects for student workers during the pandemic, said that she found many seemed incredibly overwhelmed, cried, or felt isolated. However, while some students had a challenging time dealing with all the changes, others really thrived (Anderson-Zorn, Harmeyer, et al).

Projects

The projects Coleman and Denison put together included gathering information relating to building history, biographical information about people who worked or studied at K-State, administrative histories of the different units and colleges on campus, and a yearly timeline of events, as well two citizen archivist projects involving adding metadata and identifying people in photographs. The biographies, histories, and timeline projects were ones that the university archives had been wanting to do for some time, but other projects and reference services to researchers had taken precedence. Some years ago, a few histories were made available on an old archives and special collection website, which is now only available via the Wayback Machine. The goal was to have the completed histories, biographies, and timelines added to a Kansas State University wiki.

Coleman and Denison put out a call to staff via email, an internal staff blog post (see Figure 1 below), and at a library all staff meeting. Staff were told that the libraries were exploring ways to crowdsource information on archival items and would like help. The projects were divvied up by the amount of time staff would need to dedicate to each project. If users had 5-10 minutes of time, it was recommended staff work on the photo identification or the photo metadata tagging projects. If users had an hour or more to spare, staff was invited to work on the "This year in history," person history, or building history projects.

Figure 1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Help Needed for Digital Projects

Created by Tara Coleman, last modified by Veronica Denison on May 14, 2020

@Veronica Denison and I are exploring ways to crowdsource information on items we have in the archives to help us get our cool resources out into the universe. If you have time, we would love your help.

If you have 5-10 minutes...

- Take the photo identification survey and help us test out a few ways of identifying people in photos
- Take the tagging survey and help us identify objects or activities you see in the photos.

If you have 60 minutes or more and like to do research, help us gather interesting, significant, or just cool information for a few timelines...

- This year in history - gather information to create a timeline of what happened at K-State during 1989
- Person history - gather information on Nellie Kedzie (you may know the building) from our digitized resources
- Building history - gather information about Van Zile Hall from our digitized resources

To participate in the photo identification or tagging survey, click on the link and jump right in. To work on the timelines, contact Veronica and she will send you further information.

Your participation will help us create a method to easily (hopefully) and efficiently gather information that can be used for future projects while providing archives with the information necessary to make our items accessible to the public.

If you have any questions contact @Tara Coleman or @Veronica Denison .

No labels

Citizen Archivist

Citizen archivist is a crowdsourcing project run by the National Archives and Records Administration (NARA). Digital photos are selected by archivists, shared online, and the public is invited to organize, transcribe, and classify the images (National Archives and Records Administration, n.d.). Like NARA, K-State Libraries has thousands of photographs, print and digital, with little to no information available in a catalog, making it hard for the public to find. This is a common challenge in special collections and archives. While an important and necessary project, adding metadata to photos often gets pushed back as other priorities arise.

After the pandemic started and staff were sent home to work, the idea of getting staff to help assign metadata to photos seemed like a fun and easy way to get staff projects to keep them on the payroll. The approach the libraries took with their citizen archivist project was to start with a pilot by asking staff to identify people in photos as well as describe what they see in each photo. Because the libraries do not have access to a wiki like the one NARA uses for its citizen archivist project, it was decided to use the survey system provided by the university, Qualtrics, as well as open-source software for photo editing. The vision behind the citizen archivist photo identification project was to crowdsource the identity of people in popular or culturally relevant photos. It was determined that the project would be easy and accessible enough that any student or staff could open the project and start working with nothing more than the Internet, be it on their own computer or their cell phone.

Three photos were selected for the photo project: a photo of Library Ambassadors posing during the 2016 library gala, a group staff photo circa 1980s, and a photo from 2014 of patrons attending a celebration of the opening of Jimmie Rodgers' Champion for the Blues exhibit in special collections.

Each photo was resized using photo editing software to make them web accessible, then uploaded to a Qualtrics survey. Since users needed to select the person they wanted to identify and type their name into a box, it was decided to use Qualtrics’ heat map function. The heat map function allows a box to be placed over a section of the photo, which then allows the user to leave comments.

The easiest part of the photo identification project was selecting the photographs. There were multiple challenges to this project. While Qualtrics is a wonderful tool, creating a heat map with several pictures or several people in a picture was a challenge, especially if people were standing close to someone else or part of their body was hidden behind another (see the two people on the left in Figure 2). This created problems when using the heat map. When there were multiple people in a photograph, the original high-quality photo was edited into sections before resizing to be web accessible, allowing users to see the people in the photograph better.

Figure 2

For the metadata tagging projects, which was also done using Qualtrics, six photos were selected: Denison Hall, the K-State formal gardens, a band playing at the opening of the “Jimmy Rogers: Champion for the Blues” exhibit, the old anatomy lab, two people conversing at a table in front of the Native American and African American portions of the “We are the Dream” mural, and a group of women studying canning. To make things simple, users were asked in Qualtrics to select photos of interest (they could choose to do all six or just one), then list any item or activity they could identify in a text field box below the image (see Figure 3 for example). Metadata examples could be “Books,” “Women,” “Men,” “Tables,” “Murals,” etc.

Figure 3

List any activities or objects you see in the photo.

Two people converse at a table in front of the Native American and African American portions of the mural. 1980. From Dow Center. Mural Album.

This Year in History

The “This Year in History” project is one that had been completed periodically within the university archives, but usually by subject and never comprehensively; for example, a year list of all lecturers who came to campus, or a list of musical acts by year. For this new rendition of the project, a person would page through one year of digitized university newspapers and note any events, building dedications, disasters, visitors, lecturers, theatre performances, musicians, etc., that occurred at K-State. The university archives had long wanted to be able to post on social media events that occurred on specific dates and having a “This year in history” list would be a benefit. Additionally, there might be information or campus occurrences in the newspapers that are not reflected elsewhere within the archival record at K-State. Also, many alumni like to reflect on their time spent at the university, and a yearly timeline could enhance their experience. Each new event received its own date and line, and if two events occurred on the same day, they would be two separate entries. A sentence of the event would be described and hyperlinked to the online university newspaper page where the full article could be found. See figure 4 for example.

Figure 4

1998 March 11-12-The Student Government election for Student Body President is held, but no candidate receives the necessary 51 percent of votes to win, thus requiring a runoff between Tracey Mann/Andy Macklin and Greg Davis/Jim Boomer.

1998 March 13-Actor and performer Dan Kwong speaks in the Union Little Theater in a performance that is part of Asian-American Awareness Month.

1998 March 18-Tracey Mann and Andy Macklin win the runoff election for Student Body President, receiving 54.5 percent of the vote.

1998 March 31-The K-State football team and Coach Bill Snyder are honored at the Kansas Capitol Building in Topeka by legislators and Governor Bill Graves for the team's 1997 Fiesta Bowl win over Syracuse.

1998 April-The Union Programming Council designates April as "80s month," showing a different 80s movie each weekend for students to watch.

Person, Building, and College/Unit Histories

While the person, building, and college/unit histories were all separate projects, they were completed and developed the same way. Like the "This year in history" project, many of these histories had been completed over the years. Additionally, if the archives had the papers or records of a person or administrative unit, then the finding aid would have that information. Finding aid biographical and organizational notes are typically tailored to what can be found in the collection. For example, if a person donated their professional papers to the archives, then the biographical note would have more detail regarding the person's professional life and not their personal. These added history projects would provide more detail than some finding aid notes.

The histories of different colleges/units and buildings at K-State, as well as those affiliated with the university, especially ones who are well-known, are of tremendous interest to researchers, both internal and external to the university community. Therefore, these projects would benefit the archives, as well as researchers. The Kansas State University Archives also has plans to create a wiki for K-State history where this information can be found.

Luckily nearly every issue of the university newspapers had been previously digitized, as well as almost every yearbook and catalog. Additionally, *The History of Kansas State College of Agriculture and Applied Science* by JT Willard had been digitized. The "Willard Book," as it is referred to among those in the K-State archives, provides a history of the university from its conception to 1939 when the book was published. All this digitized content is available to everyone within the Internet Archive.

For each of these projects, Denison created folders in a SharePoint folder called "Digital_Projects," which was shared with those interested. The building and people/admin history folders included documents with suggested topics and instructions which also had links to the digitized content that could be of help, as well an example of how to collect and display information found. The "Timeline" project folder only had an instruction document. Also, within the main Digital Projects folder, Denison included a subfolder that contained tutorials on how to search the Internet Archive. Within these documents, it was also shared why these projects were important and how they would help benefit not only the university archives, but also the K-State community.

Project Review

Regarding the citizen archivist projects, the metadata tagging project was not as popular with staff as the person identification project. However, the end products of both projects were good, especially given the tools available. Staff seemed to struggle the most with the metadata tagging project. Feedback received included that the instructions were too ambiguous. Participants did not know how much metadata they were supposed to list or what would be helpful. A better explanation of the project and how the list of items or activity is used, along with example descriptions would be beneficial in the future. Whereas the person identification project was more fun for the staff who participated, as indicated by the feedback, with some saying they enjoyed looking at the photos and naming people they knew well. Some were so excited they reached out to former retired colleagues to get help identifying people. The feedback received was generally positive, and many people said it was a lovely walk down memory lane to see photos of people that they have worked with or events that they had attended. Many also thought this would be a wonderful way to engage alumni and crowdsource more names and that this could be a fundraising activity in the future.

Initially six staff members and two archives' student workers said they were interested in working on the history and timeline projects. However only one student continued to work on the projects through the spring 2020 semester, and one staff member continued the projects through the beginning of fall 2020. It is important to mention that all student workers were laid off at the end of the spring 2020 semester due to budget constraints and were rehired that fall. They also were not required to work from March 2020, when the stay-at-home order went into effect, to the end of the semester when they were laid off. Student workers still were paid based on the number of hours they would have normally been scheduled to work. The staff member who worked on the projects until the fall 2020 semester slowly was able to do her usual pre-pandemic work, but still worked on the projects for the archives until what she set out to do was finished. She created detailed timelines of a person and building on campus, Mary Van Zile and Van Zile Hall respectively. One other staff member did finish a building history they were working on, and another partly completed a timeline. One student completed a full year's timeline, one biography, and one building history. When this student was rehired in the fall of 2020, he continued his work and created more timelines and histories. Since fall 2020, Denison has had the student workers continue the history projects and create interactive timelines with the information on Van Zile (the hall and the person).

The photograph identification and metadata projects garnered more interest than the others. About nine people participated in the metadata tagging project, and 16 participated in the person identification project. There were many varied factors and reasons why there was not much interest in the other projects. Many in the library felt overwhelmed or intimidated by the research required to find the information needed. Although the research seemed straightforward, and even monotonous, those whose position was in jeopardy were support staff and had little experience researching. Additionally, many struggled with the "new-normal," i.e., the sudden switch to having to work from home and COVID fears. Some also were worried that they would do the projects incorrectly and get into trouble if they did since many had never worked closely with the archives and special collections. There also was just a general lack of interest—history and research sounded boring. Added to all of this, at the time, some employees did not have a computer they could take home and it is largely discouraged by the institution to not use your own personal device to save work. Others did not have working Internet or had limited access to Wi-Fi.

If this would be done again, setting up a meeting with those interested before sending out a project description would be ideal. While the project instructions were available for anyone interested to view, many may have become overwhelmed by them and decided the project was not for them. It is likely that meeting with Coleman and Denison so they could go over the project and answer any questions, would be less daunting.

Although some of the projects did not garner much interest, the work completed was still incredibly helpful. Student workers are still creating interactive timelines using information found during the process. Kansas State University has a rich history, and with the help of those who worked on these projects, that history can be shared in new and fun ways.

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Leading from Anywhere

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Abstract

Lateral leaders, those who lead but are not the bosses, influence, persuade, and elicit constructive contributions from others at all levels of an organization. Lateral leaders assume important, unofficial, or informal leadership roles by motivating others and promoting productivity through conviction, communication, motivation, and a strategic mindset. The concept of leading from the middle is not new, but can be employed to move strategic, cross-departmental projects forward, generate and embrace innovative ideas, and groom future leaders. Organizations that purposely develop lateral leadership are solidifying succession planning and using all available talent for the growth of individuals and the good of the organization. A library that nurtures leaders serves the entire profession.

In this paper, the authors (1) discuss the importance and role of lateral leadership in today's organizations, (2) discuss how using a strategic mindset can steer problem solving, (3) share insights into identifying opportunities to lead when you're not the boss, (4) discuss ways to build trust and empower others as a peer, and (5) outline communication techniques for working thoughtfully with teams as a lateral leader.

Leading from Anywhere

Today's libraries, like corporations worldwide, are learning to operate in a state of constant change. COVID-19 pushed the world into new ways of doing business and elucidated the reality that organizational structures are flattening; traditional boundaries separating employee roles are blurring; collaborations are critical for survival; innovation and creative thinking must be a priority; and, the "upward flow of information and downward flow of decisions and directives - have been abandoned in favor of leaner, more direct flows of information and decision-making" (Rosen, 2017). In these new models of functioning, a cross section of leaders, including those in traditional leadership roles, as well as informal leaders who can lead from any point within an organization, must be valued, cultivated, and supported in order to elicit ideas, maintain cross departmental communication streams with stakeholders at all levels, and drive change that leads to optimal results.

Review of the Literature

Lateral leadership is described in the literature of business, psychology, sociology, education, medicine, and other professions. The principles discussed in this article expand the limited coverage in the library and information science literature to demonstrate the importance of lateral leadership or leading from the middle in today's libraries for making sound decisions and building tomorrow's leaders. In the sections below, the authors interweave findings from the literature with their own professional experiences to illustrate key lateral leadership concepts.

Lateral Leadership

Lateral leaders might be peer leaders, coordinators, interim leaders, team leaders, thought leaders, project leaders, or facilitators (Kühl et al, 2005). They are individuals who lead, but are not the bosses. Lateral leaders have found success in positions of informal leadership by promoting productivity through conviction, communication, listening, motivating, influencing, persuading, negotiating, and building shared understanding and trust. They might be labeled change agents who possess a positive attitude and a strategic mindset.

It is helpful to distinguish lateral leadership from vertical leadership, which emerges from hierarchical organizational structures. Hernandez & Varkey typifies lateral thinking as outside the box of how organizations traditionally develop new ideas - in a top-down fashion (2008). Lateral thinking emphasizes creativity much like the Google and Apple approach to software and app development. Rather than focusing on a specific and detailed area of expertise, employees are encouraged to delve into any area of interest and apply both basic common sense and their experience with previous successful projects to design solutions alone and with others. Asking questions, resisting "no," and trying new ideas that others might discard are the foundation of positive change in lateral thinking and leadership.

The Importance and Role of Lateral Leadership in Today's Organizations

From the dean's view, organizations need to cultivate people and provide opportunities for a variety of people to lead groups and help the organization move forward. Leaders from two levels or more below the dean or director and throughout the organization may not be hampered by regular supervisory burdens and an inward, functional focus that often impedes forward strategic movement by unit leaders. Units can be extremely siloed and their leaders may be narrow in their thinking and sphere of influence. Nevertheless, middle managers, while occupying leadership roles in the traditional, hierarchical organizational structure, may also possess skills of a lateral leader. These skills include entrepreneurial ideas, broad and deep informal network connections across the organization, understanding employee needs and moods, ability to manage the tension between continuity and change, communication skills, self-confidence, and the ability to shape a message that is closely aligned with the perceptions and goals of individuals and teams (Huy, 2001).

Lateral leaders who have cultivated a broad set of relationships and coalitions with others throughout the organization and beyond can be extremely influential in leading strategic, cross-disciplinary, and cross-departmental projects. They help individuals get out of the mold of their current roles and advance priorities and projects. They often create solutions through consultation rather than determining the solution themselves and persuading others to adopt it. They are more authentic in their approach to solving problems (Johnson, 2003).

Today's libraries feature a variety of "coordinator" roles occupied by specialists who work across the hierarchical or flattened structure of an organization to accomplish strategic goals. Lateral leaders may be individuals equipped with deep expertise in a particular area. They frequently report to the dean or an associate dean and run key committees that implement strategic change and progress. Digital scholarship, strategic planning, assessment, website development, staff development, marketing, and event coordination may be just some of their focus areas. These individuals can help the organization innovate and accomplish strategic goals because they can work with individuals as equals across the organization and apply personalized approaches.

Libraries benefit from identifying employees who have respectful relationships with others, have chemistry, have good listening skills, are not trapped in a functional silo, and are good at persuading and negotiating without imposing their own perspective (Johnson, 2003). Individuals with these skills are the lateral or informal leaders who may be attuned to employee moods, experiences, and desires and may be more successful in leading strategic and change-oriented projects than those with positional power. They may put others at ease with a non-threatening style and hence liberate the best of all participants. And they may have innovative ideas or extract such ideas successfully from others in the organization.

Deans and directors should be on the lookout for people within the organization who possess lateral leadership qualities and encourage them to try out managing a team to build their confidence and then encourage them to assume more leadership roles that will benefit both the employee and the organization. Sometimes, lateral leaders can be identified in the interview, but often it is when they have been on the job for a while that you notice their ability to form informal relationships, listen, communicate, and earn the respect and trust of others. Once the informal leaders are identified, they will benefit from a mentor who will guide them to cross-training and leadership opportunities that are appropriate for their level of confidence and skill (Roquet, 2020).

Mentoring lateral leaders is a natural part of succession planning as a more diverse leadership team emerges when respected employees from across the organization join those in the formal, hierarchical structure. Lateral leaders are also important in flattened organizations.

Using a Strategic Mindset to Steer Problem Solving and Resolution

Lateral leaders are innovative, creative, and see the big picture. They approach projects with a clear, strategic mindset that is not distracted by unit or functional silos and politics. They maintain an objective, mile-high viewpoint that is grounded in the mission, vision, values, strategic plan, and annual goals and objectives. They build shared understanding by listening carefully and asking probing questions to delve into perspectives and surface alternative possibilities. They might probe the meaning of terminology across different groups and develop new vocabulary out of shared understanding. They may bring group and individual political games and conflicts to the surface and broaden them if helpful or change (or exchange) them if they are counter-productive to the library's goals. They may invite new individuals to the table to change the dynamics and bring in new energy and ideas. They may guide the group to develop new policies, procedures, tools that benefit the organization as a whole, or specific processes. Most importantly, the above activities will generate trust to energize problem-solving and teamwork to accomplish goals that others could not (Kühl et al., 2005).

Lateral leaders are not just individuals. To guide large, strategic projects, it may be beneficial to pair a positional leader with a lateral leader. It may also be effective to recruit two informal leaders or employees who have not yet chaired a library-wide project or committee to team up as co-chairs so they can help one another build their strategic mindset and leadership skills. One route that has been successful at UNC Charlotte's J. Murrey Atkins Library is through cross-unit standing committees (e.g., Accessibility Committee, the Website Advisory Group, Strategic Planning). While most of these committees have standing members related to specific roles in the library, they also have volunteer slots that are open for anyone in the library to fill for a one-year commitment. The library has recently revised the charge for many of these committees so that chairs or co-chairs are elected by the committee, thereby creating even more opportunities to lead laterally in non-permanent roles that allow employees to "try out" leadership in a low-risk, high rewards opportunity. With the support of other committee members, they can share some of the key skills that create successful project or committee outcomes such as organization, meeting management, brainstorming, listening, facilitation, research/environmental scanning, project management, problem-solving, note-taking, and report-writing skills. A project or committee chair might not know all the details of a project at the outset, but carefully structuring meetings and acting on all ideas that surface in discussions will build trust amongst members and gradually result in a shared understanding of a way forward.

Identifying Opportunities to Lead

CORE, a division of the American Library Association, created a framework of 14 leadership and management competencies that can be applied across roles, career stages and library types (Leadership & Management Competencies, ALA, 2020). These are important skills for all members of an organization, including those who are not "bosses," but want to help lead the library beyond the status quo mindset of "this is what we do" towards "how can we be the best organization." The fourth competency on the list, *Collaboration and Partnerships*, embodies seeking and identifying opportunities both for oneself and others within the organization to collaborate, engage stakeholders, and build relationships. This competency is particularly tangible and can be very empowering.

Identifying and Cultivating Leaders

Identifying and cultivating leaders in academic libraries takes a degree of intentionality that is not always required in other types of organizations. Bugg explains that "Working to identify potential leaders can prove challenging in academic libraries because not everyone with the potential for leadership has received an opportunity to demonstrate that capacity" (2016). Additionally, libraries often allow a great deal of autonomy, which does not always provide staffers the occasion to showcase their leadership skills (pp. 492-493). Consequently, administrators must be vigilant in identifying individuals who Lubans describes as "organizational spark plugs," those with "high energy, emotional intelligence, good humor, people skills, and a can-do attitude" (2009, p. 88). Lubans goes on to explain that spark plugs (aka lateral leaders) are particularly valuable for prompting change, as they are "action oriented, they learn from mistakes, adjust, … do what common sense urges them to do, swerving past what tradition maintains and cutting through to the essentials" (p. 89).

Once those with leadership potential are identified, administrators must "take a chance on them" by providing opportunities to lead and giving them the tools, support, and time to fulfill their new roles. This may be "challenging for libraries that follow the higher education model of fixed appointments and long-tenured staff … [and do] not have the flexibility to create new or short-term positions" (Bugg, 2016, p. 493). While cultivating leaders requires administrators to (1) make concerted efforts to identify individuals with leadership potential and (2) create an infrastructure and organizational culture that provides opportunities, they must also (3) be willing to encourage the "committee chair regulars" to take a back seat/support role in order to cultivate a new generation of leaders. Such opportunities to *Collaborate and Partner* as outlined in the CORE's fourth Leadership Competency are win-win situations. Employees who are given opportunities to lead tend to be happier, have greater levels of workplace satisfaction, and have been found to be more committed, productive, motivated, and elicit the best ideas from others that will drive optimal results (Rosen, 2017; Zak, 2017).

Cultivating Oneself as a Leader

While leadership can be cultivated in others, employees can also cultivate themselves as leaders. There are myriad ways to do this, including (1) outlining and implementing a plan with their supervisor for leadership growth and career trajectory, (2) identifying and working with a mentor in a more senior role, (3) seeking out leadership professional development opportunities, and (4) being a "joiner." It is the opportunity to "join" that is explored here in more depth. Employees at all levels and functions in the library, regardless of rank or position, should be encouraged to "speak up" or "join in" as problem solvers. Having empowerment to make a difference should not be something that is granted or bestowed by others higher up the chain. Rather, an organization that empowers and values lateral leaders must have a culture in which initiative is encouraged, acknowledged, and honored.

Being a "joiner" can be a valuable and effective first step in cultivating oneself as a leader. As a joiner, employees have the opportunity to find their voices, make meaningful contributions to the organization beyond their daily functions, and develop the self-confidence to move from joiner to initiator and leader. A wonderful byproduct of creating opportunities for oneself to lead or being placed with the trust of others to lead is heightened self-respect and gaining the respect of others. While the desire and initiative to be a "joiner" must come from within, encouraging others to challenge their working assumptions about how things are done may be useful. In their book, *Getting it Done When You're Not the Boss*, Fisher and Sharp (2004) provide a useful comparative outline of some widely held assumptions and different assumptions one can adopt. A few items from this outline that are particularly relevant to the present discussion are outlined in Table 1.

Table 1.

Working Assumptions (Adapted from Fisher & Sharp, 2004, p. 199)

We Choose our Working Assumptions Which Ones Should You Choose?		
Widely Held Assumptions		**Different Assumptions You Can Adopt**
Problems are someone else's fault.	→	Perhaps I can make a difference.
I don't have to get involved.	→	The more involved I become, the fuller a life I lead.
I can get away with looking the other way.	→	I can choose to help.
Some of these ideas are useless.	→	I can adapt some of these ideas and find them useful.

Management and leadership are not one-in-the-same, nor does one always lead to the other. Nayar in 2013 explains that "management consists of controlling a group or a set of entities to accomplish a goal. Leadership refers to an individual's ability to influence, motivate, and enable others to contribute toward organizational success. Influence and inspiration separate leaders from managers, not power and control". Thus, individuals can choose to be leaders, even if they are not in positions with managerial responsibilities (See Figure 1).

