22nd Annual

Brick & Click

An academic library conference

Northwest Missouri State University
Maryville, MO

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Northwest Missouri State University
Maryville, MO

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Starvation Feedback Loop: Examining a Looming Danger to Academic Libraries

Eric Deatherage
Library Director
Crowder College

Abstract

This presentation will address trends in relationships between student retention and library services spanning the last 15 years. Finance and staffing trends will then be used to give these relationships context. A feedback loop will then be proposed as linking retention-based theories such as Tinto's integration theory and self-regulated learning with funding and instructional deficiencies as an explanation for diminished institutional outcome returns. The proposed loop then feeds itself, and if left unchecked continues until library services become divorced statistically from the parent institutions' desired student outcomes. Once critical mass occurs, it is proposed that a catch-22 situation is created whereby no force or amount of effort inside the library system can produce positive institutional outcomes. It is only through convincing administrators above and beyond the department leadership to facilitate change that the feedback loop can be broken and library functionality restored.

Minding the Gap: Creating Connections Between Secondary and Post-Secondary Librarians for Student Success

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Southeast Missouri State University

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Southeast Missouri State University

Abstract

Ever wonder what information literacy training students receive in high school? Librarians at Southeast Missouri State University certainly did! While it has been well documented that high school librarians improve information literacy skills and reading fluency that increase their students' success in college, expectations in college research skills do not always match high school preparation. Amplifying this disconnect, students come to higher education from diverse library instruction experiences resulting in a range of knowledge and skills. To bridge this gap, collaboration between librarians at secondary and post-secondary levels is advocated for to inform and strengthen information literacy instruction.

Based on the concept of a P-16 seamless education from preschool through college, partnerships between secondary and post-secondary institutions result in cooperative efforts between educators, including librarians. At Southeast Missouri State University, librarians from Kent Library have hosted three annual workshops focusing on collaboration with area high school librarians to improve student success. These workshops have been beneficial to librarians at both high school and post-secondary academic levels. Discussions have provided insights into professional standards, brainstorming to help prepare students for college, and the sharing of resources. Hear how Southeast's event has evolved through research and attendee feedback. Join the discussion to broaden this collaboration across the state to support high school students transitioning into higher education.

Participants in this session will:

- Investigate research about the gap between high school and college information literacy expectations.
- Learn how information literacy instruction can improve through collaborations between high school and academic librarians.
- Discover ways to hear the four voices that impact information literacy in college: high school librarians, academic librarians, professors, and students.
- Explore ways to connect with your students' high school librarians and develop a seamless system of information literacy education.

Libraries Collaborate Across the State: Using Metadata to Make a Portal Work for Our Researchers and Our Content

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Catalog & Digital Services Librarian
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Abstract

This case study will focus on the technical side of managing the creation, from the ground up, of an online biographical dictionary in the form of a freely available web portal. Missouri Remembers received grant funding from both the Missouri Humanities Council and the National Endowment for the Humanities to create a new resource that connects anyone interested in the arts to information about Missouri's artists through 1951. The resource fills a gap in existing scholarship with its focus on lesser documented artists that worked in Missouri. The portal relies on information about artists from sources that are often siloed including artists files, archival collections, and other resources at one of the partner institutions, the St. Louis Public Library, Nelson-Atkins Museum of Art, and Kansas City Art Institute to create digital artist records.

In the planning stage of this project, the team brainstormed how this new resource would be used and what types of information were most needed to encourage discovery and ensure accuracy that could be consistently applied to a growing dataset. Informed by these discussions, the next task was to create a custom metadata schema for the project which allowed for description of artists, organizations, and the exhibitions they were affiliated with. Due to the specificity of the data being created it opened the question of authority control. How were organizations and exhibitions known by several different names going to be related so users would know they were all one institution or exhibition? Questions like this came up during the research process and with the data architect designing the Missouri Remembers portal. Researchers needed guidance on how to deal with name variations, and the data architect needed to know the context of all fields of data in order to develop the site in a way that would make sense to the user who would be navigating the portal to find information and discover relationships between artists, organizations, and exhibitions that would lead to other discoveries.

After almost three years of the project being active, many artist records created, and the portal now live, there have been some lessons learned along the way. What could the team have done differently? What did not work out well? Addressing these questions provided the partner institutions with valuable experience. Moving forward metadata, workflows, processes, and portal functionality would be more efficient and intuitive while maintaining consistency and quality.

Libraries Collaborate Across the State: Using Metadata to Make a Portal Work for Our Researchers and Our Content

Introduction

Biographical dictionaries have traditionally been published in print. In the early 2000s there started to be a shift from printing to publishing online from major biographical dictionaries like the Oxford Dictionary of National Biography which went online in 2004 (Hyvönen et al., 2019). The same was true for artist biographical dictionaries. For this project, a team looked at online artist biographical dictionaries that documented artists active in a specific state to discover what type of information was collected and consistent across all the online resources reviewed. Resources reviewed included the *William J. Hill Texas Artists & Artisans Archive*, the *Utah Artists Project*, and the *Biographical Dictionary of Kansas Artists (active before 1945)*. These biographical dictionaries were examined to see what components of an artist's experience would be of interest to researchers, educators, and art enthusiasts of any age. The home page of the *William J. Hill Texas Artists & Artisans Archive,* an "online archive" that "documents the lives, work, and products of Texas artisans and artists through 1900" included links to aspects of an artist's career such as occupation, region, names of people and objects (Bayou Bend Collection and Gardens and the Museum of Fine Arts, Houston, 2013). The *Utah Artists Project* included facets that allow for searching by artist's medium on "the work of Utah's most prominent visual artists" and included information such as "biographical information, images of artwork, archive materials, and lists of ephemera" (J. Willard Marriott Library, University of Utah, 2011). The *Biographical Dictionary of Kansas Artists (active before 1945)* was published online in a traditional book format that sometimes included:

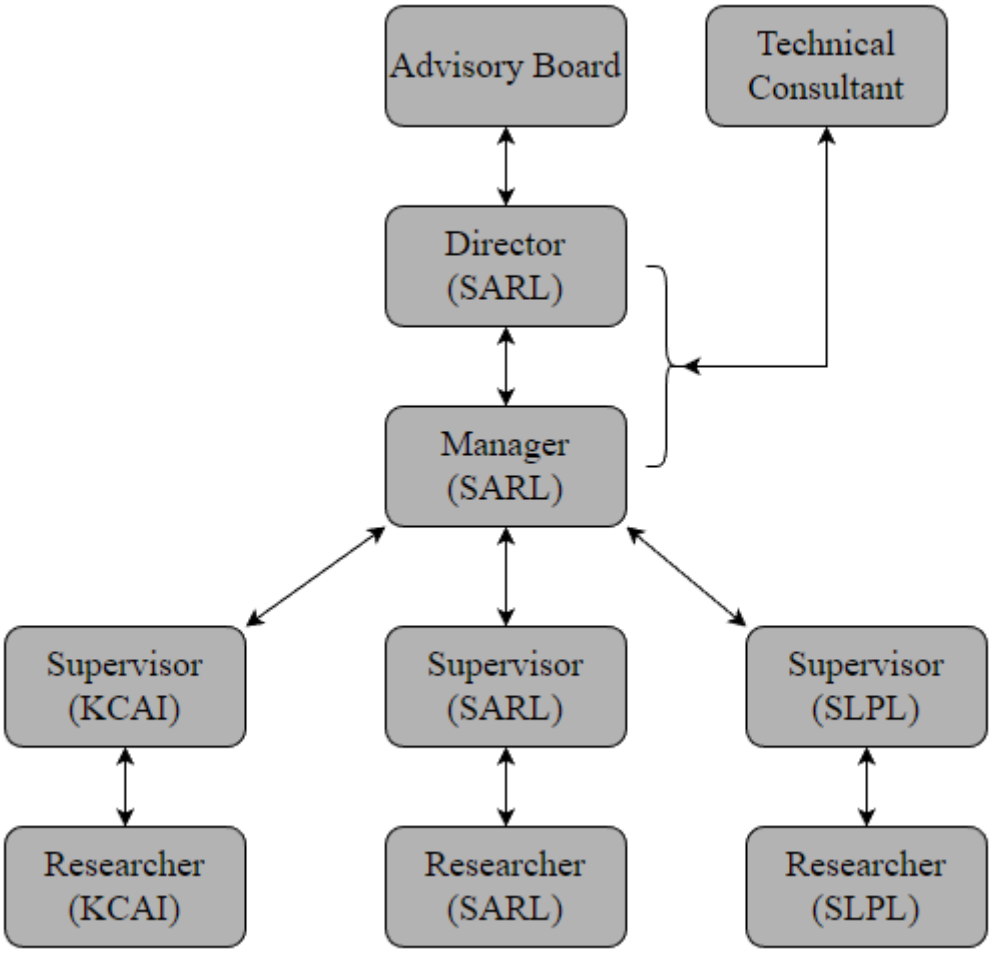
> complete names, birth place and date, death date and place, artistic medium(s), education, biographical facts, memberships, exhibition records, awards, collections that own the artist's work, and sources for the information (Craig, 2006).

Analyzing these sources showed the project team what types of metadata the partners needed to discover about the artists they would be contributing. After much discussion, the team decided on several key areas that needed to be researched: demographic, biographical, and Missouri (active dates and locations) information.

Project Framework

When planning this project, interviews and conference calls were made to the creators/developers of the Kansas and Texas online artist biographical dictionaries to get insight on their methodology, timeline, research, funding, metadata schema, and partnership structure. A decision was made to adapt the organizational structure that Texas implemented for their project. The organizational hierarchy for the Missouri Remembers project was established where each of the three participating institutions (Jannes Library, Kansas City Art Institute (KCAI); Spencer Art Reference Library (SARL), Nelson-Atkins Museum of Art; and St. Louis Public Library (SLPL)) had a supervisor(s) and researcher(s). Additionally, the project had a director and manager along with an advisory board that helped inform the direction and scope of the project. The team also contracted with Design for Context, LLC, as a technical consultant to assist with the development of the portal and provide guidance on what tools to use for collecting metadata.

Figure 1
Organizational Framework of Project Team



The project team goals were to ensure inclusion of artists from across the state and from under-represented communities including women, artists of color, and self-taught artists. The research team goals were to ensure that the research and portal would provide an optimal user experience. These goals were to respond to the needs of a diverse audience; including scholars, art enthusiasts, and students and create an online portal that encouraged discovery and connection between artists, artistic organizations and institutions. To make these connections, the metadata schema needed to be created/decided on before the research of artists and the development of the portal could begin. The decisions made around the development of a custom metadata schema informed both the project's workflow and the design of the access portal. This case study

discusses these decisions in relation to their impact on the *Missouri Remembers: Artists in Missouri through 1951* portal.

Custom Metadata

Why custom metadata? There are a lot of arguments about not customizing metadata, but what about the user experience? At the beginning of this project there was a lot of brainstorming about how this online resource would be used and what types of information needed to be collected to encourage discovery, ensure accuracy, and align with anticipated research queries. User experience captures the navigation in a particular interface while the metadata determines the research data that users will be able to connect to through thoughtful development of the portal interface. With user experience leading the discussion, the type of information the partner institutions wanted to collect was very specific, especially about artists, exhibitions, awards, and organizations. The partners believed that custom metadata specific to an artist's life and artistic career would create a better experience for users as they navigated the resource, making discoveries that might not have been possible if the metadata had not been customized showing the "importance of metadata for findability" (Sully, 2011).

Several metadata schemas were investigated but were found to be lacking. VRA Core was looked at but its focus was on describing artwork, not artists. Dublin Core was also investigated. It was decided that it was too ambiguous and the rich data being collected would lose its specificity due to using the same metadata elements multiple times to capture several types of information. MODS was also looked at. It was too constrictive due to it aligning with the MARC standard; some of the information being collected did not fit with any of the MODS elements. Investigating these metadata standards made the partner institutions realize that the only option to capture the information they deemed necessary was to customize the metadata. Utilizing custom metadata allowed for more connections with the data that was incorporated into the development of the portal. To provide a better user experience that would allow users to discover the different types of relationships between artists (i.e., artists that went to the same educational institution; artists taught by the same person; artists in the same exhibition) the metadata requirements were tailored to the portal. Another reason why an existing metadata standard was not used was the lack of specificity or being too constrictive concerning the data being researched. There was a need to have flexibility to manipulate the metadata but also have specificity to create relationships within the data. To that end, there was a need to have someone lead the development of the custom metadata, but who would that be?

It was decided that the manager of the project, the Digital and Technical Services Librarian at the Spencer Art Reference Library, The Nelson-Atkins Museum of Art, would be in charge of developing the custom metadata, writing guidelines on how to use the metadata elements, creating an artist record form, and providing training to the partner institutions. Taking the type of information that was decided on during the brainstorming discussions and feedback from the advisory board, the manager crafted a metadata element for each type of information with a corresponding description for artist, exhibition, award, and organization records designating which ones were mandatory for each type of record. Additionally, they created local controlled vocabularies (CV) for most of the metadata elements to lessen the manual input of metadata. When a term was not in one of the controlled vocabularies, it was added.

Table 1

Metadata elements for the artist record

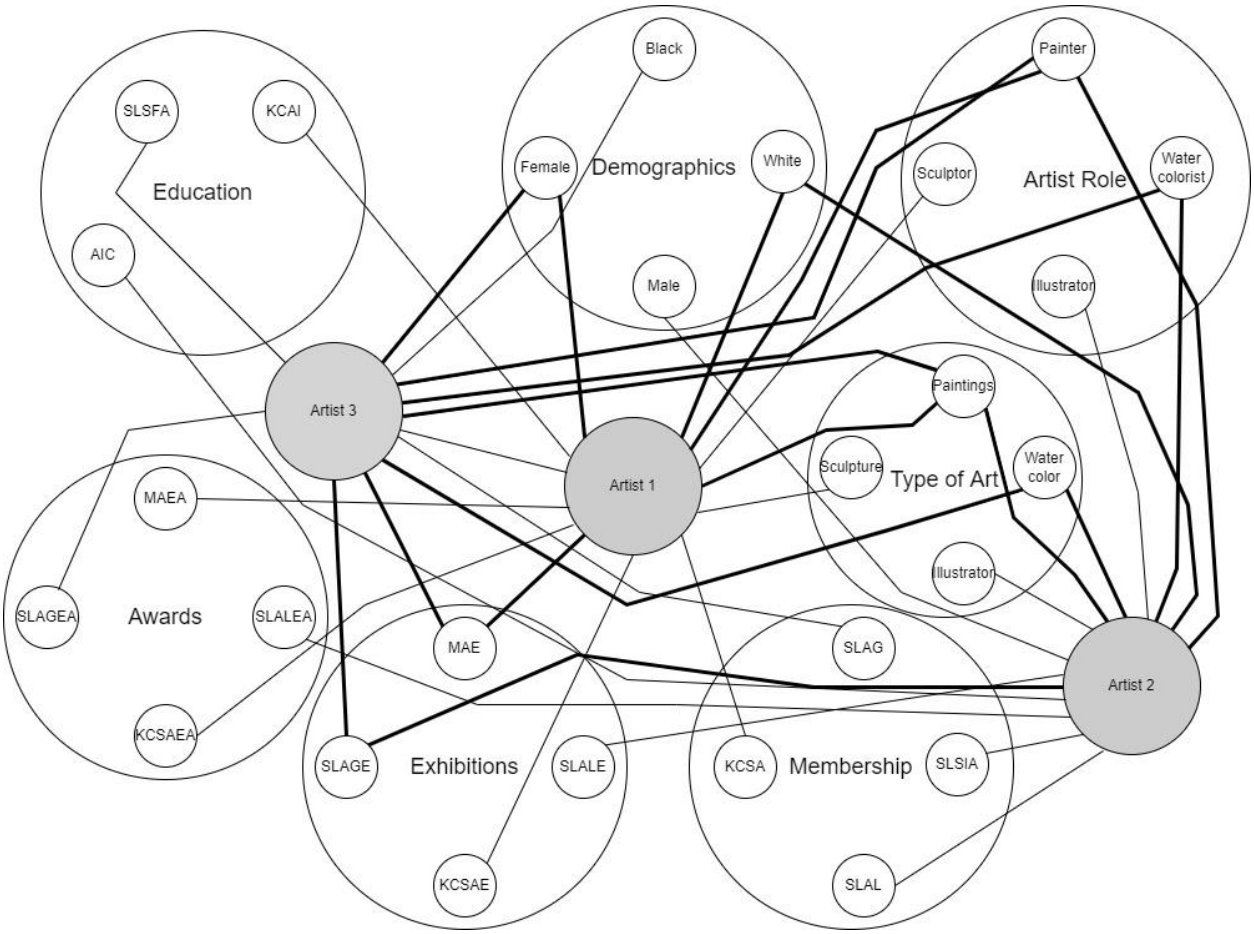
Metadata Elements	
Identifier (automated)	Artist Membership Organizations (CV)
Preferred Name	Exhibitions (CV)
Other Names	Awards (CV)
Birth Date	Studio
Birth Location	General Note
Death Date	Associated People (CV)
Death Location	Associated Organizations (CV)
Gender (CV)	Where Artist's Work Can Be Seen (CV)
Race (CV)	Partner Institution (CV)
Nationality (CV)	Contributors (CV)
Biography	Archival Material Location
Missouri Active Dates	Core Sources (CV)
Missouri Active Locations (CV)	Select Sources (CV)
Artist Role (CV)	Citation
Art Medium (CV)	Published On (look-up)
Occupation (CV)	Updated On (look-up)
Education (CV)	

After the metadata elements and their descriptions were finalized by the partner institutions, the next step was to create forms and drop-down/look-up options for the controlled vocabularies being used for specific elements in Airtable, a product that was used to house the metadata being created. Airtable was recommended by the technical consultant for the project, and chosen because it was similar in many ways to Microsoft Excel. A table (grids as they are called in Airtable) had to be created for each record type (artists, organizations, exhibitions, and awards).

Controlled vocabularies utilized in each record type incorporated the custom metadata. Airtable was also chosen for the ability to create forms and share them with users who did not have editing privileges so that they could contribute data without needing additional credentials. Two other features of Airtable that were desirable were the ability to incorporate code to create automated identifiers and to create relationships between the metadata. Also, the ability to include media files like images of artwork and portraits of the artists into Airtable was a key factor in visually representing the artists. Lastly, all of the tables, controlled vocabularies, forms, images and custom metadata created allowed for easier development of the online resource because it utilized the backend of Airtable. All of these factors played an important role in creating a rich dataset but also in creating connections with the metadata that would be incorporated in the portal to maximize the discoverability of artists and their associations.

Figure 2

Visualization of the relationships that custom metadata creates using Airtable



Since many types of metadata records were being created, this called for several people involved in the project to have the responsibility of creating specific metadata records. In the beginning the researchers were trained on how to fill out the Airtable forms which included the artist, organization, exhibition, and award records as well as some controlled vocabularies (occupation,

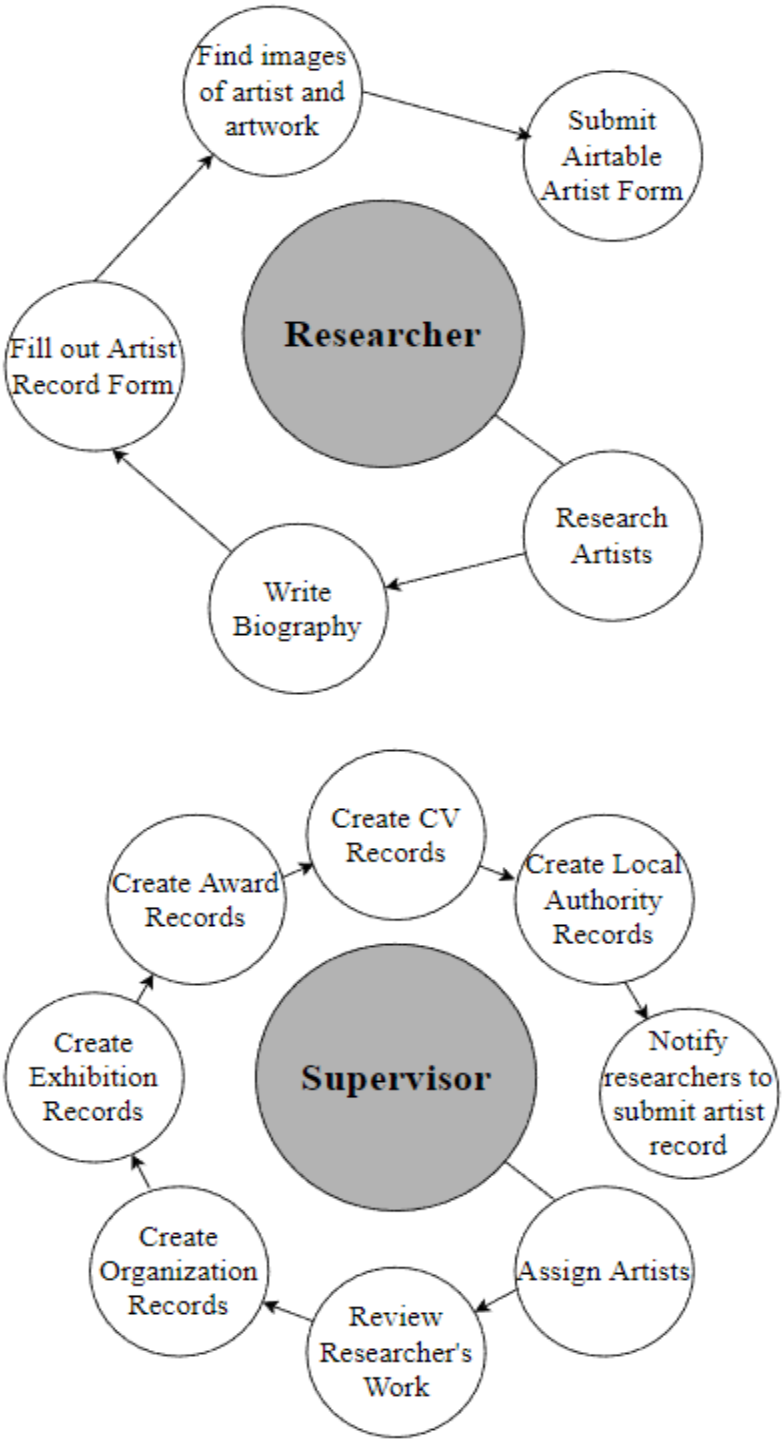
type of art, artist role, associated people, sources, and relators). As the project progressed, it became clear that the forms were taking too much time away from the research. They also had drawbacks: once an Airtable form was submitted, researchers could not go back and fix errors and some of the metadata from controlled vocabularies were not distinct enough to tell them apart. Discovering that some of the custom metadata was ambiguous (i.e., five Midwestern Artists' Exhibitions that looked exactly the same) was addressed by adding more detailed metadata to the existing data so that in the Airtable form the metadata would be distinct (i.e., now the five Midwestern Artists' Exhibitions records were updated to include dates to make them unique).

After discussions with the partner institutions, it was decided that the only Airtable form researchers would fill out would be the form for the artist. This is distinct from the artist record form in Google Docs that researchers fill out during their research. Even with its limitations, it was still the most efficient way to create artist records without needing Airtable credentials. On the other hand, supervisors with editing privileges would create metadata records for organizations, exhibitions, awards, and other controlled vocabularies directly into Airtable. When the researchers filled out the artist record form, that information would be readily available to select from the drop-down/look-up fields rather than the researchers inputting that data manually. This evolving workflow maximized project researcher time. In the beginning supervisors used the forms to create these records but they quickly realized it was much easier to create them in Airtable since they had editorial rights.

Additionally, creating these records in Airtable also allowed them to check if there was an existing record to avoid duplication, which one could not easily do using the forms. Though this was more time that supervisors spent creating metadata records in addition to other responsibilities related to the project overall the workflow of the project was a lot more efficient and allowed the researchers to focus on the research and not the creation of many metadata records.

Figure 3

Workflow for researchers and supervisors



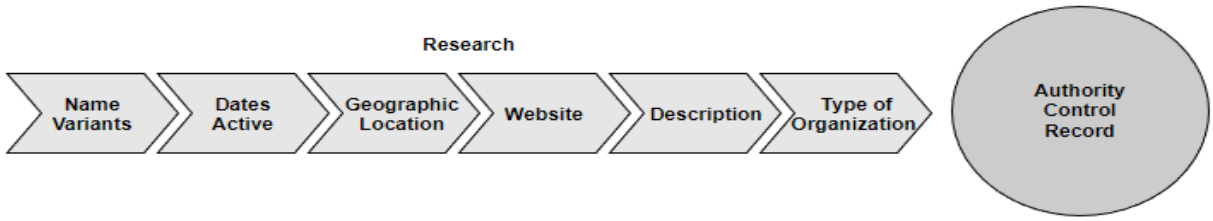
Authority Control

As more data was being created it brought up the issue of authority control for organizations. Researchers were documenting organizations by their names at the time the artists were active, but some of the organizations were known by more than one name. If more than one name variation was used, how would those names be connected so that it was known to be the same organization? This question was difficult for the partner institutions to address. How much time would authority control take if authority records were created? Was the effort to do authority control of organizations worth it? These questions were deliberated for a long time by the partner institutions. An initial decision was made to implement authority control by researching organizations and creating authority records to connect all the name variations of an organization into one record. The deciding factor in this was that the partner institutions designated some organizations important enough to research and create landing pages for so that users could learn more about the history of those institutions and how they relate to the art scene in Missouri. The problem with this was some of those organizations were known by more than one name and the partner institutions wanted users to know all the name variations of an organization that had a landing page created for them. This is what started the initial conversation about authority control. Though the decision to implement authority control was based on a small number of organizations there were many other institutions that were known by more than one name. Would these organizations be handled in the same way?

It was decided by the partner institutions that organizations that were not going to have landing pages created for them were not going to be researched in the same way as organizations with landing pages. Landing pages had fuller descriptions and sources cited that backed up the research. What would be researched was whether an institution was known by more than one name. This was done for all organizations that the researchers wrote in the artist record form, not the Airtable form for artists, that came out of their research. Since institution records were created by the supervisors it was also the supervisors who created the authority records for organizations known by more than one name.