Figure 1

Personal Anecdote

A personal anecdote (Becky Croxton, Head of Library Assessment)

In my current job as Head of Assessment, I have two direct reports. Our team is very small; we largely consider ourselves to be independent contributors, spending most of our time managing projects. After serving in my role for about six months, our library dean asked me to chair the Website Advisory Group. This is a large committee of about 20 library employees charged with overseeing the library website. At the time, I wasn't a member of the committee, had only dropped into one meeting previously out of curiosity, am not a web designer, and had no experience with marketing or communications. The committee had been struggling; there *was an underlying sentiment that the site needed major change. However, the group seemed to be stuck, meetings were often contentious and fraught with emotion, and couldn't agree on a way forward.*

When the Dean asked me to step in as chair, I was wary. Who was I to lead this group? Despite my nerves, I accepted the challenge. Now, three years later, I've realized that leading is less about project and people management and more about inspiring, steering change, and enabling others to contribute in meaningful ways. A fully-redesigned website is now in place, the committee is running smoothly, and progress towards maintaining and continuously improving our website is proceeding democratically and efficiently. I developed invaluable confidence and leadership skills through (1) rebuilding the committee with equitable representation across all units of the library, (2) letting others help share the load by forming short-term working groups with cross-unit collaborations, (3) focusing discussions with a strategic mindset, (4) using data to drive decision making, and (5) creating a democratic decision-making process that has helped minimize emotion and territorialism. Through all of this, I learned that stepping up to the plate and taking a risk by saying "yes" was valuable not only for my own personal and professional growth but for the library as well.

Communication Techniques for Working Thoughtfully with Teams

To succeed in these endeavors, leaders must purposefully build trust by practicing authenticity and vulnerability among the team members. Deliberate and careful communication techniques address everyone's need to belong and work toward a common mission. Many tactics for building trust are described in the literature. Chad Littlefield of weand.me uses the tagline "Connection before Content" to describe this approach (n.d.). His battery of proven connection tools includes discussion starters and other interactive experiences that one might call "ice breakers." Littlefield suggests these experiences be "connected to the purpose" of the group, broadly defined, making the reasoning for taking the time more obvious to the skeptical.

In the *Harvard Business Review*, Zak reports on research that shows brain chemistry reacts to situations of trust in ways that build productivity (2017). This is radically important: Humans do better work in situations of trust. The Google Aristotle Study also supports this concept as the number one characteristic shared by highly productive teams was "psychological safety" (2015).

> The paradox, of course, is that Google's intense data collection and number crunching have led it to the same conclusions that good managers have always known. In the best teams, members listen to one another and show sensitivity to feelings and needs. (Duhigg, 2016)

And lastly, in *Five Dysfunctions of a Team***,** Lencioni postulates that people must be able to disagree if they are to address root causes and real solutions (2002). Therefore, the group must trust each other enough to fight fair and avoid groupthink.

Listening, Facilitation, and Consensus Building

The lateral leader cannot take for granted that team members approach work or problem solving similarly. It will be important to discover consensus on what will be considered success, what is the mission of the group on a deep level, and how work should be carried out together.

If the team is divided, the leader takes more time for discussion, listens harder, allows more iterations of ideas, offers more channels for comment, and waits for more consensus to arise until something evolves which is new, interesting, and effective. Despite the leader's ideas about what should happen, what seem like obvious solutions, even what feels vital and important, this listening and norming cannot be overlooked. Approaching discussion as a facilitator rather than coming in with set answers allows the team to find a better answer than an individual.

Sometimes, a team experiences a real divide, one that seems unbridgeable. Listening well can be the best approach even then. First, though, a leader must decide whether this gulf is worth the engineering investment it will take to span the sides. It's also necessary to have the support for doing that work; it can't be done alone, or against the desires of other administrators. It will take time and attention.

Much new literature describes developing understanding across great divides, much of it from distress at the political environment. The most common advice is, again, even better listening. It is possible, but still difficult, to find a compromise position if people can approach resolving conflict with these attitudes: genuine humility, compassion, non-judgment; ask what and how more than why; repeat what is heard; ask for clarification; talk less; give it time. Repetitive short forays into disputed territory may yield a truce in the long run, rather than pushing or insisting on resolution in the moment.

The leader helps others learn to listen with deep respect, both individually and in the group. The leader creates this norm and insists on its use. Opting out of the discussion because you do not agree is not a path forward. Not addressing conflict that needs to be addressed debilitates a team.

Listening well is also vital for diversity initiatives. Anton Treuer, a Native American activist, puts it this way: "If you can see that your liberation is tied up in my liberation, let's begin" (2020). That is, if people can bravely take the time and regard to engage with others who think differently, or approach problems from a different perspective, both sides may end up freeing themselves from siloed thinking.

Coaching and Mentoring

Lateral leaders are not usually bosses, so many levers of power are not available to them. What does one do differently to accomplish these indirect means of influence vs. the power of the annual review?

Lateral leaders influence others by coaching and mentoring to inspire, motivate, and get results. For example, these communication strategies go beyond just asking, "Did you get it done?" but push into growth-related queries such as, "Why did you succeed and what did you learn?" Among peers, a leader doesn't get to judge, they only get to nudge others with tools such as discussion, compromise, and thoughtful interaction. The leader encourages failure and experimentation and motivates with praise. The group should "fail fast and often," as start-up culture proposes. The

team works together to decide what to do and how to do it. In leading teams and groups, good communication saturated across the organization can drive success. With the teams' goals in mind, leaders study the organizational chart and draw lines from the team, their supervisors, their supervisor's supervisors, and all the stakeholders. Which connections should be kept, strengthened, or created? Can the group talk openly about power, how it moves through the organization, how it impacts the group's projects? Learning about and leveraging power structures may bring to light possibilities for political action with even higher impact.
Once again, communication creates or strengthens these relationships. Meetings, followed by notes and emails, document and clarify new connections. This takes a lot of time, which the organization may not have or be willing to allow for. The team's deadline might be too tight or the group too fleeting to make the investment in good, strong relationships.

Listening, communicating, coaching, and mentoring at a high level is challenging and time-consuming. It is remarkably difficult to remain this unselfish and organized. A leader has to be gentle with oneself by not judging oneself harshly and praising one's own efforts often. A mentor can make a marked difference and offer a calming and helpful perspective. Taking care of oneself physically (getting enough rest and exercise) is also recommended.

Conclusion

The authors applied their varied experience as specialists and generalists over the course of their careers and benefitted from mentoring, coaching, and grasping at opportunities to build their skills as lateral leaders. Most of the work in libraries is not about finding the one right way to do something, it is about developing a viable and optimal way forward based on the perspectives of the people at the table, making the decision, and moving ahead in unity. Lateral leaders from across the organization apply a variety of fundamental communication, people, organization, meeting, and project management skills to facilitate groups to find and achieve shared goals. While lateral leaders rise because they have the courage to try something new, they need mentoring and coaching to help them hone their leadership skills. Deans, directors, associate deans, and department or unit managers should be on the lookout for employees who demonstrate some of the skills of a leader and mentor them to try out lateral leadership alone or in a team. Building a lateral leadership program in your library is a key to successful succession planning.

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Intentional Design: Crafting a Mutually Beneficial Internship Program in a University Archives and Special Collections

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Abstract

At the University of Nebraska at Omaha (UNO) Criss Library, archivists in Archives and Special Collections work with students at varied levels, from student employees to interns, and engagement through instruction. These interactions and employment opportunities manifest in various types of projects, ranging from long-term processing work to more individualized assignments based on the parameters of practicums and internships. In the past, most of this work was based on in-person experiences.

In early 2020, UNO archivists rushed to modify and create digital projects that would sustain them and their students during an unknown stretch of working from home. As the pandemic stretched on and working from home expectations changed, students continued to need remote work and learning opportunities. UNO archivists gained several student workers and interns over the course of the pandemic. Some of the students were transferred from other departments in the library, such as Circulation, which needed more time to determine how they could work from home. Many of the students that were temporarily placed in Archives and Special Collections had no experience with archives' work, and archivists were "ghosted" by a few student employees. Archivists did not take this personally as the pandemic affected everyone differently; they reconnected with students with redoubled efforts in flexibility and compassion. However, archivists are not superheroes; they could not be all things to students while dealing with their own pandemic-related circumstances. As a result, archivists had to identify ways in which they could engage students in meaningful work, while avoiding their own burnout or making more work for themselves.

The Hagel Archivist, Digital Initiatives Archivist, and Outreach Archivist initially worked individually to create and manage their student employees and interns. Each area of student work, processing, digital collections, and outreach required different workflows for project creation, and varied methods for scaffolding projects and outcomes. Additionally, each archivist had different levels of experience in supervision and creation of student projects. The Hagel Archivist manages

students on short and long-term processing projects and working with multiple students from various academic programs. The Digital Initiatives Archivist oversees digitization projects that partner onsite UNO students for digitization and editing with remote library information science (LIS) students from various programs for metadata creation. The Outreach Archivist and her students create social media content, virtual programming, and exhibits to support collections and campus-wide events. In 2021, these three archivists decided to create a more structured and well-rounded program for engaging student employees, practicum students, and interns in the various facets of archival and special collections work.

This paper addresses UNO archivists' planning for remote, in-person, and hybrid student projects in processing, digital initiatives, and outreach. It includes discussion of implementing different student projects and lessons learned. Also described is the ideation of a formalized internship design and workflow as UNO archivists look to increase remote collaboration with students even as they return to full-time in-person work. Through this work, archivists plan to create student projects that are mutually beneficial and leave their students with a sense of purpose, accomplishment, and support they can carry with them throughout their classes and into employment.

Intentional Design: Crafting a Mutually Beneficial Internship Program in a University Archives and Special Collections

Introduction

Through the first year of the pandemic, the Hagel Archivist, Digital Initiatives Archivist, and Outreach Archivist at the University of Nebraska at Omaha (UNO) supervised digital projects for student employees, interns, and practicum students. Moving quickly through appropriate student projects compiled early in the pandemic, they knew they could not sustain the intense cycle of project management long-term. Additionally, they saw a need to create a structured, well-rounded, and cooperative program for interns and practicum students, whether fully in-person, remote, or a hybrid combination of both. This paper addresses the planning and supervision of projects in the areas of processing, digital initiatives, and outreach, and it will describe efforts to create an "intentionally designed" student program. The Hagel Archivist, Digital Initiatives Archivist, and Outreach Archivist hope that working together to create such a program will ultimately relieve the pressure of responding to internship requests disparately and provide a mutually beneficial experience for both archivist and student.

Literature Review

Literature surrounding internship and practicum design has come a long way since the 1970s when discussions of archival education began in earnest. The Society of American Archivists released its first graduate education guidelines in 1977, which essentially reflected a sequence of two classes plus a practicum (Cox, 2015). It was not until the turn of this most recent century that the profession had staffed up enough credentialed faculty to make more sophisticated course sequences the norm in archival education (Cox, 2015). With that has come more meaningful practicum and internship opportunities and an accompanying increase in professional literature on the topic. Two publications, *Best Practices for Internships as a Component of Graduate Archival Education (Society of American Archivists,* 2008*)* and *Archival Internships: A Guide for Faculty, Supervisors and Students* (Bastian & Webber, 2008) provide research-informed, yet loosely structured guidelines on internship frameworks. And while the value of internship and practicum work continues to be recognized as critical training needed in a field full of theory, many authors note the lack of truly established standards for library and archives internships across GLAM institutions (Kopp & Murphy, 2012; Leonard, 2012).

The lack of widely accepted standards can have dangerous effects on interns, practicum students, and volunteers of all types. Many publications highlight the problematic nature of unpaid internships if students are used simply as free labor, to perform menial basic tasks, or to do work performed in place of paid employees (Gallup Kopp, 2019; Grimm & Harmeyer, 2020; Kopp & Murphy, 2012). The risk of creating internships that fail to meet student expectations or required learning goals, as well as overworking interns and burning out supervisors is all too real (Bisio et al., 2021; Risam et al., 2017). Poorly structured internships do not engender trust building between interns and supervisors, which can prevent honest conversations about the job market, gaps in education, and systemic problems within the field such as the "hiring fit" trends based on geography that reinforce homogeneity of the workforce (Bisio et al., 2021; Cifor & Waston, 2020; Grimm & Harmeyer, 2020).

Some institutions have responded similarly to Madway's (2011) work by reimagining the possibilities of internship programs and shifting their approach to counter some of the problematic issues noted above (Gallup Kopp, 2019; Sjoberg, 2014). Several publications illustrate efforts to reframe internships along pedagogical lines, while facilitating trust building, encouraging mentorship, and providing varied work to help create a well-rounded experience for interns (Bisio et al., 2021; Gallup Kopp, 2019; Madway, 2011). Risam et al. (2020) go so far as to advocate for student and supervisor collaboration that respects the principals in *A Student Collaborators' Bill of Rights* and enables student-directed decision making. This redirection in programmatic emphasis lends itself to successfully designed internships that consistently reflect three themes of structure across several types of institutions: building a cohort of interns (Bisio et al., 2021; Gallup Kopp, 2019), ensuring sustainability through clear learning plans from both hosting-institution supervisors and educational program coordinators (Grimm & Harmeyer, 2020; Hoy, 2011; Sinn, 2013), and utilizing a scaffolded/track design (Gallup Kopp, 2019; Madway, 2011; Sjoberg, 2014). Internships designed according to these themed structures prevent programs from turning into checklists of tasks to complete and allow for directed but varied work. Such programs are empathetic to student needs by being well-rounded and pedagogy driven; they are well-equipped to facilitate the growth and expansion of students' personal learning and professional network (Bisio et al., 2021).

Projects and Our Students: Overall

The Hagel Archivist, Digital Initiatives Archivist, and Outreach Archivist supervise undergraduate and graduate student employees, practicum students, and interns. They also teach students through instruction sessions and informational interviews. Specifically, the Hagel Archivist focuses on supervising collection processing projects and teaching students about processing. The Digital Initiatives Archivist manages digitization projects that partner onsite UNO student employee work with remote Library and Information Science graduate student work for the entire digitization process, including scanning, post-production, and metadata creation. The Outreach Archivist and her students create social media content, conduct virtual programming, and create exhibits to support collection promotion and campus-wide events. During the COVID-19 pandemic, meetings and instruction sessions with students continued and archivists continued to provide projects and experiences for their students in virtual and hybrid forms.

Projects and Our Students: Processing

The Hagel Archivist manages a team of staff and students in arranging and describing the U.S. Senator Chuck Hagel Archives and collaborates with colleagues to manage the Omaha COVID-19 Collection. The nature of the Hagel Archives—a collection currently of around 1000 linear feet distributed across seventeen series—affords the Hagel Archivist the opportunity to plan and assign processing projects from the small to large and simple to complex, all using only the Hagel collection. This means student employees and interns of all experience and education levels, and with differing amounts of time to work on the collection, have benefitted from projects drawn from the Hagel Archives. During the pandemic, the Hagel Archivist supervised five student employees in total working on remote Hagel and other digital projects, hired and trained two student employees virtually, and supervised a practicum student in arranging and describing parts of the digital Omaha COVID-19 Collection.

In the summer and late fall 2020, two student employees left the department to pursue internship and graduate assistant opportunities. The Hagel Archivist decided to hire two students at the beginning of 2021, aware that this would necessitate changes to the usual onboarding process and entry-level assignments. Previously, onboarding was accomplished via a notebook in the workroom with a training checklist and required readings and tasks. The archivist quickly converted the notebook to a PDF and altered activities on the checklist to accommodate remote work, saving other onboarding activities for when students transitioned to onsite or hybrid work. Orientations to the actual spaces of the department and library were obvious activities to delay, while other considerations included deciding what elements of arrangement and description the archivist could teach effectively at a distance and what elements were better saved for when students could physically interact with the papers.

The Hagel Archivist met with each new student individually over multiple Zoom sessions to orient them to the department and its collections; review required readings about the library, archives, and congressional collections; provide a forest-level view of the Hagel Archives and explain the basics of arrangement and description, with an emphasis on the latter (an emphasis on arrangement would come at the start of onsite work); and train them on the department's finding a database, ArchivesSpace, and teach them how to create archival objects in it. After this, the archivist assigned them each their first two digital projects; she assigned two so that they could switch out tasks during the long hours they were spending at home between both work and online classes. The archivist and the students communicated by email, with the students updating her every Thursday or Friday on their progress. This did not proceed smoothly every week, as the students were juggling responsibilities and stressors from many quarters, but it kept them moving forward.

The Hagel Archivist's practicum student worked on the COVID-19 Collection as they needed a virtual arrangement and description project for an upper-level graduate archival course. The department has other digital collections, but the COVID-19 Collection was at the right stage of processing to accommodate this practicum student's course requirements, and it required only a couple hours of preparation by the archivist to make it a meaningful project for the student. The archivist transferred the 16 GB of files to an accessible working space online and deconstructed some of the preliminary folder structure. She did the latter so that the practicum student could gain additional experience in creating folders, sorting files appropriately, and creating a file structure. The archivist met three times with the practicum student over Zoom to orient them to the department and the project, to talk progress and challenges, and to teach them ArchivesSpace, through which they would do the bulk of the description required by the practicum assignments.

Projects and Our Students: Digital Initiatives

While working remotely in fall 2020, the Digital Initiatives Archivist planned and executed the migration of UNO's student newspaper from an outdated platform to the newly acquired digital asset management (DAM) system Islandora. She created detailed instructions that enabled her onsite student employee to complete the majority of metadata work necessary for the digital collection. The instructions also proved usable for the University of Missouri practicum student who worked on the same project from October through December 2020. This early work in providing remote instruction and management to both a student employee and practicum student was made possible through Zoom instruction and check-ins, instructions consisting of multiple screen shots, and email updates. While training and communication were functional, the Digital Initiatives Archivist felt that much could be improved upon.

Using what she learned from her initial supervision and instruction of remote practicum students and onsite students, the Digital Initiatives Archivist felt confident responding to a request from a professor at Louisiana State University (LSU) seeking remote metadata work for a student's directed independent study (DIS). With more freedom to direct the outcomes of internship work and a sincere desire to create a beneficial experience for a student who was limited to remote work due to her full-time job, the archivist created a work plan that integrated her remote DIS student and her onsite student employee. By assigning her onsite student employee to scan material needed to fulfil research requests, the archivist fulfilled the needs of researchers while also generating content for the Archives' online digital collections and provided content in need of description for the DIS student to work on.

With a steady supply of digital collections being generated by her onsite student employee, the Digital Initiatives Archivist planned for her remote DIS student to use trial versions of Adobe Acrobat and Oxygen XML Editor to embed metadata within digital objects and create MODS records for their eventual ingest into Islandora. Relying on the accessible nature of SharePoint files and the 7-day free trial of Adobe Acrobat Pro, the DIS student performed quality control on several hundred digital objects across two collections and embedded metadata within one. Using the 30-day free trial of Oxygen she generated MODS records for two collections from a template created by the archivist. While the archivist ingested the two digital collections into Islandora, she gave the DIS student a third collection to describe directly from the metadata forms in the Islandora backend. Using this approach, three collections were made completely available online while providing a remote student valuable experience with two types of software, a DAM, and metadata creation. Instead of trying to provide detailed written instruction for all of the DIS student's projects, the archivist took advantage of UNO's subscription to VidGrid in order to create demonstration videos that replicated what it would be like to receive hands-on/in-person training in the archives.

Nearly half-way through the LSU student's DIS work, the Digital Initiatives Archivist received another request for remote digital collections experience from a student at the University of Washington iSchool. Based on the success of the LSU student, the archivist conducted an interview and determined that the UW student would be a good fit for remote work and would benefit from what she could offer her in terms of learning experiences. The archivist used the exact approach for a work and learning plan as she did with the LSU student. The UW student was able to write and add metadata directly into Islandora for two collections, create MODS records based off the established template, and upload both the XML record and the digital objects themselves to Islandora. The last portion of her project was a stretch for the archivist, because it released the absolute control over who could add content into the DAM. Despite some initial uncertainties, the work was still able to be checked for quality and turned out perfectly. This experience was facilitated by Zoom calls, emails, brief written instructions, file sharing over SharePoint, and several VidGrid demonstration videos. The archivist expects use of such tools while interacting with onsite, remote, and hybrid interns and student employees to continually evolve.

Projects and Our Students: Outreach

The Outreach Archivist worked with students for exhibit and engagement programming. One of these projects was short-term and focused more specifically on the need for the practicum student to gain experience. The other is an on-going, grant funded project in which the student's role is more integrated into the larger body of work.

The Outreach Archivist worked with the practicum student on exhibit creation, an important element of engagement. She provided a guided instruction session for searching the catalog and databases, providing a list of items to be displayed. Then, she assigned the student to locate items, fill out call slips, and create labels following an existing template. During the exhibit installation, the archivist asked about the student's courses, interest in libraries, and future goals. This was an important step towards trust building, as the student shared things about her program, including frustrations, and elements about libraries that inspired her. While this was not a fully scaffolded project or track, the archivist established professional trust and offered continued communication.

The second student the Outreach Archivist continues to work with is a grant-funded student for a long-term collaboration between the archives and the UNO Department of Black Studies. With this second hire, the archivist was the lead and supervised the student as they conducted research for a year-long program to celebrate the 50th anniversary of the Black Studies department. In addition to research, the student works with the archivist in creating exhibits for the event, including a digital exhibit in Omeka and a small pop-up exhibit panel for a community event.

The Outreach Archivist emphasized trust building, the opportunity for development as a researcher, and comfort using primary source materials. This grant-funded student had previously been to the archives for an instruction session but had not returned for additional classes or independent research. The student was encouraged to explore areas within the research project guidelines and follow interesting threads, as opposed to the archivist directing all their research topics. In order to build a rapport and share more of the current trends and important topics of the archival field, the archivist shared journal articles with the student for them to read and discuss. Because of department's limit on individuals in the archives, the student worked remotely until summer 2021; this had a detrimental effect since the archivist could only provide a truncated orientation.

The encouragement, academic engagement, and flexibility offered by the Outreach Archivist made for a collegial working relationship with the student, but also had drawbacks in the beginning. To be a vocal advocate for the student's comfort with the project and their use of primary sources, the archivist realized that she needed to clarify some expectations. The student was initially slightly overwhelmed and disoriented in their research because they lacked a general context of the topic. Additionally, the reading materials the archivist assigned, while foundational to the field, were irrelevant to the immediate project and therefore pointless, causing further confusion. Despite these initial setbacks, work continues at a steady pace; student and archivist have established a much better workflow. While working onsite, the student has produced more focused work, especially as they now understand their research will be used for exhibit labels and collection descriptions. The archivist found that by sharing how this research fits into the larger project, the student is less likely to become lost in the sources.

Designing Internships and Practicums

The student engagement and projects described above led to a discussion among the Hagel Archivist, Digital Initiatives Archivist, and Outreach Archivist about bringing a more holistic and cooperative view to student work in the archives. In January 2021, they started to make changes to how they hired and trained student employees. As a stopgap measure to train two new students remotely, the Hagel Archivist converted the department's older, inherited training notebook into a PDF with an updated training checklist to fit a remote environment. The Digital Initiatives Archivist suggested going further in the future by using the university's learning management system, Canvas, to offer a more robust and flexible training experience. Both archivists also updated their student position descriptions by removing jargon and targeting specific departments for candidates, producing immediate results of good candidates and two new hires.

When the Digital Initiatives Archivist brought on a practicum student in spring 2021, the three archivists' conversation and focus quickly turned to designing an internship and practicum program to bring together everyone's disparate efforts to recruit, manage projects for, and supervise students. They decided the broad elements of the program first, starting with the application process (requiring a resume and cover letter for professional practice, intended to signal the significant importance of this learning experience), a learning plan (crafted to meet both repository and student needs and thus a meaningful experience for all), and subject tracks based on their areas of expertise in which they could facilitate the most professional growth within students. The discussion then turned to application logistics, including internships lengths and academic course requirements. This was quickly followed by more in-depth discussion of the subject tracks, which were in many ways the most complex and crucial of the program elements.

The Hagel Archivist, Digital Initiatives Archivist, and Outreach Archivist felt that core archival functions of outreach, digital initiatives, and processing made the most sense to serve as subject tracks around which internships would be based. They would serve as the primary supervisor for successful applicants who selected their respective area. One core function not included as a subject track was cataloging. Knowing from experience that students would ask for hands on experience with this, the archivists decided to make cataloging a component that students could elect to add to their learning plan. As an add-on component, a limited number of hours would be coordinated between the subject track supervisor and the Metadata Coordinator responsible for departmental cataloging.

The archivists selected additional components to enhance the overall hands-on experience. Informational interviews were deemed a vital component of a well-rounded learning experience, as they provide the opportunity to learn from other library professionals beyond the direct supervisors' sphere of experience. An end-of-internship talk on skills and lessons learned is intended to help both student and archivist evaluate the program, as well as give the student experience in preparing and giving a professional presentation. Finally, an exit interview with each student will be an additional assessment tool, allowing the student and archivist to discuss what worked and what could be improved upon.

As the archivists talked through the program elements, their discussions frequently turned to ethical considerations, as they desired to design an ethically informed internship program. Of obvious consideration was the merits and drawbacks of unpaid versus paid and credit versus not-for-credit internships. The Hagel Archivist was leery of using course credit as a crutch for not offering paid internships, while also recognizing that practicums and for-credit internships along with institutional financial realities often do not make compensation feasible. Not-for-credit internships seemed the most problematic, as they are most often pursued by students of at least minimal privilege, contributing to the overall lack of diversity in the field. The Digital Initiatives Archivist expressed a special affinity towards providing remote experiences for students who are unable to take advantage of in-person internships and practicums, whether that was due to family or work responsibilities, location restrictions, etcetera. She recognized that this desire must be carefully balanced with the questionable practice of advertising positions for unpaid work. To deal with this, the archivists drafted an ethics rubric, which essentially results in primarily considering applicants who are enrolled in a relevant academic program. Ultimately, the archivists are interested in expanding their network to partner with LIS schools that are like-minded in terms of ethical considerations and recognize the critical value of practical experience.

A running theme throughout the archivists’ discussions was the concept of sustainability. They recognize that while the time they spend preparing student projects is offset by the provision of meaningful experience for students and a tangible benefit to the repository, they also must consider other work priorities and their own emotional health. Much of their discussion surrounding internship lengths, tracks, components, and ethical considerations were shaped with sustainability in mind. Only a sustainable program will be a wise investment of time as they strive to make lasting changes within the department while maintaining an appropriate balance of life and work.

Conclusion and Lessons Learned

As a result of the varied experiences over the past 15 months, the Hagel Archivist, Digital Initiatives Archivist, and Outreach Archivist identified a need for an internship program centered around meaningful and mutually beneficial projects for students and staff. They examined relevant literature, explored trends in the field, and integrated lessons learned from introductory experiences in an effort to craft something useful and valuable. The archivists foresee students having positive experiences from their internships and practicums that build upon or fill in the gaps from their LIS programs. This method is called “intentional design” because they are creating a program that is very intentionally informed by their own expertise in the archival field, practical judgement, and feedback gathered from students.

Much of the feedback received in the early stages of design development validated the archivists’ ethical considerations and their intentional focus on meaningful work. The Digital Initiatives Archivist’s students confirmed that video instruction was beneficial and provided a more humanized method of instruction in comparison to screenshots embedded within a text document. All of her students reported that their experience was beneficial, even the repetitive task of digitization and metadata creation, going so far as to suggest that more work and responsibility could have been assigned. The archivist learned that she could entrust qualified students with greater responsibility than initially considered. The Outreach Archivist acknowledged that she should have given more specific research direction to her grant-funded student to provide more initial direction before allowing them to direct their own work. One change she will make in the future is to provide more specific oversight and assignments, even if a student self-identifies their working style as “independent with fewer check-ins". The Hagel Archivist echoed the importance of clear and frequent communication, specifically the necessity of clear student-directed research objectives and a structured approach for future intern and student projects.

The archivists intentionally designed their program to incorporate empathy. With a shared responsibility approach, they hope to create work that is meaningful and supportive of students’ professional development, students’ and archivists’ emotional and mental needs, and institutional objectives. As they move towards a soft launch of this program, they expect to make adjustments as they implement a thoughtful, compassionate, and intentionally designed program.

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The Plot Thickens: Writing the Next Chapter for Access Services

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Abstract

If the pandemic were a book, all of us would skip ahead to the last chapter to see how it ends. Instead, we are doing our best to manage the frequently changing environment while simultaneously trying to plan for a "new normal." This session will provide an overview of how one academic library has handled the many plot twists and what this unusual year has taught us about ourselves, our services, and our patrons. The presenters will describe how the pandemic flattened barriers around library staff roles, led to improved communication and collaboration, and fostered new connections among access services, e-resources, and reference services. These changes can provide opportunities for future planning (and hopes for a happy ending) even with so much uncertainty. Attendees will have the opportunity to share their experiences and brainstorm ideas to take back to their own libraries.

Get on Track, Jack: Library Assessment Strategies

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Abstract

Librarians from South Dakota State University (SDSU) will provide participants with a basic overview of their library's assessment efforts including specific information about the plan that they developed for their library. They will also include information about how they have used ACRL's Project Outcome, LibQUAL+, and other tools to measure student learning goals and satisfaction with library services and spaces.

As part of a university-wide initiative to integrate assessment into all academic units, members of the library's Assessment Committee at SDSU participated in an early cohort of the university's Assessment Academy with the goal of creating an assessment plan for the library. The Assessment Committee implemented the plan in Fall 2018 and have worked ever since to develop a culture of assessment and continuous improvement in the library. Due to a number of factors, including the COVID-19 pandemic, the SDSU librarians found it necessary to revise and update their assessment plan.

Librarians will share their experiences creating an assessment plan, using various assessment tools in the areas of instruction, services, spaces, and events, and implementing changes based on data gathered.

Arguing in the Comments: Using Social Media Interactions to Teach the Rhetoric of Research

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Abstract

One of the more basic pieces of advice on the internet is to "never read the comments." But, the comments are where complex ideas and positions are argued and negotiated. When approached from a pedagogical perspective, the comments sections on news articles can offer a wealth of real-life examples of source evaluation and provide learners with a familiar, tangible proving ground for negotiating meaning. This presentation describes and explains a strategy for using social media comments as an entry-point for teaching the intricacies of source evaluation.

Traditionally, library instruction has taught source evaluation in terms of basic checklists (for example, the CRAAP test) or abstract frameworks (for example, that Authority is Contextual and Constructed). But, neither approach sufficiently addresses real-life information literacy skills. Checklists are arbitrary and ad hoc; conceptual frameworks are typically restricted to abstract understandings of pure scholarship. In both cases, source evaluation is necessarily tied to the peculiar restraints of academic writing, and not the realities of evaluating sources in everyday life.

This presentation will demonstrate and explain the use of real-life social media interactions as a tool for introducing students to practical concepts of source evaluation. Through the application of the three classical modes of rhetorical analysis (ethos, pathos, and logos), librarians can walk students through familiar online interactions that are both entertaining and instructive. Combining readily accessible debates on social media with a conceptual model of information literacy, students are walked through a Socratic-style discussion where they learn to evaluate actual internet debates in terms of rhetorical strategy. Rather than focus on source evaluation in terms of "can this article be used in a research paper?" students learn to approach source evaluation as an everyday rhetorical skill that can be used in scholarly papers, internet arguments, and everywhere in-between.

This presentation will further demonstrate a Socratic and interactive approach to library instruction, a rationale for rethinking pedagogical approaches to teaching source evaluation, an overview of the need for more rhetorical theory in information literacy, and comparative assessment of student learning outcomes. They say to never read the comments, but, with the right pedagogical approach, the comments can reveal a totally new and engaging approach to teaching source evaluation.

Migrating an Integrated Library System: A Framework for Fulfillment

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Abstract

The University of Illinois – Urbana-Champaign (Illinois) migrated to Ex Libris' Alma integrated library system in June 2020. The author discusses the framework that Illinois, in conjunction with the Consortium of Academic and Research Libraries in Illinois (CARLI), the consortium with which Illinois is affiliated, used to prepare for and migrate to Alma. Focusing on aspects of fulfillment, the paper includes how the following areas of migration were managed: patron record preparation, user groups, permissions, circulation policies, configuration, training, and post-migration activities. The author also discusses how the COVID-19 pandemic impacted priorities and timelines both before and after migration. Migrations to a new Library Service Platform require an enormous amount of time and effort. Perfection is not the goal, but by being as prepared as possible while remaining flexible with the inevitable surprises, migration can go smoothly.

Migrating an Integrated Library System: A Framework for Fulfillment

Introduction

The University of Illinois - Urbana-Champaign (Illinois) has approximately 52,000 students which includes about 33,000 undergraduate students and 17,000 graduate students. Illinois is a member of the Consortium of Academic and Research Libraries in Illinois (CARLI), which includes 89 institutions that account for over 90% of students in higher education in Illinois (Consortium of Academic and Research Libraries in Illinois, 2021). Illinois' Library has more than 14 million items.

Illinois migrated from Ex Libris' Voyager Integrated Library System (ILS) to Ex Libris' Alma and Primo VE Library Service Platform (LSP) on June 24, 2020, in conjunction with all the libraries in the CARLI consortium. June 24th marked the culmination of almost 18 months of preparation, but also ushered in the second phase of migration in which library employees and other stakeholders continued to learn about the new product, started clean-up projects, and established workflows amidst the ongoing COVID-19 pandemic.

CARLI managed the migration project at the consortia level and acted as the intermediary between Ex Libris and the institutions. Illinois' project team communicated with CARLI through their project lead.

Review of Literature

As developing technologies lead to newer products and as libraries' and library users' needs evolve, it is almost inevitable that a library will migrate to a new software system. Much of the early literature written about library software migration focuses on how to choose between several library software options, while the literature within the last few years focuses on specific migration experiences, how to prepare, and lessons learned during the process.

Data review and clean-up is a common theme for both pre- and post-migration work; each institution will have projects based on how local data is stored and what ILS is being used prior to migration. Yang and Venable (2018) note that even with a proactive project lead, clean-up efforts may not be complete before migration if the timeline is not adequate for the scale of the project. Zhu and Spidel (2015) recommend dedicating significant time to data clean-up and Shadle and Davis (2016) advise starting clean-up early in the migration process.

Training is an area of critical importance in the migration process; Waterhouse (2018) identifies training as the topic that causes a high degree of tension, and Yeh and Walter (2016) note that engaging library employees in training can help ease the stress of migrating to a new platform. Many mentioned the importance of having vendor-supplied training in addition to locally-led training opportunities (Yang & Venable, 2018; Shadle & Davis, 2016; Zhu & Spidel, 2015; Singh, 2013; Yeh & Walter, 2016). In terms of developing training materials, Singh (2013) discusses the options of internally-developed and vendor-provided resources; others advocate using a hybrid of resources so that individual institutions are using materials already available where appropriate and applicable, but can build on them with local workflow documentation (Zhu & Spidel, 2015).

While aspects of the literature touch on fulfillment procedures, there is a gap in addressing migration from the fulfillment (circulation) perspective.

Pre-Migration Phase

Patron Record Preparation

One goal for all stakeholders was to reduce the amount of data that would need to be migrated; an easy way to do that was to purge inactive patron records. Institutions that are part of a consortium have unique challenges to consider in that a patron account may be in good standing at one institution but not at another. The process of identifying patron records that can be purged needs to include a review of the patron's account at each of the institutions. In Illinois' migration scenario, CARLI set forth the parameters and each institution made local decisions based on those guidelines. The author recommends considering the following questions when deciding how to approach purging patron records:

- Does the institution have any guidelines on how long to keep records?
- Have patron records been purged before? If so, would the institution use the same parameters or change them because of the migration?
- How important is it that the institution has a history of individual patron behavior? Are there notes on patron accounts that would be deleted if the record was purged?
- Will the account be purged if there are still items checked out to it?
    - If so, what will happen to the items checked out/attached to the account?
- Will the account be purged if the patron owes fines? Will fines need to be waived and/or forgiven before the account can be purged?

It was important for the purge to be done before the user group clean-up work could begin post-migration.

User Groups

Ex Libris provided configuration forms to fill out prior to migration that allowed each institution to customize their Alma test environments, and, by extension, production environments, according to local policies. The configuration forms allowed for five local user groups to which current patron groups could be mapped. Illinois had about 20 patron groups at the time that the configuration form was filled out, so the author reviewed and compared each group to see if any could be mapped together based on borrowing privileges. Most active user groups fit into four main categories of privileges: Faculty, Staff, Undergraduate Students, and Graduate Students. There are three levels of privileges available for community users at Illinois, but as there was only one remaining category, all three were mapped to the remaining user group for the purposes of migration.

Post-migration, the three community user groups were separated to reflect the appropriate borrowing privileges. The patron purge resulted in several defunct user groups with no users associated with them; post-migration these user groups were deleted.

The author recommends asking the following questions when considering how to handle user groups during migration:

- Can any user groups be combined, either for the purpose of migration or permanently?
- Can any user groups be purged?
- What post-migration projects will result from the decisions made about user groups?

Assigning Library Employee Permissions

How permissions are assigned to library employees in one ILS does not correspond with how permissions are assigned to employees in a LSP at a 1:1 ratio. When Illinois was in the pre-migration phase, stakeholders from each functional area (Cataloging, Acquisitions, and Fulfillment) audited permissions for each employee. Unit heads of each departmental library and coordinators of areas that would be affected by this migration worked with the Library's IT department to set up corresponding profiles in Alma that contained appropriate roles for the job being performed. Some questions they considered were:

- What kind of library work was done and by whom?
- Which roles in the new LSP contained the privileges to do the needed tasks?
- Does each role that the employee has still apply to the work that they do?

The author used the post-migration phase as an opportunity to further review and adjust roles and profiles to align them with the work that is completed across the Library's various departments. In some cases, for testing purposes during pre-migration, Illinois library employees were given additional permissions that were removed once the test and pre-migration phase were complete.

The author recommends considering whether it is preferable for library employees to be given a broader scope of permissions during pre-migration and more focused permissions post-migration or whether employees would receive a smaller scope of permissions pre-migration that can be expanded upon post-migration according to the work being performed. While there are advantages to both approaches, each institution would need to consider the local outcomes and impacts.

Circulation Policies

The overall goal for circulation policies during a migration is to leverage the way the circulation portion of the LSP is meant to function with the rules that govern how items circulate and to make sure that the items are migrated in such a way that they will circulate as expected on the first day post-migration. Migrating to a new LSP is an opportunity to review and revisit how long and to whom items circulate. Illinois' Voyager software contained over 73,000 circulation policies due to the combination of libraries, user groups, and item types that had been added during the 18 years that Illinois used Voyager. As Ex Libris' configuration form for Alma included space for five standard circulation policies with some additional lines for exceptions, Illinois' plan was to consolidate where possible before the migration and perform clean-up of item records after the migration.

During the pre-migration phase, the author reviewed current circulation policies and identified the five that were used most often; these five were considered the standard policies. However, instead of including all the remaining policies as exceptions, the author consulted department library unit heads to identify additional circulation policies which were still actively in use and propose new circulation policies to fit the needs of the units. The author developed a webform through which circulation policy exceptions could be requested and added to Alma configuration.

In addition to reviewing circulation policies, department library staff also reviewed how many virtual locations in the ILS were still used to distinguish a physical space in their library. Any virtual locations that were no longer needed were identified and items still associated with those locations were reassigned, where appropriate. After the policies were configured, library staff tested them to ensure materials were checking out as expected. It was crucial for this work to be done prior to migration for materials to circulate as expected on the first day the new LSP was live.

When reviewing circulation policies, consider the following:

- What circulation policies can be combined?
- Are there any circulation policies currently in use that are now defunct or new policies that are desired?
- How will circulation policies transfer from the current ILS to the new LSP?
- What clean-up can be done prior to migration? What clean-up needs to wait until after migration?
- What configuration settings need to be adjusted?
- Are there any virtual locations that are no longer in use to distinguish a physical space in the library?

Post-migration item policy clean-up is an extension of the circulation policy and location review that was started pre-migration. Voyager item types were mapped to circulation rules in Alma so that items were able to circulate on the first day of being live on Alma; the ongoing clean-up work involves reviewing items associated with each Voyager item type and either reassigning an item policy that is natively created in Alma or removing the item type if it is not needed. Some questions to ask during the post-migration phase:

- When changing policies in the item records, what are the impacts beyond what is intended?
- Does cleaning up records continue to be a priority in the wake of other post-migration activities?

Configuration

To add, modify, or delete configuration settings, a person or group of people needs to first understand the structure of the database and learn how to make changes. The person or team of people should review loan and request policies to be sure that the policies are set up as expected. The author recommends considering the following when deciding how to approach configuring a new LSP:

- Does it make the most sense to identify a person or a small team of people to become certified in the system to make configuration setting changes?
- If there is more than one person with this certification, would it make sense for each person to specialize in an area and/or could it allow for a crowd-sourced troubleshooting approach?
- What settings are governed outside of the institution by a consortia or other group and what settings can be determined by the individual institution?
- What is the best way to use the pre-migration environment to test settings in a way that allows the users and those configuring the system to become as comfortable with the LSP as possible?
- Does it make sense to keep track of configuration changes that are made through the test phase and/or after migration? If so, how will the configuration team record these changes?

The configuration forms provided by Ex Libris that are filled out prior to receiving the test environment will determine the initial fulfillment (circulation) configuration set-up. Illinois' test environment had been populated with request and loan policies for each patron group based on the information entered on the configuration forms. Some of the policies could be combined based on similarities in privileges between the user groups. The author added new circulation rules based on needs identified by departmental library staff.

After the migration, Illinois continues to make configuration changes based on the needs of the departmental libraries, new features made available through the monthly releases, and further review of the initial configuration set-up. Configuration, circulation policies, permissions, and user groups are all areas that need to be as close to established as possible before training library staff.

Patron Communications

Communication coming from the library to patrons through the new LSP should be configured and edited prior to migration. Illinois designated a small team of people to evaluate the patron-facing communication ("letters") in Alma and determine which ones would need to be ready to be sent on the first day of post-migration. The team then reviewed the language that was being used in Voyager notices and adapted it to Alma letters. Two of the team members became proficient in learning and editing XSL and XML so that they could make changes to the letters themselves.

CARLI manages the language of some letters that are being sent to patrons all over the consortium; the language needs to be standardized based on consortia lending practices. Other letters have some consortia language added to the XML and Illinois changed the language for items going to local patrons. The letters team keeps track of which letters can be edited, makes updates as appropriate, and keeps up with new letters added through the monthly feature releases. The author recommends considering the following questions when editing communication:

- Which communications are patron-facing?
- Of the patron-facing communication, which will be turned on at the time of migration?
- Who will be the point person or point people for editing communication coming from the LSP?
- Who will assist in reviewing and editing the language in the communication?

If it is not possible to designate a person or team of people to extensively editing the communication, the author recommends reading through the out-of-the-box language and making smaller edits where appropriate.

Training

Fulfillment training should be one of the highest priorities before an institution goes live on a new LSP because those activities will most likely need to be performed the first day that the new LSP is live. However, deciding how and when to start training users in a new LSP depends entirely on variables at each institution. In some cases, it may make sense to have a more formalized training structure, while in other situations, it may be more appropriate to have a less structured approach. The author recommends considering the following questions when coordinating training:

- Who will lead the training or be the point person for coordinating the training?
- Will the trainer train a small group of people who will train other employees or will there be one trainer who trains everyone?
- Will training happen online, in person, or a hybrid approach?

- What kind of documentation will be developed and by whom?

- How will trainees access training? Will sessions be recorded and, if so, how will that content be made available?

The timeline for training would need to take into consideration institutional calendars, freeze periods during which the LSP may not be accessible, and other variables at each institution.

Post-Migration Phase

The pre-migration phase and preparation work culminates when the LSP production environment is live, but this event also ushers in the new phase of post-migration. Areas of concentration that could not be completed prior to migration can now be addressed and library staff can start or revisit clean-up work.

Billing Patrons

An area that can wait until the post-migration phase is establishing how patrons can pay any fines or fees they owe. Some institutions allow payment at circulation desks, others transfer the fines to a third-party bursar system, and some use blocks instead of charging fines or fees. Unless there is a sandbox environment that allows the institution to charge fees and observe resulting behavior when the fees are paid or transferred to an outside system, this could be a lower priority area that can wait until after migration to address. The following questions should be considered when setting up billing procedures:

- How is charging and paying fines and fees different in the new LSP compared to the previous ILS?

- Who is authorized to receive payment for fines or fees? Do privileges associated with any roles need to be edited to ensure it is set up the way the institution wants?

- Is there anything about fine and/or fee payment that the institution wants to change?

- How often will the charges be transferred to the Bursar, if Bursar transfer is an option for the institution?

Asking Questions and Reporting Unexpected Behavior after Migration

Library employees need to know of whom and how they can ask questions and report unexpected behavior in the new LSP after migration. The author recommends considering the following when determining how to answer questions after migrating:

- Who will answer questions for each fulfillment? Will there be a point person designated for different questions depending on the content of the question?

- Through which method will questions be answered? Email individuals, email a list, webform, telephone, in person, etc.?

The Impact of the COVID-19 Pandemic

The COVID-19 pandemic sent library employees home to work remotely about three months prior to Illinois' go-live date. With only three months to go, Ex Libris and CARLI decided to keep the original date to cutover. Much of the location review work that departmental libraries were doing involved searching for and individually reviewing physical items in defunct locations; this work could not be done remotely so the project paused for many. CARLI turned off consortia requesting around the time that library employees started to work remotely, which was about two months ahead of when it would have happened in the migration timeline. As each institution in CARLI had their own operational response to the pandemic, CARLI worked with each individual institution to turn on consortia requesting after migration when it was appropriate for each institution, but no consortia requesting was available the first day of migration.

The author adjusted request and loan rules in Alma to reflect to whom services were being offered. The author closed and opened hold shelves based on which library locations were offering services and coordinated departmental library calendars to ensure they reflected appropriate open and closed times in Alma.

Prior to the pandemic, the training group planned to have multiple in-person training sessions as well as drop-in hours where library employees could practice what they learned. After library employees started working remotely, Illinois continued to focus on training front desk employees who work with fulfillment workflows prior to migration through Zoom; fulfillment training remained a priority because it was unknown if circulation desks would reopen by the go-live date. As it turned out, most departmental libraries did not operate physical circulation desks for in-person patron services until more than a year after the migration.

After go-live, Illinois developed a workflow in which every requested item was evaluated to see if it could be provided in digital format. Items not available digitally could be picked up at one of two locations, one of which that used a contactless locker pick-up procedure and one that had a hold shelf.

To assist patrons with managing their accounts while institutions developed their own responses to COVID-19, CARLI performed bulk due date extensions twice for materials already checked out. This allowed patrons to keep items if they were not able to return them and libraries time to plan what services they could offer and how the services would be offered. Following the second renewal due date, CARLI set a term loan date was set for all items borrowed through the consortia so that anything checked out after the second bulk renewal date would be due at the end of the Spring 2021 semester.

Patron-facing communication was not activated all at one time. Courtesy notices were turned on first, right before the first bulk renewal. CARLI worked with each institution to determine when it was appropriate to turn on overdue notices, and, later, lost notifications for their institution. CARLI set a date on which all institutions would turn on lost notifications for consortia borrowers.

Illinois activated overdue notices in between the first and second bulk renewals so that patrons could start learning how to manage their accounts and lost notifications toward the end of the Spring 2021 semester. Illinois did not use a term loan date for local items checked out to local patrons.

At the time of this writing, Illinois is revisiting COVID-19-era loan and request rules and hold shelf configurations and adjusting them as more libraries open as pick-up locations.

Conclusion

Migrating to a new Library Service Platform takes time and effort from all the stakeholders. It is an opportunity to clean up data, revisit policies, and adapt workflows in the new environment. Even if migration is not happening during a pandemic, there will be both expected and unexpected project work. Some projects will need to wait until after migration and the migration may lead to new projects because of how the data was transferred. The author recommends remaining flexible and recognizing that while the goal of migration is not that everything migrates perfectly, careful planning can help the migration go smoothly.

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Defending Wonder: Adapting an Archival Tour in a Digital Environment

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Abstract

In the time of social distancing and online-only classes, how does the wonder of exploring special collections translate to the computer screen? Pivoting to technology to make an interactive, synchronous virtual walk through of the stacks feasible, archivists at the Grinnell College Libraries Special Collections and Archives adapted readily accessible tools – an external webcam, laptop, book cart, and a very long extension cord – to provide a real-time walk through of the special collections reading room and vault for an engaging virtual class session. Taking what was learned from the class session experience, the authors further refined their process for Grinnell College's annual Alumni Reunion event. From trial and error to a successful teaching tool, the authors reflect on the lessons learned and adaptations for future uses in a post-isolation archives.

Defending Wonder: Adapting an Archival Tour in a Digital Environment

Introduction

"You're like Defenders of Wonder!" a student once said in awe as they looked around the Special Collections and Archives reading room. The phrase "Defenders of Wonder" originated in a Humans of New York blog post about Kyle Triplett from the New York Public Library. In the post, Triplett says,

> "My colleague and I have a joke that we are Defenders of Wonder. A physical book assigns a sense of reverence to the content inside. It's the same feeling you get when you look at a painting or hear a piece of music. And I think that's something worth defending" (Stanton 2015).