Figure 4

Authority control record creation



As supervisors started to do in-depth research into organizations it was quickly realized that a lot of time was being spent researching names of organizations. This led to further discussions and a compromise to spend, at most, thirty minutes to an hour researching names of organizations. If it took longer it would be indicated in the organization record that it was known by more than one name and that further research would need to be done. This compromise helped elevate some of the time spent on researching names of organizations but partner institutions still believed that it was still taking too much of a supervisor's time.

A second decision was made to not research names of organizations unless there were artists or exhibitions that referenced more than one name by which the institution was known. When there were multiple references to an organization, then an authority record would be created, with the preferred name being the most current iteration of the organization's name that links the name variations together.

The question, though, was what happens when an organization record is created for one name variation by one supervisor and another supervisor creates an organization record for another name variation and both are related? The decision for addressing this was similar to how catalogers address errors in MARC records in their local library system. In a local library system, errors will be fixed only when they have been found because it is not feasible to check thousands of MARC records to see if they have errors or not. The same concept applies to this project's organization records. If another organization record was created and its name was known to be related to another institution name, then an authority record would be created and those names would be added, reconciling the name variations. Another scenario is that an organization record is created and it is known that it is a name variation that is related to an already existing authority record. Then that organization name would be added to the authority record otherwise it would be assumed that the organization was its own entity.

When this decision was made, the partner institutions realized that some clean-up needed to happen with existing authority records. There were many name variations that were not being referenced by artists or exhibitions. The organization records for these names were cluttering up the dataset and taking up valuable real estate. There was a limit in Airtable of 50,000 records and the dataset was already over 10,000 records. To extend the longevity of using Airtable, it became clear that there was a need to be more selective in record creation. This led to a future project of cleaning up existing authority records, over 200, by trimming them down to only the name variations referenced by artists and exhibitions and retaining the other name variations and their active dates in a general note so that research would not be lost. As for the organization records that were name variations and were not referenced by artists or exhibitions they were deleted. Applying authority control to organizations evolved to a streamlined approach balancing time spent with capturing related organization names when known.

Portal Development

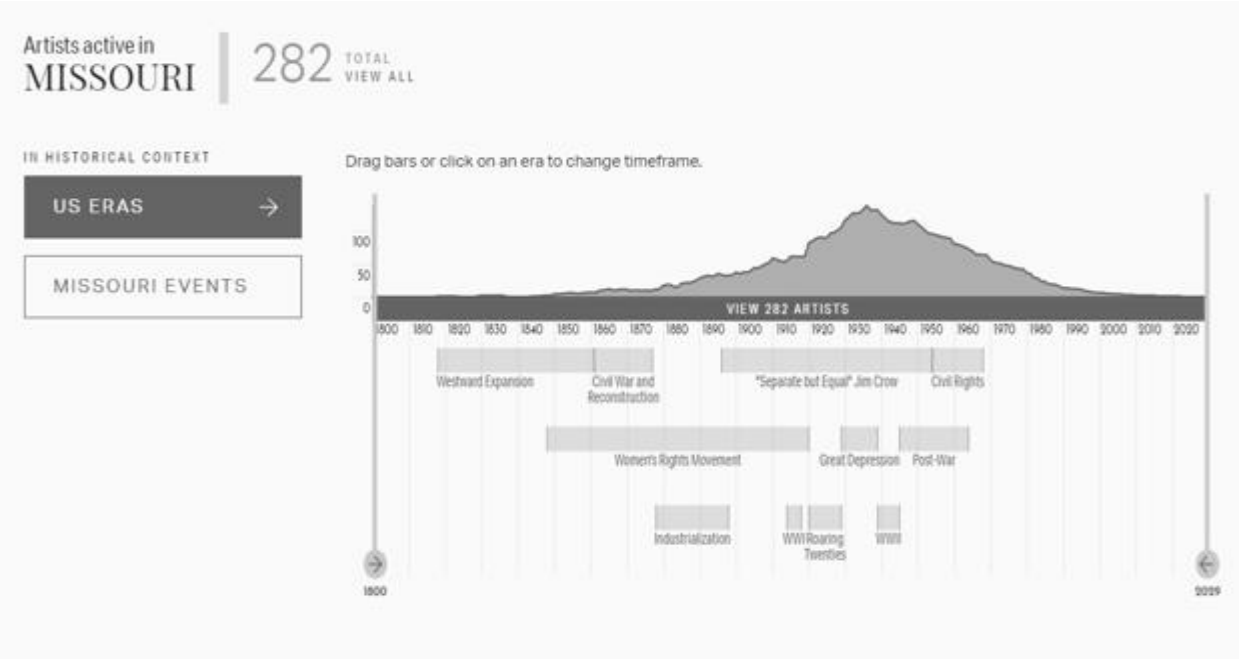
All these different aspects, from custom metadata to utilizing Airtable to its fullest, helped with conversations with the technical consultant, where the project team emphasized the importance of user experience, audience diversity and exposure of rich metadata concerning the portal development. As mentioned above, the backend of Airtable was easy to incorporate into the

architecture of the portal more so than other applications. This is one of the reasons why the consultant recommended Airtable. They trained staff on how to use the application and highlighted some features that would enhance the creation of records such as utilizing apps like Marked Preview that allows one to see if rich formatted text is displaying correctly or not.

Once the tables for each record type and the controlled vocabularies had been created along with their corresponding forms the project team started creating metadata records populating Airtable. This was the next step in the development of the portal. The consultant needed metadata to develop the functionality and display of the data for the online resource. The goal was to create between ten to fifteen artist records, so that they had metadata they could manipulate to create mockups of how the portal would look and function. Additionally, the creation of the artist records allowed the consultant to create code in Airtable to make connections between certain data points like ten artists that were affiliated with an art society.

Figure 5

Mock-up of portal's home page



As more data was being created by the team and utilized in the development of the portal it brought to light that some of the metadata being collected was not displaying the way the team wanted in the online resource: duplication of metadata concerning exhibitions and awards and geographic locations being too specific. The consultant worked with the team to address these issues, solving the duplication of metadata of exhibitions and awards by creating an additional metadata field that did not include the date of exhibition or award. For exhibitions it had the phrase "Organized by" in front of the organization to make clear what type of relationship the organization had with the exhibition. This allowed the consultant to reference specific fields

rather than writing more complicated code to strip some data from a field to display the data the way the team wanted.

As for the geographic locations, it was decided that for birth/death locations only the city and state would display. The country would only display if it was not the United States. For active Missouri locations it was decided to only show the city and not the county, region, or state as it was set up in the controlled vocabulary of Missouri locations. Removing the additional information from displaying in the portal provided a cleaner look of the data.

These are just a few examples of collaborations between the consultant and project team in fine tuning, adjusting, and making decisions concerning the metadata being collected so that the development of the portal could be envisioned and function to its fullest. The discovery concept of the online resource would not have been possible without the rich data the team was creating. The consultant then utilized this data to create different types of relationships that users of the portal would discover using JSON. These relationships were linked to data that allowed a user to use facets to narrow their search scope and to traverse the portal by clicking on information that would take them to data related to the artist through relational searching all possible by linking different types of data in Airtable. (Hyvönen et al., 2019). This partnership of the project team creating a rich dataset on Missouri artists and the consultant taking full advantage of that metadata helped develop a functionality in the portal that allowed for a unique user experience, which was always in the forefront of every decision made concerning the custom metadata and development of the portal.

Conclusion

After going live on September 20, 2021, the greatest number of users navigated directly to the site, but Google Analytics showed that users were also referred via Google, Wikipedia, social media and through the project's preview homepage on the Nelson-Atkins website. This is in alignment with other research done concerning user interaction with metadata in a Web browser. Users are heavily influenced by how they search in browsers and they apply this knowledge to searching in portals, perceiving and understanding information in portals like they do in browsers (Fear, 2010). The more references to the Missouri Remembers portal found on the web, the more traffic is driven to the online resource. Continued entries and references in Wikipedia and submissions added to Getty's *Union List of Artist Names* will help with that endeavor. More user studies will need to be done now that the portal has been live for several months to ensure that the initial goal of the project is being met. That goal is being able to find information about Missouri artists in an intuitive manner. Through these studies, the analytics collected will lay out future initiatives to improve the portal and how metadata is collected and maintained.

With the successes and lessons learned throughout this project the project team have improved workflows, portal development, and data relationships. The decision to create custom metadata and implement authority control supported all of this to create the current iteration of an online artist biographical dictionary of Missouri artists that was not available as a resource previously. This resource fills a gap in research on historical Missouri artists. The future of this project will require creative thinking, but a sustainability plan has been crafted that lays out objectives that the team would like to meet in a five-year period, including an increase in representation of

underrepresented populations to increasing the number of artists submitted to the portal. There are many nuances to the project, but overall the work and effort put in by the project team has created a portal (http://missouriartists.org) that provides a reference resource that allows users with diverse research interests to discover not only Missouri's artists, but also the relationships between these artists and regional and national organizations. Exposing these connections in the portal will allow the story of Missouri's artists and broader artistic culture to be part of a larger discussion about the arts in the United State and internationally.

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Understanding Creative Commons to Help Promote Open Educational Resources on Your Campus

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Craig Finlay
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University of Nebraska Omaha

Lona Oerther
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Abstract

The growth of Creative Commons has enabled the creation of a galaxy of Open Educational Resources in higher education and public education. Campus OER programs with impact in the millions of dollars in student savings and budget savings are now not uncommon. However, teachers and faculty are often confused by the various CC licenses and often express certain misconceptions about Creative Commons. "Will I lose all control of my work" is a common question. Not understanding that CC is not an exception to but is instead a part of copyright is another. This workshop will arm attendees with the knowledge to integrate CC educational programming into their outreach, enabling the creation of more vibrant and dynamic communities of CC practice. Taught by three graduates of the Creative Commons Certificate for Librarians, this is a great introduction to the major concepts of Creative Commons and a demonstration of how a foundational level of knowledge can be conveyed in a single workshop session.

Topics covered will include a history of Creative Commons, a brief intro into copyright, an overview of the various licenses, and strategies for undertaking educational programming for colleagues and teaching faculty. Experience gained running faculty and public educator Creative Commons workshops and a long-term campus OER and affordable content grant program is also a component.

Library Renovation: One Librarian's Perspective

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Abstract

This article describes a multi-year project to renovate two floors of a five-story academic library building while continuing library operations on-site. The driving force behind the renovation was the desire to create a community of student support services housed inside the library building by relocating them from elsewhere on campus, thus creating a physical version of the "library as place" concept. This involved collaborating with new partners, weeding collections so space could be repurposed to meet other needs, and maintaining library operations as the contractors progressed through six sequences of work, each occurring in a different part of the building. At the same time, the library took advantage of the renovation to improve the "library as library." The arrival of the COVID-19 pandemic and resulting campus closure ended up being surprisingly advantageous for the project. The presenter hopes to inform others involved in a library renovation of some of the main factors to keep in mind in all stages of the process.

Library Renovation: One Librarian's Perspective

Introduction

From 2017 to 2021, the Joseph Anderson Cook Memorial Library at the University of Southern Mississippi in Hattiesburg underwent a major renovation costing approximately $12 million (Mississippi Board of Trustees of State Institutions of Higher Learning, 2021). While the library's name dates to 1940, the current building originated as a two-story structure built in 1960. A 1968 addition doubled the size of the two-story building, and a five-story addition was completed in 1996. The majority of collections are housed on floors three through five. This paper utilizes the recent renovation of the first and second floors of the building as a case study on academic library renovations.

The University of Southern Mississippi Libraries have long embraced the concept of "library as place." As such, library administrators sought to update facilities using an approach that welcomed new functions to the building outside of the traditional library model of book storage and quiet study. The "library as place" concept was also accepted beyond the University Libraries in the wider campus community. Cook Library's reputation as the figurative and geographic heart of the Hattiesburg campus made it a desirable location for many non-library services. A Starbucks opened in the library in January 2005. Embracing the learning commons model, Cook Library became home to the university's Speaking Center in spring 2006, its Writing Center in September 2008, an iTech Help Desk in March 2010, and the Title IX Office in August 2018. The most recent renovation is a direct consequence of the University Libraries' willingness to collaborate with other units that share the primary mission of helping students succeed and to physically create a community center: a true "library as place."

The origins of this renovation trace back to a November 2013 report recommending the creation of, "a reconceptualized 'University Student Success Center' to serve as a centralized location for student academic and services support and for faculty development" (USM Student Success Steering Committee, Recommendation 1.4). The library was not mentioned in this original proposal, but by April 2014 the Provost announced that the Student Success Center would be located on the first floor of Cook Library. In February 2015, the Provost was quoted in a *Hattiesburg American* newspaper article, "it is likely we will dedicate the first floor of Cook Library to a Learning Commons for the Student Success Center. It will be one-stop shopping for students to get help in a lot of different areas" (Lett, 2015, What Are the Solutions section). The name and services offered changed along the way, but as of 2021, a physical version of the "library as place" concept exists inside Cook Library.

Another important milestone on the path to renovation was a decision by Southern Miss Athletics to create a Center for Academic Excellence for student-athletes. In the summer of 2015, Athletics announced a fund-raising campaign for the Bower Center for Academic Excellence to be located inside the football stadium. At the time, this announcement had nothing to do with the library; the significance of the announcement only became apparent in hindsight. In August 2017, Athletics announced the Bower Academic Center would be located inside Cook Library and "ready for use within the next 12-15 months" (Munz, para. 5). In fact, construction

did not begin until June 2019 and the Bower Center opened in September 2020 on the library's second floor. It became another important component of the "library as place" at USM.

The fall of 2017 marked the confluence of several separate construction projects into a major renovation of Cook Library. In November 2017, an internal university memorandum recommended that a new Advising and Career Center also be located inside Cook Library. This proposed "center" eventually came to include the Advisement Center, Center for Student Success, TRIO-Student Support Services, and Mathematics Center.

The Bower Academic Center was privately funded by donor Jeff Bower and others. Construction of offices for the Academic Affairs units was publicly funded by the taxpayers of Mississippi. The duality of private and public funding for the renovation created challenges for the planning and execution of the renovation, but the library was spared the worst of these issues because the renovation budgets were administered at the university, not the library, level.

Review of Literature

The literature on library renovations is both extensive and sparse at the same time. There are countless notices and short articles about renovations undertaken across the country, some of which offer useful models, but most are too brief to provide concrete advice. The "Library Design Showcase" published in *American Libraries* each year offers inspiration to those interested in renovations and can serve as a launch point for further exploration of the featured libraries, but provides little beyond that.

There are several substantial pieces that offer important and helpful advice on various topics having to do with library renovation. Branin (2007) identifies five challenges of academic library design, including financial, architectural, effect of information technology on libraries, heterogeneous expectations of libraries among constituents, and changing learning and research patterns. McKay (2014) addresses four challenges: working with a design team, ensuring an efficient arrangement of library services, moving collections and offices, and planning for noise management. Henderson (2012) identifies three lessons learned from a library renovation: build a strong relationship with the architect, ensure that all key leaders are included and well-informed, and be familiar with the physical limitations of the existing structure. Ralph Ellsworth's 1982 article focuses on use of a "building program," and, while dated, still offers some advice that is applicable today.

The addition of non-library functions to library spaces has been a trend in academic libraries for many years. Much has been written about the benefits of such collaborations, which often involve some degree of library renovation. Forrest (2005) writes, "Academic librarians and student affairs professionals in higher education share many of the same goals and values" (p. 12). This suggests a basis for co-location of such services. Dykshoorn (2001) describes a library remodel that combined several units to create a new Learning Achievement Center. Girton, McDonald, and Viars (2018) write of a partnership between the library and TRIO-Student Support Services which demonstrates the library's role in increasing retention and student success.

Library Preparations for Renovation

The renovation project affected library faculty and staff in every department. Some were deeply immersed in the planning and execution of plans, with nearly every workday touched by the renovation in some way. Others had only marginal involvement at discrete points along the way. Managers needed to keep in mind the disruption to work routines and support library personnel to thrive in spite of the irregularities accompanying the renovation. In the end, it was a team effort, and all involved were grateful for each other's support.

Setting Priorities

The university's impetus for the library renovation centered on the "library as place" concept. The library, while deeply invested in "library as place," also had priorities tied to more traditional library functions of "library as library." The Dean of University Libraries decided that it was important to identify these library priorities as early as possible to create a solid foundation for communication, planning, and negotiation related to the renovation. As McKay (2014) states, "An early consensus among the library staff and an early communication of it will also ensure that the rest of the team does not hear conflicting, or maybe even changing, stories from them" (p. 108). The library's top ten ranked priorities for the renovation in January 2016 were:

1. Research Services – relocate offices for increased visibility and ease of access
2. Access Services – relocate interlibrary loan from second floor to first floor to co-locate Access Services units
3. Curriculum Materials Center (CMC) – relocate to second floor to free up space on first floor
4. Group study rooms – create additional spaces, ideally on the second floor
5. Floor coverings – replace throughout first and second floors
6. Technical Services – redesign for more effective and efficient use of space
7. Main entrance – replace aging doors (circa 1995) and install card swipe access controls for improved security
8. Security guard station – create a space near the main entrance for a permanent, onsite campus security officer
9. Makerspace – create a space for one – deemed desirable but not a high priority
10. Computer-equipped classroom – create additional spaces– deemed desirable but a low priority

While these were the library's "library as library" priorities for the renovation, many of them also supported the "library as place" concept.

At the start of 2016, with a growing awareness that the Cook Library building would become home to other university services, coupled with some uncertainty about exactly which services or facilities would be included, the library began to prepare for several possible scenarios before deciding how to prioritize limited staff resources. What was certain was that more space would be needed for the new facilities coming into the library. Weeding is a simple way to create space

(Morehart, 2018), and weeding would be essential in all anticipated scenarios. Concurrently, the university's Physical Plant Department began to search for an offsite storage facility to meet several campus needs and the library was included among the stakeholders expected to use the space for either collections, furniture, or both.

Weeding Collections

A Library Materials Relocation Task Force was created in fall 2016, charged to plan for use of offsite storage, oversee weeding of all collections to reduce space needs (both on and off-site), and relocate the Curriculum Materials Center (CMC) from the first floor to the second floor. As uncertainties in the plan resolved over time, the priorities changed considerably. Once the location of the Bower Center was finalized, it became clear that government documents, media, oversized atlases, and the interlibrary loan office would all be displaced. By fall 2017, the task force's revised charge became to eliminate the federal government documents print collection (including maps and microforms), relocate the oversized atlas collection, weed and relocate the media collection, and weed and relocate the reference collection. The majority of the library's general collection was housed on the third, fourth, and fifth floors, which were not renovated, making it easier to focus the library's efforts and eliminating a host of other issues.

Southern Miss Libraries have been part of the Federal Depository Library Program (FDLP) since 1935. Prior to this renovation, Cook Library's physical collection of federal government documents had been housed in the southeast quadrant of the second floor—the exact location identified as the future home of the Bower Center. The library decided to eliminate this print collection, while retaining its status as a selective depository library. This required compliance with FDLP procedures, such as using the needs and offers list to make deselected items available to other depository libraries for 45 days. Other steps included substitution of print with an online equivalent, reclassification of retained materials from Superintendent of Documents (SuDocs) to Library of Congress (LC), and communication with library patrons, especially consultation with faculty. Removal of this collection took approximately six months, from June to December 2017.

The media collection had to be moved three times during the renovation, so it was a great advantage to make it as small as possible. Weeding occurred over a six-month period from October 2017 to April 2018. The collection was maintained on open shelving as long as possible, but had to be packed in boxes and stored towards the end of the renovation.

Moving the oversized atlas collection from the second floor was one of the smaller projects associated with the renovation. The move was completed in two months, from October to November 2017, and benefited patrons by placing standard and oversized atlases in close proximity to each other.

The Interlibrary Loan office's relocation, one of the library's high priorities, encountered unexpected challenges when it was discovered that the architect's design for a new unified Access Services space to house circulation, reserves, stacks maintenance, and interlibrary loan, allotted a smaller footprint to the units than before the renovation. In part, this was related to the library's insistence that the circulation desk remain near the main entrance, a requirement that was not initially understood by the architects and other planners outside the library. To make the

best use of limited space in the new area, the collection of music scores with parts housed in Access Services was reduced to only the parts. Scores were separated from their corresponding parts and transferred to the general stacks. Parts were repackaged and stored in file cabinets in the new Access Services area. It took about a year and a half, from February 2020 to September 2021, to complete this work in both Technical Services and Access Services.

The reference collection on the first floor changed almost as dramatically as the government documents collection on the second floor, all in an effort to repurpose space from collection storage to offices and services. The first reference collection weeding assumed that some items would be transferred to offsite storage, but as the offsite storage of collections was later rejected, all those items had to be reevaluated to either be discarded or transferred to the general stacks. The reference collection was weeded multiple times from fall 2016 to fall 2020; the collection started with approximately 24,000 volumes and shrank to about 1,900 volumes. This spanned several personnel changes and represented a tremendous amount of work by Research Services, Access Services, and Technical Services personnel.

Continuity of Operations

Many renovations require a library to close or relocate to a temporary location. This was not feasible at Southern Miss as Cook Library had to remain open and operate (as close to normal as possible) while construction took place. This required careful consideration and planning in every stage of the renovation and was especially problematic in a few specific circumstances.

As predicted by Ellsworth (1982), the installation of new ventilation ducts required a period when the building had to be unoccupied except for the construction workers. Closing the library required careful timing to minimize disruption to students, faculty, and staff. It was decided that Cook Library would close from December 13, 2019, to January 22, 2020, taking full advantage of the winter break between the fall and spring terms. The library made plans to provide essential services while having only limited access to the physical collections. After exploring several options for temporary workspace, it was decided to move 33 full-time employees and a few part-time student assistants into the already cramped quarters of the nearby McCain Library and Archives building. While some employee's work could be done from anywhere, others had to be given special assignments that could be done from a temporary location. The library worked closely with the university's Human Resources Department on this issue and many library employees opted to take personal leave while the building was closed, especially those unable to perform their regular work. In hindsight, this experience was excellent preparation for the challenges of remote work that presented themselves a few months later during the COVID-19 pandemic.

Cook Library, like most libraries, has only one public entrance. The main entrance was scheduled to be inaccessible for four months, from March 2 to July 3, 2020. This created a significant challenge to continuity of library operations. The building's original entrance, circa 1960 and located on the opposite side of the building, was used as a temporary entrance. This required deactivation of emergency exit controls and installation of an automatic door-opener for ADA compliance. This sequence of work also displaced the service desks for Circulation and

Research Services, as well as the iTech Help Desk. During this time, first-floor access to both of the library's five-story stairways was blocked, and patrons had to be routed through a little-known stairwell to move between the first and second floors. At least one elevator, Starbucks, and the Writing Center also had to remain accessible to patrons and this was accomplished with a temporary tunnel constructed of plywood to allow safe passage through the construction zone. Library employees had to wear a hard hat to enter the construction zone at each opening and closing to turn the lights on and off and retrieve any items in the book drop. The inconveniences of this sequence of work were unexpectedly minimized by the university's pivot to remote work in response to COVID-19.

Working with Architects and Contractors

The language of architecture and construction was unfamiliar to many library personnel. The language of libraries, conversely, was unfamiliar to most of the architectural staff. Both sides had to learn each other's jargon to communicate effectively.

In 2017, following years of anticipation, an architectural firm was hired for the renovation and the first project meeting was held on August 31. The extreme challenge of performing a renovation in a building open to students, faculty, staff, and the public was mentioned often by the architects, contractors, and the university's Physical Plant personnel. It was important to establish expectations in advance for all concerned and be cautious about unconfirmed assumptions. All stakeholders needed to consider the movements of people and materials through the building. In addition, the plan had to determine how construction materials would be brought into the building, as well as how demolition debris would be removed. In terms of contractors' access to the building, the library had to identify who was responsible for locking and unlocking doors, what days and times construction work was permitted, and whether contractors would be allowed to use the main public entrance to the library, the public elevators, and the public restrooms. In any renovation, questions like these must be addressed as early as possible.

One of the most challenging parts of the planning process was determining how to organize the construction so that the building could remain in use. Items considered included access to stairs, elevators, emergency exits, and restrooms. The architects created a strategy in which approximately half of one floor would be under construction at any one time. This meant that the library had to have a separate plan of operation for each sequence of work, according to which part of the building would be a construction zone and closed. Attention to detail is crucial when trying to fit together the many pieces of such a puzzle to ensure that essential library functions are maintained. The architectural firm should be skilled at this type of planning, but may not understand all of the library's needs. It is vital that all parties communicate effectively, understand the way a library functions, and have reasonable expectations.

The microform collection on the second floor was a special challenge that was discussed in meetings with the architects. The collection housed in approximately 214 cabinets needed to be moved so the flooring could be replaced. Transferring microfilm and especially microfiche to temporary storage was untenable. According to Ellsworth (1982), "the dead weight of a cabinet of microfiche will come to 300 lbs. per square foot—twice that of books" (p. 335). Everyone

agreed the filled cabinets would be too heavy for the elevators and would have to remain on the second floor. Normally, library property had to be removed from each area before it underwent renovation, but the microform cabinets became a negotiated exception to this. The microform cabinets had to be moved three times in total and were stacked so close together during storage that opening drawers was impossible, making the collection unavailable for several months.

The challenge of learning architectural and construction terminology paled in comparison to reading the construction documents. McKay (2014) mentioned this "hidden danger" as "team members may not be able to, figuratively speaking, put themselves into the architect's drawings" (p. 111). The Phase 2 construction document alone was 191 pages. Library personnel unaccustomed to reading such documents may miss some of the details, such as the locations of light switches, electrical outlets, and network jacks, resulting in costly change orders after the construction is underway. It is worthwhile to learn as much as possible early on and ask many questions to avoid preventable mistakes.

Working with the construction firm and various tradespeople brought its own challenges. Construction workers and library workers do not view library materials in the same way. On one occasion, painters took it upon themselves to empty shelving into a shopping cart so they could paint the wall behind. In another incident, carpet layers applied adhesive to the floor of a closet-style book drop and then went to lunch while the adhesive set with no thought to close the book drop. They returned from lunch to find eight books stuck to the floor. Given that construction workers were told not to speak directly to library employees, miscommunications like this were inevitable.