This statement resonated with the staff of the Grinnell College Special Collections and Archives. Visits to Special Collections are an important aspect of many courses at Grinnell, such as Introduction to the Book, Digital History, The History of Technology, and The Victorians, to name a few. The opportunity for students to physically interact with rare books, manuscripts, and materials concerning college history is often a highlight of their course experience, according to feedback from students.

The COVID-19 pandemic has created a host of challenges for academic libraries and archives. Burling Library, where the college's Special Collections and Archives is housed, closed to the campus community on March 18, 2020. Most students left campus by March 15th and finished their semester remotely. During the fall of 2020 classes were almost entirely virtual, the exception being a small handful of laboratory courses. The library remained closed to in-person visits by students and other researchers throughout the spring semester of 2021.

One of the most difficult challenges faced by Special Collections staff was how to continue to defend wonder in a virtual campus setting. How much interaction could the archivists have with students and professors? How could collections be effectively shared with classes? How would the wonder of exploring Special Collections and Archives transfer to the computer screen?

At the beginning of the spring 2021 semester, a professor of history contacted Special Collections about her digital history course and how the archivists might assist students in their search for digitized material to be utilized in final projects. In the past, the course featured a visit to Special Collections with a tour of the vault – a special experience typically only available to student workers. Previous Digital History students commented very favorably on this aspect of the course, and the professor wondered if there was some way to recreate the visit and vault tour in a virtual setting. Classes in Special Collections are highly interactive with plenty of time allotted for student questions. The archives staff wanted to ensure that any virtual class session would be as interactive as technology would allow in order to provide the students with the most similar experience possible to an in-person session.

Review of the Literature

Even before the COVID-19 pandemic many libraries, archives, and special collections endeavored to make their collections and physical spaces accessible to those unable to visit in person. One popular method for accomplishing this is to create videos featuring collections and posting the videos online; a quick Internet search reveals that hundreds of libraries, archives, and museums have created virtual tours or behind the scenes videos. The MNC blog (Longo 2020) posted an extensive list of virtual tours, online exhibits, online collections, and e-learning opportunities for museums, libraries, and archives. This is a valuable resource for those curious about the work of other institutions.

Despite their impressive content, the majority of available virtual tours and collection highlight videos were filmed without audience participation. The archivists, however, wanted student and professor participation to be an integral aspect of the virtual tour. Finding examples of the kind of tour the archivists were hoping to create was difficult. The Newberry Library creates a series of fascinating YouTube videos (Newberry Library 2019) found under the name #NLDocumentCam in which live images from a document camera are supplemented with thumbnail footage from a static camera centered on the curator handling the material. Other setups are even more elaborate. A series of YouTube videos titled "If Books Could Talk" (University of Iowa Special Collections & Archives 2015) created by the University of Iowa Special Collections & Archives uses not only video from static cameras, but footage of curators moving around the stacks and edits to include close-ups of materials. While there is much worthy of emulation about these videos, but unfortunately there is no audience participation.

In addition to being wonderful for those stuck at home during the pandemic, the seemingly never-ending list of virtual tours offered by libraries and special collections around the world are also useful for experienced virtual content creators wanting to get a sense of the content created by other institutions. What is missing, however, is documentation of the steps to take to create such a video. The available instructions online seem to focus on the larger picture rather than the necessary details and practicalities that the staff sought as novice creators of live-video content. One exception is the CEDI Lab @UNC webpage "A Guide to 360-Degree Virtual Tours for Accessibility in Physical Spaces" (Clifton 2019), which provides thoughtful information concerning accessibility of virtual tours. Although the page also includes a short list of five possible software platform options, it did not provide any guidelines regarding video creation.

There is clearly a demonstrated need for instructions for creating virtual tours and real-time videos, as the following message to the Code4Lib CLIR listserv (2021) demonstrates:

> "We'd like one co-worker at a different branch library sitting at his desk to view us using (learning to use) a camera attachment (gimbal) as we walk around our other branch library. I'm wondering if we can do that via Zoom or another online tool so that co-worker sitting at his desk could watch us make mistakes and share in real time what we're doing wrong and how to immediately correct those mistakes? It would be a kind of remote learning in-house with real time viewing and feedback. Has anyone does this via a cell phone and selfie-stick? Software recommends for this?" (Meyers 2021).

This article seeks to fill the gap in the information currently available for brand new virtual content creators.

Challenges, Equipment Needs, and Troubleshooting

A highlight of visiting Special Collections and Archives is the ability to handle the materials and to be in the physical space of the reading room, so before the pandemic the archivists had never considered a virtual class session. Thankfully, the previous months had given the authors plenty of experience using WebEx, Grinnell College's preferred video conferencing platform, to host virtual meetings, so when preparing for the virtual tour for the Digital History class the staff felt relatively confident with their ability to stream via that platform. However, since their previous experience with such activities was limited to meetings where people sat at a desk and shared documents on their screen, their ability to determine what was needed in terms of the technology and other equipment for a walk-through tour was relatively limited.

To the best of the knowledge of the staff, the camera options were relatively few and were limited to using a cell phone, using a tablet with a front-facing camera, or an external webcam. The external webcam was decided upon without much discussion, as it seemed the obvious choice: it could be pointed in nearly any direction, had a front-facing microphone, and the cameras that the college provided had a respectable resolution. At the beginning of the pandemic in March of 2020, nearly all the staff and faculty of Grinnell College had been issued external webcams. The exception had been those people who already had newer laptops with a camera that met certain specifications and those who already had their own webcam. In this case, Haack received a Logitech 1080p Pro Stream webcam, which fit the bill. In addition to its 1080p resolution, it streamed at 30 frames per second, which would make the walkthrough appear smoother and less choppy to the students participating in the class session.

In the end, the challenges that arose were often of a practical nature and largely concerned how a laptop displaying the video feed of the WebEx meeting could effectively and carefully be moved around the reading room and vault. The virtual tour was scheduled to be nearly fifty minutes long, which meant that it was far too lengthy of a time to expect someone to carry a laptop. Steadiness of the laptop was important so that the camera was not constantly forced to auto-focus and so that students did not feel motion sick while watching the tour.

A particular source of concern was how long the laptop battery might last with the additional power drain caused by using the Internet in the vault. The tour was planned to cover the reading room, workroom, and vault, a distance much too far for a typical extension cord. Additionally, there are a minimal number of electrical outlets in the vault, many of them behind shelves. This problem was ultimately solved by Jones providing a 25-foot extension cord from home. The only problem then became not accidentally tangling up or tripping on the cord while maneuvering within the vault.

Casting about for a means to maneuver the camera through the Special Collections space, the staff of Special Collections decided to use one of the book trucks. This particular truck was an older model, single sided, 18-inch podium-style truck on casters. It allowed for space to sit a laptop, but the question quickly became how to affix the camera. For this, Jones used his webcam holder with ring light, both of which are mounted on a strong clamp. In this case, his webcam holder was produced by Samiadat, but there are many identical products available. The advantage of this holder, in addition to the ring light, was the fact that the clamp could be attached nearly anywhere.

With all of the equipment identified, the Special Collections team lost no time in MacGyvering together a passable camera trolley (Figure 1).

Figure 1

First camera trolley – book truck design

Note. Pictured is Special Collections Librarian and College Archivist Jones showing the Digital History course a medieval book using the book truck camera trolley.

Once the technical details were in place, the archivists set about creating a script. Jones would talk about the reading room, workroom, college archives, and rare book collection; Michelson would discuss the focus of her project archivist position, the recently acquired Salisbury House Library Collection; Haack would highlight materials from the manuscript collection. For the sake of ease, it was decided that since Jones' topics were all at the beginning of the tour, he would maneuver the book truck with the laptop and camera for the entire session. Due to the fact that he was behind the camera rather than in front of it, Jones set out materials, including scrapbooks and the college land deeds, on spare book trucks and angled the webcam in order to get close-ups, particularly of his favorite book, an incunabulum from 1477.

Jones then followed Michelson with the book truck setup as she walked through the areas of the stacks that house the Salisbury House Library Collection, discussed the provenance of the collection, and showed off the compact shelving. She then stopped at a book truck and focused on two books of particular interest, including a book boasting a double fore-edge painting, which the students particularly enjoyed seeing. Due to the path that had to be taken through the vault, Haack remained static at a book truck prepared with boxes from three different manuscript collections.

She held up materials and realia to the webcam while Jones adjusted the camera distance and height as necessary. Highlighted materials included letters sent home from an airfield in England during WWII, an autograph hound, a freshman beanie, and correspondence and ephemera to and from a local Black family during the 1930s and 40s.

Multiple test runs were undertaken to solidify timing and to ensure that the technology worked as expected. A fellow library colleague graciously agreed to serve a guinea pig and watched the entire tour twice. The test runs provided important feedback concerning audio volume, webcam height, and material placement and close-ups. Adjustments were then made and tried out before the day of the class.

Because questions and class discussion are typical aspects of a class visit, the archivists intentionally set aside plenty of time for student questions after the tour. Questions included why the archivists were not wearing gloves, student employment in Special Collections, how to make appointments to see the material, how to acquire copies (either photocopies or scans) of materials in Special Collections.

After the class session was over, the history professor relayed her appreciation to the staff of Special Collections, including a comment from one student who had told her that this had been his favorite single class session during his time at Grinnell College. Since the staff of Special Collections had been nervous going into this class session – having never led a virtual tour before – this feedback, particularly the student's reaction, was a big shot in the arm for the staff. Thus encouraged, the authors decided to offer a similar virtual tour to alumni during Grinnell College's annual Alumni Reunion, which was held almost immediately after the end of the spring semester.

As the authors reflected on what worked well and what might be improved upon from the virtual class session, it became clear that some modifications were needed. To begin with, while the static camera setup worked just fine, it had been hoped that there might be a way of zooming in, or using another method to show greater detail during Reunion. Also, the height of the camera used during the class had been functional, but having the camera closer to the eye level of the speaker seemed like an attractive prospect, as the speaker would not have to look down quite as much, and the viewer would be presented with an angle that looked more "natural," as though speaking directly with the presenter in person. One idea the authors experimented with was using an iPad, since the tablet could easily be held at any angle, and easily be moved closer to the resource being presented, effectively zooming in and allowing for more detail to be seen. However, after a single run-through using the iPad, it became clear that holding it up at chest-height for over an hour had the potential to cause arm cramping and muscle ache for the cameraperson. A gimbal for the iPad was briefly considered, but the authors had concerns that it wouldn't arrive in time for the event, so the iPad-as-event-camera idea was tabled.

Upon reconsideration, it was agreed that the only real concerns had been the height of the camera and the ability to show detail. While looking around at the available equipment, it became evident that the crossbar on the four-step ladder used in the vault would be a perfect place to clip the camera and light. It would preclude the ability to zoom in conveniently by simply moving the camera closer to the subject, but that problem was solved by using the iPad, in essence, as a mirror for the presenter. One of the authors signed in to the iPad during the presentation and propped it on the top step of the ladder using a small book easel and facing the speaker. This permitted the speaker to move the object being displayed closer to the camera while using the iPad to be able to see what the viewer was seeing and therefore to know when the object was too close to the camera, out of the camera frame, etc. This became the final camera trolley, as seen in Figure 2.

Figure 2

Final camera trolley – book ladder design

Note. The final camera trolley consisted of a four-step ladder, laptop and connected webcam and ring light, and iPad on book prop for viewing.

The tour and presentation to alumni utilized largely the same script that was used for the class session with a few additions. With more time allowed, Michelson included a few topics that she had previously cut for time, and Haack also added a handwritten manuscript of a novel. In order to provide better, more stable close-ups, the archivists modified Haack's station to include a dictionary stand designed to be used on a podium. The dictionary stand was placed on top of a box, which was then placed on the top shelf of a book truck. This provided an ideal height and angle for the webcam and allowed for excellent close-ups. Height considerations meant that Haack had to stand on a step stool behind the book truck setup, but this was not obvious to the audience.

Future Uses

Devising and troubleshooting an approach to a live, virtual archival tour opens the door to new uses of this technology in the archives. Beyond iterations of a look behind the scenes, the archivists now has the means to support virtual instruction upon request post-pandemic. This may also provide avenues for more accessible experiences with live captioning and capturing event transcripts for students and patrons with accessibility challenges.

Creating training videos for incoming students, staff, and colleagues is more feasible with this setup. Although not comparable to hands-on training and learning on the job, creating a collection of videos of in-house processes like shelving, navigating shelf locations, handling material, or setting up an exhibit are some training areas in which a video can complement standard training, be available for staff as a reference to review, or be useful for retraining staff returning to work after a break.

Beyond live instruction and events, this toolkit can also be used to document physical exhibits or open houses as recorded gallery walks, or a way to archive beyond photos. This can be beneficial as digital surrogates are made available online or saved for future archivist reference, and such solutions can also be retrofitted to create video interpretation for digital projects, exhibits, and more.

Tip Sheet for a Live Virtual Tour

The following tip are recommendations from the authors to consider when planning a DIY virtual program.

Software:

- Zoom, WebEx, or another tele-conferencing platform is ideal. Know the limitations of the quality and how this is impacted by the number of participants. What may be clearly visible in a practice session may be illegible during an event. 1080i or 1080p provides a high resolution.
- Some systems have options for a live transcript or to record a meeting transcript; Otter.ai or another software may have a license with your institution.
    - https://otter.ai
- If the event is being hosted by another department or institution, ask to use a practice room on the same system prior to the event.

Practicing Tips:

- Use a stopwatch app with lap options to mark the timing for different sections or areas.
- Use painter’s tape to mark floor locations of where to stand and/or stop the camera.
- Practice inside the virtual software to be used to better understand features like ‘Spotlighting’ on Zoom or how screen defaults change.
- Document what is tried and what doesn’t work – it will make it much easier to replicate. Take photos as reference.

Tech Tips:

- Set the camera view to not mirror images – it will save the presenters a headache.
- If using two or more devices, check audio levels to avoid feedback.
- If sharing a screen, know if that device needs to log in as a Host or be granted screen share access at the beginning of the event.
- Know the expected audience size and how participants impact image quality. For example, Zoom’s guidelines on standard vs. HD video (Zoom Group HD).

Day-of Tips:

- Make sure all devices are charged.
- Re-walk the route and make sure it is not obstructed.
- Check all blocking marks.

Hour Before:

- Put up a do not disturb sign with the times of the live event.
- Set office phones to voicemail.

Lessons Learned and Conclusion

Through this case study of adaptation in the archives emerged lessons for virtual events, even beyond the archives. The greatest lesson learned was that pivoting can pay off. With the adaptation of readily available technology in an academic setting – a laptop, webcam, and Zoom or another virtual meeting option – and archival staples – a book cart or rolling ladder – a DIY solution to meet one challenge has become a feasible, sustainable, and replicable toolkit for the archives. Practicing with a small live audience was an asset in testing if the planning was effective – is the audio loud enough? How is the lighting? Can the book inscription from this height? Practicing ‘live’ also provides an essential real test of the technology. Learning limitations and challenges from the perspective of a ‘real’ viewer can be invaluable in refining a tour. Remember to consider the expected audience when planning an archival tour, virtual or not; in these two case studies, the scope and features helped to hone the focus and overall success of each event.

Central to all lessons from this experience was the goal of a virtual session: to connect with patrons, bridge the virtual gap, and create an engaging, live experience with the archives. With patience, creative problem solving, a webcam, and painter’s tape, the authors found that adapting digital programs is not only possible, but a sustainable asset. To borrow a last cue from *MacGyver*, the authors hope the reader is always prepared for adventure in the archives.

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Mapping LibGuides to Students' Learning

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Abstract

Amidst the COVID-19 pandemic, library professionals attempt to improve their existing services and implement new approaches for supporting students. Like many academic libraries, library professionals have developed research and course guides for various disciplines to assist students. This article describes the pilot project that examines many LibGuides based on usage analysis and other observations. The article shares the reasons for the unsatisfactory utilization of LibGuides by students. This includes difficulty with navigating, locating, and using LibGuides, limited use of hidden guides, content overlapping between LibGuides and overloaded resources without a concrete learning context. It also discusses how to engage close faculty collaboration to better meet students' specific course needs. The authors share different ways of innovatively mapping and enhancing online research and course guides into a one-stop-shop for School of Social Work.

Mapping LibGuides to Students' Learning

Introduction

Prior to COVID-19, university libraries have already been making their resources and services digitally available to support their faculty and students. Amidst the pandemic, enhancing the usability and accessibility of library online resources and services has become even more significant. As a result, library professionals examine and improve their existing services while initiating and implementing innovative approaches for faculty and students.

LibGuides is a fee-based, licensed tool created by the Springshare company. It is a content management system deployed at libraries worldwide that curates knowledge, shares information, organizes class and subject-specific resources, and creates and manages websites (Springshare, 2020.). Like many academic libraries, Maxwell Library at Bridgewater State University (hereafter BSU) purchased and adopted Springshare products in Fall 2017. LibGuides have been used extensively to populate the library website. Librarians have created a large number of course and research guides for various disciplines. At BSU, LibGuides are called "Maxguides," due to the name of the Maxwell Library. Currently, the library has six librarians including the archivist, with two vacant librarian positions. These librarians share responsibilities of creating and maintaining MaxGuides for approximately 48 academic departments. Librarians also use MaxGuides for their one-time instruction sessions specific to course assignments for assisting students in navigating and using library resources.

To align MaxGuides with specific subject areas for the School of Social Work (hereafter SSW), library staff at two library departments formed a project team to conduct a pilot study. This project focuses on SSW as it is one of the largest academic programs at BSU and one of the team members serves as a liaison to the school. The team reached out to the school to facilitate collaboration in terms of resources and services needed by their students. They also analyzed the school's individual course information and the library's relevant MaxGuides in order to identify gaps and issues for improvement. The analysis and observation of these MaxGuides related to SSW indicate unsatisfactory utilization by students. This article discusses the pilot project that aims to innovatively create and map MaxGuides to SSW students' learning.

Literature Review

According to Logan and Spence (2021), "LibGuides and its other products are created by librarians for librarians with an impressive 6100 libraries and institutions subscribing" (p.1) and especially popular among academic libraries. LibGuides allow library staff to share their expertise easily, quickly, along with a professional web looking. With this tool, librarians can "synthesize vast amounts of information about databases, websites, journals, and other sources, and list only the most relevant sources for a particular subject" (Ouellette, 2011, pp. 436-437).

Research shows that when university students work with a librarian and learn how to use LibGuides effectively, their retention, research skills, and GPA get improved significantly (Haddow, 2012; May & Leighton, 2013; Murray, 2015; Catalano, 2016). However, there are several factors affecting the use of LibGuides. The leading factor for the non-use of research services such as LibGuides in virtual reference environments is the ignorance of these online resources and services (Liu and Lou, 2011). Also, the design of LibGuides is not appealing, as some students commented that the tab navigation made the LibGuides look dated (Ouellette, 2011). Many students shared that they would have looked at the LibGuides had their professors recommended them. Most undergraduate and graduate students are unaware of LibGuides if they have never visited a librarian or their faculty have not introduced them to students. Therefore, communicating the importance of collaboration between librarians and various academic departments is essential and avoids a host of accessibility and usability errors (Sonsteby & DeJongh, 2013).

Although creating individual LibGuides may not be that challenging, maintaining a suite of useful, unique, and up-to-date LibGuides is not a simple task. Bangani and Tshetsha (2018), who investigated co-ownership of LibGuides across universities, found that there was significant content overlap of LibGuides resulting in duplicated efforts on the authors' end, increased wayfinding difficulties, and cognitive load on the users' end. Generally authored and populated by librarians, LibGuides can quickly become outdated and have broken links and inconsistencies. These problems can negatively affect the content's credibility and usefulness. Solving these issues is not that easy. Mortimore and Minihan (2018) described their strategy of checking e-resource LibGuide links as ineffective and cumbersome. When developing LibGuides, librarians must consider factors such as the selection of high-quality resources, arrangement of those resources, annotations that accurately describe guide content, and the accuracy and currency of links (Jackson & Stacy-Bates, 2016, p. 220).

The value of embedding a library presence in a learning management system (LMS) environment in a higher education setting is strongly supported and desired. Bowen (2012), Buehler (2004), Shank & Dewald (2003) identified value in embedding library content in an LMS as the practice brings the library to the students and faculty where they work throughout the semester. Building course LibGuides that support learning and provide virtual information literacy instruction in an LMS facilitates student access and use of library resources and services.

While many librarians examined the design and use of individual LibGuides and provided solutions on improving their usability and content, few of them worked about designing and maintaining a holistic LibGuide targeting one academic discipline. Also, there is not much discussion about how the subject and course LibGuides related to one disciplinary area can be mapped into one centralized LibGuide to address some of the problems discussed here in the literature review. The goal of this project was two-fold: to collaborate with SSW faculty and students, and to make more targeted MaxGuides that don't overpopulate themselves for this discipline area.

Project Background

According to Boyden (1993), BSU was one of the first state normal schools in America intended specifically for the training of more public-school teachers. It is the 10th largest four-year university of liberal arts and professional programs in Massachusetts (Rondileau, 1991), with an enrollment of approximately 11,000 students. The university offers more than 100 undergraduate and 35 graduate programs by six colleges. It is known for its extensive information technology and distance education resources.

Academic programs of SSW are housed and administered through the College of Humanities and Social Sciences. The school provides the Master of Social Work (MSW) and Bachelor of Science in Social Work (BSW) programs, in addition to the Professional Education Program. Over 40 full-time and part-time faculty serve approximately 350 undergraduate and 290 graduate students.

Clement C. Maxwell Library at BSU opened in 1971(Fiore et al., 1976) and a 2007 renovation project integrated facilities such as the library instruction room, video and podcast recording studio, group study rooms, and faculty offices in its Information Learning Commons.

The library offers access to hundreds of electronic databases in various disciplines, approximately 255,000 physical items, and 155,000 digital/online resources for BSU faculty, students, and staff. The goal of the library's distance learning service is to provide support for students who are learning remotely on three of the BSU campuses. The university library is part of the Massachusetts State Community College Libraries which are part of the Southeastern Massachusetts Library System (SEMLS) consortium. Maxwell Library was open throughout the pandemic for students, faculty, and staff in order to support learning, teaching, and research activities.

Overview of Social Work Related MaxGuides

This pilot project examines existing MaxGuides related to SSW, with the purpose of innovatively mapping and aligning these online MaxGuides with faculty and student needs. Additionally, the development of the Diversity, Equality, and Inclusive initiative in many higher education institutions creates a need for studying social justice and many other relevant topics.

These factors have urged the team to take a deeper look at these MaxGuides and make enhancements accordingly. To align MaxGuides with specific SSW courses, the library has developed approximately 12 MaxGuides. Five of the MaxGuides are specific to courses offered by the school and two are Social Work and Social Justice Bookmarks, added March 2021 (Figure 1).

The project team examined the usage data of these MaxGuides for a year before and one year during the COVID-19 pandemic. Figure 2 shows that seven out of 12 social work related MaxGuides have a decreased use, while the rest five including two newly created MaxGuides have an increased use. For the last two of them, the usage went down to zero, which deserves an investigation. This analysis sheds light on the need for improvement of these 12 MaxGuides specific to SSW.