While the library's on-site operations were suspended for the pandemic, from April 3 to August 3, 2020, the renovation work continued. This was an unanticipated advantage for the construction workers because it allowed them to move freely throughout the building without concern for the safety of library patrons or library employees.

Lessons Learned

One of the best pieces of advice is to identify someone on your team with strong attention to detail and good organizational skills and assign that person to verify the quality of the construction work. Whether or not this person participates in the official punch list walkthroughs, they should be tasked with maintaining lists of concerns along with the status of each item, such as identified but not yet reported, reported but not yet resolved, or resolved.

Given the multi-year duration of this project, especially when considering both planning and renovation, it is not surprising that some aspects of the library's needs changed along the way. For instance, a desk in the lobby for a campus security officer was ranked eighth on the library's original priorities, but the position was eliminated due to budget cuts while the renovation was underway. The lesson here is to be adaptable and responsive.

Creation of additional study rooms on the second floor was the library's fourth highest priority. Although the renovation only increased this number by one, three additional study rooms were

created on the first floor for a net gain. The lesson here is that there may be more than one way to achieve a goal.

At the project's outset, there were concerns about reduced seating capacity resulting from library square footage being converted to other functions. Overall, the reductions were small, and the gains were great. The overall seating capacity was reduced by 6.4%, but study rooms increased by 43% and casual or soft seating increased by 130%. Library attendance has not yet returned to pre-COVID levels, but the staff is confident that there is sufficient seating to meet student demand for years into the future.

Conclusions

In the end, the library achieved most of its original priorities from 2016. The Research Services (RS) offices were relocated adjacent to the RS service desk. The Access Services unit is now housed in a single suite on the first floor adjacent to the building's main entrance. Four additional group study rooms were created and all twenty study rooms have technology to support virtual meetings. Flooring was replaced throughout the first and second floors. The Technical Services suite was redesigned and Library Technology was added to the area. New front doors were installed with programmable card access. The CMC was not relocated, but only because it became possible to accommodate the new Academic Affairs units without displacing the CMC.

Prior attempts to secure funding for a renovation of Cook Library had been unsuccessful for years. This renovation, and all the benefits received by the library, came about when library leaders positioned the library to support broader university initiatives. The library building is now home to several units in Academic Affairs, including the Bower Academic Center for student-athletes, Advisement Center, Center for Student Success, Mathematics Tutoring Center, and TRIO-Student Support Services Program. Ultimately, the renovation improved both the "library as library" and the "library as place." It was a win-win situation for both the campus community and the library.

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Spot the Clues: Reference Interviewing at the Digital Desk

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Abstract

Library reference interactions are increasingly conducted online through chat or virtual connections. The impersonal and hurried nature of these interactions can hinder the traditional reference interview process through which a librarian gets to know the users' information need and level of research skill. Through review of chat transcripts and interaction logs, this study seeks to identify visual clues and patterns that can assist in identifying or clarifying questions efficiently.

Spot the Clues: Reference Interviewing at the Digital Desk

Introduction

Virtual or online reference has been offered at academic and public libraries for some time now. A great deal of research and study has been devoted to determining best practices and impact of this reference format compared to traditional face to face reference. Many of the solutions and trends observed will be specific to the institutions reporting them, but it is useful to include these perspectives which help to highlight commonalities. For example, probably every library will recognize the difference between questions about library policy and questions about library collections. The percentage of questions falling into each category will differ depending on the type of institution, average prior research experience of users and other unquantifiable factors.

Review of Literature

Library journals include many studies of chat reference; challenges, recommendations, user behavior, and best practices. The existing literature reveals a lot about the pitfalls and advantages of on-the-spot librarian assistance. Trends within the literature are to look at quantitative patterns to assess points of need and satisfaction rating. Another segment of the research is devoted to translating the traditional reference interview into the online environment. In a virtual setting clues like the user's emotional state, age, or level of comfort may be missing. Online users may be less sure of who they are talking to and whether the person online will really understand what they need. (Harmeyer, 2010). This informs a need to fast-track the reference interview to get them to their desired information more efficiently.

The type of question received can be used as a meter of users' comfort with library research. In a 2015 study, librarians at the University of Manitoba found that nearly twice as many users asked questions about accessing material versus finding material. Questions are generally straightforward and indicate difficulty with navigation or incomplete citation information. They also observed that students were generally not specific about the type of resource sought which may indicate a lack of preference or a lack of understanding of the different types of material accessible online. (Armann-Keown, Cooke, Matheson 2015). Barriers with technology or not really understanding what they are looking at can make chat reference frustrating for both users and librarians. As observations from this study will show, users may not always know what they are asking for.

The medium of chat can also make the reference interview more difficult. Chat users are less likely to be patient and more likely to abbreviate questions to what they think you can answer quickly. Follow up questions can be challenging, as each response from librarian and user can cause a delay or potential for misunderstanding. Many of the visual or aural cues that are present in face-to-face reference are missing from these transactions. Having to type out questions and instructions in clear detail adds even more delay. (Kinney, 2010). But an efficient reference interview is crucial to answering a user's question and establishing rapport. Librarians in Florida identified incomplete reference interviews as one of the most common problems that occurred in less than satisfactory virtual reference interactions (Ward and Barbier, 2009).

In a 2018 study at the University of Arizona, librarians tracked referring URL to determine how it predicted or related to question complexity. They used the READ scale to evaluate the question difficulty, as applied to each question in their reference stats. The goal of the study was to test the hypothesis that questions from the online course system would show it to be a more effective place to put students into contact with librarians at their point of need. Tracking of this nature is a valuable tool for assessing effectiveness of library communication and student engagement between specific deployments. This study did find that questions originating within the course system were more likely to be higher on the READ scale, indicating more complexity. (Stieve and Wallace, 595). This statistical analysis is very useful to identify issues with the library's online presence that puts library access close to the user's needs.

Transaction Evaluation

The goal of this project was to find clues or overlooked datapoints that librarians can use in virtual or chat reference transactions to replace help understand users' information needs. Chat transactions are diverse and unique so it can be difficult to classify them for quantitative analysis. For this reason, a qualitative review process was used to find examples and trends. During the 2020 pandemic period in which library staff worked from home and conducted all reference services remotely, the author of this study reviewed every Eugene McDermott Library that uchat transaction. This amounted to 4510 chats that occurred from January 1, 2020 to December 31, 2020. Chats were reviewed daily as they were received, and notable examples were added to a case study set. Each chat transcript was checked for clues that would have helped the librarian discern the user's needs more quickly. When selecting clues to examine and include as recommended procedures, the criteria was set to information that is readily available in the chat environment and could be used in real time during the transaction. Naturally, each chat is different, but patterns did emerge. Four common information clues were identified.

Observations: The clues we miss and how to use them

In reviewing chat transactions, it is easy to see details and clues that were missed the first time. This should not be taken as a reprimand or judgement; it is normal to see things differently when one is feeling the pressure to answer quickly. By identifying commonly available clues, a reference librarian can be prepared to pick up on them in future transactions. The following are the most common types of clues observed and how they might affect a reference answer in a chat environment.

Who are they?

This is an optional feature of many chat hosting programs. Libraries that utilize SpringShare's chat service can set the chat box to ask for name and email to begin a new question. This option has been enabled at the Eugene McDermott Library. It is not 100% accurate as users sometimes use false names and emails. The system does not verify an email is valid. In the majority of cases, users do enter accurate information. Using an online campus directory, email address

book, or integrated library system software, a librarian can quickly verify enrollment and borrowing privileges.

Knowing if the user has remote access privileges or faculty status helps avoid inaccurate information. In some exchanges, librarians would explain how to use campus resources at home only to later realized the user was a recent graduate who no longer qualified for that privilege. Unaffiliated or community users at UTD are most likely to be looking for information found in special collections or archives which has an extensive collection of military veteran information related to the history of aviation. Again, identifying that the user has an email address not affiliated with the university can speed up that interaction as well. Email addresses associated with other universities will usually prompt an explanation of interlibrary loan from their home institution or how to acquire a TexShare (a statewide consortial access system in Texas) card for guest borrowing privileges.

Where are they?

This is another clue that must be enabled by the chat program and which may not be available depending on the user's browser settings. Within the chat window, unless privacy settings prevent access, the chat program displays a URL of the page where the chat was initiated. URL checking can also be help understand the needs of specific users during a chat interaction, as specific case studies will show. This information is also used in analytics to identify points of need. Librarians can generate a statistical report of the most common URLs associated with chat questions, which is useful for assessing the useability of the website as well.

The Eugene McDermott Library at UTD uses SpringShare's Libguides system to manage database links, this system also captures any filters the student has used while exploring databases. With this information, it is often (not always), possible for a librarian to tell not only where the student is, but also how they got there. By way of example: in one of the transcripts observed for this study, the student's question related to films. They used the filters in Libguides to find databases indexed under "f." So they were looking at database alphabetically starting with f. Seeing this, a librarian might suggest that filtering by subject rather than alphabetically might be a better approach to find what is needed by topic versus the assumption that "film" will be the first word in the title of any database about Film.

This use of URL data has relevance as the URL tells librarians how far the student or user has progressed on their own. Questions that originate from the library homepage may indicate that the user has not done any searching yet, while questions from within a database or catalog page indicate a less than successful attempt. This makes an effective diagnostic of where users are getting stuck or what part of the information seeking process needs to be addressed when helping them. Librarians should use this data as a means to know where to direct the student and also to be able to help them know why they are seeing what they are seeing.

Perhaps even more importantly, URL checking helps avoid unhelpful or misleading answers. When the librarian assumes the user is on one page, when they are actually on another, it can be unhelpful. Here's another example of an interaction to watch out for:

> User: Hello, I am trying to find an interesting article for a Project Management assignment. But I am not sure how to look for one?
> Librarian: Hello! what type of project would you find interesting?
> User: Well, the class just started and I am not really sure what to look for. The professor said just find an article related to Project Management and summarize it.
> Librarian: Ok, then I would pick something really general. Type in "Project Management" in the search bar to the left of this chat box and see what comes up.

This seems like a pretty straight forward interaction. However, the user was not on the library's homepage. On the homepage, there is a search box to the left. But this user was on a page listing research guides without a search box. In a distressingly large number of interactions, Librarians would direct the user to return to the library homepage and then guide them through two or more links to return them to the same page they were on when they launched the chat.

What did they say?

An often-overlooked clue for diagnosing a user's real question is their own words. What may stand out is unusual or uncharacteristic word choice. When users are sent to the library to find something they don't understand by a professor or a boss, they may try to imitate the wording given to them. When a user begins a question with awkward or extremely specific language, a librarian may recognize that the question asked does not actually correspond to need. Here's an example of mimicked language:

> Student: "I am looking for academic monographs (books) published by Universities' presses on women in the French Resistance during world war2. Is there a way to access other Universities library collections from my UT Dallas Library account? Thanks"

In this example the use of the word "monographs" is a clue. The student took this sentence almost directly from the professor's assignment because they were not familiar with the terminology of monographs or university presses. The follow up question about accessing other universities' libraries is a second indicator that they do not understand. It's not the correct question; university press books can be found in the library catalog. It is not necessary for them to go to other universities to find those books. The unasked questions here are how to identify a monograph and how to target a university press in a catalog search. Examples such as this one will often come in batches as students in the same class pursue the same assignment. Similarly, librarians may recognize wording specific to campus or community news sources or pages of their own websites. The more familiar a librarian is with the pages, professors, and assignments at their institution, the more easily they can recognize such clues.

Have we helped them before?

When users come to the library in person, librarians get to know their faces and their preferences. Chat users do not always come with these attachments, but the data is often there. In UTD's library chat program, previous interactions from the same email address are linked below the

chat window. If this is not a part of the chat interface, chat logs or transaction records can provide similar insight. Users' questions are often related to topics and interests they have had before and librarians can use that insight to see what the user has struggled with previously. The same or very similar questions from the same user in a short period of time should alert the librarian that they did not understand what they were told or were not satisfied with the results. The user may not have the vocabulary to voice what they want more clearly. Here's another example from chat logs, these questions occurred the same day roughly 30 minutes apart:

> User question 1: "Is the full text journal only available at the library or can I open it on my computer?
> <Librarian shows the user how to look up a journal in the catalog and use the link to access the full journal>
> User question 2: "Hi, every time I open the full text of the journal, I am shown a blank screen with just basic information. How do I get the full text?"
> <A different librarian retraces the user's steps and determines that the user is on the digital cover page for the journal. They will need to open a specific year and volume to find articles. The user is confused because they were supposed to summarize a journal. When the librarian asks for the complete assignment details, it turns out they have to find an *article* within a journal to summarize. The student thought "journal" and "article" were synonyms.>

Based on these chats together, it becomes clear that the user's real issue was not understanding what an article is. The librarian responding could use the pattern of close together similar questions to recognize that the student might have a more complex information need than it appeared after the first question. The librarian in the second instance recognized that the student had asked a journal question earlier that day and knew to dig a little deeper.

Conclusions and Recommendations

These examples are not exhaustive. There are many subtextual or environmental signals built into the chat environment that could be used to identify a user's actual needs. Librarians who handle reference interactions on the virtual desk can prepare themselves and practice looking for this information. Drawing from these observations, some recommended practices emerge. Librarians should practice using separate tabs to converse with chat users and also navigate the library resources. Librarians should have a tab open to the ILS or campus directory page to check the names and affiliations of users who come in. Library staff should be familiar with professors and paper assignments for courses with large enrollments to facilitate recognition of specific word choices.

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Librarian as Composition Instructor

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Abstract

How does an academic librarian bring a new perspective to the composition classroom? After leaving that world for nearly two decades, a change in job duties returned Anthony Kaiser at the University of Central Missouri's James C. Kirkpatrick Library back to teaching writing for ENGL 1030, a second semester writing course that focuses on research and argumentation. While the course has some broad learning outcomes and a required amount of writing, the instructor is given considerable freedom to design the content. Some instructors stick to what they know such as writing about literature, while others build the course around a particular theme such as public service.

Given that freedom, Kaiser elected to build a course around Carol Kuhlthau's model of the Information Search Process. The course slowly walks students through research fundamentals with a special focus on exploring and narrowing their topics. Over the past three years of instruction, Kaiser has integrated Joseph Bizup's BEAM method of describing source usage and has tried to help students understand their new role in the academic conversation. This presentation will provide an outline of the main assignments in the course along with explanations of the theories behind them.

Librarian as Composition Instructor

Introduction

In the Fall of 2018, the faculty librarians of the University of Central Missouri experienced a major change in their workloads. Faculty librarians had worked with a 12-month faculty contract. Librarians worked through the summer months and their librarianship replaced teaching in the teaching/research/service triad. The positions had been tenure track, but the university had started the process of replacing the tenure track positions with instructional positions.

Due to severe budget cuts at the state level the Provost announced that he was converting the 12-month faculty librarian positions into 9-month positions. Faculty librarians would also be required to teach credit bearing courses. The process was made somewhat easier by the fact that the university had a General Education required course on library skills taught by Library Information Services faculty in the College of Education. There were a limited number of these courses to teach, and it was clear that some librarians would have to teach courses in different areas. As a librarian with a Masters in English with a Teaching Composition focus and a previous (albeit short lived) career as a high school English teacher, the author found himself assigned to teach first year composition courses for the English department.

The author was assigned to teach ENG 1030: Composition 2 because of his background in research. The goal of the course is to teach academic writing and research while focusing on academic argumentation. There are no restrictions on what sort of writing should be done except that academic argumentation and research should be required. The English department is very hands off in supervising the course. The author has never been asked about course specifics and is only required to submit his syllabus at the start of the semester. Given this freedom, the author has been able to incorporate many information literacy concepts into the course. The focus of this paper presents the thinking behind the general structure of the course and its three main writing assignments.

Literature Review

A review of the literature reveals little on librarians teaching a composition course. Not surprisingly, there is ample literature on collaboration between composition instructors and librarians. For instance, Peary and Ernick (2004) described a semester writing course with an embedded librarian participating in student conferencing and research assignments. Artman et al. (2010) argued that one shot library sessions are inadequate to teaching research skills and collaboration between the library and composition instructors is vital. Barratt et al. (2009) noted the importance of clearly written research expectations in assignments, a goal best achieved by instructor/librarian collaboration. There can be institutional barriers. Effective collaboration would require some alterations in librarian workload and, even with workload adjustments, librarians may only be able to handle one course a semester (Peary & Ernick, 2004, p. 39). The author's teaching assignment is considered part of the regular workload. The author is both the instructor and the embedded librarian in the course.

The Course

The author had two goals in mind for the course. The first goal was to make the work as relevant as possible to the individual student. The reason the student was taking the class was to better prepare for academic writing in their major (whether the student realized this or not). Teaching students how to draft a literary paper in MLA format would not prepare them for future writing unless they were planning on majoring in the humanities. A quick glance at the majors of the enrolled students revealed nursing, aviation, education, accounting, and kinesiology majors, but few humanities majors. These students needed to use the APA style and needed to be exposed to academic writing in their major.

The second goal was to structure the writing of the course to mirror the research process as described by Carol Kuhlthau. Kuhlthau described seven stages of the research process. The researcher initiates a search, selects a topic, explores the topic, focuses the topic, collects information, closes the search, and then starts writing (Kuhlthau, Carol, 2004, p. 45). From the start of his composition instruction career, the author had been taught to walk students through the writing process. While there are some variations, the process is usually described as: Prewriting, Writing, Revising, Editing (KU Writing Center, n.d.). In the prewriting stage, the student brainstorms ideas for the paper. This could be done through free writing, mind mapping, or simply talking through the idea with others. After the student decides on a topic, they write a draft. The student is usually told to not worry about grammar or organizational issues. The goal is to get words on paper. After this initial writing, peers and the instructor review the paper. The writer then sets out to revise the paper. The paper could go through multiple drafts, but time constraints will usually only allow for one new draft. Finally, the writer will deal with any remaining grammar and citation issues before turning in the final draft.

Having dealt with students writing research papers for twenty years in the role of composition instructor and research librarian, the author noticed a common problem in student work. Early in the process, students were often overwhelmed. They might have a topic, but they had no idea what to do with it. This problem occurred both in writing and researching the paper. The problem in both areas was the same: the topic was too broad. Students might want to write about autism because of their firsthand experiences or because they knew that it was a hot topic that would be "easy" to research. Autism is, of course, far too broad of a topic for a five-to-ten-page paper. Searches for autism in library databases and the free web produce tens of thousands of results. The student is overwhelmed and has no idea where to begin.

The common refrain of the instructor and librarian is "narrow the topic!" But how? The research process model provides some clues as to how advanced writers and researchers might do this. Early in the process, the researcher explores the topic by reading widely. As the researcher learns more about the potential topic, different focuses reveal themselves. The researcher then begins to narrow the research to focus on the narrower topic.

The author wondered if intertwining the exploration and prewriting phase would help students narrow the topic earlier in the process of writing the research paper. This would be a challenge for the typical student who would want to draft the paper in the most efficient way possible. Having the student explore the topic early meant that they would have to read sources that they would likely never use in their final paper. They might also have to find more sources after the initial collection of sources. The student may see the entire process as a waste of time and effort. The author knew from experience that students often saved the research process until the very end. Students would write the paper and then hunt for the minimum number of sources that

matched their thesis. This often led to panic at the reference desk when the student discovered that there were not as many sources as they thought there would be, or the available sources did not match the thesis.

Using the existing structure of the course, the author decided to present the final paper, an eight-to-ten-page argument paper with a research requirement, as the ultimate goal of the class. Everything would be done with that goal in mind. The author would walk the students through the research and writing process over the course of the fifteen-week class.

Explanation

To start, the students would be assigned an explanation or definition paper. To introduce the paper, the author explained the course goal and asked the students to start considering a topic that fit into their major, that they would want to spend time learning about, and that would provide them a controversy to explore in an extended academic argument. At this point, there was no need to decide what that argument would be. The student simply needed a general topic. The student would then research the topic, decide on an important aspect of the topic, and then explain it to the reader. Sources would not be heavily restricted, but Wikipedia was banned as a source that could be cited in the paper. The goal was to get the student thinking about the topic in general and then, perhaps, begin to narrow down on a specific topic. It was not yet important that the student figure out what was going to be argued in the final paper. For example, the student's final paper might be an argument to transition to electric vehicles. The explanation paper in this case might only be about how the batteries for such vehicles are manufactured or a history of Tesla. The latest draft of the explanation paper instructions is reproduced below.

Explanation/Definition

100 points

General Requirements: 3-4 pages. Double spaced, 12 pt. font. Arial or Times New Roman font. In text citations and Works Cited in either MLA or APA format (student choice). 3-5 sources. No restrictions on sources. Wikipedia can be consulted, but not used as a cited source. No other format requirements, except at top of each draft (left or right side), use this format for your name:

Name

Title of Essay

Draft #

Your mission in this essay is to first decide in very general terms what you would like to write about for your final argument paper. In that paper, you will make an extended argument about …something. Again, at this point we are speaking in general terms. I would advise choosing something in your major or something that you have an interest in. I would not advise you to choose a current political controversy unless it has a strong connection to your major.

This paper is **not** going to be your argument. What you will do in this paper is explore your topic and learn as much about it as you can in the short time we will have to work on it. You will want

to become a bit more of an expert on the topic than the average person (or in this case, your classmates, and instructor-so slightly above average people). You will want to explore as many sources as you can, especially reference sources and probably news sources. I am only requiring 3-5 cited sources, but you should look at far more. I advise using Mendeley to keep a record of the sources that you find and at least skim. You will be able to use this information for your next major assignment.

After becoming a mini expert on the topic, write the paper explaining it. Your mission is to bring your reader up to the level of expertise that you have acquired. You are not making an argument here. In order to explain the topic, you may mention the controversies surrounding it, but you would explain both sides of the controversy without taking a position.

For example, if you wanted to write about renewable energy and focus on the need for high quality batteries, your paper would explain the batteries, how they fit into making renewable energy work, and what sort of raw materials it would take to produce the battery. You would not have to start arguing whether the creation of these batteries was feasible.

This paper could seem a bit tough at first because there are many ways to approach it. You may be writing about definitions of terms or explaining how something works. Don't let this frustrate you-confusion and anxiety are a part of this stage of the process.

Annotated Bibliography

The next major assignment would move the student into the focus and collection stages of the research process. The Annotated Bibliography assignment requires the student to collect fifteen academic sources about their topic. The student needs to decide what may be argued in the final paper but is not yet required to settle on a thesis statement. This student may yet be learning about the issues surrounding the topic, and so it may be better to have not yet settled on a position to argue in the final paper.

At this stage, the author encountered a long-standing frustration with the requirements of a typical academic research paper. Students are told to find and use academic, peer-reviewed papers and then use the sources in their own essay. Academic papers are not written for this purpose. They are written to present research results and advance the academic conversation. They are best understood after reading and understanding the articles presented in the literature review. Worst of all from a student's perspective, they rarely provide clear answers to the questions that students are asking.

A solution to this problem may be found in the writing of Joseph Bizup. Bizup (2008) placed the sources that students typically use in their papers into four categories: background, exhibit, argument, and method. Background sources provide facts about the topic. Exhibit source "offers…explication, analysis, or interpretation" (Bizup, 2008, p. 75). While Bizup's definition is more complex, these sources could be described to the novice writer as examples and evidence in favor of the thesis. Argument sources are "claims a writer affirms, disputes, refines, or extends in some way" (Bizup, 2008, p. 75). For the novice writer, this may be best described as sources that do not agree with the thesis and must be addressed. Finally, method sources provides "a governing concept or a manner of working" (Bizup, 2008, p. 76). Academics use these sources to develop research methods or explain the interpretive lens they will be using. These sources are

not likely to be used in a novice argument paper, but they could be used in more advanced research courses.

Before throwing students into the deep end of the academic research pool, the author tried to prepare them by explaining the information cycle, the basics of the scientific method, and the possible uses of sources described in Bizup's BEAM method. The latest draft of the annotated bibliography instruction is reproduced below.

Annotated Bibliography

150 pts total

Instructions:

In this assignment, you will recommend 15 resources for your argument paper and use them to create an annotated bibliography. You can use Mendeley or type out the bib manually. You will use a variety of resources to demonstrate your ability to find, use and evaluate a wide range of information. At least ten of these resources must be academic in nature, aka academic books, book chapters and journal articles. The resources should be listed in alphabetical order in the template. The annotations should be in a formal writing style.

The criteria for the assignment are:

- Approximately 1125-1500 words for the total assignment –
    - 75-100 word description of each work (1125-1500 words)
    - DO NOT QUOTE FROM THESE RESOURCES, rather paraphrase in your own words what they are about and how these information sources can be used together.

- Have clear explanations as to why each resource helps with the research topic/question
    - Each annotation should provide a short summary of the source. Explain how the source may fit into the BEAM model of source usage.
        - B: Background. The source provides background information about the topic.
        - E: Exhibit. The source provides examples and/or evidence of the claim. The source could provide examples for counter claims as well.
        - A: Argument. Sources that you will engage with. You may refute the claim, or you might expand the claim. You might apply the argument to a different situation.
        - M: Method. Least likely possibility. The source could provide an experimental model or interpretive lens which you will use in your paper.

Argument

Finally, the student tries to put all the pieces together and write an eight-to-ten-page argument paper. Classroom discussion now turns to diverse types of arguments, how to construct

arguments, and logical fallacies. Students tighten up their thesis, choose an argumentation strategy, and work their way through the writing process. The class looks more like a typical composition classroom in the final month of the semester. The latest draft of the argument paper instructions is reproduced below.

Academic Argument Research

200 points

It is finally time to attempt to put this all together and write a sustained academic argument with research. This paper will be done in the APA or MLA style (in-text citations, page layout, and bibliography). Check here: https://owl.purdue.edu/owl/purdue_owl.html for general guidelines. Paper will need a title page and references, but you do not need to write an abstract. The body of the paper will be 8-10 pages long. The title page and references do not count towards this limit.

In this paper, you will choose one of two roles.