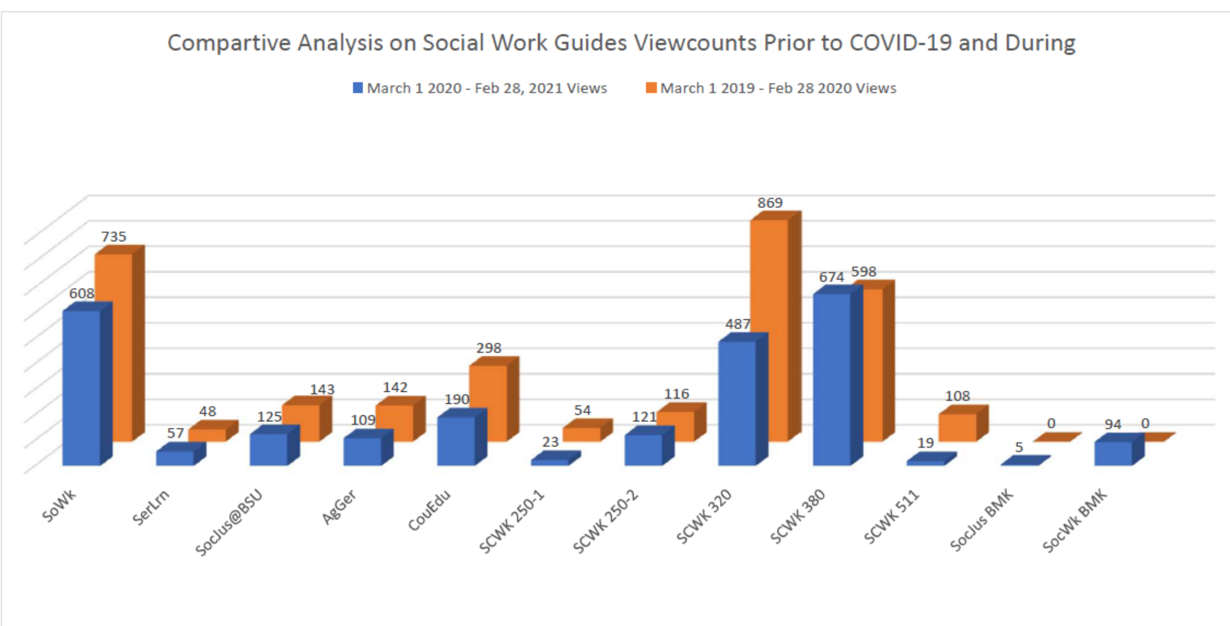
Figure 1

A List of MaxGuides Relevant to SSW

Guide Id	Guide Name
General Guides	
339125	Social Work
339237	Social Work
Course Guides	
979677	SCWK 250 Introduction to Social Welfare - Bailey
979677	SCWK 250 Introduction to Social Welfare
339420	SCWK 320
339202	SCWK 380 Research Methods Social Work
801201	SCWK 511-Steen
Relevant Major Guides	
339229	Service Learning
339258	Aging and Gerontology
471907	Counselor Education
Newly Created Guides	
1127012	Social Justice Bookmark
1073124	Social Work Bookmark

Figure 2

Usage of MaxGuides Relevant to SSW



Due to remote learning for the majority of students this past year, online library resources have become more influential. During the pandemic, some faculty have asked librarians for alternatives such as MaxGuides that can be created for their courses and integrated into BSU's Blackboard. How to elevate the overall use of these social work related MaxGuides is the task the project team attempted to tackle. Because of students' learning both on campus and remotely, the project team observed several underlying MaxGuide issues. The following narrates the general issues and specific issues regarding the utilization of social work related MaxGuides.

Issues and Challenges of Accessing and Using MaxGuides

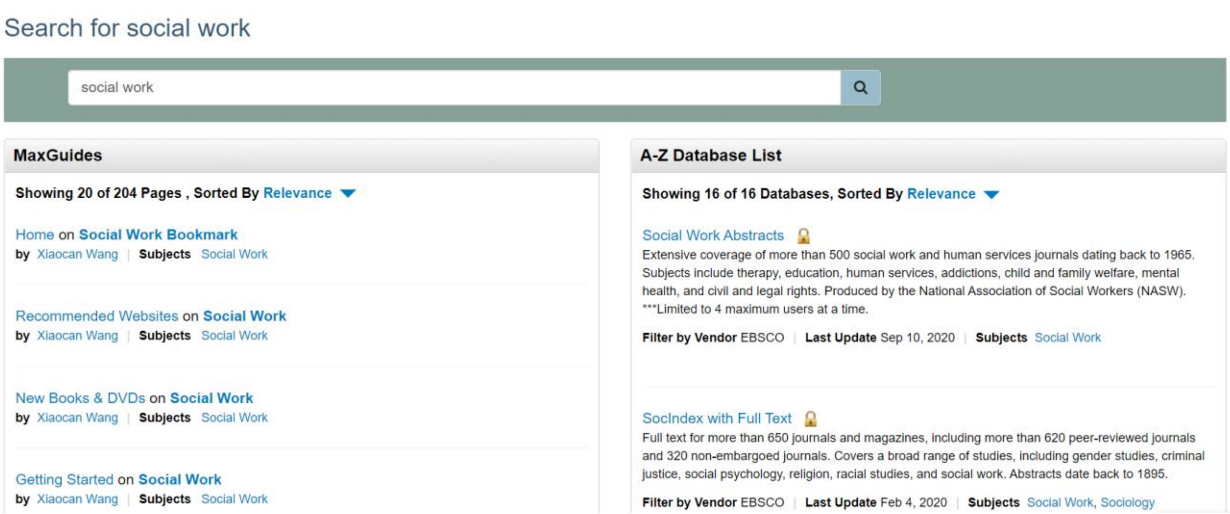
Navigation Challenge and Hidden Issue

MaxGuides consists of 404 guides for student use. In general, each MaxGuide is composed of several individual pages with each page containing several boxes. Some of the pages have several subpages as well. MaxGuides have over 1,439 individual pages and 4,998 boxes. To make it more complex, some pages and boxes are reused and displayed multiple times. From a user's standpoint, finding the exact MaxGuide may not be a simple task because of the large number of the guide pages and the duplication between some of the MaxGuides.

Navigating and searching MaxGuides may bring some confusion to users. Figure 3 displays a simple search on the keyword, "social work" that (as of June 28, 2021) generates 204 pages.

Figure 3.

A Simple Search on Social Work



Search results can be confusing because several can point to the exact same MaxGuide. For example, "Recommended Websites", "New Books & DVDs", and "Getting Started" all go to the same Social Work MaxGuide. Also, with the filter feature not available from the result page unless the user clicks "See More" at the end of the page after scrolling down the screen, it is highly possible that a user may move away without having a fruitful search. This difficulty regarding navigation and filtering creates a negative MaxGuides user experience. Many MaxGuides confuse users due to the large number of duplicated search results and navigation challenges.

Overload of Resources Without a Concrete Learning Context

Many LibGuides created by academic libraries provide multiple access points for resources that are either proprietary or open resources, including free public websites. There is no doubt LibGuides furnish content-rich information about specific subjects and topics. However, from students' perspectives, these resources aren't relevant to them if they are not placed in a concrete learning context. Based on learning objectives, students look for resources that help them understand and digest what they have learned in class and content for assignments. MaxGuides that have general information can be useful but are not exactly geared towards students' specific learning objective. Much general information added to MaxGuides can be overwhelming, and overloads students. This can deter students away from using these research guides as they do not meet their specific information needs.

Through the pilot project the authors' learned that collaboration between SSW and the library isn't ideal. Librarians are busy taking care of their job duties and faculty are not always easy to reach. In the past two years, there was only one collaboration between the two units when one faculty from SSW requested a subscription to the collection of psychotherapy.net and social works videos. Besides this, this was no connection between the school and the library. Many faculty members at the school unaware of the MaxGuides for their discipline.

Related MaxGuides Do Not Match Course Offerings

A current examination of social work related MaxGuides indicates that the number and extent do not align well with SSW course offerings. The left column in Table 1 shows the courses offered during Fall 2021. The right column is the list of SSW MaxGuides. It is obvious that the total number of MaxGuides is less than that of course offerings. Of the five course MaxGuides specific to the school, two of them SCWK (Social Work) 250 Introduction to Social Welfare and SCWK 250 Introduction to Social Welfare – Bailey) are for courses no longer offered by the school. Similarly, SCWK 511-Steen will not be offered anymore. SCWK 320 - Human Behavior & Social Environment course if offered but the MaxGuide content does not currently match the course. The SCWK 380 Research Methods is the only one that specifically supports Fall 2021 course offerings. Apart from the general MaxGuides the library developed for the school, the number of MaxGuides specific to courses is limited. Also, the SSW course offerings can dynamically change and evolve, which calls for librarians to customize and promote changes with MaxGuides to better serve students. This comparative analysis helps the team identify gaps between the course needs and MaxGuides the library provides.

Table 1

Matching MaxGuides to Course Offerings at SSW

Courses Offered Fall Courses in 2021	Available MaxGuides
Undergraduate 300-Level Courses Social Work 320 - Human Behavior & Social Environment Social Work 321 - Human Behavior and Social Environment II Social Work 338 - Introduction Social Work Practice Social Work 350 - Social Welfare Policy Social Work 375 - Data Analysis for Social Work Social Work 380 - Research Methods Social Work Social Work 399 - Special Topics in Social Work X01 - Topic: Social-Emotional Learning **Undergraduate 400-Level Courses** Social Work 415 - Social Services Alcohol and Substance Abuse Social Work 431 - Social Work Practice: Individuals, Families, and Groups Social Work 432 - Social Work Practice: Communities and Organizations Social Work 498 - Field Experience Social Work **Graduate Classes** Policy I: Social Welfare Policy - 92257 - Social Work 500 Dynamics of Diversity and Oppression - 90824 - Social Work 502 – 001 Human Behavior in the Social Environment I - 90722 - Social Work 510 - 001	**General MaxGuides:** Social Work (https://library.bridgew.edu/guides/socialwork) Social Justice (https://library.bridgew.edu/guides/socialjustice) **Course Specific MaxGuides:** SCWK 250 Introduction to Social Welfare – Bailey (https://library.bridgew.edu/scwk250) SCWK 250 Introduction to Social Welfare (https://library.bridgew.edu/guides/socialwelfare) SCWK 320 (https://library.bridgew.edu/guides/SCWK320) SCWK 380 Research Methods Social Work (https://library.bridgew.edu/guides/ResearchSWRK) SCWK 511-Steen (https://library.bridgew.edu/SCWK511) **Major Relevant MaxGuides:** Service Learning (https://library.bridgew.edu/guides/service) Aging and Gerontology (https://library.bridgew.edu/guides/aging) Counselor Education (https://library.bridgew.edu/guides/counselored) **Newly Developed MaxGuides:** Social Work bookmark (https://library.bridgew.edu/social-work-bookmark) Social Justice Bookmark (https://library.bridgew.edu/social-justice-bookmark)

MaxGuides' Overall Quality

The last issue is the overall quality lacking within these MaxGuides, which is due to both out-of-control and controllable problems. On the one hand, the library is desperately short-handed, with currently seven librarians and 12 paraprofessionals serving approximately 11,000 students. Each librarian wears multiple hats and has limited time to work on MaxGuides. Some librarians have to delay developing and updating MaxGuides. Also, due to vacant librarian positions, there is no librarian responsible for certain subject discipline MaxGuides. This leaves a gap in some MaxGuides not being updated until they are handed over to other librarians to maintain.

Individual work among librarians' attributes to the content overlapping between MaxGuides, which is not necessarily bad. However, if all the librarians can work together to consolidate content with combined knowledge and expertise, this will improve the overall quality of MaxGuides and benefit users by making finding and using MaxGuides easier. Finally, the development of MaxGuides is literally research work that is typically time-consuming and may need librarians to collaborate with each other to enhance the accessibility and usability of these guides.

MaxGuides Improving Strategies and Practice

Considering the issues and challenges affecting the use of social work MaxGuides, the project team had meetings and frequent email communication to discuss strategies of improving the quality and use of these MaxGuides specific to SSW. This section details the strategies and enhanced practice.

Strengthen Collaboration and Partnership with SSW

Through investigating existing MaxGuides, the team reinforced the understanding that working closely with the faculty and students at SSW is the key to resolving the many issues mentioned above. The team reached out to the school to discuss MaxGuides needed for their program areas. Some of the feedback the team received was positive while some offered useful insights for improvement.

It is not surprising that most of the faculty at the school were unaware of these MaxGuides, although MaxGuides for 250, 320, and 380 courses are certainly helpful according to the feedback. Apparently, promoting MaxGuides to the school is absolutely needed. The SSW noticed similar issues with these MaxGuides, which is consistent with the teams' findings, such as there is not much difference across the course specific MaxGuides and some of the information was outdated. The consensus, these two units reached is to reorganize these MaxGuides as well as collaborating on creating two general MaxGuides for SSW, one for BSW and one for MSW. With the back-and-forth communication, the team was able to develop a strengthened partnership and come up with creative ideas for crafting concrete improvement plans.

Create a "One-Stop Shop" MaxGuide for SSW

One improvement action the project team took was to revamp the social work MaxGuides, with the attempt to turn it into a clearing house for faculty and students at the school. This can potentially save students' time "shopping" for information/services and increase the use of these MaxGuides. The team began with creating a new and general social work MaxGuide with the following new elements added:

- Add course offerings from SSW and briefly explain the purpose of the new MaxGuide to make it clear to its target user groups. This could lead the library to create a mapping system between MaxGuides and the school's course offerings. It would also help the library track down the gap in terms of MaxGuides developed for the school and better respond to dynamic and changing needs from the school and its individual departments.

- Add multiple service access points. When library users look for resources, at the same time they may switch to look for services that can help them access and use the resources. The new MaxGuide added several service points: live chat with the library staff, the liaison profile so students know who to contact, and the research consultation request form if students request a longer, tailor session and need a more tailored service from librarians.

- Add more relevant library resources. Typically, many LibGuides consists of various print, reference, and electronic resource information. One available resource that is not commonly added to LibGuides are course reserves. Course reserves are supplemental course materials that are chosen by faculty for students in their classes. They can be in the format of print materials or electronic resources. As course reserves are required course materials, the project team added the following course reserve to the new MaxGuide (Figure 4). This can make it convenient for students to locate and use the materials solicited by faculty.

Figure 4

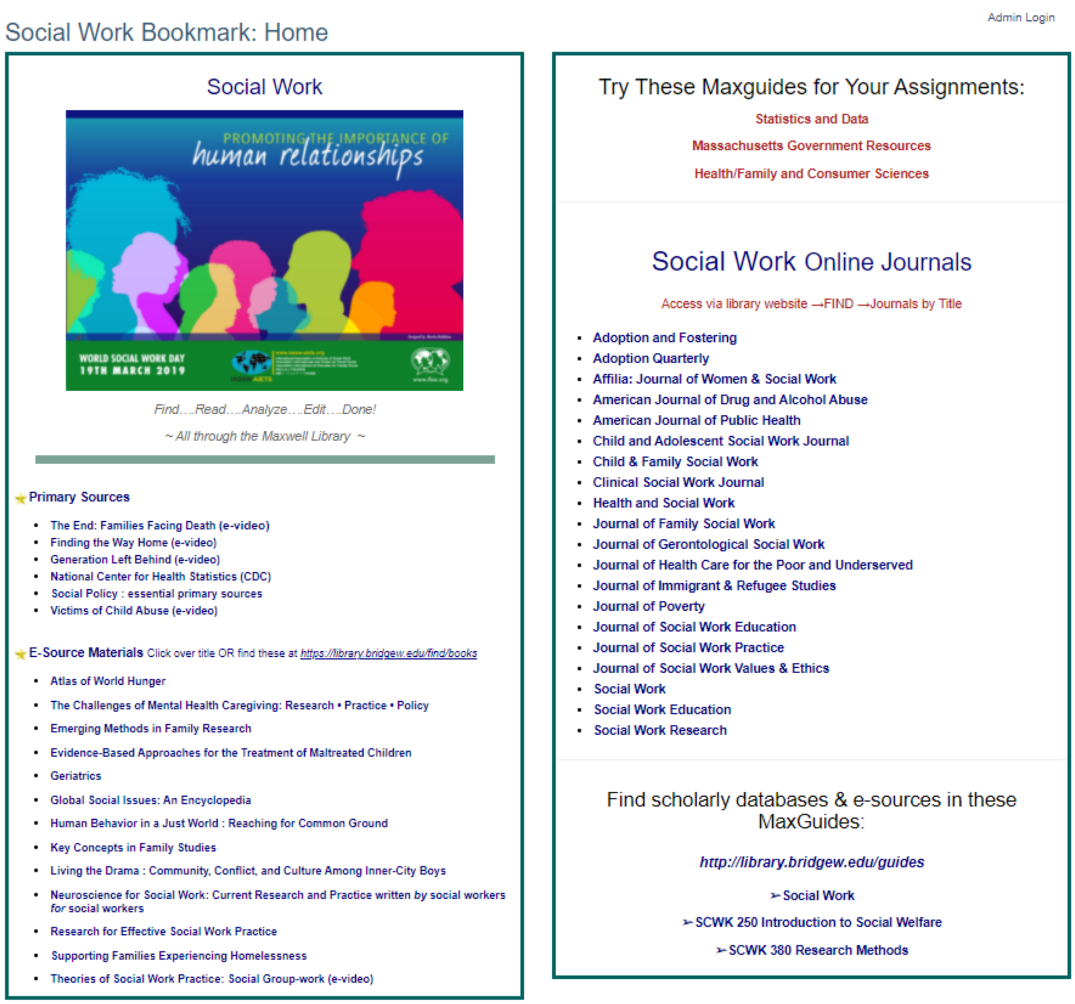
Course Reserve for SSW

In addition to course reserves, the project team added books, databases, journals/articles, government documents, data and statistics, and tests and measurements. These are the essential resources that can be used for social work study and research. The existing open educational resources (OER) page were updated as well.

- The creation of a social work bookmark. This is a new practice was initiated and created by one of the project team members. The Social Work bookmark is part of the library's [bookmark collection](). The bookmark provides access to a variety of social work-related resources in one place. All the links in the bookmark are hyperlinked for easy access. It has a two-column design and presents information in a compact and responsive manner. This bookmark is an endeavor to respond to the pandemic and to turn a traditional print bookmark into a digital format. After it was published at the end of this March, the usage of the bookmark has steadily increased to 94 times. The social work bookmark, because of its simple format, is one way to provide students with condensed and essential information without overwhelming them. Figure 5 is a snapshot of the social work bookmark.

Figure 5

Social Work Bookmark



- Other information: Citing and plagiarizing are two foundational skills that students need to learn as they work on assignments and projects, Therefore, APA citation resources for social work and plagiarism were added to the new MaxGuide. Also, linking to the career information encourages repeated student visits to the guide. Lastly, as the library has developed several MaxGuides for the school, putting them together can increase the use of these MaxGuides and provide direct access to these guides that are closely related to the same subject area. Figure 6 and Figure 7 compare the old social work MaxGuide with the new one.

Figure 6

Old Social Work MaxGuide

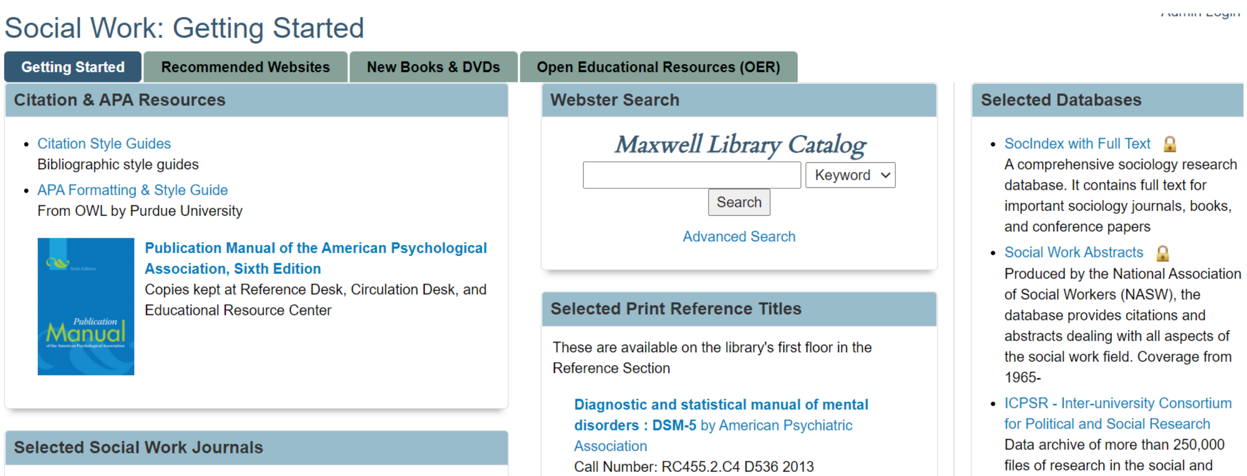
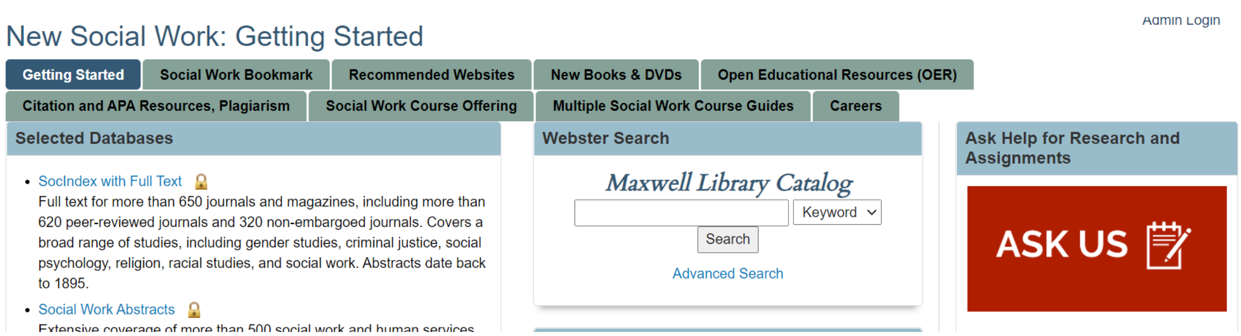


Figure 7

New Social Work MaxGuide



Promote Access and Use of Social Work MaxGuides

To solve the hidden and underutilization MaxGuides issues, the project team identified the following ways to promote access and use of existing and new social work related MaxGuides.

- Information Literacy Instruction - MaxGuides are great instructional tools to support and scaffold critical thinking skills and information literacy instruction. These sessions will be effective in delivering the one-stop shop new MaxGuide and other relevant ones to students while increasing instructor awareness as well.
- The website of SSW - The school's homepage is a great way to promote MaxGuides, bringing awareness to students and faculty. The project team also plans to periodicall promote these social work related MaxGuides through part-time and full-time faculty listservs as well as the student listserv to keep them updated about subject related

MaxGuides.

- Embedding MaxGuides to Blackboard- As faculty are not aware of most MaxGuides developed by librarians, there is a significant need to embed them into Blackboard. Therefore, these MaxGuides will be delivered where students learn and access all their firsthand information regarding their social work courses. It is a great way to improve the access and use of these MaxGuides that have been underutilized or are poorly understood.

Conclusion and Future Works

Librarians have been developing MaxGuides as a starting point for subject research and support for student learning. The project took a close look at these MaxGuides related to SSW by reviewing content and usage data. The team has identified several issues, such as limited use of these hidden LibGuides; difficulty with navigating, locating, and using them; not aligning well with the school's course offerings; overloaded resources without a concrete learning context; and the overall quality of these subject specific MaxGuides. During Summer 2021, the project team continued their plan of mapping MaxGuides to students' learning for the school, making improvements on existing MaxGuides, and creating new MaxGuides that can support the teaching and learning for the school.

The project team learned learning how important it is for librarians to promote usage, collaborate with disciplinary faculty and students, and meet students at their point of need. Therefore, the team has been creating MaxGuides that engulf feedback from all necessary stakeholders pertaining to the school. The feedback and suggestions from the SSW assist the team in adding value to the content in the social work MaxGuides. Going forward, the project team will make strides to ensure that the social work related MaxGuides are promoted widely across all platforms to increase awareness and visibility of these online instructional tools.

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An Uncommon Partnership: Special Collections and Advanced Art History Classes at Missouri State University

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Abstract

In 2005, Special Collections undertook an unusual project – work with a professor in Art and Design to make African art and artifacts available to advanced art history students for study. The objects, on loan from Drury University, were treated like MSU's archives, stored securely and only available in the reading room. The students were able to view, hold, and even smell the primarily wooden objects, and developed detailed reports on their condition and cultural relevance.

Based on the success that first year, Special Collections continues to partner with the professor on four advanced art classes offered in rotation: African Art, Native American Art, Mesoamerican Art, and Conservation. Over the years, objects have been on loan from local museums and archives, research centers, and private lenders. The need for these classes grew as the Art and Design department first developed a museum studies certificate, then added a museum studies major in 2018. Another element to the partnership is an exhibit in Special Collections showcasing the previous year's best work. Usually accompanied by an opening event, the exhibit brings in visitors from across the university, as well as community supporters.

The arrangement between Special Collections and Art and Design is certainly not a typical collaborative project in the archival field. However, it has worked at Missouri State University. The partnership has enabled Special Collections to build new connections with students, educators, and the community. Confidence in the arrangement has grown among local GLAM institutions, both increasing access to objects and strengthening Special Collections' ties to those entities. However, the key reason for Special Collections' involvement is to support MSU students. Through this arrangement, the students, many of them poised to graduate and begin their careers, gain skills by having hands-on access to art and artifacts.