The first possible role is critic. In this role you point out errors in a way of thinking about a topic or issue. You do not have to take a position on the "best" way of thinking, but you would want to compare the position you are critiquing against others. Example: Current police practices are ineffective at fighting crime and cause unnecessary problems.

The second possible role is advocate. In this case, you take a positive position on an issue. Once again, you will be critiquing opposing position, but you will be arguing for the need to change or keep a particular policy. Example: If proper licenses, taxes, and regulations are put into place, the legalization of marijuana would benefit society. OR: Current marijuana policies are the correct ones, and nothing should be changed.

Your paper will require a clear thesis. This should be established early, but not until after some initial research (the Annotated Bibliography will have done some of this work for you). Do not be surprised if you must do more research even after the Annotated Bibliography. Do not be surprised if you do not use all your sources from the Annotated Bibliography.

Works in the References section are only the references that you cite in your paper. Cited works need to be properly paraphrased or directly quoted.

Conclusion

Has this method worked? The author has only used this strategy in the last two semesters, and the results were mixed. Student papers have been good, but not noticeably better than past semesters. Student understanding of the use of sources also seemed a bit better. More robust pre and post assessments are needed to better understand the effectiveness of this approach. Students also seem confused by the slow approach of drawing out the exploration and focus phases of the research process. They often begin writing their arguments in the explanation paper, not realizing that they will be required to look for more articles and expand the argument in the coming weeks. They also balk at the prospect of reading material that they may not use in the final paper. While there may be room for refinement in the lectures and assignments, nothing will make extensive reading on a subject easier. Students must commit to doing the work to receive the full benefit of this approach.

New course requirements and technology acquisitions may change the course. The English department would like to see more multimodal projects in the course. The author may change the explanation paper to a podcast assignment. It is possible that changing the form of delivery will make it easier to simply explain a topic rather than become engaged in academic argumentation. Students could also listen to podcasts that better model how to explain a subject. The library plans to acquire a campus license to the resource management software Zotero by the Fall of 2022. This opens the door to teaching more about correct citations and good resource management practice.

The future of the course depends on the whether the author will continue teaching it. Shake ups in personnel or decisions by university administration may end this experiment in composition instruction. In any case, the lessons learned can be applied to better library liaison assistance for students and faculty.

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Capitalizing on your Students' Talents for the Betterment of your Library: Creating a Student Internship

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Abstract

In the Fall of 2021, librarians at a mid-sized institution's library approached the Communication Studies department about the possibility of hosting a student intern to assist with social media communications for the library. This was deemed a mutually beneficial experience: the library received assistance with marketing and communication, while the intern received applicable, real-world experience operating and designing social media posts for a real organization. Though the library had undergraduate and graduate student employees before, this was the first time the library had ever hosted an internship which meant starting from scratch. While the library's student internship program has only benefited from an intern for one semester, there has already been an increase in social media engagement and student interaction, librarian productivity, and intern satisfaction, signifying to the librarians that this is a worthwhile and mutually beneficial experience. This paper will detail the process the library went through in creating a student internship from start to finish: from writing the position description and learning outcomes, to supervisory duties, to the intern's final project, a portfolio of the work they did throughout the term. In addition, the paper includes examples of the student intern's work and discussion of knowledge gained from methods the intern used to market and promote library services, resources and events as well as how to engage social media followers. Finally, the paper will also present applicable steps for libraries to take in order to create a similar internship program, including creating a social media contract, implementing supervisory techniques, designing learning outcomes for an optimal intern learning experience, and evaluating the program's viability for future semesters.

Capitalizing on your Students' Talents for the Betterment of your Library: Creating a Student Internship

Introduction

Student employees are critical in supporting operations at most academic libraries. At Park University, a mid-sized institution with only 4 full-time employees, student employees are essential for providing services to over 10,000 students across a distributed network. During Fall of 2021, librarians identified a need for even more assistance, specifically with communication and marketing, advertisement for events, and the library's social media presence. While the librarians had tried to incorporate this within library student employee duties, student employees neither specialized in this work nor found ample time to devote to it. Instead, the library staff turned their attention to an alternative form of student work: a 16-week undergraduate library internship that is mutually beneficial for both the student and the library, and that provides formative high-impact learning that can be transferrable to a variety of workplace settings.

Review of Literature

There is extensive literature on the importance of student employees for academic library services. McGinnis (2014) emphasizes the importance of investing in student employees in order to serve both the library and the student's academic and personal development. Additionally, Vine (2020) highlights the importance of learner-centered pedagogical approaches to training student employees in order to provide a robust and fulfilling experience. Both articulate the necessity for these experiences to provide important work-force development skills as well as personal knowledge growth within the position (McGinnis, 2014; Vine, 2020). Additionally, several others have championed best-practices of hosting student employees within the library and pedagogical approaches to training, supervising, and managing them (Hoag & Sagmoen, 2017; Kelly et al., 2014; Vassady et al., 2015; Williams, 2015). This literature is easily transferable to many different contexts and institution sizes. It also contributes to the larger conversation of working with student employees in the library, whether they be paid or in an internship experience.

Additionally, there is literature from outside the library field on undergraduate student internships. An empirical study was conducted to measure the effectiveness of student internship programs at Australian Universities which found that internship experiences are crucial if students wish to have a competitive advantage in the job market (Hardie, Almeida, & Ross, 2018). However, the optimal student internship experience requires university infrastructure in order to support students and their internship hosts, including clear goals and objectives for the experience, as well as structure and expertise from the internship host. The authors emphasize the importance of aligning student interest and talent with the internship host organization (Hardie et al., 2018).

A 2019 qualitative study of a semester-long internship program in the United States articulates the role of internships in developing student leadership skills. Through internship-specific goals and initiatives, this study provided extensive qualitative feedback from students on their experiences, which contained common themes of satisfaction and skill development throughout

the experience (Katsioloudes & Cannonier, 2019). Additionally, a 2021 study in Spain highlighted the connection between internship experiences and post-graduate employment, with students who completed an internship finding a job faster than those who did not complete an internship (Di Meglio et al., 2022). However, research by Hora, Chen, Parrott, and Her (2020) suggest that work-based learning experiences often do not live up to the expectations of the university, the student, or the internship host organization. The authors note the limitations of work-based learning and how barriers often make these experiences inequitable for all students or disproportionately accessible, reliant upon a student's ability to complete the internship without payment while participating in other coursework, and, often, being employed elsewhere for financial support. The study also questions the quality and subjective nature of the internship experience, as students may have a range of experiences based on the supervisor, agency, goals and objectives, and standards that are associated with the internship (Hora et al., 2020). While many researchers champion these high-impact learning practices (Bay, 2006; Belanger, 2012), others emphasize the importance of clear objectives and expectations in order for the experience to be a success for all parties involved (Sauder et al., 2019).

This paper aims to align undergraduate internships within the context of non-profit communication and marketing skills, specifically within an academic library, thus bridging the experiences of library student assistants and library internships.

Partnering for Success

Park University (hereafter Park) is a mid-size, private liberal arts school with a mission to provide high-quality accessible education. Park serves around 10,000 students across the world and has been a front-runner in online education since 1996. The physical library is located on the Parkville home campus, and is staffed by 2 librarians and 2 support staff members, as well as eight student employees. Students taking classes at Park are distributed throughout the network, taking classes at one of the two home campuses (Parkville, MO or Gilbert, AZ) or at one of the 39 campus centers across the country. Due to this model, nearly 90% of students attending Park are classified as distance learners, taking classes at a campus center or completely online. This provides interesting challenges for the library staff, as they provide services for a high population of remote students.

Within a high student-to-librarian ratio (approximately 1:5,000) librarians rely heavily on student employees to support the day to day needs of the physical library. While the author's job mainly encompasses instruction services and campus outreach, staffing constraints have offered an opportunity for the librarian to shift priorities and take on new responsibilities, including managing the student employees and handling the bulk of reference services. Due to these difficulties, the library staff as a whole began to notice a new need emerge for additional support in online communication, marketing, and social media. Initially, the author tried to incorporate these duties into the workload of the student employees already employed by the library. However, these special projects were often not within the scope, talents, or interests of the

student employees. Instead, the author began to think about another way the library needs could be met. Thus, the idea of a 16-week undergraduate student internship was born.

The author approached the Communication department in search of a student who had been studying digital communication. The goal was to recruit a student to not only assist with social media marketing and online communication, but to also find a student that was interested in non-profit communications as a profession that could apply coursework to a work-force experience for high-impact learning. As it turned out, the Communication department already had an internship component that was required for their degree program, which allowed the library to become an internship host for the department. This partnership became critical to the success of the program, as the Communication department provided the infrastructure, number of hours needed, program requirements, and desired outcomes. The library provided job-specific expectations, work-force specific outcomes, supervision, and high-impact learning. The author, a faculty librarian and the student employee supervisor, referred to as "the librarian" for the remainder of this paper, became the direct supervisor for the library intern.

Internship Experience Development

As the internship began to take shape, the librarian began to consider the highest need, and how the library intern might be able to address that need. As the library staff brainstormed areas of need, the librarian wrote an initial position description:

> *The Library Marketing Intern will work collaboratively with and under the direction of the Instruction & Outreach Librarian to implement online and face-to-face marketing campaigns, foster engagement initiatives, and create digital objects to support the Park University Library.*

The librarian also considered major duties and responsibilities, which included overseeing the library's social media accounts, creating campaign schedules, collecting data analytics, and assisting with programming and library events. Additionally, desired skills and abilities, such as time management, graphic design, and oral and written communication, were clearly articulated in order to build capacity for the organization as well as provide a fulfilling experience for the intern. In agreement with the literature, educational learning outcomes were prioritized and clearly labeled in order to assess the impact of the library internship experience. These included:

At the end of the learning experience, the Library Marketing Intern will be able to…

- Design a social media calendar for providing informative and timely marketing to followers throughout the week on a variety of platforms (including Instagram, Twitter, and Facebook)
- Create a robust multi-modal marketing plan for library-sponsored events
- Experiment with digital objects for engagement, including photo, video, and animation
- Demonstrate appropriate understanding of organization branding through use of posts, graphics, and flyers
- Articulate the need for an online presence as a services-oriented non-profit organization

These learning outcomes were re-visited throughout the experience. The entire position description, desired qualifications, and learning outcomes can be viewed in Appendix A.

Once the position had been fully fleshed out and articulated, the librarian solicited suggestions from the Communication department faculty on students who would be able to meet the library's needs. After fielding a handful of candidates, the librarian conducted interviews and eventually extended an offer to one student, referred to as "the intern" for the remainder of the paper.

Onboarding & Growing Pains

While the intern had extensive experience in journalism, communication, photography, and operating social media for personal use prior to this experience, they had relatively little experience operating social media for a business. Thus, the librarian conducted a relatively lengthy on-boarding process, which included brand education, social media guidelines, and accessing social media accounts. While these materials are highly subjective to each individual library and the goals and objectives of the internship program, it is critical to provide support for the intern in these areas, as it lays expectations for the quality of the product the intern produces.

Brand education was an important part of the onboarding process. The librarian spent time educating the intern on the importance of utilizing the library's colors, logos, fonts, and imagery in order to increase brand awareness. Since the intern had relatively little knowledge of this prior to the experience, this is an example of a transferable workplace skill that the intern can later advertise when applying for jobs. The process not only teaches the intern important skills, but it also educates the intern on how to articulate their internship experience in a way a future employer would find valuable.

Additionally, the librarian provided education on social media guidelines and operating efficiently. Together, the librarian and the intern created a social media calendar where the intern could fill in social media posts for the librarian to approve before being posted. The intern and librarian also discussed the frequency of the different kinds of posts, being sure to provide content in a variety of ways and on a variety of platforms. The librarian educated and articulated expectations of content creation, with consideration for audience engagement, hashtags, and caption writing.

In order to increase capacity and provide a true-to-life experience for the intern, the librarian gave the intern full access to the library's social media accounts after the intern signed a Social Media Agreement and Content Guidelines contract. This document was created by the librarian in order to provide clear behavioral expectations for the intern to follow when operating the library's social media platforms. The full social media guidelines can also be found in Appendix A. This agreement provided accountability for the intern and consequences for a violation of the policy.

In the initial days of the experience, the intern began to experiment with different content styles, the Park University Library brand, and the types of content that would be interesting and engaging for students. As the intern had relatively little experience with graphic design, this was

an important and formative stage; rather than jumping right into creating social media content from the very first day, the librarian allowed space for the intern to experiment with graphic design and the program the library elected to use to create these graphics, Canva. Then, the librarian was able to give direct feedback on ways to better incorporate the library's brand and messaging. The librarian also provided examples of the social media posts and event flyers that had been created previously to support the intern.

Supervisory Duties

Supervisory expectations were also established early on for the intern and the librarian. The librarian and the intern had weekly meetings, where they reviewed projects, discussed upcoming events and approved the social media calendar. This also provided an opportunity to brainstorm together and work collaboratively. As the intern became more comfortable designing graphics and videos for the social media platforms, the intern and librarian worked collaboratively to design an event promotion schedule and social media campaigns. The librarian solicited the intern's feedback on how to best reach students, how often to send out reminders and social media posts with the event information, and the kinds of events that students were interested in. Having a student perspective was incredibly useful to better understand how the library should advertise events and services. Additionally, the collaborative nature, and the librarian valuing the intern's thoughts, opinions, and observations, made the intern feel valued.

Slowly, the librarian built rapport with the intern, learning about the classes they were taking and their involvement on campus. It was a priority for the librarian to establish a culture of trust and communication; the librarian wanted to express expectations and constructive feedback openly, and wanted to create a space where the intern could be honest about questions they had and how feasible timelines were, among other things. The intern worked in the library and the librarian maintained an open-door policy where the intern was free to come ask questions, brainstorm, or ask to collaborate throughout the week, not just during the weekly meetings. The librarian also did informal check-ins with the intern throughout the week.

Student Intern Experience

During the 16-week semester, the intern created over 100 graphics for social media, event flyers or promotion, and library resources. See Appendix A for examples of the intern's work. The intern created social media posts and payed attention to the posts that students engaged with, such as the "Then & Now" series, where the intern partnered with the University Archive to showcase historical photos of the library building as well as current photos, taken by the intern. The intern also learned to be intentional about the content created, including highlighting collection services such as Interlibrary Loan and Discovery Search. The librarian was delighted to watch as the intern took ownership of the social media platforms and began incorporating unique content that highlighted collections, services, events, and online resources. The work that the intern did greatly increased the librarian's capacity; the intern worked for 120 hours over 16 weeks, as the Communication Department guidelines specified 100-200 hours, and while the librarian provided oversight and supervision of the intern, without having to create graphics or run social media accounts, the librarian was able to devote more time to higher-level librarian

tasks, such as meeting with students for reference appointments, creating asynchronous instructional content, and teaching classes.

Overall, the intern reported that they had an enjoyable experience working with the library, and that they gained extensive experience in operating social media for a business, adhering to brand guidelines, collaboration, and communication. The librarian watched the student grow immensely throughout the 16-week semester, as they grew in their social media management skills as well as their creativity, communication, and efficiency. The intern created two final projects before concluding their time with the library: a graphic design portfolio and a "Lessons Learned" document. This provided an opportunity for the intern to reflect on their experiences and provide support for future interns (also Appendix A). The librarian hosted a small showcase for the intern to present their work and discuss their experience in the program. The librarian invited university stakeholders to this, including the Communication department intern supervisor, the library director, and the library's academic supervisor, the Assistant Provost.

Assessment

Following the conclusion of the first library internship, the program was assessed in several ways including: fulfillment of educational outcomes, staff capacity increase, and overall satisfaction from library staff and student intern.

The internship educational outcomes were assessed in tandem with the final showcase. During this time, the intern was given questions to reflect on their experience in the program that directly aligned with the learning outcomes. The intern showcased their best work, demonstrating their mastery of promoting services and utilizing a brand identity, and also spoke anecdotally about their new knowledge, future plans, and satisfaction with the program.

Staff capacity increase was measured through both qualitative evidence and increased services throughout the term: in the Spring term, the library increased outreach activities by over 80%, which led to more library exposure and more students served. This significant increase demonstrated value for having an intern to support marketing and outreach at the library.

Lessons Learned & Looking Ahead

The library internship program pilot provided a unique opportunity to create a brand-new internship program from start to finish. While this program was considered a significant success by library staff, there are areas for improvement and questions of viability looking ahead.

The librarian spent a significant amount of time envisioning the role of the library intern. However, once the semester began and the intern worked independently, there were some learning outcomes and position responsibilities that fell by the wayside, including collecting social media analytics. In the future, it may be helpful to provide a mid-semester evaluation to ensure all the aspects of the position are being addressed. In the same vein, there were some areas that the librarian envisioned the intern spending more time, but when the intern's interest and creativity went elsewhere, the librarian felt it appropriate to honor their interest and agency

in their education. Allowing for flexibility within the position or expected time allowance was logical for the librarian and is recommended when working with student interns. The position description and expectations should provide framework, but can and should be altered if needed.

In the future, the librarian would aim to incorporate the internship learning outcomes more frequently and prevalently throughout the internship experience. This may include re-designing the final project to include a written reflection on the learning outcomes for posterity and for annual assessment and reporting purposes.

In response to the success of the Spring internship, the librarian began seeking out an intern for the 2022 Fall semester. While the program was a well-rounded educational experience for the student and increased capacity for the library, it can be difficult to recruit students for an experience like this due to a limited number of students within the communication program that are located on the Parkville campus. The pilot provided insight into ways to improve the program and market the internship experience and the librarian is hopeful the program will continue to grow and evolve; however, due to the volitivity of this being an internship, there is no guarantee that this help will be available each semester and the librarian must make other arrangements should there not be a student available or willing to participate.

Conclusion

The library internship pilot offered a valuable opportunity to increase capacity for the library staff and provide a meaningful work-force experience for a student at Park University. While the library operates with a unique model, this process, and the accompanying materials found in Appendix A, can be freely adapted to fit the needs of individual libraries. The author recommends that interested parties begin with assessing where the greatest need is within their library and using that to dictate the responsibilities and learning outcomes for the internship experience. The author would also recommend partnering with an existing internship program, such as a departmental requirement, to lend infrastructure, a student pool, and expectations. While the internship required forethought, dedicated time to training and teaching, and supervisory obligations, the Park University Library found this to be a valuable investment, and the worthwhile educational experience returned the time spent ten-fold.

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Appendix A

All materials referenced in this paper are located here:
https://drive.google.com/drive/folders/15__LSFSuLsknLbB4IJsCmJ6gc0aHu5Kn?usp=sharing

Disinformation, Misinformation, Bias News, Propaganda, and Credible Sources: Do Librarians, Teaching Professors, and Student Definitions Align?

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Abstract

Student interactions, faculty dialog, and (simply) living during the pandemic caused this mid-career librarian to focus attention on various definitions applied to 2022 information literacy and library instruction. This presentation will look beyond defining and discussing buzzwords that are commonplace in everyday conversations, and will look at photo, video, and marketing strategies in information messaging. Do snap judgements and brain function affect a person's passive information consumption? How might passive consumption relate to information seeking behaviors? What happens when a manipulation is discovered? Can individuals change their minds?

The presentation will focus on definitions and literature about how viewers' minds make choices about information. Designers, marketers, and bad faith actors use various techniques to get a point across, send a message, or inform viewers. What are these methods? Does it matter? Should it matter? And how can information professionals notice their own inadequacies to help design information instruction. Join the presenter for a (re)directed look at basic principles of never-ending but always-evolving concepts in information literacy.

Disinformation, Misinformation, Bias News, Propaganda, and Credible Sources: Do Librarians, Teaching Professors, and Student Definitions Align?

Introduction

"One of the saddest lessons of history is this: if we've been bamboozled long enough, we tend to reject any evidence of the bamboozle. Once you give the charlatan power over you, you almost never get it back." Carl Sagan, The Demon-Haunted World, 1995

Philosopher Rene Descartes argued that human beings are naturally skeptical and start from a place of disbelief. Or so various articles discussing misinformation, disinformation, propaganda, and news literacy claim. Brian Southwell (2018) provides:

> Descartes argued that a person accepts or rejects information only after considering its truth or falsehood…Spinoza argued that people accept all encountered information by default and then subsequently verify or reject it through a separate process. (p. 4)

The public is bombarded by information and awash in news, fake news, propaganda, doctored photos, edited videos, and clickbait headlines. People often neglect to consider how or why the information they consume is created. Librarians spend their time with information: how it is organized and accessed, why and how it is created. Often, librarians are tasked with teaching evaluation methods, and as a result, librarians know pitfalls of accessibility and question interfaces that make searching appear seamless. Information professionals are regular people and not information superheroes unable to be manipulated, however, as information is the job, librarians pay close attention to the evaluation; or it begs the question: if not librarians, then who?

Propaganda

Propaganda is, "the spreading of ideas, information, or rumor for the purpose of helping or injuring an institution, a cause, or a person" (Merriam-Webster, 2022). Propaganda can bring thoughts of war posters, the enemy, lies, and violence. The suggestion of manipulation, to some, is inherent in propaganda. Repression and power are part of propaganda as a concept. Definitions without a nod or outright declaration of power dynamics leave the author wanting. Edward Bernays, a public relations expert, disagrees. His 1928 (& 1933) book, *Propaganda*, claims a nefarious bend to propaganda was not common until World War I. He openly marketed himself as a propagandist in his early career and believed creating propaganda was a job duty. The Cambridge Dictionary (2022) definition adds a one-sided element but does not go as far as to say manipulative. It defines propaganda as "information, ideas, opinions, or images, often only giving one part of an argument, that are broadcast, published, or in some other way spread with the intention of influencing people's opinion."

Searches in American library databases add to the suggestion of a nefarious nature to propaganda. World wars, autocracies, protest, surveillance, doublespeak, spin, news management, hoax, Nazis, Soviet Union, and conspiracy theory are all subject and suggested keywords from database filters. Jowett and O'Donnell's textbook *Propaganda & Persuasion*

(2015) provides additional context when considering propaganda as a discipline, specific scholarship, or artifact:

> To study propaganda as history is to examine the practices of propagandists as events and the subsequent events as possible effects of propaganda. To consider propaganda as journalism is to understand how news management or "spin" shapes information, emphasizing positive features and down playing negative ones, casting institutions in a favorable light. To examine propaganda in the light of political science is to analyze the ideologies of the practitioners and the dissemination and impact of public opinion. To approach propaganda as sociology is to look at social movements and the counterpropaganda that emerges in opposition. To investigate propaganda as psychology is to determine its effects on individuals. (p. 2)

Investigating the discipline and contextual differences in propaganda provides the opportunity to discuss and illustrate nuance with students. First-year instruction courses should, depending on each program, allow for examples in subject areas like history, political science, journalism, or even marketing. The students will bring their own views and experiences with the topic. Search strategies will become more applicable based on the student focus and need. This provides memorable search examples for instruction sessions. Discussing article titles, keywords, and abstracts with students provides powerful context for the topic and exploring academic disciplines. Adding marketing and advertising searches, with propaganda as a topic, is even more thought-provoking.

Misinformation

Misinformation is "incorrect or misleading information" (Meriam-Webster, 2022). Searching for literature, explanation, and critique of misinformation is easy in American library databases and tends to focus on news, media, and journalism. The ubiquitous example of "drinking from a fire hydrant" comes to mind. It is not that misinformation does not exist across disciplines, but that media (news or social) is how most people consume information and so the research focuses in these areas. Generally, the Merriam-Webster definition holds. Cambridge Dictionary (2022) is simple, providing, "wrong information, or the fact that people are misinformed."

A goal of public education is to create an informed citizenry, and the (idealized) purpose of American journalism is to bring:

> vital information to the public since the beginning of the nation. From local offices to the highest positions in the country, journalists have been there to cover the good, the bad and even the ugly. To many, journalism is considered to be so significant that it acts as the fourth branch of government. (Tosado, 2021, para. 4)

Misinformation literature will often start from a premise that sharing incorrect information is unintentional. It could be something such as reporting the number of causalities early in an event

or filling in unknown specific information with assumptions. “Misinformation that arises during an evolving event or during the updating of knowledge is unavoidable as well as unintentional, however, there are other sources of misinformation” (Lewandowsky, 2012, p.108).

Disinformation

Disinformation is “false information deliberately and often covertly spread in order to influence public opinion or obscure the truth” (Merriam-Webster, 2022). Disinformation differs from misinformation on the basis of intention. The incorrect, manipulative, and wrong information shared in this endeavor is meant to deceive, not persuade, spin, or tell one side. Scholars at Stanford’s Cyber Policy Center have gone as far as to say that disinformation is a weapon:

> While propaganda and disinformation have long been used to malign actors to intentionally mislead and manipulate the public, disinformation online can spread fast and far across networks anonymously, cheaply and efficiently, making it a challenging problem to address. The internet and social media platforms have become weaponized to purposefully confuse, agitate and divide civil society. (De Witte, 2022)

In February of 2018, thirteen Russian nationals were indicted by the U.S. Justice Department. The indictment charged election interference and named the Internet Research Agency, based in St. Petersburg, as part of an effort to “sow discord” (Linvill, 2020, p. 447) in the U.S. political system. The exact legality of disinformation is unclear with current internet laws, but the intent of disinformation is the point. Defamation is being argued, in the summer of 2022, in several billion-dollar court cases that stem from possible disinformation.

Bias

Bias is defined by Merriam-Webster (2022) as “an inclination of temperament or outlook.” Bias is a term first-year university and high school students hear with some regularity. The concept is used for resource evaluation (as if the judgment is enough), and sources are sometimes excluded due to perceived bias. But everyone has biases. Journalists have bias. Writers, researchers, readers, and our device algorithms encode our free-time bias into every search we perform, whether for homework or social media scrolling. Dr. Matt Grawitch (2020) writes that “it wouldn’t be accurate to conclude that biases themselves are bad. They simply represent a predisposition to favor a given conclusion over other conclusions” (para. 2).