OER on Campus When Everyone is Off Campus: Strategies to Keep Your OER Program Momentum During a Pandemic

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Abstract

Over the course of the pandemic, the importance of OER programming and resources has been illuminated as colleges and universities all over the world were forced to pivot and fully support student education electronically. Simultaneously, millions were sent home from their place of employment with no end date to the pandemic in sight. Never has there been a time of greater need for OER than now. This article aims to explore methods librarians at academic institutions have used throughout the pandemic to ensure their OER programs meet this unprecedented need, thus retaining program momentum while working from home and connecting digitally. The authors will also review OER projects at their home institution. It is hoped this analysis of OER efforts in academic libraries throughout the pandemic will provide the reader insight to their own projects and how to thrive in times of crisis.

OER on Campus When Everyone is Off Campus: Strategies to Keep Your OER Program Momentum During a Pandemic

Introduction

In a statement published by the World Health Organization (WHO) in March 2020, international public health officials declared COVID-19 a public health emergency. The declaration of a public health emergency is a powerful mechanism for streamlining access to services, supplies, and not least of all, data. When the WHO made that declaration, the data sharing and reporting protocol, COVID-19 Open, was enacted. Learning from prior difficulties acquiring and sharing data during the 2013-2016 Ebola outbreak in west Africa, the International Committee of Medical Journal Editors convened in 2015 and outlined a protocol to streamline data sharing should it become necessary in the future (Moorthy, et al., 2020). As a result, throughout the pandemic cutting edge research on the virus was available immediately to the international medical research community. There can be no clearer example illuminating the significance of open access to information and what can be achieved when it is available, and more specifically for the purpose of this paper- Open Educational Resources (OER) resources and programs in higher education during a pandemic.

Literature Review

As academic institutions, as well as their associated libraries, were forced to shut doors and send students home, students could no longer access physical collections and course reserves. Even traditional electronic resources were difficult to borrow through inter library loan due to staff illness, material quarantining, and staff responding to requests from make shift work spaces in their homes. Everyone was forced to make a hard left turn to ensure students and faculty could access the required materials needed to finish the school year. While working from home, even the simplest activities such as creating a work around for the file size limit for emails and creating editable PDF forms for copyright agreements required changing workflows (Mehta & Wang, 2020). Some libraries began to make electronic textbooks available to students and matching freely available online textbooks and materials with courses in LibGuides, though it was just not possible to create these types of resources for all courses (Murphy & Shelley, 2020; Sweet & Clarage 2020). Murphy and Shelley assert that to this point in time, librarians have largely taken a reactive approach to acquiring OER materials and call for a more proactive approach while there is still momentum. Sweet & Clarage (2020) published a case study of OER initiatives the Consortium of Academic and Research Libraries in Illinois (CARLI) implemented in which they argue that the pandemic has worsened a problem that was already wreaking havoc on higher education; that students are suffering academically because they cannot afford the textbooks for class. During the pandemic they worked to maintain the Open Illinois Initiative by acknowledging the continued need for a standing committee, through consortia efforts planning an online network in which members may store their OER objects, as well as designing faculty workshops. Thornton and Pierce recommend building a team of stakeholders across campus, getting connected with the OER community, continuing education, remembering to market programs across campus, and continuing to assess programs (2020). While many journals were opened during the pandemic, Bulock asserts that depending on temporarily opened material comes with other costs such as staff time to manage access, and the professors' time when they inevitably must make changes to their courses again as access to these materials is no longer freely available (2020). In another article the authors share the difficulty they have experienced with marketing and outreach, finding that faculty were reluctant to add OER to their courses, citing it was too much work for them while also switching their classes entirely online within a couple weeks (Contrada & Good-Schiff, 2021). Each of these authors acknowledged the need to expand OER programs and resources only became more evident during the pandemic, in light of the mad dash to aggregate open materials that ensued in the spring of 2020 when students were sent home. In response to the shift online, librarians collected OER materials to fill an immediate need in classes, planned future initiatives, designed new work flows to accommodate an online environment, and acknowledged that now is the time advocate for OER at the administrative level.

Institutional Context

Indiana State University (ISU) is an urban, publicly funded university located in Terre Haute, Indiana. It holds a Carnegie rating of DP/U, and has a $70.1 million endowment. Founded in 1865, ISU offers over 100 undergraduate majors, and over 75 graduate and professional programs. The University currently serves 12,144 students and employees 8,195 fulltime staff, of which 670 are fulltime faculty. Most undergraduates are the first in their families to attend college. The Cunningham Memorial Library currently employs 40 staff, of which 13 are fulltime librarians. There is a team of seven reference librarians who liaise with the academic departments on campus. These librarians assist students and faculty with a variety of reference questions, including questions related to OER. In the Library Systems department, one librarian serves as the University Scholarly Communication Specialist, managing open education and open publishing projects. In Library Technical Services, a Cataloging and Metadata Librarian manages the institutional repository (IR), including select OER collections. The University also employs four fulltime instructional designers in the department of Extended Learning. These designers liaise with the Scholarly Communication Specialist on open education projects.

OER at Indiana State University

In 2012, the University President put together a thirteen-member committee made up of faculty, staff, and librarians called the Affordability Taskforce, which was charged with exploring ways to constrain tuition increases and also save further on their non-tuition expenses. A subcommittee of that taskforce, the Books and Supplies Subcommittee, performed research in 2012-2013, such as administering a student survey and faculty surveys, investigating faculty policies and informal practices related to costs and availability of course resources. One initiative that emerged from these investigations led to the development of the Textbook Affordability Program, which from its inception, was managed by University librarians. This program is ongoing, and still proves to be highly successful.

Indiana State University Textbook Affordability Program

The Textbook Affordability Program, which was initiated in 2014, focuses on student success through college cost savings. Participants receive a $3,000 stipend after satisfying the requirements of the program, which results in replacing textbook material in one preexisting course with OER. The program is open only to ISU faculty for ISU courses. A course is eligible only if it is a preexisting general education course, or a course that is required for a major. The combined textbook-cost-savings for students must total *at least* $3,000 over a two-semester period. Once the faculty participant completes the program, they must teach the designated course using the approved OER textbook replacement for two consecutive semesters after program completion. Faculty participants may forfeit eligibility for future participation in the program (with another designated course) if they have received a stipend from this program in the past, but did not satisfy all program requirements. The program is funded by the Provost's office from a general fund.

Faculty participants accepted into the program are enrolled in a self-paced course delivered via the Blackboard course management system. Additionally, in order to ensure that participants are prepared for OER integration using sound pedagogical principles and practices, they must meet at least three times with a librarian and University course designer to review their progress in this self-paced course. The required Blackboard course is taken over the course of one semester and consists of five modules and, in addition to providing subject matter content, is designed to model different teaching techniques such as short drills, journaling, and online discussion to assist participants in considering the best way to integrate OER into their coursework. The five modules of the course are:

1. *Introduction and Purpose of OER*. A general introduction to the course with an overview of the history, purpose, and characteristics of OER. In this lesson, the learner creates an analysis of their level of OER knowledge. Approximate timeframe is one week or five hours.

2. *Copyright*. An overview of the legalities of copyright as they apply to higher education, a review of fair use, and an introduction to Creative Commons. This module requires the learner to take a brief, short answer online quiz. Approximate timeframe is two weeks or 10 hours.

3. *Locating and Curating OER*. Here the learner starts looking for OER that may possibly replace the textbook(s) in their targeted course. Leaners submit a brief reflective essay on this experience. Approximate timeframe is two weeks or 10 hours.

4. *Evaluating OER*. In this lesson, the learner evaluates the OER that they located in the previous lesson and interprets the OERs' alignment to the learning outcomes of their targeted course. Approximate timeframe is two weeks or 15 hours.

5. *Implementing OER*. In the final module, the learner reviews best practices of OER implementation with their OER. Approximate timeframe is two weeks or 15 hours.

The number of participants in the program varies from semester to semester, but averages out to six participants per semester. Since 2014, the Library has tracked the courses that have been converted in this program. To date, the program has saved students a total of over $3,500,000 in textbook costs, with an average $114 saved per student. Though this program requires a semester-long commitment on the part of the participants, the Scholarly Communication Specialist and Metadata Librarian, and the instructional designers, it has proven to be one of the most successful and long-standing affordability programs at ISU.

Indiana State University Open Educational Repository Initiative

In 2014, when the Textbook Affordability Program was implemented, there was talk of harvesting artifacts of faculty teaching from the program to build a collection of OER material for the University's IR. However, the demands of managing the program, coupled with staffing shortfalls, meant that this plan would not come to fruition until 2019. It was at this later date that the Cataloging and Metadata Librarian was asked to collaborate with the Scholarly Communications Librarian to build an OER collection specific to ISU.

The ISU IR, called Sycamore Scholars, is a digital archive on the Dspace software platform, and includes scholarly works created by students, staff, and faculty at Indiana State University. Sycamore Scholars began as a means to enable ISU graduate students to submit their theses and dissertations electronically, but the repository also houses journal articles, conference papers, technical reports, working papers, data sets, tutorials, music, photographs, and other digital items. In Dspace, objects are organized hierarchically: Community→ Sub-community→ Collection→ Item. A new community called the Indiana State University Open Educational Repository Initiative was created that included two sub-communities: A preexisting collection of faculty syllabi called The Syllabus Collection and a new sub-community called the Textbook Affordability Program. In the latter, participants in this program are asked for artifacts from their newly converted course, such as the syllabus, assignments, assignment rubrics, and discussion topics, to include in the collection. Specifically, the librarians asked for material that would demonstrate how the instructor used OER, and these collections are organized according the participant's college within the university.

While initially surveying how other colleges and universities are housing their OER resources, it was very easy to get caught up in all the bells and whistles and possibilities. However, eventually reality trickled in and the authors looked around and acknowledged that Indiana State University is not Stanford or MIT. Instead the authors focused on the resources at their disposal: Sycamore Scholars. From there librarians brainstormed on hierarchical representation and decided it was important to present this new collection as a university-wide initiative, and hopefully garner buy-in. So the authors created the community level collection, Indiana State University Open Educational Repository Initiative, rather than housing it within the library community of collections. From there the authors decided to organize the two OER initiatives as sub-communities: Syllabus Collection and ISU Textbook Affordability Program. The Syllabus Collection is assigned collections organized by course title and items are uploaded within. For example: Indiana State University Open Educational Repository Initiative→ Syllabus Collection → University 101 Syllabi → University 101 Introduction to Weather and Climate Spring 2016 Syllabus, while the ISU Textbook Affordability Program sub-community is broken down by college and then individual submissions.

Maintaining Momentum

During the summer months of 2020, the authors began wondering if current programs would lose momentum on their OER efforts at the very time when open education was being seen as answering the needs of students and faculty on lockdown. They particularly wanted to reach out to the faculty, who were overloaded with converting their courses to fully online and devising ways to keep socially isolated students engaged in coursework. In addition, although Library employees kept in touch with each other via Zoom, people began to feel disconnected from each other. Therefore, the authors decided to do something that may have seemed ill advised at the time. Just when lockdown presented us with the burden of rearranging our workflows and working environments, the authors began planning a new OER project. The librarian duo decided to develop an annual teaching award, as a way to interest the faculty in OER during what was anticipated would be the many months of social isolation and online-only learning.

Cunningham OER Teaching Award

In 2020, the Library decided to provide for the recognition of excellence in teaching at the ISU through the creation of an annual, *Cunningham OER Teaching Award*. Named for the University's first librarian, Arthur Cunningham, who served the University from 1890 to 1928, this annual award is bestowed on faculty in recognition of teaching through the adoption or creation of OER into their coursework. The librarians are dealing with faculty across campus who may view OER in distinct ways, and academic publishers muddy the concept of OER by offering faculty-clients proprietary resources erroneously called OER. For these reasons, the authors widely publicized the Hewlett definition used in evaluating the nominees' work, which is,

> Open Educational Resources are teaching, learning, and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation, and redistribution by others with no or limited restrictions. (Open education defined, 2021)

Since this is a new award, and because the authors found that OER is a new concept for many, the guidelines employed in evaluating the work of nominees is intentionally broad and includes, but is not limited to, the use of OER in achieving *at least one quality* of,

- evidence of achieving desired learning outcomes,
- creating a sense of community among students,
- connecting disciplinary content to real world experiences,
- embracing accessible teaching practices and course design,
- practicing inclusive teaching that engages all students and focuses on diversity, inclusion, equity, and cultural responsiveness.

A person is eligible if they are employed by ISU as a pre-tenured or tenured faculty member or contingent instructor who has at least one academic year teaching with the University prior to nomination, and who is currently teaching a minimum of three undergraduate or graduate semester hours at the time of nomination. Their teaching practice(s) must apply to an ISU course taught within one academic year from the date of nomination, and the OER(s) cited for their nomination must conform to the Hewlett definition. Since this is an award bestowed by the Library, employees (including but not limited to faculty, instructors, staff, interns, student workers) or fellows of the Cunningham Memorial Library are ineligible for this award.

Each year, the Dean of Library Services appoints a new selection committee of four members. The makeup of the committee shall be three fulltime ISU faculty members, and the Library Associate Dean, who serves as ex-officio chair. Faculty membership on this committee is composed of one pre-tenured or tenured librarian at the assistant librarian, associate librarian, or librarian rank, and two non-library, pre-tenured or tenured faculty at the assistant professor, associate professor, or professor rank. The Dean of Library Services, based on the recommendation of the selection committee, makes the final selection of each year's awardee(s). The Library accepts nominations and self-nominations, and the award and nomination process are advertised throughout the year via online newsletters, global campus emails, and personal emails to department chairs and associate deans. A LibGuide helps to publicize and explain the award (Cunningham OER Teaching Award, 2020). Each year, award recipient(s) are recognized at a reception that the Library has been sponsoring for the past 35 years to honor faculty and student research.

In 2020, nominations were accepted for the 2021 inaugural award. Given that the pandemic was a considerable distraction for everyone, the librarians anticipated only a few nominations. They were shocked to receive scores of high-quality nominations and self-nominations. Because of this, the selection committee ranked the top three nominations for the Library Dean. She decided to bestow the award on two people, an associate professor of engineering who had replaced expensive textbooks with printed government manuals, and a Spanish language instructor who adapted an OER for her department to use in their coursework. Because of the pandemic, there was no annual reception held in 2021. In lieu of this venue, the Library publicized the awardees on global campus email and on social media. In addition, the Library plans to honor the 2021 awardees in person, along with the 2022 awardee(s), at the 2022 reception. All awardees receive an award plaque, an honorarium, and a formal letter from the Library Dean describing the quality of their work for them to insert in their promotion and tenure dossiers. The Library Dean also sent members of the selection committee a formal thank you letter for their service to the University.

Conclusion

The success of the *OER Teaching Award* was evident when the Library observed the enthusiasm that prompted the unanticipated amount of nominations, the willingness to serve from every faculty member tapped to participate on the selection committee, the delight of the award winners, and the fact that the awardees' administrators, including the University Present, noted their appreciation for the award process. The authors' goal in creating the award was to engender enthusiasm for OER by recognizing people's hard work and thus keep OER in the forefront of people's minds. In hindsight, the authors realized that the project also allowed for the following:

- In spite of this being a University-wide award, the Library administers it. Doing so helps to publicize the Library's expertise in OER.

- In a time of difficulty (i.e. the pandemic), the Library was recognized for doing something positive and morale building without requiring expensive resources from the University.

- The award winner, nominees, and nominators, together with the participants in the *Textbook Affordability Program*, provide the Library with a large pool of faculty from which to consult and collaborate on future OER projects.

Another advantageous moment of synergy occurred when the authors realized that they could ask the award winners if they would offer us artifacts of their teaching with OER for the university's IR. The awardees were happy to comply. The librarians have created a third sub-community under the Open Educational Repository Initiative entitled, The Cunningham OER Teaching Award. They plan to ask each year's award winner(s) for such artifacts to build on collection of resources that archives a part of the University's history, and may assist others looking for teaching ideas.

The experience of designing and administering this university-level teaching award has taught the authors that, although not everything can or should be designed on a shoestring budget, much can be accomplished to keep the momentum of established OER initiatives by thinking deeply about the institutional environment and the strategic goals of the Library. Appended to our references, the authors include a select bibliography of additional resources that may be useful to others interested in general information, student outcomes, evaluation and courseware, copyright, and collaboration on OER. In surveying the literature, the authors found some publications. However, it is early in the publication cycle to expect an abundance of publications. From the publications retrieved, certain themes became clear: librarians responded quickly to aggregate OER materials replacing suddenly unavailable physical materials, planned future initiatives, designed new work flows to accommodate an online environment, and acknowledged that now is the time advocate for OER at the administrative level.

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Evaluating Library Resource Subscriptions: A Case Study

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Abstract

The University Libraries at the University of South Dakota conducted a periodic, comprehensive review of subscriptions that began in the fall semester of 2019 and ran through the spring semester of 2021. The review was conducted in the context of inflationary subscription price increases and budgetary constraints. The review began with a target of identifying $60,000 of cost savings to offset the expected inflationary increases in a flat budget year.

Since identifying cost savings would involve cancellations of one type or another, the University Libraries decided to pull in both internal stakeholders (librarians assigned as liaisons to academic departments) and communicate with external stakeholders (faculty in the academic departments) to help minimize negative reactions to the cancellations. To that end a subscription review committee was formed that included the Dean of Libraries and three librarians. The committee organized the review, gathered information, crafted communications, held explanatory sessions for the other librarians, sent out information to the academic departments, and ultimately made recommendations for the cancellations.

The committee gathered and analyzed a variety of data on usage of current subscriptions, including individual subscriptions, package subscriptions, and full-text databases. Criteria taken into consideration included usage data, cost, cost-per-use, average annual percent change in cost, and the coverage for all access points, print and electronic.

In the end, the response of publishers to the conditions surrounding Covid-19 removed the immediate budgetary pressure. This allowed individual journal subscription cancellations to be limited to relatively painless choices and bought additional time before potentially more difficult decisions on journal package and databases will need to be made.

Evaluating Library Resource Subscriptions: A Case Study

The crisis in scholarly publishing dates back to the late 1960s and early 1970s (Edwards & Shulenburger, 2003), highlighting the need for academic libraries to conduct subscription reviews. In response to budgetary pressures, libraries have often turned to subscription reviews as a means of identifying cost savings. The University Libraries at the University of South Dakota was in such a position in the fall of 2019 and conducted a review of subscriptions that ran through the spring semester of 2021. The libraries conducted a brief literature review to help frame the project.

Literature Review

De Gennaro (1977) called on librarians to fight against escalating journal prices. He noted two tendencies that were allowing publishers to increase prices: a preference for journals and their timeliness over monographs, and the growing importance of authorship in the faculty promotion and tenure process. In the decades that have followed there have been various responses by both librarians and publishers to the crisis in scholarly publications, the description of which is beyond the scope of this article. Regardless of all the changes, the one constant has been academic journal costs rising faster than the rate of inflation. The resulting budgetary pressure has meant a continuing need for identifying cost savings.

Over the years much has been written about how to conduct subscription reviews, with perhaps the most important statement coming from Butkovich (1996). "The method or methods employed in any given library at any given time should depend on the needs of the library and the resources available for the study" (p. 366).

Ward, Christensen and Speckman (2006) reported that libraries identify titles for cancellation based on information about usage, cost, citation analysis, and faculty/user feedback. They noted the importance of maintaining librarian-faculty communication during the review process.

Nixon (2010) identified a journal's availability in aggregator databases as an important consideration. Her review prepared cancellation lists for each academic departments to keep the amount of data manageable for reviewers. The criteria for a journal's inclusion on the lists were low usage and availability in aggregator databases. Subject specialists facilitated the review of the lists with their respective departments.

Shapiro (2012) moved the discussion beyond journals to database cancellations and expanded on the complexity of the decision making process. He noted that the process "includes consideration of such factors as usage, the number of resources supporting a particular disicipline and their relative importance, departmental concerns including accreditation, cost, internal politics, duplication of resources (overlapping content), degree programs added or dropped, and the existence of comparable and less-expensive databases available from other vendors" (p. 154).

The abstract for Clement, Gillespie, & Tusa's (2008) stressed the importance of collaboration with faculty and to that end argued the need for a communication plan and collation of relevant data into reports. The authors suggested that good planning and collaboration ensures that any "frustrations are a reflection of having limited funds rather than a result of the process or tools used" (p. 233).

University of South Dakota Context

The University Libraries had to identify cost savings at various times over the decade between 2010 and 2019. A comprehensive review of journals was done in 2010 that resulted in cancellation of 29 titles, with 42 more switched to online access. Further journal cancellations were made in 2011, 2012, 2015, 2017 and 2019. Switching titles from print to online access also created savings in 2011, 2013, and 2015. Over the decade, subscriptions shrank from 1100 individual titles (600 for print or print + online) to roughly 450 (80 print and 32 for print + online) by 2020.

Additional measures that resulted in savings were renewal negotiations for databases, particularly for multi-year contracts, and database cancellations in 2011 (3), 2012 (6), 2016 (1), 2017 (5), and in 2019 (2). The efforts made over the years were well appreciated across campus, which is likely attributable to increased transparency that followed the adoption of the responsibility-centered (market-based) management approach to budgeting. Even with a competitive budget process the University Libraries received increases to help cover inflationary cost repeatedly between FY2015 and FY2020. During the same period the subscription budget was supplemented by redirecting funds from book budgets and from salary savings from open or eliminated positions. The subscription budget also benefitted by funds becoming free when a database was picked up at the consortia level. Some of the achieved cost savings and budget supplements were used to upgrade two journal package deals that had complicated, time-consuming renewal processes. 2020 saw an overall increase in unique titles from around 70,000 in 2010 to over 100,000.

It should be noted that cancellation due to duplicate coverage in databases had purposely been avoided prior to the current review due to the lack of control or uncertainty about any given journals continuing availability in aggregator databases.

The Review

In 2019 there was an expected budget shortfall of $60,000 that was the immediate context for a more comprehensive review of subscriptions. The cancellations made up to this point had been relatively painless, but with one exception, the low-lying fruit had already been harvested. The one option left was a shift in philosophy to not retain a subscription that had coverage in an aggregator database because it might at some point be dropped from the database. Not knowing beforehand how much savings that change might generate, the libraries conducted a more complete review that considered all options while fostering more engagement and being transparent about the process.

The University Libraries' decided to focus the review on the I.D. Weeks budget and therefore excluded resources funded substantially by the Wegner Library.[1] Purchased resources that have relatively small ongoing costs were exempted, as were resources subscribed through the South Dakota Regental Database Consortium (public universities), the Minitex Consortium, funded by the South Dakota Board of Regents, or funded by the South Dakota State Library. Three multi-

[1] The University Libraries at the University of South Dakota's subscription review began in the fall of 2019 and ran through spring of 2021. The University Libraries includes the former I.D. Weeks Library in Vermillion and the Wegner Health Sciences Library in Sioux Falls. The Wegner Library, while administratively part of University Libraries is also a 501c3 nonprofit organization with a separate board of directors and budget process. The subscription review discussed here was focused on the I.D. Weeks subscription budget that is tied to the University of South Dakota's budget process.

subject databases or collections that have strong support across campus were also exempt from review. Left for review were all individual journal subscriptions through the two subscription agents, 44 databases, and three "big deal" journal packages. The methodology for the review varied between the journal, database, and package deal subscriptions, and each are described in later sections.

It should be noted that excluding resources did not necessarily mean they were completely ignored. The librarians discussed overlapping coverage in databases and the likelihood that resources being funding from other organizations or through the continuation of cooperative purchases. It should also be noted that the review was an iterative process that evolved over time. Easing financial pressure during the review period led to a drastic reduction in the number of databases reviewed. In the end one database was looked at and renewed based on strong usage data and four were reviewed more thoroughly, establishing a model for future reviews.

The Reviewers

Staff time for conducting the review (both salary cost and the cost of taking time away from other work activities) is an important consideration for doing a more comprehensive review. The Head of Resource Management guides the regular journal renewal process at the University Libraries. The librarians, as subject specialists and liaisons to academic departments, review journals in their respective areas, consulting with their departments to varying degrees. The Dean of Libraries reviews the journal recommendations and evaluates database and package deals in consultation with librarians as needed.

The Dean decided to lead a committee that brought in two librarians in addition to the Head of Resource Management. This brought in additional staffing power and increased librarian involvement in the process which helped minimize potential for blowback. One other library employee assisted committee members with compilation of data.