Students and academics, active or passive searchers, often use bias to trust the source first, which often reinforce personal beliefs and opinions. Doing this allows for the evaluation of mass amounts on information quickly but can result in consuming propaganda and misinformation without much thought. Research suggests it can be hard to unlearn or change the bad the information. It can be difficult to think about a situation in different terms than it was initially conveyed. Park (2019) concludes that:

> The more overwhelmed people feel toward news on social media, the less effort they are willing to put into reading the news from social media…the more overloaded people feel for the news on social media, the less efficacious they feel in finding news stories they want and in making sense of them. (p. 8)

Exposure to various kinds of information, deciphering reasons the information is created, how the information is created, and understanding our personal efficacy in the process is important. Reidsma (2019) leaves us with, "the problems can be found only by examining the embedded, historical context…the short answer is that we can't fix just one aspect of the system" (p. 148).

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It Takes a Village: Building a Born Digital Processing Workflow from the Ground Up

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Abstract

Archivists and born digital practitioners have been stressing the need for the preservation of born digital content created in the last few decades. Records, photographs, personal papers, and other items on fragile, fugitive media need to be migrated from their original media onto more sustainable storage in order to provide access to and maintain accessibility of the content into the future. Analog archival materials undergo different levels of processing based on a variety of factors that include existing arrangement and significance of the material. In the same way, born digital materials also require additional attention and processing beyond bit-level preservation, which varies depending on the material in question. In 2020, the University of Kansas Libraries began planning in earnest to develop a system to manage special collections' born digital holdings, with administrative support through the Libraries' strategic plan. Beginning with a limited selection of material to aid in scoping, the four-person team has worked on identifying tools and strategies, implementing a dedicated workstation, and applying existing analog processing methodologies toward practical workflow and policy development. Challenges have involved starting this work during a pandemic, acquiring the needed technology, building a relationship with the KU IT department, and simply finding the time to integrate born digital management with an existing workload. This paper will describe the steps KU Libraries have taken so far, lessons learned, and provide advice to others attempting to build a born digital preservation program.

It Takes a Village: Building a Born Digital Processing Workflow from the Ground Up

Background

Like many other institutions, the Kenneth Spencer Research Library (KSRL) at the University of Kansas (KU) has acquired born digital archival material in a wide variety of formats over the past few decades. These files are often transferred with analog collections on fragile physical media and typically remain with the analog materials. In some cases, their existence (and sometimes content) is known ahead of time, but frequently these materials may not be discovered until the collection is processed. Alternately, born digital material may be transferred electronically to the curator by means of a file sharing system or email. These include records, photographs, videos, personal papers, and other archival manuscript materials. Born digital materials in these cases typically complement and strengthen individual collection holdings.
In some crucial ways, working with digital content has been a challenge due to the nature of the material and minimal hands-on experience with processing, especially when compared to analog materials. Although the need for this work has been long recognized, and KU has several staff that are interested and educated in working with born digital materials, KU Libraries has not had the tools or resources to properly manage them, and the files have remained on their original media.

The Born Digital Action Team at the KU Libraries (BDAT) was formed to address a particular action within the libraries' 2019 strategic plan: "Build capacity and develop workflows for managing born digital materials." Based on a variety of factors, including education, experience, and a desire to improve KU's management in this area, an initial team of five members was selected to begin work in early 2020, with collective experience in archival materials and digital content management (see Appendix). In addition to library degrees, three members of BDAT have earned the Digital Archives Specialist certificate (DAS) through the Society of American Archivists. This team was intended to be a working group, consulting with other library professionals (e.g., IT, curators) to discuss particular aspects of the work as needed.
Throughout the project, the primary goal has been the development of a practical and replicable workflow, grounded in best practices and backed by defined policies, to ensure that KSRL's born digital holdings are housed in stable and sustainable storage, and that appropriate steps are taken to ensure that these materials remain accessible and that their archival integrity remains intact. It should be noted that this is a work in progress for KU Libraries, and the team still has much work to do before a full born digital management process is in place.

Review of Literature

As an initial and ongoing step, the team focused on existing best practices and example workflows at other institutions. BDAT began by consulting tool lists and resources previously introduced to team members through workshops and DAS trainings, as well as focused research into specific topic areas. Useful resources were discussed in team meetings and added to an annotated bibliography within the team's shared workspace.

The progress of BDAT's work to date has moved in distinct phases, which will be elaborated on in later sections. Although not representative of the entirety of BD management, the main activities examined so far are (a) actions to be taken, (b) software and hardware needed to perform these actions, and (c) identifying different levels of processing to accommodate different categories of material.

In general, the necessary activities associated with processing BD material are well-established, although the specifics and application vary by institution. A great example is the Educopia Institute's Open Source Software Archival Workflow (OSSArcFlow) research project, which brings together the BD processing workflows from 12 institutions, presenting graphical representation of the activities taken, which are associated with specific staff and software (Chassanoff et al., 2020). It is notable that the institutions included in the OSSArcFlow project are all using a combination of BitCurator, Archivematica, and ArchivesSpace for their workflows, software which aligns with BDAT's intended approach. The workflow templates also proved helpful as BDAT began the process to develop one that best serves the needs of this project.

Available resources often link together the digital curation activities with the software used to implement them. The COPTR Tools grid (Community Owned digital Preservation Tool Registry, formerly the POWRR Tool Grid) maps over 560 software tools to the appropriate format and content management task(s) (Tools Grid, 2021). Workshops on digital content management have also provided detailed guides to software tools, along with templates and guides for BD processing actions (Friedman-Shedlove et al., 2021).

BDAT has found it helpful to review both established institutional programs, as well as localized case studies to gain a more complete picture of how to implement some of these activities. Yale University Library has several online resources supplementing their robust programs on digital preservation (2021), born digital archiving (2022), and other related topics. Schreiner and López's (2020) brief description of their experiences setting up a born digital records program at the Brooklyn Historical Society describes a limited-budget approach to this work, more in line with an institution just getting started in the process.

BDAT used information from the University of California's *Guidelines for born-digital archival description* (2017) and the University of Buffalo's "Digital processing checklists" (2021), among others, to review the current levels of processing KU's analog collections and to highlight what elements were missing when it comes to processing born digital material. Key decisions regarding levels of processing and specific tasks were informed through review of these guides, which BDAT adapted to KU's policies and workflow specifications documents.

While the review process, as well as prior experience by team members, strengthened the team's proposed methods of processing born-digital material, BDAT continues to seek out information regarding new tools and best practices.

Implementation

Phase One

Getting started

In January 2020, the BDAT lead and sponsor developed a high-level plan for the first year, and the team planned its first meeting for March 2020. However, pandemic closures resulted in this step being delayed, and the team did not meet for the first time until June 2020, virtually due to pandemic considerations. The team established some goals for the first year, using an approach that was both (a) high-level and broad and (b) defined through practical application, as well as identifying tasks that were deemed out of scope.

Table 1

BDAT Task List for 2020

High-level tasks for 2020
• Develop high-level analysis of (a) the sources of born digital (BD) material and (b) actions to be taken on BD material • Identify a small number [1-3] of groups of BD material to use as sandbox testing/workflow development • Concurrent with the afore-mentioned steps, document practical workflows for managing BD materials to serve as a foundation for future actions

Table 2

BDAT Out of Scope List

Out of scope
• Complete inventory of all BD material held by the KU Libraries • Electronic records management for KU official records • Development of workflow or procedure to fit categories of BD material not yet experimented with • Development of workflow or procedure for providing access to BD material

The intention was for BDAT to start with the most basic steps, with the plan to build on and develop this process over time. The primary output that the team wanted to develop was a functional workflow to ensure consistency with processing over time, as well as documentation of rationale for decisions and actions. The group set up a shared workspace using the Microsoft Teams software to facilitate a central location for notes, readings, meeting agendas and minutes, inventory documentation, and other material.

The initial priorities focused on a narrow scope to allow for a more direct and substantive outcome in a shorter time frame. However, the team quickly found that focusing on any given group of material naturally led to additional questions, such as working with unexpected or unknown formats, considerations for format migration, maintaining original order and context for content originating from various pieces of media, and more. The complex nature of born digital materials and the issues surrounding them required the team to include a method for discussing and documenting broader decisions and questions as they arose, as well as a plan to obtain input from others outside of the team when appropriate. The team added all these considerations to a running list of topics, which is reviewed periodically during team meetings, with broad decisions or approaches documented in a separate policy document.

For the first phase of the project, BDAT met on a monthly basis. As with many organizations over the past two years, the pandemic and related shutdowns required workers to acquire and adjust to new techniques and skills involved with remote work, such as video conferencing. For BDAT, this meant that the team undertook this single group task in a more asynchronous and individual manner than would have normally been the case. Although the team was able to successfully adjust to this new work style, progress was slowed considerably, especially given the logistical challenges of having extremely limited building access for the first several months of working as a team.

To facilitate the first steps, members familiar with KSRL holdings selected two primary groups of material to serve as the initial test batches. These were selected as relatively straightforward collections, with the intention that lessons learned would be applicable to other materials and situations.

Table 3

Summary of Initial Materials Used for Testing

Collection name	Description	Media formats	File types
Lawrence Journal-World	Photographs used and/or created by local newspaper	CD, DVD, Zip disc	Photographs
Rock Chalk Review	Variety of materials documenting a KU charity musical showcase	CD, DVD	Text (scripts/notebooks), audio, video, other mixed formats

To allow flexibility in testing, materials were extracted from a selection of five pieces of media from each of these collections and shared with the team both as disc images and as collections of files and folders. There was an early focus on task identification and software selection for these materials - essentially (a) what needs to be done to these materials, and (b) how can we do it?

Tasks

Based on the research done to this point (and the knowledge that these steps would certainly change through hands-on experience), the identification and selection of processing actions was a relatively straightforward one. In keeping with the high-level approach, BDAT's initial workflow included steps for accessioning, file review, disc imaging, virus checks, scanning for personally identifiable or sensitive information, deduplication, metadata extraction and review, format identification, checksums and file integrity, the creation of preservation and access copies, and other related tasks.

Software

Because KU Libraries has not had a program for working with BD materials, there was no existing workstation or identified software with which to begin to explore the materials as they were selected. This, in combination with remote work requirements, meant that team members had to begin testing on their individual machines, which proved challenging, as it required each team member to (a) install any software locally and (b) essentially learn the software on their own, rather than a group learning approach.

Based on a variety of factors identified through research, such as an open-source approach, widespread adoption, and good documentation, BDAT initially identified two primary software suites to handle many BD processing tasks: BitCurator and Archivematica. BitCurator contains various digital forensics and data analysis tools and will be used by BDAT for disc imaging, scanning for viruses and sensitive data, metadata review, and other pre-processing and processing steps. Archivematica processes digital objects in compliance with the ISO-OAIS functional model and creates Archival and Dissemination Information Packages (AIPs and DIPs) for long-term storage and access, respectively (Lavoie, 2000).

Each of these suites have numerous individual software tools and micro-services incorporated into them, and both are available as virtual machines that can be run on team members' local computers. Although a helpful option to have, this proved to be another challenge, as working with virtual machines created an additional learning curve beyond that needed for learning to use the many aspects of the software. Over the course of several months, the team tested these and other tools, continuing the monthly meetings to report on progress and troubleshoot issues as they arose.

For BD management tasks that fall outside the description of processing, BDAT is intending to make use of existing KU Libraries' software and services. Long-term preservation will be funneled into KU's DuraCloud instance; basic access for select materials can be integrated into the Libraries' Islandora repository, either as individual files or as disc images; record-keeping and documentation is being managed through a combination of shared spreadsheets and ArchivesSpace.

Phase Two

By January 2021, BDAT had progressed enough to move to the next phase. Although the material would come from different collecting areas within KSRL, the nature and

implementation of the actual workflow meant that most of the practical aspects of processing would be consistent, such as the software and hardware needed, steps to be taken on the material, and digital storage methods. With these factors in mind, the team determined that the ideal setup would be a single physical workstation in the KSRL building. BDAT revisited the goals set up for the first year and established a new set of goals that reflected the progress made and areas that needed continued focus.

Table 4

BDAT Task List for 2021

High-level tasks for 2021
• Implement new physical workstation (software and hardware) in KSRL for team to begin processing born digital (BD) material. • Develop and document practical workflows for accessioning, tracking, and migrating BD content from physical media to digital storage, particularly for newly acquired material. • Continue to refine and document practical workflows for managing BD materials to serve as a foundation for future actions.

These goals shifted the focus from high-level planning and exploration into a phase intended to bring more practical outcomes in a production workstation. However, as the next section will show, the team was not able to make much tangible progress in this direction due to continuing circumstances beyond its control.

Hardware

In early 2021, members of the team identified specifications for the hardware, peripherals (3.5" and 5.25" floppy disc readers, CD/DVD and ZIP drive readers, USB connectors), storage (external hard drive with RAID-1 backup as temporary storage), and other considerations. A space was designated for the workstation in the manuscripts processing area of KSRL.

The core workstation consists of two computers: a Linux machine running a BitCurator Environment (v. 2.2.24) and a Windows PC. Having multiple machines and operating systems allows BDAT greater flexibility in software options, format testing, and other actions. The team has since added a MacBook to the workstation to further expand the team's ability to review files from a wide variety of media. BDAT worked with KU Libraries IT to obtain and calibrate the requisite hardware and software components. Unfortunately, due to a variety of issues, from pandemic-related supply issues to OS-component compatibility, the physical workstation was not available for use until December 2021.

During the interim, BDAT continued to meet virtually and discuss policy decisions (such as whether/when to create and keep disk images or simply the files themselves), to refine the workflow and related documents, work with IT on technical issues, continue individual and shared training and research, and other activities.

While BitCurator runs as a dedicated single-user software suite, Archivematica is a server-based installation that can be accessed by multiple users. When moving toward a production Archivematica installation, BDAT made the decision to pursue a vendor-hosted instance, rather than having the libraries IT set up and support a local server for this purpose. The intention is to start with a one-year evaluation period to ensure that it meets the needs of the project. However, due to university regulations, the contract negotiations require the collaboration between and approval by numerous KU offices (KU General Counsel, IT, and central Purchasing). The process has taken considerably longer than expected and is still ongoing at time of writing.

Phase Three

Beginning in January 2022, BDAT began to meet in-person on a weekly basis at the workstation. In this setting, the team was able to begin testing the workflow with specific use cases as a group for the first time. Working in this more permanent environment allowed BDAT to create a more specific step-by-step checklist to supplement the high-level workflow and to ensure completeness and consistency in processing.

As the team began testing more materials and media formats, it became clear that different material would require different levels of attention. For example, when considering a floppy disc with a single text document wherein the archival value was the document's content rather than the carrier, the curator decided the team should simply print the document and add it to the collection, documenting the decision and action in the finding aid. In another example, a DVD containing hundreds of photographs with embedded descriptive metadata and an informational directory structure would require retention of as much of the digital content and context as possible. Based on these experiences, BDAT took this opportunity to articulate a new set of goals to reflect the current priorities for the project.

Table 5

BDAT Task List for 2022

High-level tasks for 2022
• Identify and develop associated actions/decision points for different levels of processing, accessing, and preserving BD material. • Begin to consult with larger KSRL Collections curators and staff to address higher-level questions about BD processing; develop plan to address new questions as they arise. • Continue to refine and document practical workflows for managing BD materials to serve as a foundation for future actions. • Begin to explore avenues for providing access to select materials as they are processed.

While these new goals continued the focus on the development of policy and workflow refinement, they both (a) address the need for various approaches to processing and (b) introduce the focus of providing access to materials as they are processed.

Processing levels

In spring of 2022, the team began looking at different levels of processing available for BD materials. The KSRL Manuscript Processing department has long had a rubric for processing analog materials, allowing curators to select a level of processing ranging from minimal to item-level, depending on the nature, significance, and other characteristics of the collection. The team intended that the same principle could be applied to working with BD materials as well.

In investigating best practices at other institutions, BDAT examined several examples of BD processing levels workflows and checklists, some of which have BD processing integrated into the same workflow as analog material, while others create a distinct workflow for this purpose. As with other workflows, each of these works well within the context of their institution but are not directly applicable to KU's circumstance. At the time of writing, BDAT is in the process of defining this framework for use with KU materials.

Additional challenges

At each stage of this process, BDAT has encountered and attempted to deal with numerous challenges while making steady progress throughout. One area that the team has found to be a constant challenge is the need to guard against scope creep and to be mindful of time management. The mindset behind archival theory tends to think about material from a variety of perspectives, often acknowledging this variation in approaches with the answer "It depends" for any number of questions beginning with "How do you handle…." BDAT have found this to be especially true of born digital material. Despite BDAT's initial stated intention of developing practical workflows based on specific discrete examples, a steady stream of questions and other potential applications could (and did) arise in any given situation.

Even the pre-selected group of materials that were "relatively straightforward" revealed an array of options that could (or should) be considered before making decisions to codify into a workflow. Although this was ultimately useful, as it lends depth and a more careful approach to decision making that may be applied more broadly, it did create a conflict with the team's initial goals of working quickly within a limited scope.

Another related challenge that BDAT has faced throughout this process is the amount of time it takes to work through this material. Loading the media; running reports; reviewing files, formats, and metadata; making decisions; troubleshooting; copying files; documenting actions – a single piece of media can take several hours to complete initial processing. The team is now meeting weekly whenever schedules allow, but it still takes time for team members to reacquaint themselves with the workflow in place so far. In addition, the workstation consists of three active OS installations to facilitate a wider range of access, but determining the correct OS to use to access the files, often through trial and error, can further increase the time invested.

Issues with the hardware and software have been challenges throughout as well. For example, BitCurator runs within a Linux operating system, which KU IT does not support due to identified

security concerns. They assisted in getting it installed and configured; however, their guidelines dictate that the machine is not connected to the network in any way. This is not an issue for working with born digital material, per se (i.e., non-networked computers are often recommended for reasons such as viruses), but it introduces other difficulties, such as accessing shared storage, updating software, or installing new software.

One notable example of software challenges has been with reporting software. The primary reporting method in BitCurator is called BulkExtractor. In some cases, this works well, but BDAT has noted multiple occurrences in which this process significantly misreports the contents of a given disc. For example, multiple tests on a particular DVD from the *Lawrence Journal-World* containing hundreds of tiff images resulted in reports indicating that disc contained only four images. In this extreme instance, it is easy to see the mistake and to pursue alternate methods of reporting, but it introduces doubt into the degree of trust that can be placed in other BulkExtractor reports. BDAT is exploring additional methods of reporting for verification of (or alternates to) the BulkExtractor reports.

Conclusion

It's hard to conclude when still deep in the exploratory stages of a project, and the BDAT team considers this more of an update-on-progress than a work completed. There remains much for the team to do, such as continuing to refine workflow and policy documents (which will in turn allow more of this work to be delegated to non-BDAT staff and students), testing and implementation of access and long-term preservation actions, improving accuracy and efficiency in established workflows, and a host of other activities. Even so, the BDAT team has already learned some significant lessons in this process, and KU Libraries is considerably closer to being able to consistently manage its born digital archival holdings than just a few years ago. While not yet completed, BDAT's work has been fruitful and worthwhile.

As final note, the authors would like to offer some suggestions for others beginning this work. (1) Make friends with your IT staff early on but also know their limits – even if they can set up a workstation for you, you may need to troubleshoot on your own. (2) Learn from others – this article has references that KU's team has found most helpful, but there are many other institutions doing this work who are good enough to make their efforts, research, and tools publicly available. These can be easily modified, adapted, or just used as inspiration to suit the needs of your own individual institution. (3) Perhaps most importantly – get started wherever you can. Especially if you are in an institution with limited resources, determine your most basic needs and get those met before advocating for more. For example, if considering preservation storage, you might simply start with an external hard drive. In the future, you can move to a more robust system, such as a RAID-1 backup system, cloud storage, or even a managed preservation service. Do what is manageable and right for you, even if it's not the ideal – you can always improve over time. Best practice shouldn't get in the way of "good enough" practice.

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Appendix

Born Digital Action Team members

- Erin Wolfe (Metadata Librarian, 2020-21; Digital Initiatives Librarian, 2022-present), Team lead
- Marcella Huggard (Manuscripts Coordinator, 2020-present)
- Letha Johnson (Kansas Collection Curator, 2020-21; University Archivist, 2021-present)
- Molly Herring (Associate Archivist, 2020-present)

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Moving Beyond the One-shot Instruction Session

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Abstract

Embedded librarianship is a model in which librarians are accessible to users at their point of need, often by using technology. In an academic setting, it is preferable to the one-shot because it allows librarians to tailor instruction to a specific course and be responsive to the unique needs of students. It can be challenging for librarians to establish the level of relationship needed to implement an embedded model for a course. It can also be challenging for technical services librarians, who may not have pedagogical training, to effectively become embedded.

We will share our experience of adopting an embedded librarian model in an upper-level Social Work course and the positive impact it has had on student work. From this experience, we will recommend some strategies for creating relationships with instructors and for ensuring the effectiveness of the program.

Moving Beyond the One-shot Instruction Session

Introduction

The one-shot library instruction session is not always effective, though it is often the only chance librarians have in the classroom. These sessions cover broad topics, such as searching in databases and identifying scholarly articles, that may not meet students at their point of need, which is a primary purpose of embedded librarianship. Embedded librarianship is not a new model. It can be implemented in a wide variety of ways depending on the needs of the group the librarian is working with (Kesselman & Watstein, 2009). Using technology, the embedded librarian can serve both in-person and online course sessions. After the beginning of the Covid-19 pandemic, using technology like Zoom sessions was often the only viable option for class instruction and communication (Strasz, 2021).

Kesselman and Watstein also argue that embedded librarianship, or "bringing the librarian and the library to the user, wherever they are," is an essential component for the future of libraries (2009). Turner and Nann point out that technical services librarians, who may not previously provide information literacy instruction and might lack the training of their public service librarian peers, need to be involved in library instruction (2014).

The authors will share details of moving an upper-level Social Work course into an embedded model and its positive impact on student performance. From this experience they will draw suggestions for both establishing relationships with course instructors, and for effectively embedding in a course. The recommendations are intended to be helpful to all librarians and instructors, but could be very valuable to technical services librarians that are seeking to embed in a course.

About the Course

The course they collaborated on is Fundamentals of Research in Social Welfare, which usually has one in-person section and two online sections. Part of embedding successfully is understanding the course learning objectives and aligning library instruction with those objectives, which the authors will detail here as an example.

The main assignment of this course is to write a research proposal in a group of 2 or 3 members. This assignment is designed to examine whether the students achieve 6 course objectives out of 7:

1. Compare and contrast qualitative and quantitative methods of inquiry and the relevance of their application to social work practice and the development of social work knowledge
2. Discuss functions of scientific inquiry in the practice of social work and the importance of applying research evidence to social work practice

3. Analyze professional research reports and articles to demonstrate abilities as a consumer of research
4. Select appropriate research strategies in the study of social work problems and the evaluation of social work practice
5. Utilize elements of the research process when planning and implementing a research proposal
6. Identify the proper usage of inferential and descriptive statistics in data analysis

The proposal consists of 2 main parts: a literature review and a method plan. In the literature review section, students are required to review at least 10 empirical research articles, both qualitative and quantitative research studies, published in peer reviewed scholarly journals within the past 10 years. The students need to be able to differentiate between qualitative and quantitative methodologies. They also must differentiate scholarly journal articles from other types of articles such as government reports, doctoral dissertations, and theses.

Adaptations to Library Instruction

The one-shot session was not sufficient guidance for the students for this project. Students frequently cited thesis documents and other article types in their literature review. Students also had a challenging time narrowing down the topic of their assignment and would often stop at broad concepts. This did not allow them to identify knowledge gaps in the research, which is an essential step in creating a research proposal. Further, the session did not include information on citation management or writing annotations, both of which are essential skills for writing literature reviews.

After three semesters of using the one-shot library session approach, the authors began collaborating on ways to improve librarian involvement beginning in the fall of 2021. This was primarily inspired by one student who sought several library consultations in spring of 2021. These sessions focused on identifying research articles, using the citation management tool Zotero, writing annotations, distinguishing types of research methodologies, and some more conceptual aspects of the assignment, such as identifying gaps in the research.

Beginning in the fall semester, the librarian did a shorter one-shot session at the beginning of the semester, primarily as an introduction. Students were informed that each project group must meet with the librarian and that this is part of their grade.

In the group consultation sessions, the librarian began with a reference interview. This allowed the librarian to identify challenges the group is experiencing and focus instruction on those topics. This was followed by a broad explanation of the purpose of the literature review and the expected components of their final product, the research proposal.

The librarian then recommended one or two databases to begin searching and the entire group spent a few minutes searching together. During this process, the librarian showed specific examples of different resource types and how to distinguish them, such as an original research article vs a dissertation or a systematic review article.

This is followed by making sure the group gets set up in Zotero in a collaborative folder so they can see each other's articles and annotations. Instruction on reading the research article to write an annotation takes the most time in the session. Students were advised to write the annotation in two sections, each with its own questions to answer. The first section contains five questions:

1) Who are the authors?
2) What are the demographic groups they studied?
3) What are the geographic areas the groups they studied located in?
4) What methodologies did they use?
5) What were the results?

The second section contains two further questions:

1) How does this article relate to the group's topic?
2) How does the article relate to the other articles the group has included?

Because the sessions were held at the group level, the librarian could tailor the session to meet the needs of the group. Some groups exhibited a clearer comprehension of finding research articles and writing annotations to begin with, and so more advanced topics, such as citation tracking, could be introduced.

All the sessions are held via Zoom, including for the in-person section of the course. The librarian was then able to record the sessions and share them with the group afterwards if they needed to review information covered.

Impact on Student Work

Student assignments improved in several ways. The most marked improvement is the number of research articles included in the literature review. When using the one-shot session, most students would cite the required 10 articles or less. After the changes, all groups reviewed more than 10 articles, and some groups even cited over 20 articles, indicating increased proficiency in incorporating articles into the literature review. This also reduced the frequency of students incorporating their own opinions, assumptions, and speculations in the final assignment.

Students less frequently incorporate non-research articles into the literature review, indicating increased proficiency in discerning between article types. Some groups have asked permission to use dissertations in the literature review due to lack of research performed in their topic area, also indicating improved ability to discern the article type according to the assignment requirements.

Students exhibited increased proficiency in searching for research articles during in-class activities, too. The course includes a lot of literature searching activities in the classroom throughout the semester. This activity became much more natural for students after changing the library instruction model. Further, in prior semesters students frequently had trouble accessing the full-text of articles, even asking the professor to download the articles for them, or only

reading the abstract of an article included in the literature review because they did not know how to access the full-text.

Strategies for Moving to an Embedded Librarian Model

In the following sections, the authors will share some suggestions on moving from the one-shot to an embedded librarian model based on their experience. The first section will focus on strategies for developing relations with instructors, and the second on strategies for ensuring the model is effective. For each suggestion, the authors will share a relevant experience.

Strategies to Further Collaboration with Course Instructors

- **Use examples of student reference requests to support suggested changes to librarian involvement.** In this case, after several sessions with one student in the spring of 2021, the librarian could provide specific information to the instructor on the student's needs and recommend providing the same type of consultation for each project group. This can help instructors understand the type of teaching that librarians can provide that address challenges students frequently face.
- **Follow up with instructors regularly.** Librarian and instructor feedback to each other is important to ensure the students are receiving the support and instruction they need. In this situation, the authors regularly touched base throughout the semester to identify groups that may require more specific training on a particular topic, but also to shared observations of areas in which students were succeeding.
- **Request course syllabus and assignments.** This provides essential information for tailoring library instruction to the course. In our case, it was not until the spring of 2021 that the librarian thought to request the syllabus to better understand the course learning objectives.
- **Identify courses that align with librarian skills.** Having the course syllabus and copies of assignments helps, especially if all librarians are requesting these documents. It allows librarians to share which courses they are working on and identify any that are suited to a librarian's abilities.

Strategies for an Effective Embedded Librarian Model

- **Time the library session with key assignments.** In the fall of 2021, the students could book the consultation at any point in the semester. Groups that booked later in the semester missed citation management and annotation instruction. So, in the spring 2022 semester, students were required to schedule the session within the first 5 weeks of the course. This ensured the groups were receiving instruction on techniques and tools when they needed to apply them.
- **Have the library consultation be included in a grade for the course.** This creates motivation for the students to attend library instruction sessions. In this case, the

percentage of the grade is small, but as a result all groups have scheduled their consultation session.

- **Ensure librarian has access to the course LMS for participation in discussions.** This is a forthcoming component for the authors. LMS access can benefit students – for example, if librarians can field questions via discussion boards as opposed to emails, all students can benefit from the information provided.
- **Decide on assessment**. This is another forthcoming component of this project. Without a plan for assessing the impact of establishing an embedded model, the impact on student achievement is only anecdotal.
- **Utilize technology whenever possible**. In the fall of 2021, students could choose to have the library session either in person or via Zoom. However, all sessions in 2022 were held via Zoom because the librarian could then record and share the session with students if they needed to revisit a part of it.
- **Update the research guide to match the library instruction.** While the librarian did make minor updates to the research guide for the course throughout the two semesters, in order to better mirror the group consultation sessions, a more significant change needed to be made.
- **Be flexible.** For this course, many students are non-traditional and/or working full-time. This led to several sessions happening outside of normal hours, which is not something new to librarians, but is important to be aware of.
- **Record the number of sessions and reference questions answered.** The librarian did not remember to do this for much of the spring semester, and it is difficult to count and record in a tracking system later.

Discussion

Embedded librarianship is a successful model for providing library instruction that positively impacts students' information behaviors. While it can be difficult to establish a level of trust or interest with course instructors to adopt this model, the authors have provided some strategies that worked in this instance. The librarian is a collections librarian with little formal training in pedagogy or instruction, which may have helped with a more effective implementation of the model.
Moving forward, the authors plan to establish an assessment for the impact of the library sessions. They also plan to share the experience and positive student impact more broadly with the campus as an example of how librarians and department faculty can collaborate successfully.

An especially important skill for an embedded librarian is interpersonal communication. Since embedded librarians are very accessible to students and seek to tailor the support provided to student needs, the embedded librarian must be able to communicate extremely well with a diverse audience. Also, moving to an embedded model, while impactful for students, requires more time commitment from the librarian. In the spring 2022 semester, there were 8 library consultation sessions, with several follow-up sessions by email, Zoom, phone, and in-person. It

also takes time to update research guides, attend any training, and design assessment. The one-shot in this case took 45 minutes, but time committed during the spring 2022 semester was around 12 hours for consultation sessions alone.

The authors hope that sharing this experience, including library instruction topics and suggested strategies for creating relationships with instructors and implementing an embedded librarian model, will prove helpful to other librarians, especially technical services librarians. This experience illustrates the positive impact embedded librarians can have on students, which is rewarding to the librarian and course instructor.

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LibGuides with Standards: Working Across Campus to Create Best Practices for Accessible LibGuides

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Abstract

With more students attending courses remotely, it has been necessary to ensure the digital accessibility of library resources. At the University of Nebraska Omaha (UNO), librarians and partners interdepartmentally and across campus have committed to a community of collaboration and problem-solving in order to bring students the same high standard of access that they would experience in person. This presentation focuses on working across campus and interdepartmentally in an effort to research and communicate best practices related to online tools, specifically LibGuides, and to standardize their accessibility in accordance with WCAG 2.1 and the UNO Office of Accessibility.

LibGuides with Standards: Working Across Campus to Create Best Practices for Accessible LibGuides

Introduction

Academic libraries allow access to students, faculty, staff, and community members. With an increasing need, the number of online tools, digital spaces, and those who create content in libraries must grow as well. With more students attending courses remotely, it is necessary to ensure digital accessibility in the academic library's resources. At the University of Nebraska Omaha (UNO), librarians and partners interdepartmentally and across campus have committed to a community of collaboration and problem-solving in order to bring students, faculty and staff the same high standard of access that they would experience on campus or in our brick and mortar library building.

UNO Libraries are dedicated to digital accessibility and in order to be held accountable and to ensure progress toward excellent access, the library's strategic plan includes multiple objectives that address its online spaces. Since digital accessibility involves many different facets and affects all users on campus, collaboration was critical during all phases of this project. The university had created an Accessibility Working Group before this project commenced, which has been composed of librarians, individuals from the Office of Accessibility, Digital Learning, and Information Technology Services. This group was instrumental in providing multiple, valuable perspectives, unique areas of expertise, and individual experiences during the research stage. Working with this team allowed the author to consider how one might present and share accessibility findings with the many librarians, archivists, and library staff who create, update, and share LibGuides regularly, with the purpose of dispersing an easy to follow best practices checklist that would allow all LibGuide creators to confirm that their LibGuides were in congruence with the current accessibility standard on campus.

Literature Review

There has been much research and many publications regarding best practices for LibGuides usability as distance learning has become more robust in the recent years and users are accessing library resources online in large numbers (Bergstrom-Lynch, 2019). Studies find that students do not use research guides as often as librarians think they do, (Bergstrom-Lynch, 2019), but when they do use them, they find them confusing (Greene, 2020) and tend to only spend a short amount of time looking for information on the first library page they encounter or the home page (Pionke & Manson, 2018). Therefore, it is essential to hone the knowledge of what makes LibGuides usable in order to find ways to help online users when and where they need it most.

Best practices find clean, easy design necessary as well as limiting any jargon or inconsistent, confusing text (Sonsteby & DeJonghe, 2013; Bergstrom-Lynch, 2019). Titles of pages, boxes, and headers should be simple, but descriptive. A shorter title is not always better than one with a few more words and more specificity (Goodsett et al., 2020). Studies found guides with resources listed "strategically by importance" (Goodsett et al., 2020, p. 223) helped students

most and that keeping the resources list short, as in, only highlighting the most helpful or most used resources is best (Pionke & Manson, 2018; Rysavy & Michalak, 2020).

To maintain accessibility and design standards, researchers have found that providing faculty with templates could help to keep guides consistent and user friendly, and web accessibility tools such as WEBAIM or Tota11y can help to ensure guides are consistent with WCAG standards (Chee & Weaver, 2021; Rysavy & Michalak, 2020).

The Project

Similar to many academic and public libraries, the author's institution has been encouraging departments across campus to create strategic plans in order to support the university's core values of excellence, engagement, inclusion, discovery, and integrity. These values integrate with multiple library initiatives seamlessly, including the endeavor of creating and maintaining accessible digital resources. Since the transition from a majority of users utilizing the library at a distance and online during the height of COVID-19, to a hybrid, in-person and online approach for courses and students, it has been necessary to take stock of the usability and the effectiveness of the online library resources available to students, faculty, and staff both on campus and remotely. The accessibility and maintenance of the library's online tools has been supported by library leadership and a top priority in the author's institution and has made efforts such as this one possible. The library was able to illustrate its dedication to these principles when creating an updated strategic plan. The updates included a section of objectives that center around digital accessibility for the various categories of online tools, incorporating both the creation of new resources and the maintenance of existing ones.
The author was tasked with creating a rendition of best practices or standards for the institution's LibGuides, which facilitated intercampus partnerships and collaborations that greatly streamlined and improved the application of the updated standards.

The University of Nebraska Omaha currently sustains 244 LibGuides with 21 different librarians, archivists, and library staff who act as authors and primary editors of the guides. Resources which have been widely used by creators in the building of current and new guides is a library specific Wiki site and a private "Mother Guide", accessible through Springshare with the library's login. The Wiki site was updated with current best practices throughout the literature review phase of this project, containing tips, tricks, and links to accessibility tools and references for further reading. The Mother Guide contains commonly used widgets, boxes, and more items that are used as reference when building a guide or reused in guides as they are. Due to the healthy amount of communication and collaboration among departments and individuals within the library, the usage of these resources previous to beginning this project was high and contributed to basic compliance to an agreed upon standardization in terms of navigation panes, link formatting columns, boxes on the LibGuides. With that being said, the primary goal for this project was to update and create new expectations for maintenance in the areas of standardization of design and accessibility as resources change, Springshare rolls out updates, and as new guides and authors are added into the resource pool.

Working Across Campus

During the literature review phase of this project, the author sought help from the Office of Accessibility in order to ensure that the recommendations found in research were able to be adhered to and interpreted correctly. Fortunately, the Instruction and Outreach Librarian had fostered a dynamic partnership with the Office of Accessibility on campus previously. The individuals in this office are the experts in digital accessibility on campus and have offered the library assistance with many accessibility questions. It is advised to those reading to begin a similar working relationship with any similar group on their campus, if not already doing so.

Through communications with the Office of Accessibility and library colleagues, the author became aware of an Accessibility Working Group on campus comprised of librarians, members of the Office of Accessibility, Digital Learning, and Information Technology Services. This group was instrumental in interpreting technology specific articles, highlighting the standards that would be most practical and have the greatest impact for the LibGuides' usability and accessibility, designing short, bulleted lists with easy to follow standards that could be shared and implemented widely among the editors of LibGuides, and creating learning outcomes for workshops for those in the library. Check-ins with this group happened monthly, during which conversations would center around the project highlighted in these proceedings, as well as additional digital accessibility updates, successes, and concerns from around campus.

Interdepartmental Dissemination and Implementation

The list of best practices and standards was first shared with the library's Diversity, Equity, Access and Inclusion Committee. This is a committee comprised of members from the three departments within the library. As this committee works with things related to access, digital accessibility included, the author submitted the short list of highlights for feedback first. Support from this committee was imperative, as accessibility is a goal for the library as a whole. Once feedback was received from the committee and edits were made, the author shared the list once more with the Accessibility Working Group to ensure campus standards were well communicated and then shared the list more widely by posting on the Wiki site.

In order to deliver information more in-depth and in an active learning environment, the author planned a two session LibGuides Accessibility and Design summer workshop for those in the library. This workshop is being held in the library's instruction labs with two hours blocked off for each session. During the writing of this publication, one workshop had taken place with another upcoming. The first session covered titles, headings, lists, links, color and web accessibility tools Tota11y and WAVE. The second session will focus on answering questions from the first and images, alt text, and embedding iframes and videos. The participants of the first workshop were provided with a short survey in order to evaluate the session. Both workshops will be kept informal with the first hour being devoted to discussing findings and sharing specific examples of best practices and online accessibility tools and the second hour being used for work time to implement edits to LibGuides that need updating or maintenance. The aim of this format is to encourage LibGuide editors to maintain standardization in design while also focusing on digital accessibility and ways that the library can improve our resources

as a whole. This format also allows for discussion among editors which has been of utmost important in keeping an understanding and agreement of how the library's LibGuides are designed and standardized. Discussion also offers opportunities for collaboration. The aim of editing the Guides is to achieve different learning outcomes and to reach different audiences. These motives translate to the design and content on each guide and encourage editors to create the best possible online tools for patrons. A LibGuides Accessibility and Design group chat on Microsoft Teams was created in order to promote continued discussion and communicate to those that were not able to attend the session. This chat has since been used to ask questions about the ideas covered during the workshops and to share successes when updating LibGuides.

Conclusion

This project has allowed the library to strengthen existing interdepartmental and intercampus partnerships with the shared goal of improving accessibility for students, faculty and staff. A project similar to this could take many different formats depending on the size and layout of a library or institution. The author recommends creating collaborations at the Office of Accessibility and staying up to date on the best practices for LibGuides, guidelines for assessing online tools, and ideas for creating and implementing attainable standard. The author also recommends communicating findings to colleagues and authors of online tools and to create time devoted to discussing maintenance, design, and accessibility standards within the library department or the library as a whole. As this project is ongoing, more time and research is needed to determine if the workshops will improve digital accessibility for students, faculty, and staff, but at the time this publication was written, the author has received positive feedback from library colleagues.

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We Here: Meeting International Student Needs for a Better Library Service during the COVID-19 Pandemic

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Abstract

The COVID-19 pandemic is still impacting American college and university students. But one particular group suffers even more. They are international students. They face an unimaginable pressure as compared with their American domestic peers. Everyday, they need to think how to protect themselves personally from the health crisis in their local cities. Almost all of them experienced personal and social struggles. Meeting their social and academic needs during this critical time has been a challenge to American education institutions and their libraries as well. Academic librarians can play a unique role in helping their international students overcome cultural, educational, and social challenges. Their libraries can provide some programs and initiatives targeting international students in their institution. Regular research consultations, personal librarian programs, or virtual coffee breaks will help alleviate social isolation, enhance online studies, and improve mental health. Taking advantage of new technology can also come to the rescue. The tool Clio, which offers a guide to the local history and culture, helps students learn about and connect with local history and museums. By staying socially and virtually close, academic librarians can better support them in coping with their difficulties in academic studies, social engagement, and mental health. Improved library service for international students will enhance diversity and inclusiveness on campus and help retain them in American higher institutions. Suggested creative ways and practices in support of their international students during the COVID-19 pandemic will better protect their them and ensure their academic successes.

We Here: Meeting International Student Needs for a Better Library Service during the COVID-19 Pandemic

Introduction

International students are facing various challenges. The COVID-19 pandemic has added some new challenge such as personal health worry as well as more social isolation. They are a group of students who suffer more and are in need of special assistance. They face an unimaginable pressure as compared with their American peers. Almost all of them experience personal and social struggles. Everyday, they are wondering how to protect themselves personally from the health crisis in their local cities. Meeting their social and academic needs during this critical time has been a challenge to American education institutions and their libraries as well. American academic librarians have a unique role to help international students with their academic pursuit, ease their health worries, and interact with them socially. Through certain targeted programs and activities physically and virtually, they can help international students overcome cultural, educational, and social challenges.

University of Missouri -Kansas City (UMKC) librarians provide initiatives targeting international students in their institution. They promote research consultations and personal librarian programs with international students. Certain incentives such as course credit and a drawing for a library mug are offered in order to encourage students to use research consultation. Taking advantage of new technology comes to the rescue. Clio, which offers a guide to the local history and culture, is suggested for the students to learn about and connect with local history and museums. By staying socially and virtually close, academic librarians can better support international student in coping with their difficulties in academic studies, social engagement, and mental health.

This paper aims to open a small window for academic librarians to think about creative ways of improving library services in support of their international students during the COVID-19 pandemic. It encourages librarians to try more effective practices for international students. It hopes to contribute to their retention and success and increasing campus diversity. Improved library service for international students will undoubtedly enhance university revenue and inclusiveness on campuses in American higher institutions.

Literature Review

International students often face many challenges while studying in foreign countries. In her book *Improving library services in support of international students and English as a second language learners*, Rod-Welch (2019) describes some typical and specific areas that international students experience. They are cultural shock, the social isolation of being away from family and friends, being homesick, finding employment and balancing work, financial struggles, different spiritual beliefs, unfamiliar living settings and food options, different learning styles and educational systems, language barriers, and cultural differences. Rod-Welch's views are echoed by other researchers as well. (Zhou et al, 2008; Baron & Strout-Dapaz, 2001; Dorsett,

2017; Fischer, 2015; Peters, 2010). International students may deal with more stress than their classmate domestic students. However, their professors often do not pay enough attention to their big differences in thinking and behavior (Hughes, 2010; Adhikari, 2018; Houlihan et al., 2017; Kuo & Roysircar, 2006).

Jackson & Sullivan, (2011) present academic libraries make efforts to improve their services for international students and report successful initiatives. They emphasize that libraries need to play a significant role in helping international students develop their study and research skills. Their book *International Students and Academic Libraries: Initiatives for Success* provides numerous examples of new and innovative strategies for librarians to help international students and increase international student success at academic institutions.

The COVID-19 pandemic brings significant changes to college students as well as international students. Many international students face uncertainty in their studies and in personal health. A sudden shift to online learning, homebound in place, and travel restrictions all contribute to increased emotional stress and anxiety. (*Survey of American college students*, 2022; Sustarsic & Zhang, 2022). The unprecedented challenges require the need for additional mental health services to reach international students at risk of anxiety and depression during the COVID-19 pandemic (Reid et al, 2022).

Suggestions and Ideas

Research Consultation

One of the useful services that UMKC libraries offers for all students, including international students, is called "Request a meeting with a librarian". When international students have assignments or papers to write, in addition to consulting with their teaching faculty, they can also discuss their topics or research interests with one of the academic librarians. The librarians can help them form a research question, strategize a literature review, manage the required citations, find relevant sources for their assignments, and more.

The librarian can also take this meeting to demonstrate certain database features such as concept maps and subject headings to narrow down student topics by international students. Other features can also be introduced to international students during a consultation, such as citation tools, translation, text-to-speech, and even the Alert feature. Many international students tend to think of a very broad topic when they need to write about a paper. By meeting with an academic librarian before they start to do their assignments, the international students are more likely to get help locating scholarly, relevant, and quality sources. The librarian may even provide necessary data and methodology with international students for their chosen topics.

Research consultation is not just for academic purpose. It can be also used for general public health issues during the pandemic time. Medical librarians can help international students find COVID-19 test locations and vaccine information. Since the pandemic is still going on, international students definitely need assistance receiving medical and mental help from the university.

Many college and university libraries provide Research Consultation to students. International students can benefit more from such a service. The librarian should work with their campus international student office and the teaching faculty to promote this really useful in-person and virtual service during the pandemic time.

Personal Librarian

During the pandemic, UMKC University libraries initiated and launched a new program, "Personal Librarian" - delving to improve relationships with students and reduce library anxiety. This program is designed to serve all UMKC students. Based on the request of a student and their background, the library will match and assign a librarian as their personal librarian. The assigned librarian will then periodically contact the student with research tips and library updates, and the librarian will serve as their first point of contact for library or research-related questions. International students can take advantage of the personal librarian program. There are three major goals. The first one is to educate students regarding the spaces, services, and collections of the library. The second one is to develop a personal connection with student populations that may be hesitant to engage with more established forms of library communication or instruction. The third one is to decrease library anxiety.

This new program comes in at the right time. International students tend not to know where to get help when they encounter challenges due to language proficiency and different experience in college life. The lack of access to their teacher in online classes and to the university increases anxiety and personal health concerns. The personal librarian serves as a library buddy to them and works as a kind of "adviser". Although the personal librarian may not answer all the questions they have, they may refer them to the right university units for further assistance. Regular email contact and check-ins can serve as a support for international students and provide a supplemental, optional, in-person human resource that can provide both academic and social support. Meals (2022) shares an evaluation on personal librarian and indicates that the personal librarian actually boost student's growth in information literacy confidence.

Clio

Another useful tool that international students can learn and utilize during this pandemic time is called Clio. It is an educational website and mobile application that guides the public to thousands of historical and cultural sites in the USA. By signing into an account and acquiring the skill of building up a Clio site, international students can better learn English and also understand local history and culture. Therefore, they broaden their perspectives, knowledge, and understanding on various social issues. They gain this public benefit as an actual builder. The site contains a brief summary and information about a historical site, museum, monument, landmark, or other site of cultural or historical value. Historic stories and events can be added into the built-up site. International students can share and use those sites they build with their families and friends in their home countries. They can also use their sites in their social and historical projects because each entry provides turn-by-turn directions with links to relevant

books, articles, videos, primary sources, and credible websites. Those useful resources will further educate them and others who browse their sites.

Clio is an open digital environment. Anyone who is interested in learning American culture and local histories can sign up an account and embark on a journey. Whether or not by personal interest or by a driven project, Clio can satisfy international students' curiosity to further explore historical sites and local communities. Clio creates a rare opportunity for international student to publish humanities scholarship using an innovative digital format. Once that particular journey finishes, a new "local history expert" is born. By being busy in building up their Clio sites, international students may alleviate their concerns and worries of COVID-19 pandemic.

Virtual Coffee Chat

Another library service that academic libraries can offer is a "Virtual Coffee Chat" to international and other students during the pandemic time and in the future. There are three purposes for this meaningful activity. The first one is to prove an informational wellness check. By doing so, the academic librarian can render their emotional care and support to the international student. The second one is share library updates and changes such as library FOLIO system implementation. The third one is to seek feedback from the student and find out what they need at a certain point from the library or university.

Significant changes have occurred to college students, including international students. If the academic library can provide a regular virtual time for international students, they can do a lot of useful things for them. The library can take this opportunity to do some trainings. For example, they can offer workshops for citation and copyright. At UMKC University Libraries, citation management tool Zotero training is a very well attended workshop. Copyright training is another choice. In order to have a correct idea of American scholarly publishing, teaching, and writing, international student must learn what copyright means to their academic work.

The academic librarian can use this activity to promotion library resources and services. For example, they can introduce various eBook collections and Interlibrary loan service. They can also offer research assistance, online learning help (Zoom), addition of new library technology, and research guides. The Virtual Coffee Chat will certainly increase the interaction between the academic librarian and the international student, so their anxiety will be reduced.

A good, effective, and successful Virtual Coffee Chat depends on a carefully planned organization. It also entails collaboration with campus international student office. With their help, the academic librarian can market the event and outreach the international students. Therefore, a good attendance is guaranteed.

Conclusion

COVID-19 pandemic is still going on. International students in America are experiencing unprecedented challenges. From the well-known language barriers and the culture shock to different educational experiences, from the social solation to concern of mental health, they are in great need of help from American higher institutions. Although academic librarians cannot solve all of international students' problems, they can still initiate and launch new creative programs or host academic and social events to help international students ease their worries and feeling helplessness during this critical time. Whether or not the library program is in person or virtual, it will help international student stay and finish their programs. With the help of today's new technology such as TikTok, YouTube, Instagram, Zoom, and WhatsApp, librarians can form a stronger bond with their international students academically and socially. The international students' successes are librarians' successes. International students will appreciate librarian's assistance and share their successful experiences with their families and friends in their home countries. In return, American institutions will have more applications and enrollments because, like the international student office, their librarians also take special care of them and play a unique role.

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Virtual Reference: What's in a Name?

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Abstract

Face-to-face reference is a very personal service, but initially many virtual reference services are set up to be impersonal. Much work and research has gone into providing virtual reference, like creating short answer videos or FAQs that can easily be searched, shared, or linked. Others are developing, or have recently implemented, visual virtual reference tools like Zoom, WebEx, or Teams into their virtual services. But what impact do names have? In this presentation, two librarians from separate institutions will present different practices for naming the services and how these naming decisions may influence patron perceptions. They will also review the use of personal or system names in chat and e-mail reference to explore possible effects on virtual reference interactions. Recommendations for the use of names will be provided based on the two different implementations.

Virtual Reference: What's in a name?

Introduction

Libraries have been implementing virtual reference services long before the COVID-19 pandemic. The idea of adding a virtual element to traditional reference services, whether it be chat, email, text, or a video platform, has long been considered in order to enhance or replace in-person services. Some form of virtual reference will more than likely continue to be offered due to the pandemic, which forced many libraries to hasten the move to the virtual environment. Reference interactions are social, interpersonal interactions and should continue to be so even when they are conducted online. Across the board, library employees strive to ensure that those interactions are helpful and meet the patrons' needs whether in person or online.

As more libraries implement plans for virtual services, many elements of providing reference virtually have been analyzed, studied, and reviewed. In the spirit of continuous improvement, organizations regularly seek out new ways to improve these services and interactions. Whether it's looking at usage statistics, reviewing individual transcripts, or comparing service providers, virtually all avenues for improvement have been investigated. The focus here is on one of the most foundational parts of a service – the use of names. The authors are interested in the different ways services are named, and how the use of names (labels) in virtual reference can enhance, or hinder, the patrons' experiences, usage, and satisfaction.

Review of Literature

Librarians are interested in providing the best possible service to their patrons and are perennially trying to improve both the services they provide and the way they communicate with patrons. Patrons will often express being embarrassed by their questions or feeling reluctant to ask librarians for help. This despite librarians' efforts to create the best possible environment for building trust and rapport with patrons to help ameliorate their hesitancy. Black (2016) provides a thoughtful analysis of literature written about the educational psychology of help-seeking behavior and includes a discussion of literature written about help-seeking online. In that section of the paper, Black emphasizes that good interpersonal skills are required in online interactions and concludes by writing, "How well online help can successfully incorporate the essential interpersonal element is a question ripe for experimentation and study" (p. 50). The authors hope that their investigation of the use of names will add to the scholarly conversation on this relatively underexplored topic.

Jameson, Natal, and Napp (2019) emphasize that the initial contact between librarians and students is a crucial influence in encouraging students to seek help from librarians. Students mentioned both librarian approachability and librarian identity as facilitators to seeking help (pp. 377-378). Students wanted to be able to ask questions of librarians, not just library workers, so they needed to know how to identify librarians who were providing help. This finding may have implications for the identification of librarians providing virtual reference help, at both public and academic libraries.