The idea was to identify cost savings by conducting a data-informed, consultative process that would ensure current journal and database subscriptions substantially support the missions of the University and its partners and warrant continued investment of financial resources. Specifically, the committee was to:

1. Manage the processes and timeline for the review.

2. Ensure internal (to the libraries) communication about process and all related matters.

3. Advise the dean on external (faculty outside the libraries) communications. Assist library faculty with communications to their departments, including consultations with faculty in the libraries and across campus.

4. Ensure transparency, integrity, and clarity of data (quantitative and qualitative) used in the review process.

5. Ensure transparency of criteria and approaches used in decision-making.

6. Work with the dean to be as strategic as possible in regard to decisions about subscriptions.

7. Recommend cancellations to the dean.

The committee organized the review, gathered information, crafted communications, held explanatory sessions for librarians, gathered feedback and made recommendations for the cancellations.

Journal Review

The University Libraries regularly utilize COUNTER compliant usage data and cost information for renewal decisions. The data is tracked in the Alma ILS and reports on journals assigned to each academic department were available as a starting point in the review. The transition from Counter 4 to Counter 5 was a complication that had to be addressed, but the greater question for the committee was what additional information to include and how to organize the information to communicate it out to the librarians.

Based on previous experience, one of the goals was to chunk the information into digestible bites. To this end spreadsheets were prepared for each subject area that included a Counter usage sheet and a sheet for other metrics. A third sheet was used for a "focused list" of titles the committee felt merited closer consideration.

The usage sheet provided three years of usage data and included the available Counter 4 JR1 and Counter 5 TR_J1 data. Three years provided enough data to smooth out any exceptional usage during a given year while still being a manageable amount of data to work with. The spreadsheet also provided cost per use data that accounted for overlapping access in databases. A total cost per use was calculated along with cost per use from the journal subscription access.

The other metrics sheet provided information on format and what print holdings, if any, were available. The average annual percent change was included to consider unusual price increases. Ten-year totals were provided for interlibrary loan use along with the total recorded in-house use in the current ILS system (three plus years of data).

Titles were identified for the focused list based on factors such as unusually high cost per use, low overall use, or duplicate coverage in databases. The reason why each title was added to the focused list was specified on the sheet.

More subjective evaluation criteria was left for the librarians. They were expected to apply their subject expertise and familiarity with their liaison departments in their review. Citation analysis or other metrics designed to calculate journal worth were not included as they were thought to be more relevant within a particular discipline and vary by discipline. Librarians were encouraged to look up the information if they wanted to include it. A separate spreadsheet was put together by a graduate assistant with information on local citations. It was not clear how comprehensive the list was and likely varied by subject area, so it was available for any that wanted to consult it but was not considered an essential component of the review.

The librarians concentrated on the titles included in the focus lists but exercised their right to remove titles from the list. There were also cases where titles that had not been on the focused list were added and eventually cancelled.

Database Review

The idea to use a SWOT (strength, weakness, opportunity, threat) analysis was brought up and adopted as a tool to help think through the evaluation of databases. The idea was that strengths might include things like good quality, high use, relevance to the overall collection, or direct support of local academic activities. Weaknesses might include redundancy of content, low quality interface, low quality indexing, or limited direct relevance for local academic activities. Opportunities were considered, in the event of a database cancellation, for example, the availability of other quality content with direct cost savings. Threats included potential impact on accreditation or a specific research agenda, or loss of a primary resource for a department.

The idea was tested with Project Muse, IBIS World, the International Index of Music Periodicals, and RILM Abstracts of Music Literature. The vast differences between the resources suggested the need to include an introductory description of the resource. IBIS World, for example, is a collection of industry and market reports. The collation of publicly available information and ease of use are among its strengths. In contrast, Project Muse is a multi-subject database that provides the University of South Dakota access to 710 journal titles and 3310 book titles.

Overlap analysis was important for Project Muse and revealed 197 unique titles, 235 titles with partial overlap in other available resources, 262 titles with complete overlap of coverage, and 31 titles that were in other resources but had no overlapping coverage.

For the music databases a third database that is available but not currently subscribed was considered for purposes of comparison. The subscribed databases are not full text, so the indexing was the point of comparison. Vendor data on link outs were given more attention than data on searches.

Big Deal Packages

The University Libraries subscribed to Unsub (https://unsub.org/) for use in evaluating "big deal" packages. Unsub utilizes cost and usage information within customizable parameters to generate forecast scenarios of future cost and usage based on the number of individual titles subscriptions (rather than the package). The parameters include cost factors for both package and individual subscriptions, and for the cost of interlibrary loan. The number of transactions that might transfer to interlibrary loan and acceptability of open access are also variables, as is the option to include content hosted on Research Gate and other academic social networks. Details on perpetual access can also be included.

Usage data and cost information are entered to create a forecast for a given package. The forecast adjusts itself as the number of individually subscribed journals is changed. A bar chart shows the projected annual total cost and breaks that down into the cost of the subscriptions plus the cost transferred to interlibrary loan. A second chart shows the percent materials projected users will get via the subscriptions, open access, interlibrary loan, or some unknown method such as contacting the author directly.

The transition from version 4 to version 5 of the Counter standards was a minor complication for using Unsub. The ability to use Counter 5 data only became available with the May 2021 release. Only Counter 4 data could be used prior to that, and many vendors stopped supplying Counter 4 well before then. The initial analysis relied on Counter 4 reports, knowledge of existing contracts, knowledge of existing service fees, etc. The forecasts proved worthwhile in looking at the big deal packages. The forecast for one of the big deals clearly showed that the value was probably greater than previously thought and therefore should be continued. The forecast for one of the other vendors clearly showed a considerably higher cost-per-use that gives more merit to the possibility of negotiating lower costs or exiting the big deal to achieve cost savings.

Communications

Communications about the subscription review included three categories: communications with university administration, communications with librarians, and communications with faculty in the academic departments. Faculty are important in terms of knowing what is needed both to support the curriculum being taught and to support research. Campus administrators are more directly involved with budgeting. Librarians will do the review but also generally tend to advocate on behalf of their assigned departments. The Dean of Libraries handled the communication with university administration himself, the review committee worked together on the communications with librarians, and the librarians were the conduit for communicating with faculty in the academic departments.

During the planning stage the Dean briefed the university administration and University Senate on the subscription review project. At a university-wide department chairs meeting he shared a document that briefly explained the need for the review based on the flat budget expectations and the expected inflationary cost increases. The cost savings were to be achieved through a combination of contract negotiations and cancellations.

The Dean regularly communicated with the Provost and provided updates to the academic deans throughout the review process. The proposed cancellations were reviewed with the University Library Committee and the Graduate Council before they were finalized.

The Dean introduced the idea of conducting a more comprehensive subscription review to the library faculty at a meeting in December of 2019. He emphasized the review should be focused on identifying the resources that best fulfill the mission to support teaching, learning, and research and should be data-informed, aligned with institutional priorities, and derived through a cooperative, transparent process in consultation with stakeholders. At the same meeting, the Head of Resource Management led a discussion on the potential components of the subscription review and detailed the local complexities involved.

The Subscription Review Committee later held a series of meetings with the library faculty. Two meetings were held to explain the journal spreadsheets and their potential use. The first meeting was primarily to explain the data included in the spreadsheets and how they were organized. The second meeting provided the opportunity to ask questions about the spreadsheets or the process. The meeting also included talking through an example of using the spreadsheets.

The librarians were given roughly two months to review the spreadsheets, then two meetings were held in which the librarians were asked to present their feedback, which gave everyone the opportunity to ask questions, particularly in the case where a journal might have multi-disciplinary or cross-disciplinary interest.

Librarians were asked to contact their liaison departments and provide the list of titles that were being recommended for cancellation. Librarians were asked to include a scripted message that would ensure a degree of consistency and stressed that the cancellations would result only in minimal loss of access. Most of the journals being cancelled had alternative access in databases with full-text, and those that didn't (low use journals) would still be available via interlibrary loan.

The librarians were given until the end of September 2020 to address any concerns or questions that came out of the communications with the academic department and report back to the committee and the Dean for renewal decisions by the end of October. After the renewals were processed, a summary file was shared with the librarians and the review of the file identified one intended cancellation that had been missed in time to correct the oversight.

Covid-19 Impact

A global pandemic brings a great deal of uncertainty with it. In spring of 2020 as colleges and universities shut down around the United States there was uncertainty about what impact the closures and potential loss of income as a result would have on library budgets. Uncertainty was replaced by a sense of relief as publisher after publisher announced the elimination or reduction of subscription cost increases. Ultimately, the response of publishers to the conditions surrounding Covid-19 removed the immediate budgetary pressure that had necessitated the comprehensive review. In the end the journals that were cancelled either had duplicate coverage in databases or were low use titles that could be obtained via interlibrary loan, so the impact on access was minimal.

The relaxed budgetary pressure also meant that the majority of databases could be removed from the immediate review and that the University Libraries would be in a better position to go into contract negotiations when the multi-year big deal packages come up for renewal. Covid-19 indirectly bought additional time before potentially more difficult decisions on journal package and database renewals or cancellations would need to be made and may prove to be a significant factor in highlighting the unsustainable nature of academic publishing that has been in crisis for decades.

Results and Conclusions

The end result of the journal review was the renewal of 360 journals and non-renewal of 67. The non-renewals accounted for nearly $34,000 in savings. The database review resulted in the renewal of all four databases considered using the that the SWOT analysis. Separate from the SWOT analysis described above, Sport Discus was also evaluated and renewed based primarily on the link out data. The big package deals are not up for renewal until the end of 2021, but the initial analysis performed using Unsub suggests that one is likely worth continuing, while the other has less obvious value which will need to be taken into consideration during the negotiations for contract renewal. Additional analysis may be desirable in the latter case.

Factors that contributed to the success of the subscriptions review include having some data gathering capabilities in place and routinely providing cost and usage information as part of the renewal process. The liaison model of interacting with academic departments also meant that there was a degree of familiarity with the curriculum and the liaison could report the research interests of faculty members. Previous efforts at fiscal stewardship also helped build a supportive atmosphere among campus administrators.

Incorporating additional librarians on the subscription review committee was not an insignificant cost but made the process run more smoothly. Similarly, putting together spreadsheets that brought together the various data components took considerable time, but chunking the data and preparing focused lists were effective. There was little or no blow back on the decisions reached which indicates the communication strategy was successful.

One aspect of the review that didn't have the desired effect was the identification of titles cancelled because of overlapping access that would need to be started up again if the alternate access is ever lost. The identification of such essential titles is still thought to be desirable, and more efforts will be directed toward this in the future.

Additional consideration needs to be given on what, if anything, can be taken from the more comprehensive review of subscriptions and incorporated into routine subscription management. Is it possible to more efficiently collate the information that was included in the spreadsheets? What is the best way to communicate future subscription decisions?

In the end, the library was able to readily address the immediate budget pressure and the expected hard decisions were largely avoided, or at least postponed. This was achieved by shifting philosophy/practice from subscribing to titles also in aggregator databases to cancelling titles that had duplicate coverage. What impact this will have on interlibrary loan business remains to be seen but is expected to be minimal. There are still hard decisions coming in the future, but the methodology used to make them is now in place and there is still time for further analysis.

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Preparing Generation Z Student Employees for Productivity: Examples in Academic Library Virtual Training

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Abstract

How might academic libraries train student workers in a time- and cost-efficient way? UNL Libraries offers library student workers training components that are easily created, stored, and accessible by collective authors via multiple virtual environments. Examples of these environments include a Learning Management System (Canvas), a collaboration application (Teams), a Content Management platform (LibGuides), and a video conferencing platform (Zoom).

Blended learning training at UNL Libraries comprises live and recorded Zoom sessions, closed-captioned web tutorials, screen capture documents, instructions, hands-on exercises, external links to recorded videos and web articles, electronic communication tools, and opportunities for reflection.

Multiple electronic training delivery is a win-win proposition: both trainers and trainees can "work smarter, not harder." This paper demonstrates how Generation Z student workers flourish in the mixed virtual training environment. The rise of technological formats for instruction have allowed workplaces to offer training that uses mixed media and visually stimulating messages, is flexible, sustains shorter attention spans, and is intuitive and easy-to-use. Agile academic libraries offer online, on-demand training to respond to just-in-time needs with the support of a closely developed team.

Preparing Generation Z Student Employees for Productivity: Examples in Academic Library Virtual Training

Background

The University of Nebraska-Lincoln Libraries is an ARL library with nine locations across two campuses, serving a student population of approximately 26,000. In supporting the vision and mission of the University, the Libraries employ approximately 150 student workers. Of these, approximately 70% are employed by Access Services. As funding and reorganization has taken place, the Libraries have increasingly relied on student workers to fulfill many tasks previously done by staff or faculty – including reference, circulation, and resource sharing. The same pressures have also created an environment where student employees are increasingly expected to agilely move between service points or locations to provide coverage.

Historically, training of library student employees was focused on site-specific training materials provided by the local supervisor. Training was highly dependent on the site supervisor preference and ranged from entirely analog materials to primarily digital content and from strictly individualized instruction to group sessions. Content and quality control had limited oversight, with updated information being included haphazardly and collaboration was difficult. Anecdotal feedback from the student employee population indicated that the system was cumbersome, outdated and difficult to access. It was increasingly clear that the method and materials were not able to sufficiently provide what was needed for the student workers and that a more comprehensive approach was needed.

Literature Review

Student employees have been a staple in the provision of academic library services for many years. There is a voluminous body of literature surrounding the importance of fully trained student workers within this environment and a significant portion of this literature addresses strategies as well as specific methods and practices. Excellent summaries of the evolution of this literature exist, such as Kohler (2016) and will not be repeated here.

Generation “Z” is often informally described as the generational cohort following “Millennials” and is often casually defined as birth years within the first decade of the 21st century. The media and popular culture are awash in memes and broad assumptions, but what is clear is the strong exhibited group identity of this generation. With this age group being the current primary demographic of our academic institutions, it is important to frame any attempts to modernize training materials for student workers within the needs of this cohort.

Schwieger and Ladwig (2018) note that Generation Z differs from the Millennial generation primarily at “the level at which technology has been incorporated into their everyday lives” (p. 45).

While literature addressing the use of technological tools such as Blackboard can be found as far back as 2003 (Epstein) there are an ever-increasing number of platforms and technologies available to libraries for student employee training. A research study of 3,200 global Gen Z members done in 2016 by Ernst and Young enumerated multiple population characteristics, including “Online & Personalized, Self-Sufficient, Connected, and Immersive.” These attributes are critical to the understanding of the perspectives of this generation. The 2015 Cassandra Report on Generation Z also emphasized skill focused as an important need for this group (Merriman, 2016). Necessarily any attempts to modernize training materials for this cohort need to directly address these qualities.

Seemiller and Grace’s 2018 report on their “Generation Z Goes to College” study revealed many aspects that impact teaching and learning. Video-based platforms [such as recorded and live Zoom videos] are among the digital preferences for gaining new knowledge. The study revealed that many of them are attracted to independent learning where they influence the timing, pace, and environment. A “flipped classroom” allows students to absorb information prior to the application of it. Yet, even with the flipped classroom arrangement, students do not seek isolation with no human interaction. They are social learners and like to learn “next to, but not with,” others (p. 205).

Collaborative learning and cooperative learning have proven to be effective methods for reaching the learning needs of Gen Zers. Project-based learning and social learning work well in the classroom (Schrader, 2021; Igel & Urquhart, 2012). And, while texting (mobile-based) may currently be preferred by Gen Zers over instant-messaging (computer-based) (Seemiller & Grace, 2018), social media tools may effectively allow students to connect with one another and a cloud-based collaboration tool can prolong project-based learning opportunities (Fleischmann, 2021).

Through a better understanding of the generational preferences expressed in the literature and with an idea of some of the approaches taken by library colleagues across the discipline; the previously identified flaws by library employees became increasingly obvious. The solution, then, was not a single platform or methodology, but rather a variety of tools that allowed the Generation Z employee to interface with the materials in a manner than was simultaneously online and personalized while also being self-sufficient, immersive, and collaborative.

Methodology

In searching for virtual tools that could provide content across the system in a manner that would allow the student to continuously learn at their own pace and schedule, provide resources to rely upon in the discharge of their duties, establish a larger community of employees and provide real-time support regardless of location - four distinct platforms appeared to be able to be implemented at the UNL Libraries. These were Canvas for recorded videos, screen capture documents, and hands-on exercises, Microsoft Teams for group support and feedback, LibGuides (Springshare) for quick-access documentation, and Zoom for synchronous communication and group training.

Content was created or imported over the course of a year on each of these tools beginning in 2019, with an anticipated rollout for August 2020. The onset of the international pandemic accelerated the implementation of all of these to the spring 2020 semester to provide content in an environment that valued minimal personal contact and often had trainers and trainees at disparate locations. In the late spring of 2021, an optional survey of the parallel platforms and content were made available to the student employees—with the goal to assess preference, perceived efficacy and convenience.

An example of one of the survey questions:

Figure 1

Sample Satisfaction Survey Questions

	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied
Length of course					
Interaction with the instructor					
Opportunities to actively participate					
Online format (vs. in-person)					
Communication with other participants					
Organization of the content					
Appearance of the platform					
Navigation					

Also included in the survey were open-ended questions aimed at identifying strengths, weaknesses, and areas that could be improved.

Findings

Consistent with our expectations of the generational cohort, the survey results emphasized the value of hybrid and simultaneous digital, on-demand arrangements and micro learning environments. These provide the primary instruction, supporting information, asynchronous community building and real-time interaction necessary in providing tools for the student employees of the current academic library labor pool. Included here is the summary of the survey tool.

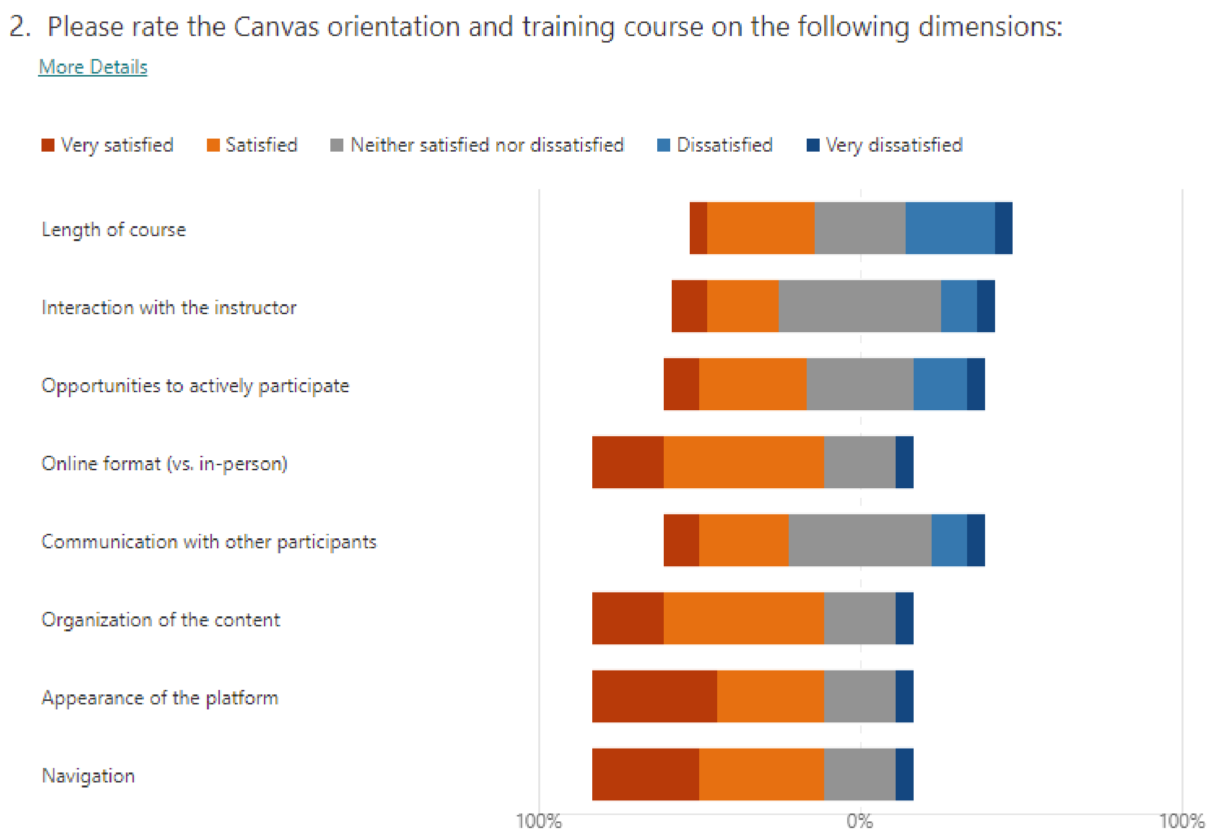
Canvas - Learning Management System

Canvas orientation and training course—New hires

The material contained within this course is comprised of all of the material necessary for orientation and basic training that applies to all locations and tasks within Access Services. This includes customer service, LC call number training, diversity awareness, etc. Thirteen of the 18 respondents had completed the full-length training in the recent 6 months. For their overall impressions of the Canvas orientation and training course, the online format (versus in-person), organization of the content, appearance, and navigation of the platform were appealing to the student workers. Less appealing was the interaction with the instructor, communication with other participants, length of the course, and opportunities to actively participate (Figure 2).

Figure 2

Canvas Orientation and Training Course Ratings

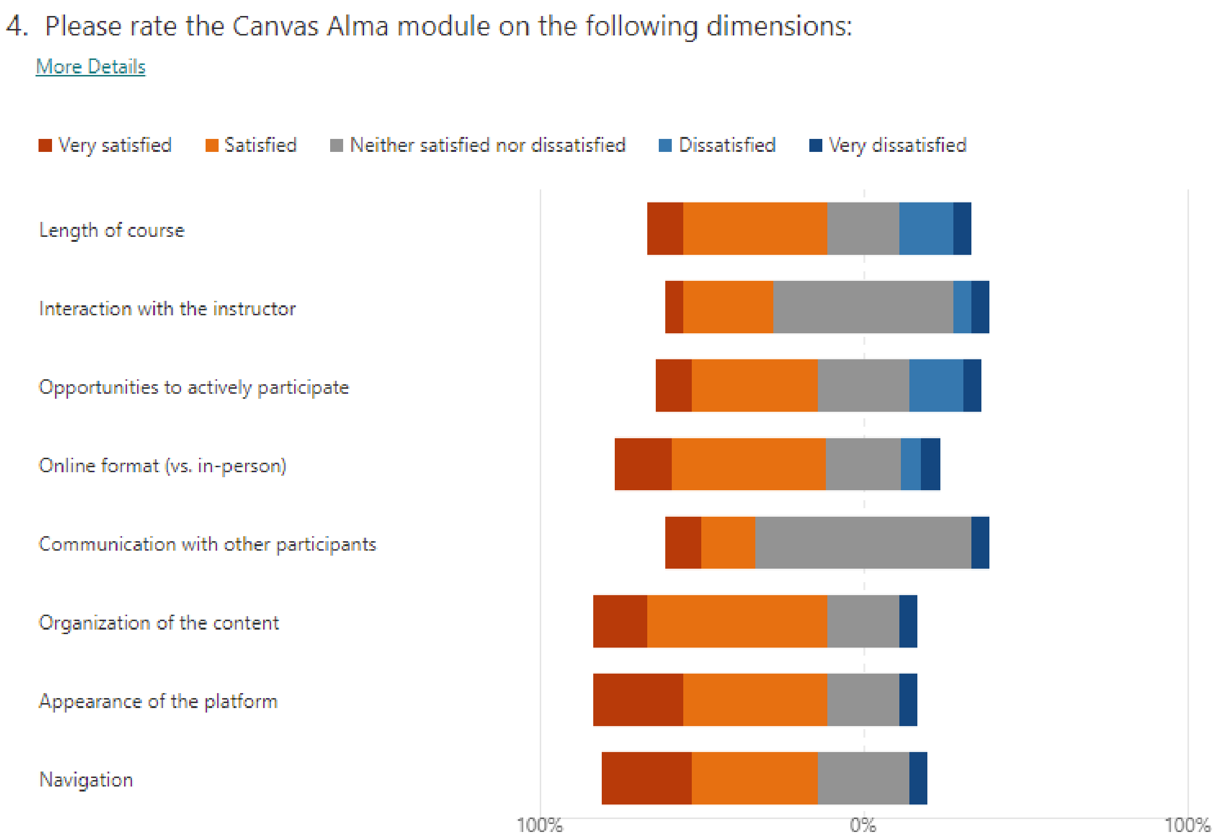


Alma training module - Continuing library training

In December of 2020, the UNL Libraries migrated to Ex Libris ALMA as the ILS, after having III software since 1990. This required significant training of all student employees between the period of configuration and go-live. Canvas was used to host these training modules and included video component, exterior links and original content. Eight of the 18 respondents completed the Alma training during their initial hiring phase and 10 undertook this training after having been previously trained on the preceding system. For their impressions of the Alma Canvas module, the organization of the content, appearance, and navigation of the platform were appealing to the student workers. The less appealing were very similar to the orientation module and included the lack of interaction with the instructor, communication with other participants, length of the course, and opportunities to actively participate (Figure 3).