An important part of interpersonal communication is often identity, and both Kazmer, Burnett, and Dickey (2007) and Park, Li, and Burger (2010) write about identity through the use of names in online service interactions. Kazmer, Burnett, and Dickey recommend that librarians use unique names as identifiers to help develop rapport and increase satisfaction with their patrons, even if they are using aliases (2007). Park, Li, and Burger suggest that more use of personal names may decrease social distance between librarian and patron, leading to a more satisfying online reference interaction (2010). Yet simply requiring everyone to use personal names does not solve all the issues.

There can also be unpleasantness to consider when thinking about the use of names and identity in virtual reference services. Dimitropoulos (2020) writes, "These digital interactions are also more likely to descend into abuse because they're free from the ethical and social repercussions that come with our face-to-face interactions, such as the fear of retaliation or the impact on our reputations." So, this lack of accountability can lead to problems (i.e., abusive language, bullying, or harassment) that must be considered when developing policies.

Considerations for Naming Reference Services

What is in a name? For services it could be everything. It is important for libraries to make their services clear and easily identifiable to patrons by the names that they assign to them. It is tempting to brand a particular service with a catchy name that reflects an institution's name, mascot, or region (i.e., WildCATalogue). This often occurs with our catalogs and discovery systems, but it may be more helpful to patrons to thoughtfully consider the name of the virtual service as a representation of what that service actually does, whether it be chat, email, text, or phone. In this way patrons don't have to figure out what the service consists of, or what it is, even though they may appreciate the catchy name.

There are some considerations to keep in mind even when trying to keep a virtual service name simple. This seems to be especially relevant in naming chat services. Although service names like Chat with a Librarian, Research Help, Live Chat, or Chat Help seem clear and simple, they may be associated with patron evaluations of their help need. Chat with a Librarian and Research Help give the impression that you will chat with a professional, but users may feel their question is too basic or not important enough for a librarian to be considered research. The opposite could be true of basic names like Live Chat or Chat Help. Users may believe their need is too important for a basic chat service.

A perennial wish of librarians is the desire to be seen as welcoming and receptive to all questions, no matter how simple. Yet patrons will regularly begin a question to librarians providing in-person reference service with apologies for disturbing them or displaying embarrassment for not knowing something they believe they should. These in-person tendencies can be carried over into the virtual world because of the name of the service. People often don't know what librarians do and assume that librarians have better things to do than answer their questions, so service names like Ask a Librarian, or Contact a Librarian may heighten this feeling of being bothersome. Nevertheless, it may be helpful to be sensitive to these common patron assumptions and choose not to use "librarian" in the name of the service, or to have both types of names (i.e., Ask a Librarian and Chat Help) next to each other even though they may lead to the same service.

People tend to trust libraries, even in an era when distrust for institutions runs high (Geiger, 2017). Therefore, it seems like it would be a good idea to use "library" or "librarian" when naming reference services to help communicate to patrons that they will be interacting with a librarian or library employee. In summary, keeping in mind how these word choices may invoke patron biases or tendencies will help determine the appropriateness of the name you choose.

Considerations for Use of Personal Names

Our present societal moment is having a reckoning with identity, and there is increased attention focused on honoring the names that individuals choose for themselves. Names matter, and how we choose and desire to refer to ourselves in professional interactions with patrons is important. The same can be said for how librarians decide to acknowledge the patron with whom they are interacting. While the topic of names may seem like a minor consideration, our current societal moment is encouraging us to engage with this idea and be thoughtful and intentional in our choices.

Many people are able to tell the difference between an automated response and live interaction with another person on a commercial website's chat widget. When they encounter automated responses, people may feel frustrated that they're not able to resolve complex questions and that the interaction lacks the elements of human touch, such as empathy, emotion, and genuine conversation. When a chat reference service opts to use non-personal names for the librarian (i.e., Operator or Librarian), or chooses not to refer to the patron by name in the interaction, it may signal to the patron that this is an automated chat service. In order to avoid potential frustration, patrons may instead choose to call or email so that their questions will be guaranteed individual, live attention.

Sometimes, the use of a generic professional name (i.e., Reference Librarian) can be a deliberate choice to give the impression of a unified, cohesive virtual reference service. At the same time, using a non-personal name may hinder patron-librarian interactions if the patron needs a more personal approach. In the same way, just as the use of personal names can have a positive effect on the user's perception of the service, a user replying with the personal name used by the employee can have a positive effect on the employee's perception of the interaction.

If librarians are already using names in person with patrons (i.e., badges or nametags), it seems reasonable to carry that same practice into the virtual reference world for the sake of consistency. Wearing badges or nametags is intended to create a welcoming in-person experience for patrons, so when librarians use their chosen names in virtual reference services, it may help to create a more personal and inviting online experience for the user. It may help to reinforce in-person practices and help patrons get to know their librarians.

Considerations for Bad Behavior

There are reports of abusive behavior towards chatbots, or other automated services, which have surfaced in recent years as the use of these services has increased. Although these types of systems can be helpful, especially in answering "basic" library questions, some users may feel emboldened to act abusively because of their perception of an automated service. The use of

personal names, or aliases, in virtual reference may help diminish the chance of abusive behavior in the virtual environment.

Although the use of personal names may help alleviate aggression towards a perceived chatbot, libraries may be hesitant to require personal names be used because of the possible risk of harassment. Unfortunately, it is not unusual for librarians to experience harassment while serving the public (i.e., stalking or verbal abuse). One way to help librarians feel safer in their public service roles in the virtual environment is to allow them to assume an alias. A female graduate assistant began to experience stalking behavior while monitoring chat at one of the authors' institutions. The student was given the option to change the name that displayed while she was in chat. She chose James, which is typically used males, and the stalking behavior ceased immediately.

Initial Recommendations

Recommendations for naming practices involving virtual reference fall into two categories: service recommendations and name use recommendations. Good practices for naming a virtual service can include:

- Using the term “library” or “librarian” in the service name to signify professionalism.
- Making sure the service name communicates the purpose and type of service.
- Providing text links to online service for greater accessibility (i.e., screen readers).
- Developing and publishing naming practices for institutional memory (future reference).

When thinking about the use of personal names by those providing virtual services, some important considerations should include:

- Requiring employees to use a personal name through the service (real or alias).
- Using patron names in all replies (i.e., Dr. Baeza or Hello Beth).
- Being consistent on employees either using personal names or remaining anonymous.
- Creating best practices, or guidelines, for employees to easily find and reference.

Conclusions

The authors’ initial investigation into the naming of virtual services and use of personal names by employees demonstrates that the issue is more involved than anticipated. Although cases can be made for naming a service as simply as possible, there are still implications for how a user may interpret the purpose and requirements for using the service. In the same way, the use of personal names in staffing services would make an impersonal service more personal, but then employee concerns about privacy and harassment must be considered and addressed. The authors have provided initial recommendations, but the complexity of the issues warrants continued research in order to provide usable guidelines that address all the concerns identified.

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Connecting Research to Real-Life: Examples from a Credit-Bearing Information Literacy Class

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Abstract

Connecting information literacy to a world beyond the classroom can be difficult but can prove vital to ensuring that students retain those skills in the same way that they retain skills in mathematics or reading. This paper discusses the authors experience teaching information literacy in a credit-bearing class, with emphasis on assignments which allow students to apply information literacy to "real-world" problems, or problems which students may encounter outside the traditional classroom. Ways to modify these assignments to fit in a single information literacy class session are also discussed.

Connecting Research to Real-Life: Examples from a Credit-Bearing Information Literacy Class

Introduction

In today's uncertain information landscape, with even trusted sources quickly releasing information that, upon later analysis, is found to be incorrect or misleading (Bonnet & Sellers, 2021) it is more important than ever that people have good information literacy skills. At the same time, however, students have been conditioned to learn information skills to complete a task (or class) and then abandon that information afterwards, with many students openly joking about treating classwork this way. When information literacy instruction is introduced in a single class session, it can be easy for students to perceive the information or skills introduced narrowly applicable to the class in which the session occurred. Further complicating matters is a documented struggle by professors to capture and retain students' attention (Rosegard & Wilson, 2013).

During the revitalization and redesign of an existing credit-bearing information literacy class, several information literacy assignments were developed to better connect information literacy and real-life, for students to see information literacy as a "forever skill", the same as reading, writing, or mathematics. In addition, the instructors who designed the class hoped that connecting information literacy to issues that are already present in students' lives would help capture students' attention. While some of these assignments require a full semester to complete, others are useful in one class period sessions.

Background Literature

Misinformation, whether intentional or not, has been a concern of librarians and others in the information sciences for a long time, though the sources of that misinformation may have changed. In the early 90s, library literature named the growing popularity and unfettered nature of the world wide web as the main source of incorrect information (Hall, 2002). In the 2000s, Wikipedia became the scapegoat, with detractors questioning its accuracy because of the collaborative nature of the source (Rand, 2010; ; Jacobson, 2020; Parks & Bridges, 2022). Most recently, misinformation has become a more noticeable problem as global crises such as the COVID-19 pandemic and the Ukrainian-Russian War produce a deluge of often contradictory information from a variety of sources. Students especially, who may be on their own for the first time, need to be able to interpret the information they find for real-world problems just as much as they need information literacy skills to write research papers.

At the University of Toledo, in order to ensure that all the goals of the class, *UC1130: Information Literacy for College Research* (referred to hereafter as UC1130), were met, the instructors redesigned the class used Understanding by Design (UbD). Wiggins and McTighe (2005) write, in their book proscribing the method, that it makes more sense to organize class structure based on what students need, rather than on what professors would prefer. The instructor should ask themselves what they think the students should be getting out of the class – in this case, that information literacy is an important skill that should be applied to both the

academic lives and personal lives of students. From this big idea, the instructors developed their goals, breaking the big idea down into measurable student learning outcomes (SLOs); assessments, which tested the students' understanding of those goals ; and teaching methods and content that would help students understand (Wiggins & McTighe, 2005). Both credit-bearing classes and single-session instruction can benefit from lesson planning using Understanding by Design (UbD).

The ACRL Framework for Information Literacy became the central focus of redesigning the class. Using the Framework's six concepts as the goals in the UbD design scheme, the instructors began redesigning the order in which topics were covered and the assignments that would reinforce the lessons. One of the biggest emphases in the redesign of the class was the contextual nature of research. This is, in part, because as Hosier (2019) notes, "Each of the Framework's six frames is infused with implicit and explicit references to the contextual nature of research," because the contextual nature of research has become an anchor by which students can be persuaded to take information literacy more seriously. When students are introduced to a more fluid definition of research, one that encompasses activities that they undertake every day of their lives, it becomes a skill that they understand is necessary outside the classroom. This is similar to the perennial question asked by math students everywhere, "When am I going to use this in real life?" Discussing the contextual nature of research answers this question.

Assignments

The course redesign kept as many of the original assignments from the class as possible to allow for consistent evaluation of the effectiveness of the course, but it soon became evident that the existing assignments would not be enough to satisfactorily assess all of the new learning goals. The instructors introduced several new assignments to the class that focused solely on real-world situations of information need.

One of the long-term assignments which students complete in UC1130 is an evaluation of their own information gathering and decision-making processes. In the first part of the evaluation, students are asked to think about a time when they needed to make a major life decision. They are given great latitude in their choice of what major decision they write about, but the assignment requires them to identify at least two information sources that they used to make their decision. Many students write about choosing to attend college. They write a short essay (about two-hundred and fifty words), explaining the problem, the information sources they used, and the outcome of the decision, near the beginning of the term before the class begins learning how to evaluate and contextualize information sources. In the second part, near the end of the semester, they revisit this decision and write a second essay about those information sources, evaluating them and how they applied the information to their decision. They are also asked to identify new sources that they would use if they had the opportunity to make the same decision again.

This assignment may be too time-consuming to replicate in a single session information literacy setting, but it provides a clear connection between information literacy skills and real-life situations in which the lack of source evaluation can create bad circumstances. Students who regret the decision they made seem to benefit the most from the assignment, but it would be unfair to ask the students to specifically talk about a decision that they regret. In lieu of the entire

two-part assignment, librarian-instructors might consider talking about a generic, fictional decision as an example and have students discuss the merits of various information sources that could be used to make the decision, with an emphasis on the sources most likely used, even if they are not particularly scholarly. This would also be an excellent time to explore the complex topic of authority in research.

Other assignments in UC1130 might be easier to replicate in or modify in a single session class. Students enrolled in UC1130 are undecided majors (called Exploratory Studies at the University of Toledo), with unclear plans for careers, and are typically enrolled as a cohort into an orientation class in addition to UC1130. One of the goals of the orientation class is to help students explore career options to help them identify their major and move them into their major department as soon as possible. To facilitate this self-discovery and complement the work done in the orientation class, the first short assignment students complete centers around evaluating career information. In class, students are asked to identify a career they would be satisfied with and written down at least three pieces of information they already know about the job. They then search the web, and with the information they gather, verify the information they already know, and gather further information about the career. In a group discussion, students talk about the information found, and the sources they used to find it. This is when students in UC1130 start learning about evaluating websites, which will become a foundation for evaluating other resources. This assignment could be done in either composition classes or major-oriented classes just as it is done in UC1130, and would show students the importance of checking assumptions, as well as the importance of gathering information to make an informed decision. With the ever-increasing emphasis on career readiness in higher education, this assignment combines mission-critical work and information literacy.

For the second part of the assignment, students are asked to read news articles and identify a career that they had never thought about, but that seems interesting. They are asked to identify at least 3 unfamiliar terms or concepts from news articles about that career, and students are explicitly told not to search for more information, because these terms are then used for in class hands-on searching in the next class session. It is during this class that students learn about the appropriate uses of Wikipedia. Virtually every student who takes UC1130 has used Wikipedia before, which is why the career assignment is used for the Wikipedia search; it has identified terms that students do not know and would not have looked up but are almost certainly discussed on Wikipedia. Students are given an overview of Wikipedia and how to vet the articles therein, and then are asked to search the terms in Wikipedia. They then report not only what they learned, but also whether or not they trust the information that they found. The decision to use Wikipedia for this part of the assignment was also based on the goal of instilling information literacy skills that were applicable to the real world; many professors who request instruction sessions would prefer Wikipedia be ignored entirely--yet it is useful and commonly used by students in everyday life (McKenzie et. al, 2018). While it may not always be preferred by instructors of record, a frank discussion of Wikipedia and its place in society is an excellent way to relate information literacy concepts to real world information needs and can be an introduction to evaluating other sources. This assignment, too, needs little to no modification to take place in a single information literacy session; students would merely brainstorm about the career and then immediately proceed to the hands-on searching session.

If librarian-instructors would like to take the partnership between Wikipedia and information literacy one step further, they could incorporate Wikipedia editing into their class sessions. In UC1130, students do not currently edit articles themselves, but they are taught about the editing features and how to check the edit history of an article; students in more advanced major classes who may have had previous information literacy sessions would benefit from the experience of editing. As Park and Bridges (2022) write in their article on their credit-bearing class, *Wikipedia and Information Equity*, "[S]tudents can demonstrate their understanding and growth of information literacy skills as they research and write an article. Using Wikipedia as a teaching tool allows students to build information literacy skills for life, not just one class paper."

Conclusion

In addition to these assignments, students are encouraged to use sources to back up statements wherever applicable, including in both informal and formal class discussions. Because students are with each other for a whole semester, it is easier to create a class atmosphere where students can challenge each other without alienating each other. Unfortunately, when a librarian walks into another classroom to teach, they cannot be sure that students will feel that comfortable. One suggestion to combat this is the introduction of class rules when the session begins.
Juggling the sometimes-conflicting goals of preparing students for using information literacy in research and using information literacy in the real world can be difficult. Having clear goals in mind and starting with them when making a lesson plan can help alleviate the tension between the two. Modifications of the assignments and activities outlined here can bridge the gap and create a cohesive, holistic approach to information literacy that engages students and leaves them better prepared to navigate information needs inside and outside the classroom.

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The Razor's Edge: Intellectual Freedom in Libraries and Beyond

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Abstract

Over the past decade of the American social fabric rending and riving, librarians are finding that intellectual freedom, an American Library Association core value of librarianship, is as important as ever. In preparation for challenges to books and materials in libraries of all kinds, librarians must review the cogent history of free speech and intellectual freedom and prepare for challenges in libraries, in person and for the social media storm that may come in conjunction with a challenge or in lieu of one.

The Razor's Edge: Intellectual Freedom in Libraries and Beyond

Literature Review

From the roots of intellectual freedom in ancient Athens to the "universal and free and equal speech" (350) promised by the internet (Mchangama, 2022), the history of free speech follows the contours of the human experience during the past two and one-half millennia. *Free speech: A history from Socrates to social media*, exhibits the tumultuous historical forces, the ebbs and flows of cultures in the constant state of becoming, and explores the role of speech as it pertains to intellectual growth and the development and dispersion of liberty across the globe. A common thread, according to Mchangama, is that power brokers, the elite from Athens through, among other ages and epochs, the Middle Ages, the Enlightenment, the Age of Revolution, Colonialism, and the internet, fear new technology and new ways of expanding the public sphere. When new modes of communicating and disseminating information democratize access, groups previously marginalized become threats to the establishment.

Free speech, by its nature, expands the world one inhabits. The very act of speech moves a human's capacity for complex communication beyond the limit of her eyes and hands. The printing press allowed mass literacy, a fundamental transformation from orality to literacy and from storytelling to story archiving allowing narratives to be broadcast across place and time in a way that changes the scope of a story and its reach. The internet, likewise, has expanded the reach of individual information producers to a global audience, allowing for what Ash calls the Cosmopolis, a "mixed-up, connected world-as-city" (19) that serves not only as a platform for communication, but also a context for it. *Free speech: Ten principles for a connected world* (2016), examines free speech especially from the middle of the 20th century to permit Ash to devise recommendations for understanding and inhabiting the global city made possible by the internet and to argue for the creation of a climate that balances argument and dignity, speech and respect for the individuals and communities that steep in its brine.

Introduction

The relationship between intellectual freedom and American libraries has become so engrained in the national psyche, it is sometimes easy to forget that the association of the institutional framework and the philosophical premise is relatively new. The American Library Association adopted the *Library Bill of Rights* in 1939 and first issued *The freedom to read statement* in 1953. It has not always been thus. Books have been banned in the United States since the middle of the 17th century and elsewhere before that. Liberty and the determination to connect liberty to democracy can be traced at least to Thucydides' account of Pericles's Funeral Oration in 431 BCE. The intervening years have allowed intellectual liberty to become established as a fundamental right and the essential premise of self-governance. The premise that a community member has the capacity to make democratic choices cannot be extracted from the construct that the member also can make choices regarding the information they disseminate and receive. As book banning and censorship became a focus of librarians in the first decades of the twentieth century, the American Library Association formalized and codified its opposition to censorship. Technology, culture, and politics have collided again two decades into the twenty-first century,

and librarians are called on to resist calls for censorship and to remind the people in our communities of our commitment to intellectual freedom and the democratic framework that is the consequence of liberty. To do that, librarians must review our history as a profession, educate themselves to the confluence of liberty and intellectual freedom for this moment in history, and restore the marketplace of ideas to its rightful place at the intersection of our cultural heritage and our democratic future.

History of Intellectual Freedom

Intellectual freedom, the right of individuals to unrestricted access to ideas, the right to use that information, and a reasonable expectation of privacy in seeking and disseminating the information, is distinct from free speech, but looking at both concepts concurrently has value. While intellectual freedom as a unique construct is a relatively recent response to censorship and book banning, the idea of freedom of speech or freedom of thought as understood in countries and cultures associated with liberal democracy has roots in ancient Athens. The document we known as the *Magna Carta*, the architype of a rights granting document like the *Declaration of Independence* and the *Bill of Rights*, was signed June 15, 1215 establishing that no one, including the king, is above the law.

The foundational American documents of the Declaration, the U.S. Constitution, and the Bill of Rights provided a framework of liberties including free speech and a free press. Even with those documents in place, the freedoms they permit make some in the government uncomfortable. President John Adams signed the *Alien and Sedition Acts* on July 14, 1798, which, in part, made it a crime to "print, utter, or publish . . . any false, scandalous and malicious writing or writings against the government of the United States" (Act, 1798). In May of 1836, the U.S. House of Representatives adopted gag rules preventing members from discussing antislavery proposals. The two examples illustrate practical applications of free speech or its prohibition, but do little to advance the philosophical basis for free speech.

Published in 1859, *On liberty*, an extended essay by John Stuart Mill, presents perhaps the most comprehensive and rhetorical argument for free speech written to that time. In the essay, Mill reminds us that our natures tend to push us to confirm our tendencies, our side. Diverse positions or points of view are essential for overcoming that bias. For Mill, listening to others is not simply polite. Listening to others who have different views is critical to getting to the truth for three essential reasons. First, "the opinion which [one attempts] to suppress by authority may possibly be true" (18). Mill warns readers that to silence another assumes that the suppressor or censor is infallible. He acknowledges that the laws of physics developed by Isaac Newton, "have no safeguard to rest on, but a standing invitation to the whole world to prove them unfounded."

Furthermore, authors and thinkers invest immense intellectual and temporal capital understanding the nuance of their arguments, yet nearly none spends as much time on divergent or oppositional perspectives. "He who knows only his own side of the case," Mill says, "knows little of that" (36). It is not enough to consider what a teacher or an imagined opponent might say, as neither of those hypothetical demonstrations of an argument can do justice to the authentic persuasion of one who genuinely believes the argument. The fullness of a topic comes not only from the factual considerations, but as well from the intention and passion with which

those facts are employed to support a claim. To that end, authors and thinkers need their opponents without which their assertions and warrants are out of balance.

The third possibility, and for Mill the most likely, acknowledges, then, that opposing views hold within them a portion of the truth. Until humanity achieves an intellectual advancement that seems immeasurably far away, Mill says facetiously, "conflicting doctrines, instead of being one true and the other false, share the truth between them" (44). Claims of value, opinions not supported by our senses Mill calls them, are seldom if ever the whole truth. Conversely, opposing views often contain elements necessary to recognize a more complete and inclusive truth.

The twentieth century was in many ways a watershed for intellectual freedom in the United States. In June of 1917, the U.S. Congress passed the *Espionage Act*, which criminalized insubordination and refusal of duty in the United States military. In response, the Civil Liberties Bureau, a precursor to the American Civil Liberties Union, was formed in October of that year. 1919 was a busy year for free speech in the U.S. Supreme Court. One of the cases, *Abrams v. United States* provided Oliver Wendell Holmes the opportunity to observe that "the best test of truth is the power of the thought to get itself accepted in the competition of the market" (1919). Mills had established the use of competitive economics as a model for understanding ideas in *On Liberty*, and Holmes provided in this instance the clarity of language to give it cultural traction.

Holmes adds another rung to the speech ladder in his dissent in *United States v. Schwimmer* (1929), a case in which an avowed pacifist seeking U.S. citizenship stated during her interview the she was unwilling to "take up arms" in defense of the United States. Although the Court voted to deny citizenship to the defendant, Holmes wrote in dissent that "if there is any principle of the Constitution that more imperatively calls for attachment than any other it is the principle of free thought – not free thought for those who agree with us but freedom for the thought that we hate" (1929). The notion of calling for free thought for those with whom we disagree, of course, aligns with the assertion of Mills that there is a piece of the whole truth in opposition.

As books banning began to become more visible nationally, librarians found themselves in the new, and for some uncomfortable, position of taking a stance against the banning of specific titles as well as against censorship in general. The first *Library Bill of Rights* was adopted during the 1939 annual conference, and acknowledged that there was a "growing intolerance, suppression of free speech, and censorship affecting the rights of minorities and individuals" (ALA, 1939). The statements have been affirmed multiple times since then, but continue to serve as the centerpiece of the ALA guidance on the role of libraries and librarians vis-à-vis censorship and book banning.

The ALA *Freedom to read statement*, a seven-proposition affirmation of the constitutional right to read as one chooses, was first adopted in 1953. As private individuals and groups as well as public authorities move to limit and prohibit access to materials and to black-list authors, libraries will need to be prepared to acquire censored materials and support readers who request them through an array of alternatives. Librarians understand that the suppression of ideas and information undermine the essential premise of democracy: that a person has the intelligence and

capacity to make decisions for themselves, and, on the open marketplace of ideas will pick what is right for themselves. Librarians know that some people are determined to instill fear and to, through direct and indirect means, bend others to conform to their values and their ethics. That is simply unacceptable. A free society deserves – requires – freedom of thought and speech, and *The freedom to read statement* is an integral part of a librarian's toolkit and a critical part of the American way of life.

The Concept

Intellectual freedom serves as the foundational philosophy and the aspirational basis of the American Library Association's *Library Bill of Rights*. Applicable to all humans in all communities, and promoted by the library workers who are charged to serve them, the right to seek information, to ruminate and think about that information, and to create and distribute information freely is the essential premise of liberty and of the democratic form of government that permits self-governance. As the wheel of time spins through another period of upheaval and disorientation, people are finding themselves confronted by a cultural uncertainty that, as it were, prohibits them from knowing precisely where they are and how long this disorientation will last.

The powerful tend to distrust disruptive technology, because the new frames of reference required to acquire and master it makes them feel vulnerable. The printing press, the telegraph, the radio, and the internet threaten those whose authority has been recognized and perpetuated by hitherto traditional modes of communication and dissemination. The vehicle of expression, then, as much as the content undermines the status quo. Despite the potential democratization, or perhaps because of it, new technologies bring people from the margins. Mchangama observes that "[u]pon the introduction of new technology that gives access to those previously unheard, the traditional gatekeepers of public opinion fear that the newcomers will manipulate the masses through dangerous ideas and propaganda, threatening the established social and political order" (6). When the gatekeepers include very large, multi-national technology companies, the balance of power – already greatly inequitable – becomes a threat to a global cabal of technocrats for whom democracy and intellectual freedom now become obstacles to their expansion and ultimately their existence. To that end, elites provide talking points that groups down the hierarchy pick up. Once the groups have a language, they look to deploy it against the marginalized segments that rattle the elites. They carry water for the elites, too, by calling for censorship, seeking to ban books, and attacking marginalized authors and the stories they tell.

Also prominent in this cultural cycle of discontent, the Ewell effect becomes evident. From the Harper Lee novel *To Kill a Mockingbird*, the Ewells were the very bottom of the white population of Maycomb. Their speech patterns, not to mention their residence next to the landfill, marked them as marginal citizens. Their power came only from their willingness to find common cause with other white people in town in opposing the black population. As economic inequity has grown in the United States, there has been a disposition on the part of the economic underserved or oppressed to find common cause with their economic betters to allow a narrative to perpetuate so that, like the Ewells, at least they are not the most marginalized stratum in social structure. Opposing the marginalized population and the content they create serves to identify people of lower socio-economic classes as not the lowest in their minds.

The Response

Although the construct of intellectual freedom as it is presented in the ALA *Library Bill of Rights* and *The freedom to read statement* is relatively new, the need to build a narrative around the concept and to support the rights of people to think, read, and speak freely have been part of the human experience for centuries, and the American identity since the nation's inception. Librarians, while not singularly adapted to advocating for intellectual freedom and the rights of humans, have a professional framework that they can leverage in advocacy and have personal and professional values that make the promotion of intellectual freedom second nature. The ALA has a wealth of resources available for learning about intellectual freedom and fostering intellectually healthy communities.

Challenges will come. As in many situations, preparation is essential. Policies must be reviewed and, when necessary, revised to meet the needs of the library in the community in the moment in the best way possible. The ALA has resources. The regional systems in states that have them are fully engaged and ready to provide support. Training and professional development must be made a priority. Librarians are busy, but the need to be mentally ready for and to have practiced responses in the event of a materials challenge cannot be overstated. Directors must provide their front-line staff with the framework for the library profession's advocacy for intellectual freedom and our opposition to censorship and book banning. The staff needs to be trained and retrained so the vocabulary and the process of navigating a challenge are available at a moment's notice. Directors also must prepare boards for the role that they play in assuring that communities understand and remain committed to their democratic and values. As with front-line staff, boards must learn the language of intellectual freedom and the critical role free thinking and free speaking have in our society. Boards, staffs, and sometimes directors need reminded that a real potential exists for personal and professional values to collide, but that we have obligations to our whole communities. The behavior of librarians in these situations is critical, because it models the behavior they teach subordinates and stakeholders.

The most important component of the twenty-first century library battery of tools lies in the affirmative passion at the heart the profession and the humans who comprise it. Whether one refers to it as marketing, public relations, spreading the word, owning the narrative, or any number of shorthand methods of letting our friends, neighbors, and stakeholders know what libraries in the modern era stand for, what they do, and why they make a difference. At its very simplest, librarians can say: "my library is amazing; let me tell you why. Librarians are members of the communities in which they work. They are a part of the helping professions. They are not groomers or pornographers or enemies. Librarians bring joy to the hearts of readers young and old. Librarians inform, educate, guide, and support. People who really know librarians already get it. But to assure that those who would defund and diminish the stature of libraries in their communities, those whose anger and fear obstructs their vision and distorts their understanding of strong, healthy, and free communities do not destroy the most egalitarian asset any community has, librarians, library supporters, and advocates for freedom cannot be silent. It is imperative that the library community sing the praises of the local public library, the school library, the academic library the special library from every corner and every ridge. They must write letters to

the editor. They must tweet and like and post and pic. They must tell their neighbors, their friends, and the clerk at the local market that the library is amazing, and they must tell them why.

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The Unreliable Narrator and News Veracity and Bias: Can Literary Techniques Enhance Information Literacy Instruction?

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Abstract

Librarians continually seek new strategies to combat misinformation, disinformation, and biased information accessed by patrons through electronic platforms, including social media and online news organizations. In an academic library setting, librarians should consider using the literary device of the unreliable narrator to help students discern the veracity of information. Because information literacy sessions use other rhetorical devices, such as the rhetorical situation, to explain how to evaluate sources, using a different literary tool to explain evaluation makes sense. When studying a left-leaning, right-leaning, and central news article on the same event against a story with an unreliable narrator ("the Tell-Tale Heart" by Edgar Allan Poe), the author of this paper pinpointed four hallmarks of an unreliable narrator and used these elements to understand news bias and veracity in a new light. Providing students with this new tool in a one-shot instruction session that focuses on reading Poe's story may help students understand source evaluation in a way that augments the more standard tools with which students can diagnose misinformation, disinformation, and biased information.

The Unreliable Narrator and News Veracity and Bias: Can Literary Techniques Enhance Information Literacy Instruction?

Introduction

With examples of "fake news" and its consequences rising daily, librarians at all types of institutions seek new strategies to combat this epidemic. Social media often contributes to the spread of misinformation, disinformation, and biased information. Jaeger and Taylor (2021) phrase the current cultural conundrum well: citizens exist "in a world where social media dominates the information environment" (19). Young people, in particular, rely on sites like Instagram, Twitter, Snapchat, TikTok, Facebook, and other platforms for their news, and few read full articles or seek secondary sources conveying the same information to corroborate what they have seen on their mobile devices (Mitchell, 2018, cited in Bonnet and Rosenbaum, 2020). Cooke (2018) argues that critical information literacy can help librarians and users fight against fake news on the internet, specifically. Carlson (2020) explains the lack of reading full articles in his brief discussion of clickbait news as it relates to political elections; according to him, clickbait news and fake news go hand in hand. Because this paper deals with *how* students should read full articles, this paper therefore encourages them *to* read full articles.

Academic librarians may consider using the literary idea of an "unreliable narrator," something with which students may be familiar from high school, to frame the narrative structure of misinformation, disinformation, and biased information. While the notion of the "unreliable narrator" is a contested one, scholars agree that the concept exists, but disagree on how to define it. For the purposes of this project, the "unreliable narrator" refers to a narrator whose telling of a tale is distorted or falsified (intentionally or unintentionally). In Agatha Christie's (1926) *The Murder of Roger Ackroyd*, the unreliable narrator purposefully omits his role as the killer to cast suspicion on others; similarly, readers cannot rely on Mark Twain's Huck Finn due to his limited understanding of the world. Items of misinformation and disinformation use an unreliable narrator of sorts to present falsehoods as fact (intentionally or unintentionally).

Using unreliable narrators as an example of false or biased information may illuminate for students the hallmarks of misinformation, disinformation, and biased information. Characteristics of unreliable narrators include repetition of the same viewpoint, appeals to emotion, odd distribution of details, and control of the narrative; these characteristics appear in misinformation, disinformation, and biased information encountered by students every day. This paper uses as an example the unnamed narrator in "the Tell-Tale Heart" by Edgar Allan Poe. Framing "fake news" within the context of an unreliable narrator during information literacy instruction may make students conceptualize of reliability of information in a radical new way.

Literature Review

Librarians must impart information literacy to users at all levels. Agosto, in *Information Literacy and Libraries in the Age of Fake News* (2018), calls librarians "information educators" (p.6). Agosto's edited volume contains essays regarding information literacy in public, school, and academic libraries. Like all librarians, academic librarians foster critical information literacy in

their students. While a study by Goodsett and Schmillen (2022) reports that academic librarians cannot reach a consensus regarding the role of critical thinking in information literacy, this paper argues that critical thinking must be a component of it. How can identifying a publisher help a student evaluate a source if they cannot critically question the motives of the publisher? Why do an author's credentials matter if a student cannot critically consider whether the qualifications match the author's topic and purpose? When explaining the importance of critical information literacy, Jaeger and Taylor (2021) argue that citizens and democracy require this skill to engage with the world. If democracy itself hinges on critical information literacy, librarians must find ways to engage students when teaching these skills.

While some researchers call for skepticism of information, others call for trust. Goodsett and Schmillen (2022) find that many librarians consider the role of skepticism, the attitude of "questioning everything," in information literacy. Fister (2019), in her article naming the third wave of information literacy, claims that students must instead learn when and how to trust information. Similarly, Agosto (2018) writes, "librarians can… empower their users, not just to access information but *to understand which information to trust*" (p. 8, original emphasis). While skepticism can aid students in their engagement with the information landscape, the other side of the coin must also be acknowledged. Skepticism requires trust in certain situations, and librarians can educate users regarding those situations.

The Unreliable Narrator

Since Poe's short story can be read in a classroom during an information literacy instruction session, thus negating need for student familiarity with the tale, this paper suggests using Poe's story to foreground the hallmarks of the unreliable narrator. Literary critics including Monnet (2010) read most of Poe's narrators as unreliable. Monnet, Professor of American Literature and Culture at the University of Lausanne, specifically cites "the Tell-Tale Heart" as an example. While Monnet's focus lies on other works by Poe, her quick reference to the "obvious" unreliability of this story's narrator suggests that criticism accepts the insanity of this narrator almost by default (p. 36). As such, this paper addresses the unreliability of Poe's narrator in "the Tell-Tale Heart" as grounded in literary tradition. This story's distortion of truth occurs due to the narrator's mental instability and desire to convince the reader of the opposite.

First, an unreliable narrator repeats the same viewpoint multiple times, bringing its veracity into question when coupled with the lack of dissenting voices. In "the Tell-Tale Heart," the narrator desperately tries to convince the audience of not only his sanity, but his ability to sense more than normal folks, making his story even more trustworthy. The words "mad," "madness," and "madmen" appear nine times in the tale, often in conjunction with statements of the narrator's superior senses. At the beginning of the story, the narrator states, "The disease had sharpened my senses — not destroyed — not dulled them" (Poe, para. 1). The narrator concedes that he possesses a physiological and psychological difference from others, but he uses that difference to advance his credibility. He repeats this idea halfway through the story: "And now have I not told you that what you mistake for madness is but over acuteness of the senses?" (para. 10). The narrator's credibility comes from the idea that he can see, hear, and perceive better than the average person, lending his relating of events veracity. However, the repetition of this idea

suggests the narrator must prove his sanity to the reader. This insistence in turn implies that the narrator lacks the sanity he professes to possess.

The narrator's senses join forces with his "[wisdom]" to prove his sanity (Poe, para. 3, 12). Twice in one paragraph, the narrator claims to possess great wisdom, first noting, "You should have seen how wisely I proceeded" (para. 3). When discussing how he spends an hour opening the old man's door, he states, "Ha! — would a madman have been so wise as this?" (para. 3) before claiming his own "sagacity" surprises him (para. 4). Later, before dismembering the old man's body, the narrator asserts, "If still you think me mad, you will think so no longer when I describe the wise precautions I took for the concealment of the body" (para. 12). With these claims of wisdom, the narrator compounds the aforementioned examples declaring sanity. Taken together with those earlier statements, these lines show how Poe implies that the narrator is, indeed, "mad." The narrator provides no room for a dissenting voice suggesting he is anything but sane. In doing so, he leads the reader to doubt his sanity.

Second, an unreliable narrator uses emotional language and relates characters' emotional states. Charged words used in Poe's tale range from "mortal terror" to "agony" and "hellish" to "hideous" (para. 7, 17, 11, 18). The narrator avoids positive emotions throughout the story, and even the pleasant policemen who investigate the scene (according to the narrator) express negative emotions: "They heard! — they suspected! — they knew! — they were making a mockery of my horror!" (para. 17). Mockery and nervousness share a negative connotation. In the case of the former, the narrator projects this emotion onto the officers; he shares events as he perceives their unfolding, not as they are. As his anxiety builds, and as the imagined beating of the heart grows louder in his ears, the narrator attributes his own cruelty to the officers. The narrator's cruelty comes not from the act of murder or dismemberment of the body, but from his reactions to the old man's fear: "I knew what the old man felt, and pitied him, although I chuckled at heart" (para. 7). This inward laughter, along with the narrator's inability to perceive the old man as human due to his "vulture eye" (para. 8), demonstrates the narrator's malice. Returning to the officers' mockery, Poe's narrator relates no events, words, or mannerisms that suggest this mockery takes place. The officers, robbed of specific words by the narrator, do nothing to lead the narrator to this conclusion. Rather, the narrator's paranoia leads him to project his motivations onto the officers.

Third, unreliable narrators include too much information in some places and not enough in others. At the end of "the Tell-Tale Heart," Poe's narrator fixates on the sound of the dead man's heartbeat beneath the floorboards. He provides excessive information on the sound, even including a simile: "It was a low, dull, quick sound — much such a sound as a watch makes when enveloped in cotton" (Poe, para. 17). In addition to the simile providing extra information about the noise, the repetition of the word "sound" draws the reader's focus to the noise. The reader forgets about the situation's reality as the narrator does. Not only does the narrator repeat the word "sound," but he also repeats the simile, speaking earlier of "a low, dull, quick sound, such as a watch makes when enveloped in cotton" (para. 10). The narrator's focus on noises throughout the story distracts the reader from the lack of information in other areas. For example, the narrator omits the words spoken by the officers.

Fourth, an unreliable narrator often controls the narrative by letting certain people speak and silencing others. In “the Tell-Tale Heart,” the narrator only quotes one person: himself. He attributes a thought within quotation marks to the old man whom he murders, but the narrator does not allow his victim to speak. The officers who investigate the old man’s scream, likewise, say nothing directly. While they do talk, as the narrator states that “the men chatted pleasantly,” the narrative affords them no exact words (Poe, para. 17). Because the reader never hears the officers’ voices, the narrator can attribute qualities to their speech without their words contradicting him. Conversely, their words never support his assumptions, either. Only one direct quote appears in “the Tell-Tale Heart,” and it comprises the final paragraph: “‘Villains!’ I shrieked, ‘dissemble no more! I admit the deed! — tear up the planks! — here, here! — it is the beating of his hideous heart!’” (para. 18). This quote allows the narrator the final word, giving him further control of the story. Additionally, because the narrator’s words merit inclusion, the narrator gives himself more power than anyone else; only his words matter.

Connecting the Dots

Reading three news articles (one far left-leaning, one far right-leaning, and one central) alongside “the Tell-Tale Heart” illuminates the connections between news bias and an unreliable narrator. The hallmarks of an unreliable narrator explored earlier, including repetition (especially of the same viewpoint), emotional language, omission or overstatement of details, and selecting quotations to control the narrative tend to appear in biased news articles and not neutral ones. This paper uses as an example three articles responding to the Pittsburgh bridge collapse on January 28, 2022 (an event that coincided with President Biden’s arrival in the city to discuss infrastructure). The AllSides Media Bias Chart (Mastrine, 2020) provides an overview of major news outlets regarding their political leanings. While some argue that NPR has begun to show bias, AllSides groups NPR News with central news organizations, so this paper does, as well. To examine the broadest range of bias, this project uses an article from Fox News by Charles Creitz (“Biden arrives in Pittsburgh as bridge collapses, exposing his 'infrastructure' law as 'Orwellian lie': Ryun”), one from NPR by Rachel Treisman (“A bridge in Pittsburgh collapsed on the day of Biden's planned infrastructure visit”), and one from CNN by Dakin Andone and Paradise Afshar (“Bridge in Pittsburgh collapses hours before scheduled Biden visit to talk infrastructure”). The author chose these three articles because they appear as the first result during the author’s Google search for the name of the news organization followed by “Pittsburgh bridge collapse.” This paper concludes that the CNN and Fox News articles exhibit bias, while the NPR article does not because the CNN and Fox articles display all four of the markers of the unreliable narrator; the NPR article displays none.

First, the CNN and Fox News articles repeat ideas without dissenting voices, while the NPR article presents events without repetition. The CNN article focuses on the United States’ infrastructure needs in part by including President Biden’s words: “‘There's 43,000 nationwide,’ he said, referring to the number of bridges in poor condition across the country” (Andone and Afshar, 2022). The lieutenant governor’s words later in the article compound this idea: “‘Our infrastructure is failing our people.’” The article also states multiple times, including in a heading, that the collapsed bridge was in “poor” condition. While CNN uses repetition to assert that the country’s infrastructure is the problem, the Fox News article identifies the Democratic Party as the most important issue. The article focuses on American Majority CEO Ned Ryun’s

words throughout, as discussed later. Ryun argues that the "ruling class in Washington" wastes money, and that waste impacts the American people: "our country is crumbling" (Creitz, 2022). The Fox article provides several examples to support Ryun's claim of wasted funds, including the infrastructure bill and foreign wars. Meanwhile, the NPR article moves chronologically through events as they unfolded without doubling back to compound claims.

Second, the CNN and Fox News articles make ample use of emotion, while the NPR article omits emotion as much as possible. CNN channels emotion through the inclusion of witness statements. CNN quotes resident Wendy Stroh about the event, and she uses the words "frightening" and "scary" to describe her experience (Andone and Afshar, 2022). Similarly, a driver on the bridge also calls the event "scary," and "he feels lucky to be alive." The purposeful inclusion of these accounts brings emotion into the piece, augmenting facts with personal experiences. The Fox News article, on the other hand, brings in emotion through an analyst of the events rather than a witness. As stated in the article's title, Ryun calls Biden's infrastructure plan an "'Orwellian lie'" (Creitz, 2022). Other emotional words or phrases used in the article include "fool's errand," "leaders lie," "suffer the consequences," and "our country is crumbling." These emotional words evoke emotions in readers, as do the words used in the CNN article. Both news organizations lead their audiences to feel a certain way. NPR, however, presents facts without editorializing them, and in omitting witness statements, NPR distances the article even further from emotional appeals.

Third, the CNN article contains too much information, and the Fox News article contains too little; the NPR article strikes the right balance. To understand the amount of detail included, one should first address the length of each article. The CNN correspondents wrote the longest article at just over 1500 words (1511 to be precise). NPR features an article of just under 700 words (693), so less than half the length of CNN's endeavor. Finally, the Fox News article clocks in at only 415 words. The number of words in an article corresponds with the amount of information contained within the article. The relative length of CNN's piece provides ample space for information—perhaps too much information. Extraneous information in this article includes the bridge's date of construction, the bridge's metal type, and a detailed description of the weather on the date of the accident. (Some information on the weather is relevant, as the weather prevented too many people being on the bridge. However, the authors belabor this point.) Conversely, the Fox article lacks key information regarding the bridge collapse. The article only mentions the 10 people injured and the gas leak that followed the collapse. The article omits details about why the bridge collapsed, as well as statements from officials regarding the collapse. NPR strikes the right balance of enough information without extra information, in part due to the article's chronological progression through events.

Fourth, the CNN article uses witness/victim voices, and the Fox article uses only one voice. Both articles control their narratives by controlling who speaks; the NPR article provides more voices space to share without an overt agenda for doing so. Fox News focuses on one voice: Ned Ryun's. Ryun is neither a witness to the event nor an expert about the event. The emotion comes from Ryun, someone detached from the event. CNN allows the witnesses to speak, controlling the narrative through highlighting the danger and trauma caused by the bridge collapse. This furthers the agenda of CNN: to support left-leaning political figures and stand behind their

choices. NPR focuses on experts, omitting witness statements. NPR further controls the narrative by using paraphrases rather than direct quotes. Even though all three articles do control the narrative through controlling who speaks, each article's organization has its own agenda for doing so. Fox News provides one voice space to castigate left-wing politicians. CNN provides witnesses voices to bolster the agenda of left-wing political figures by using those voices to highlight the importance of the politicians' goals. NPR does neither, instead controlling the narrative to provide a relatively unbiased account.

Conclusion

While the presence of characteristics of the unreliable narrator may not always indicate the presence of misinformation, disinformation, or bias, this tool can offer a new way to analyze news articles. Like all tools, this tool has its limits. For example, it may prove difficult to scale this idea up from news items to full-length academic journal articles (as those, too, must be evaluated before use by students and scholars). That said, students tend to struggle with identifying reliable sources during their online news consumption, so giving students a new tool to analyze news articles should help them both inside and out of the classroom. Information literacy should extend past an academic context into students' daily lives. This tool aims to give students a different perspective, and perhaps one more engaging than the typical questions asked regarding a source's reliability. While English majors, in particular, will likely be drawn to this method, the author of this paper hopes that other students will be just as curious and willing to try something new. This method may stick in their minds the way traditional source evaluation does not.

This tool should not be used in isolation but alongside the traditional questions regarding the rhetorical situation of a text. The author, time period, genre, purpose, audience, and so on still matter for a fuller, more accurate analysis of a source's veracity or bias. The method of considering the unreliable narrator should supplement the more traditional methods and provide students with a starting point for this analysis. Academic librarians must find ways to engage students to provide meaningful instruction, and librarians must embrace their role as educators of critical information literacy—including where fake news is concerned. As Mooney, Oehril, and Desai (2018) state, "our goals for the classroom must extend beyond merely equipping students to complete the immediate assignment at hand" (p. 137). Combatting fake news through introducing new methods of source evaluation certainly extends beyond the classroom and into students' lives. Students will carry the tools with which librarians provide them into later assignments and courses, as well as life beyond graduation. The tool presented in this paper may stick out, a vibrant, pink, glitter-handled screwdriver in students' information literacy toolboxes. The more glittering tools librarians provide, the better the odds are that students will reach for them instead of the small, rusty pliers which inspire students to consider the veracity of news based solely on a quick, casual read of an article.

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Muscling Through Study Room Maintenance

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Abstract

Beginning in May 2019, the McGoogan Health Sciences at the University of Nebraska Medical Center (UNMC) physical space went through a major renovation. In the pre-renovated it included sixteen study rooms. When we opened to the UNMC community in August 2020, the library went from managing sixteen to fifty-four study rooms.

Of these fifty-four, forty-two are individual rooms (1-2 people), and twelve are group rooms (3-5 people). These rooms can be reserved by UNMC students and are available 24/7. The library currently provides one or more whiteboards in each room, rolling whiteboards for moveability, markers & erasers, powered standing desks, multiple seating options, and lighting.

Our biggest challenge has been whiteboard maintenance. Two questions that seemed always to come up when we evaluated our process:

We spent a lot of elbow grease and staff time on the status of whiteboards, but it had a silver lining. We had distanced ourselves with virtual reference during the height of COVID19 and the time we spent on cleaning efforts was valuable to understand how our students were using the newly renovated space. We used a spreadsheet tracking system to take daily notes on cleaning trends as we adjusted the supplies available to students. We were able to expand it to include notes on specific library areas. We quickly noticed trends and responded by reconfiguring spaces, maintenance, and additional furniture purchases.

Weeding in an Hour a Day

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Abstract

Weeding is the presenter's least favorite task at work, and comments heard over the years indicate that it is one of other librarians' least favorite tasks as well. Rather than avoiding this necessary task altogether, or leaving this to an all-consuming summer project, the presenter choose to work on weeding a little every day over the course of a whole year. In this lightning round, the presenter lays out a unique approach to tackling weeding projects each work day. The approach consists of four parts. 1. Evaluate materials with internal data allowing for decisions about weeding, keeping, repairing, replacing, or updating. 2. Check books marked for withdrawal against RCLWeb (Books for Research and College Libraries). 3. Open items marked for withdrawal for internal faculty review and objections. 4. Remove items from the collection. If one puts off weeding until it's an emergency, or dread summers because all one does is weed, there is a better way.

The Whole is Greater than the Sum of the Parts…Creating a Team to Tackle the Impossible

Martha Allen
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Saint Louis University

Abstract

In 2019, Saint Louis University Libraries, SLU Information Technology Services, and the Student Government Association made plans to add six new group study rooms and two exterior "huddle spaces" for patrons on the second floor of Pius XII Memorial Library. One of the project challenges was that the planned space for the study area project was occupied by 18 full-length ranges (33 feet long) filled with print materials. The project success was dependent on moving the ranges to another part of the second floor and shifting every book on the floor. Shifting books is an undertaking, shifting ranges without professional help is a heavy lift – figuratively and literally. The team at Pius Library employed three strategies to accomplish the project. Intentional and detailed planning was imperative to the core team of project leaders. This process involved a lot of discussion, a lot of measuring, and a lot of complex Excel work. Throughout the planning process groupthink was used to build on each other's ideas to create and troubleshoot processes and scenarios. An example of groupthink was the idea to move 1,110 pound empty ranges with small furniture disc sliders sold in most hardware stores. No one in the team remembers whose idea it was – but the furniture discs worked beautifully to move ranges without disassembling the ranges. Finally, agency was given to all team members including the student workers in the project to schedule their own workflow – in terms of small breaks, how much of their work schedule to devote to the project, and the agency of senior student workers to train other students, and eventually shelf-read shifted sections. The project was completed in record time – allowing the library team to consider additional aspects including the weeding and relocation of most of the library reference collection. The strategies used by the team provide a model for future projects as well a reminder that working together can be rewarding and reinforce the "whole is greater than the sum of the parts."

Fat-Cat Giveaway: Finding Community Collaborators for a Library Giveaway

Jennifer Gravely
Assistant Director, Library
Columbia College

Abstract

Like many academic libraries, Columbia College's Stafford Library has an extremely small budget for events, but the assistant director was determined to do something spectacular to connect the college community to their library for National Library Week. Columbia College serves a varied community of learners and professional educators and staff; classes are offered at the Columbia, Missouri, day campus as well as at nationwide campuses and online. Not only does the community live across the country, students range from traditional to adult learners with a special emphasis on military personnel. Armed with a few phone numbers and a two-sentence message, the librarian got to work contacting companies both local and national for donations to provide giveaways. In connection with the theme of National Library Week, the entry form surveyed how the respondents had interacted with the library that semester. The entry form also asked for respondents' classification (online student, day campus student, faculty, etc.) and allowed respondents to enter the giveaway for up to three of the six prizes. In the end, over 380 patrons entered the National Library Week giveaway, and more than $1800 in donations were given away.

Little Scrappy's Search: Collaborating on a Library Breakout

Jo Monahan
Librarian
University of North Texas

Abstract

At a time when many librarians turned to online learning environments due to the pandemic, a project began to create a breakout with a goal to increase visibility and knowledge of the juvenile collection. In the Summer of 2020, two librarians and one staff person at the University of North Texas Libraries began the process of designing a breakout. They initiated the project after receiving funding from an internal grant. This presentation provides a framework for content creation and lessons learned.

Games and gaming are methods of sharing educational information. Educators and librarians are using the collaborative aspects of breakout games and building on the educational aspects to enhance learning of students and programs. Breakouts are an opportunity to actively engage students with all sorts of learning styles and abilities, and involve creative and active thinking.