Figure 3

Canvas Alma Training Module Ratings

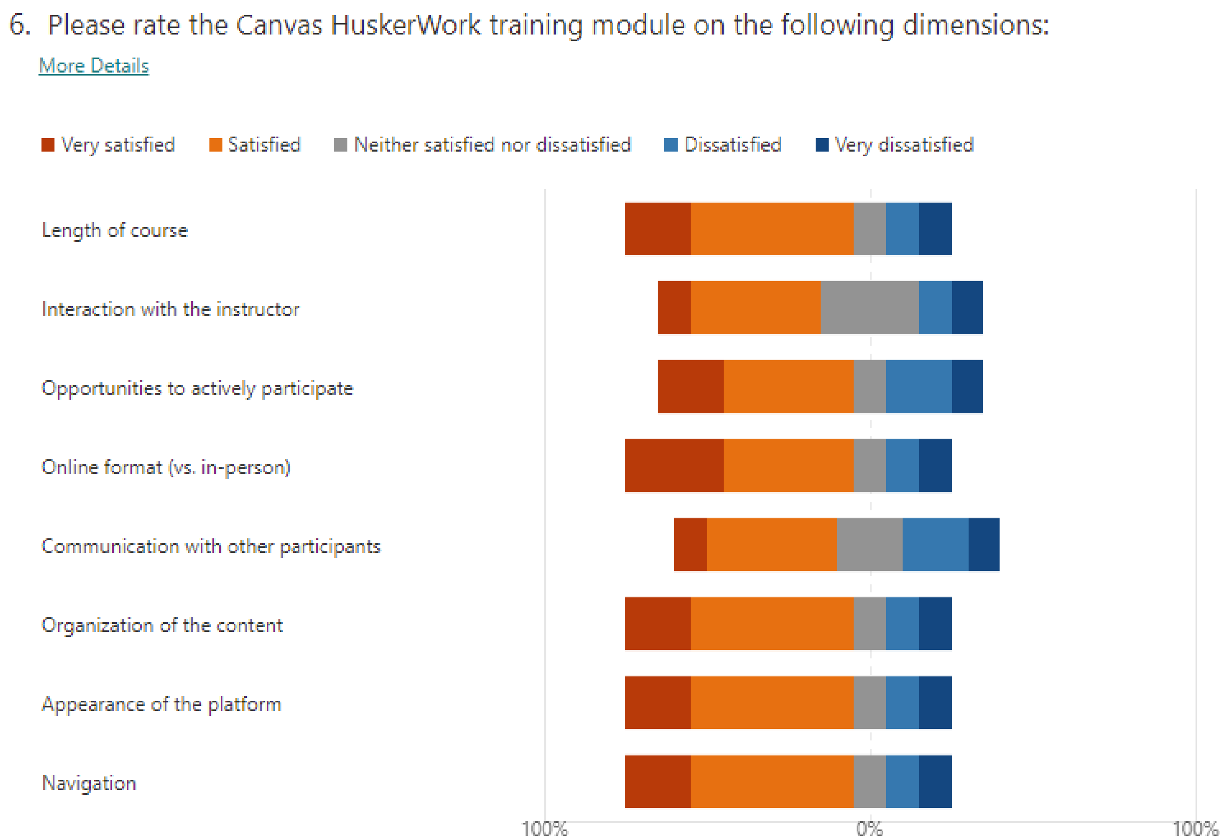


HuskerWork training module

The final utilization of the LMS approach was a collaborative endeavor with UNL Career Services in providing a career/professional development skill building course. Understanding the preferences for this type of content to provide value both inside and outside the workplace encouraged the Libraries to pursue this project. Of the 18 respondents, 10 had completed at least one HuskerWork module. In most dimensions of satisfaction, the HuskerWork portion of the Canvas training course was received more favorably than that of the general training or Alma training. Once again, less appealing were the interaction with the instructor and communication with other participants (Figure 4).

Figure 4

Canvas HuskerWork Training Module Ratings



Qualitative feedback of current Canvas training

Qualitative positive feedback of current Canvas training included ease of use, organization of modules, and ready reference. What respondents liked least was incongruity between content and quizzes, length of course and number of modules, disarray of order of information, and outdated information. Suggestions for improvement included interaction with other students and the instructor, reordering the modules, additional video explanations, and shortening of the course.

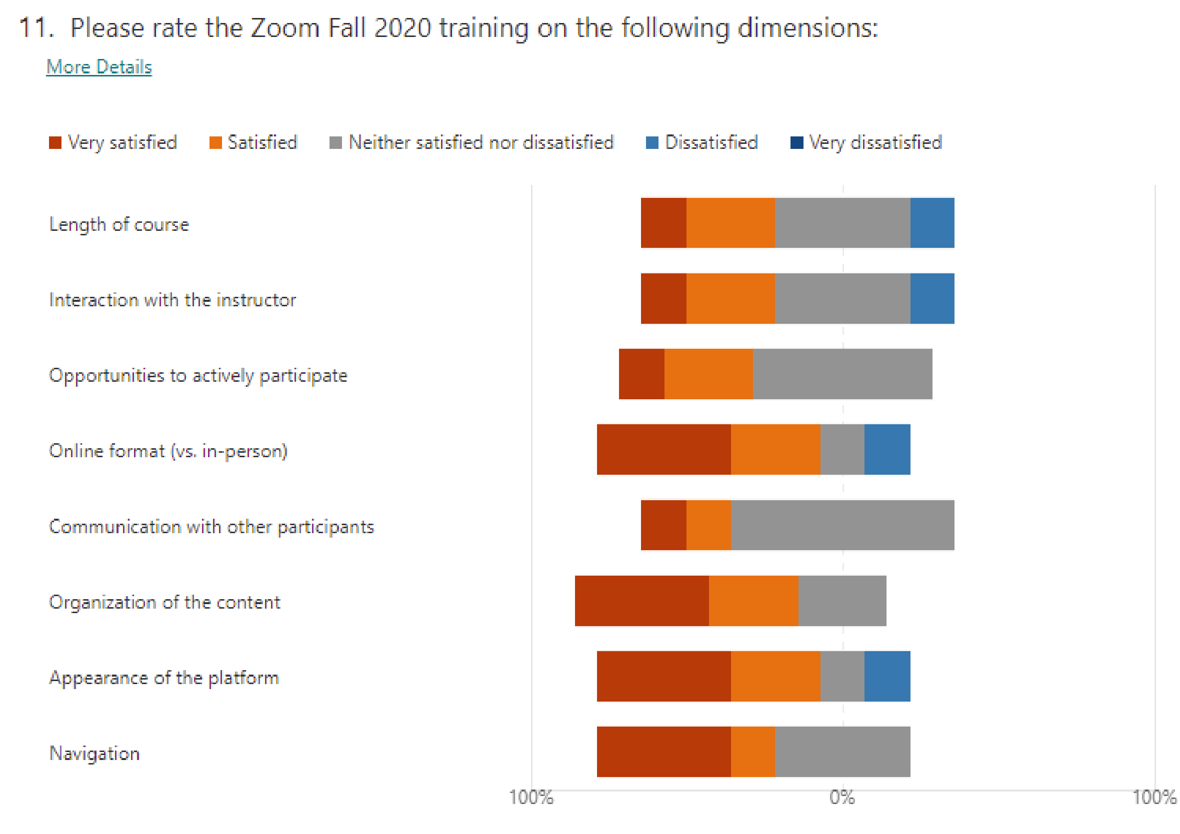
Zoom Web Conferencing

Zoom Fall 2020 training

While not initially included in the planning for dispersed learning and training, the 2020 pandemic necessitated a pivot to continuing training remotely with an emphasis on social distancing. Seven of the 18 respondents reported having participated in the Zoom web conferencing platform for training. For their overall impressions of the Zoom webinar, the online format (versus in-person), organization of the content, and appearance were appealing to the student workers. Less appealing was the interaction with the instructor, communication with other participants, length of the course, and opportunities to actively participate (Figure 5).

Figure 5

Zoom Training Ratings



Qualitative feedback of Zoom training

Qualitative positive feedback of the live Zoom training included flexibility of offerings schedule, ability to congregate in the midst of the pandemic, the ability to ask questions, and organization. What respondents liked least was Zoom fatigue and length of training. Suggestions for improvement included taking breaks and the option to turn off the camera.

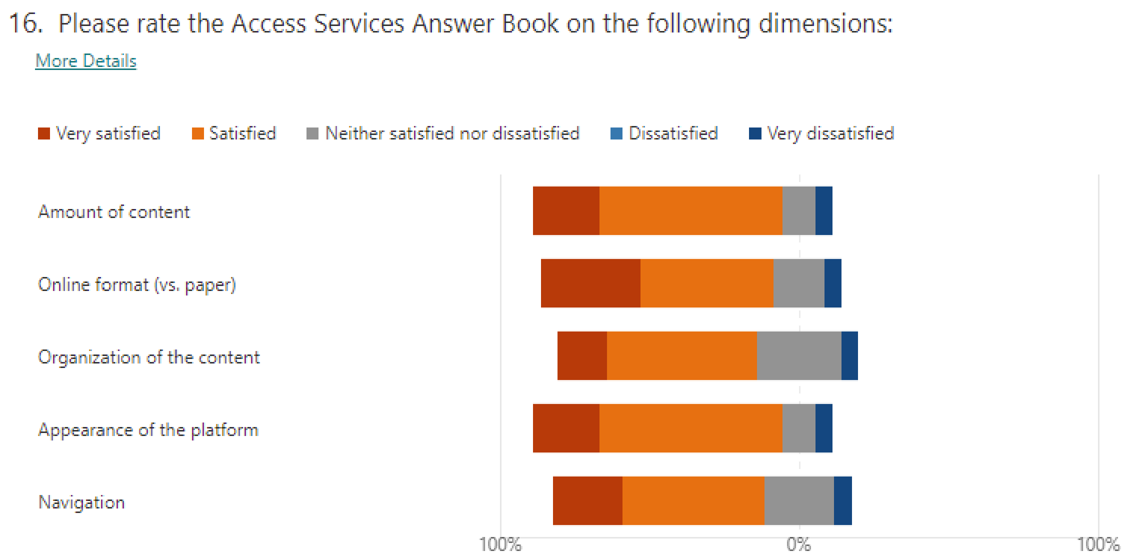
LibGuides "Answer Book"

Answer Book

Perhaps the most significant training documentation and challenge was the creation of the ready-reference documentation for all employees. Historical methods had included three-ring binders at the service points and some simple file-sharing tools. In response, for the last 5 or so years, the UNL Libraries have been migrating all of this content to an internal Springshare LibGuide page. Seventeen of the 18 respondents had utilized or referred to the Answer Book within the past month. For their overall impressions of the ready-reference LibGuide, the amount of content, online format (versus paper), appearance, and navigation were appealing to the student workers. Less appealing was the organization of the content (Figure 6).

Figure 6

Answer Book Ratings



Qualitative feedback of Zoom training

Qualitative positive feedback of the live Zoom training included efficacy of contacting coworkers, efficiency, and ease of use. Respondents reported a preference for other applications and an observation that not many student workers utilize the current platform. Suggestions for improvement included better organization and adoption of a different application.

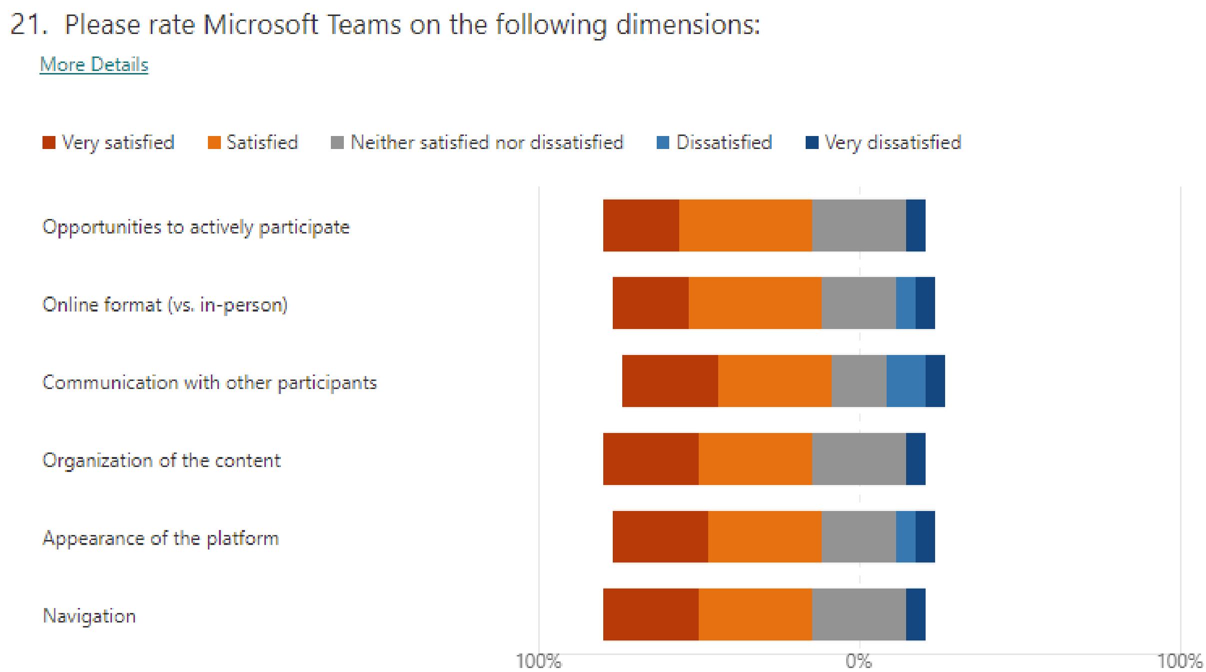
Microsoft Teams - Collaboration Application

Microsoft Teams

As the primary collaboration tool to address the needs for supported learning and for social grouping, the Libraries had been utilizing Slack for approximately four years. With a sudden deprecation of this platform, MS Teams was adopted. Expanding from the Slack based content was the addition of Team chat channels to allow employees to message between libraries and service points. Of the 18 respondents, eight reported having utilized Teams during their most recent shift. Most appealing were the opportunities to actively participate, organization of the content, and navigation. Less appealing were the online format (versus in-person), communication with other participants, and appearance (Figure 7).

Figure 7

Teams Ratings



Qualitative feedback of Teams

Qualitative positive feedback of the live Zoom training included effectiveness for communication with co-workers, and efficiency. What respondents liked least was demonstrated by their preference for other platforms and observation of its lack of use by student workers. One suggestion for improvement was to make the application embedded in what is already in use.

Conclusion and Next Steps

The creation of multiple electronic training delivery systems and content for the Generation Z student employee of the academic library has clearly been a success for the University of Nebraska. There are, however, significant improvements that are in planning as a result of the employee feedback. These include a more training focused LMS platform instead of Canvas, refinement of the Teams channels, and an expansion of content where deficiencies have been identified. Additionally, a focus on greater instructor interaction with the learner is clearly a need to address.

Even with the needed improvements, the surveyed Generation Z student workers seem to appreciate the mixed virtual training environment. Anecdotally, library staff and faculty have noted an increase in consistency between locations, improved general command of necessary knowledge, and student employee willingness to embrace previously difficult transactions.

The rise of technological formats for instruction have allowed UNL to offer training that uses mixed media and visually stimulating messages, is flexible, sustains shorter attention spans, and is intuitive and easy-to-use. The online, on-demand training is clearly able to better respond to just-in-time needs with the support of a closely developed team.

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Ask Them: Improving the International Student Library Experience

Carolyn Johnson
Research and Outreach Librarian
Northwest Missouri State University

Abstract

This presentation reports the findings of a Spring 2021 qualitative investigation of international student library experiences at Northwest Missouri State University, a state-assisted, four-year regional university that also offers graduate degree programs. The survey was sent to all undergraduate and graduate students. Data was collected using a google form survey distributed by the International Involvement Center (IIC), and the responses were analyzed using a thematic coding method. Participants will learn about developing a qualitative research survey designed to reach out to international students about library services and resource use. The librarians were interested in learning about students' previous experiences with libraries in their home countries, and how they compare with their experiences with a United States medium-sized academic library. Open-ended survey questions provided an opportunity for Northwest employees to "listen" to the cross-cultural library experiences of international students. The survey was voluntary and anonymous, which removed discomfort resulting from spoken language barriers. Findings will be reported using pie charts about the demographics of students who responded to the survey (area of study, academic status and home country) and coding categories. Using thematic coding, attendees will actively participate in coding sample comments while learning how to evaluate qualitative user data. The presenter will showcase several actions identified for improving library services and outreach strategies and will suggest areas for future qualitative research with other underrepresented student groups.

Using an Advisory Board for Student-Driven Assessment

Cori Wilhelm
Library Director
SUNY Canton

Abstract

SUNY Canton's Southworth Library Learning Commons (SLLC) is a student-centered space which prioritizes student feedback. While surveys questionnaires have proved useful in the past, we have found our most valuable feedback comes directly from conversations with our students. To cultivate these conversations, directors of each department in the Learning Commons – the Library, Tutoring Center, and Information Services HelpDesk – host a regular, constructive student focus group, the SLLC Advisory Board.

Students representing our diverse campus meet with us throughout the academic year, formerly in person, and now on a virtual platform. We discuss how they engage (or don't engage) with the Learning Commons' resources, what they would change if they could, and their ideas or suggestions for our departments. Although guided by pointed questions, these organic meetings often result in unexpected and candid conversations, and lead to meaningful results. Changes made as a result of Advisory Board suggestions include altering and improving our space, additions to our tutoring and technology offerings, and changes to our textbook loan program. This presentation will give a brief overview of how the group was created and how it functions, lessons learned in the process, and suggestions for other libraries interested in creating a similar group.

Bridging the Gap Between the Library and International Students

Leila June Rod-Welch
Librarian
Saddleback College

Abstract

This presentation will discuss how a librarian initiated a successful collaboration between the library and its International Students Program. This collaboration helped bridge the gap that existed between these two areas. Due to cultural differences, many international students struggle to adjust and learn about the services their college or university offers. One reason for this gap is the issue that many international students lack familiarity with services offered at U.S. academic libraries in the United States versus their home country's libraries. Additionally, many libraries fail to reach out to this underserved group of students. COVID-19 did not make things any easier for these students, especially as everything moved online. This presentation will discuss how librarians created programs at their community college library which can be used both online and face-to-face to reach out to international students. A library guide and a flyer tailored to international students was created and added to the International Students Program's website. An introductory session about the library and its services during international students' orientation was also developed as a way to bridge the gap. A plagiarism workshop, created and led by a librarian, was added to the Academic Planning Course - which teaches survival skills about college expectations, time management, choosing a major, etc. This session details how other libraries can get involved with their institution's International Students Program and how to introduce library services to international students. This endeavor will help put international students at ease and help them succeed in their academic pursuits.

If I Were the Boss of You...This Is How All Meetings Would Be Run

Tara Coleman
Web Services Librarian
Kansas State University

Abstract

Meetings can be a bit of a struggle. Not all attendees are sure why they are in the room, one person dominates the conversation, nothing is accomplished, and some may leave with completely different understandings about what happened. These are meetings employees wish they could make up an excuse to leave early or skip all together. Meetings can be exhausting and leave people feeling like they wasted valuable time. And since the pandemic, some meetings have gone from painful to torture. All at once employees needed to learn Zoom, struggled with shared connections, and had fewer reasons to get up and move away from their desks.

This lightning round doesn't promise to turn meetings into parties, but it will provide ways to make them less painful for everyone involved. The session provides tangible tips that will shape meeting expectations and roles, free or low-cost tools that allow for voices to be heard that would otherwise be hidden or talked over, and sage advice about how to best use and respect everyone's time.

Google Sheets in Library Instruction: A Simple Search Activity

Morgan Sederburg
First-Year Experience Librarian
South Dakota State University

Abstract

The COVID-19 pandemic forced all parts of South Dakota State University to rethink how to safely deliver effective, engaging instruction. Briggs Library was no exception. Every semester prior to the 2020-21 academic year, approximately 20 sections of English 101 visited the library's electronic classroom for librarian-taught instruction to prepare them for their final research papers. When pandemic safety protocols prevented use of that classroom, instruction librarians worked to adapt the English 101 lesson plan to a completely online format. The biggest challenge was replacing the database-searching activity which students had formerly done in groups. In the end, the librarians developed a new activity using Google Sheets that allowed students to practice searching while getting feedback and assistance from the librarian teaching the class. This presentation walks through the development and implementation of that activity as well as the feedback from students, instructors, and other librarians that have guided its future use.

Utilizing Virtual Mini-Escape Rooms to Increase Awareness of Services at an Academic Health Sciences Library

Jessica King
Assistant Professor
Leon S. McGoogan Health Sciences Library

Abstract

The McGoogan Health Sciences Library's primary user group is the University of Nebraska Medical Center (UNMC). The current pandemic brought about many changes for our campus, our library, and our library's users. One way that the McGoogan Library responded to the changes was by running a six-part series of virtual mini-escape rooms. The escape rooms served two main purposes. The first was to assist library users in understanding what services the library offers and how to access those services remotely. Providing guidance on accessing library services remotely would be key meet the restrictions to access of campus buildings. Due to these access restrictions the library actively discouraged library users from coming to campus, while staff simultaneously shifted to working remotely. This caused confusion among library users about what services the library was still offering and how they could go about accessing those services. The second purpose of these escape rooms was to familiarize library users with the library physical space. The library building closed for renovation in March 2019 and was opened again in 2020 during the pandemic. The library wanted to give library users a glimpse into what the brand-new physical space looks like because the library staff were not encouraging them to come to campus to see it for themselves.

While the library staff wanted to decrease confusion surrounding accessing library services and give a visual of the library physical space, the staff also knew that to get engagement from library users the escape rooms could not be too time consuming. Prior efforts to engage with university students, faculty, and staff have proven that time consuming activities are often abandoned before completion. Library users have limited time to dedicate to activities that are not required. Many students are working professionals with careers, families, and full-time academic and clinical workloads. This lack of time led the library to create six virtual mini-escapes containing five questions with corresponding clues instead of one large escape room. The content of the six escape rooms focused on the medium-sized study room mini-escape, the model storage room mini-escape, the archives and special collections mini-escape, the reflection room mini-escape, the print book collection mini-escape, and the distance learner mini-escape.

The results have included numerous positive comments through email and more engagement than anticipated. Based on previous library engagement efforts and events the library expected to get between 10-15 completed submissions each week. Upon completion of the mini-escape series respondent submitted a total of 168 submissions. These results indicated to the library staff that this series was a success and is worth duplicating in the future.

“Good Enough": Preserving Born-Digital Content on Removable Media with Limited Resources

Dillon Henry
Digital Curation Fellow
University of Missouri - Kansas City

Abstract

The University of Missouri–Kansas City (UMKC) Special Collections and Archives (SCA) holds a variety of born-digital content, including content on removable media in a wide array of formats from 5.25-inch floppy disks, to Zip disks, to DVD-Rs. Preserving this content presents a unique set of challenges, particularly as hardware and software become outdated seemingly as soon as they are introduced, and limited funding and resources only compound these issues.
In October 2018, SCA created a grant-funded Digital Curation Fellowship position to address the challenges of providing long-term, sustainable access to born-digital content on legacy media. With guidance from the Head of Digital Archives & Stewardship, the presenter developed policies and procedures for imaging, extracting metadata, and providing meaningful and sustainable access to these materials. Working through a massive backlog, the Fellow experimented with various free and inexpensive tools to fulfill different functions because of limited labor and budget.

The speaker describes action steps for the project, including decisions about tools and methods and a general strategy and mindset for undertaking this endeavor. Additionally, the presenter provides information and recommendations not chosen, which may be useful for other institutions with limited financial and personnel resources who wish to undertake a similar initiative. While there is no one-size-fits-all approach to meeting digital preservation needs, the presentation provides enough information and suggestions to point other institutions in the right direction, and give them the confidence to begin their own digital preservation projects.