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Inside

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Letter from the Editors

FROM THE EDITORS

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While the vision for this journal is international in scope, the plurality of our contributors and editorial team are based in the United States and acknowledge that the current political situation is complex and brings a lot of anxiety for many people. To quote ourselves from last year's Letter from the Editors, "The rise in open expressions of homophobia and bigotry under the guise of free speech is horrifying, as is the rampant anti-intellectual, anti-education stance taken up by the far-right." We followed that observation with a call to take a stand against bigotry and protect academic freedom. Since then, we've seen states pull out of the ALA (Smith 2024)[1], book bans increase, and librarians face jail time or lawsuits for providing access to books (Italie and Kruesi 2024)[2] while the most marginalized populations libraries serve will be under attack by the government.

We must persist in embodying radical empathy, consistently supporting marginalized populations, and engaging with our communities through outreach efforts. While many of the ideas and insights from this issue are helpful and informative, many librarians face serious risks by engaging in this kind of work. This is most evident in this issue's "Idea Lab" which presents three stories of how legislation against diversity, equity, and inclusion (DEI) is affecting academic librarians and the potential professional consequences for continuing to center DEI in outreach activities– as well as the possible consequences of anticipatory obedience and self-censorship.

> "We must persist in embodying radical empathy, consistently supporting marginalized populations, and engaging with our communities through outreach efforts."

As the threats to academic freedom and attacks on underrepresented communities increase, libraries should look to the American Library Association's 2017 Resolution that libraries must be safe spaces and remember that libraries are not neutral. We must embed DEI principles in our outreach and engagement work now more than ever. We, the editors of JLOE, will do our part by continuing to seek out and publish articles that uplift these values. We will also seek other opportunities to put theory into practice by exploring ways to reduce bias in peer review, maintaining our Pre-Peer Review program to provide support for newer authors, and changing our language to be more inclusive (goodbye double-blind peer review and hello to anonymous review!). One of these changes is transitioning from Chicago style to APA 7th edition, which simplifies citation and promotes inclusive language.

With that said, if you have a manuscript in the works or an idea you'd like to develop please reach out to us. We accept submissions year-round and preparations for the 2025 issue are already underway. We'd love to include your voice but in the meantime, please enjoy this year's issue.

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1 Smith, Tovia. 2024. "In Georgia, a Bill to Cut All Ties with the American Library Association Is Advancing." NPR, March 3, 2024, sec. National. https://www.npr.org/2024/03/01/1234226098/in-georgia-a-bill-to-cut-all-ties-with-the-american-library-association-is-advan.

2 Italie, Hillel, and Kimberlee Kruesi. 2024. "Librarians Fear New Penalties, Even Prison, as Activists Challenge Books." AP News, April 9, 2024. https://apnews.com/article/book-bans-libraries-lawsuits-fines-prison-0914fa6cbb2a99b540cbbd28a38179b4.

It All Started with Etienne

Developing Fine Arts Outreach with Unique Archival Collections

EDITORIAL

Robert Ridinger
Northern Illinois University

Since its inception, the Leather Archives & Museum in Chicago has served as a vital repository for artifacts created by artists working in diverse genres of media. These collections offer unique opportunities and challenges for the institution, particularly in terms of preservation and collection development. However, beyond these traditional archival concerns, the distinctive nature of the artworks has also allowed the museum to develop meaningful strategies for community engagement, professional outreach, public education, and research. This essay will explore how the Leather Archives has navigated these complexities, using its collections and programming to foster connections with the communities it serves.

"However, beyond these traditional archival concerns, the distinctive nature of the artworks has also allowed the museum to develop meaningful strategies for community engagement, professional outreach, public education, and research."

History

In 1991, The Leather Archives & Museum was founded by Chicago businessman Chuck Renslow and Field Museum mammalogist Anthony DeBlase as a community archive, library, and museum of leather, kink, fetish, and BDSM history and culture. The first core collection of the new institution was a body of artwork consisting of paintings, photographs, and line drawings created by Renslow's late partner Domingo Orejudos, better known in the art world under his pseudonym "Etienne." These holdings were complemented by a second archival collection of all photos produced by Kris Studios, a male physique photography studio founded by Renslow and Orejudos. The development of the archival holdings in the next four decades saw significant growth in the genres of drawings, paintings, sculpture, photography, slides (both commercial and privately made), films (both commercially and privately produced), and stained glass. This diversity enabled the Archives to develop varied outreach strategies to the academic community and connect with contemporary artists and private collectors of works related to alternative sexualities. A detailed biography of Renslow, written by Tracy Baim and Owen Keehnen, would appear in 2011 from Chicago's Surrey Books as *Leatherman: The Legend of Chuck Renslow*. The career of his partner was profiled in Ron Ehemann's essay "Passion Art: Dom 'Etienne' Orejudos," published in 2008 as part of the edited volume *Out and Proud in Chicago: An Overview of the City's Gay Community*.

Initially opened in a storefront space on Clark Street in Chicago's Andersonville neighborhood under the direction of writer and artist Joseph Bean, the Archives quickly outgrew its quarters due to a steady stream of donations in diverse formats from the North American and international sections of the leather community. A fundraising effort in the mid-1990s resulted in the successful purchase of the current facility on Greenview Avenue in Chicago's Rogers Park neighborhood in 1999. In the second issue of the Archives' newsletter in April 1996, a lengthy list of potential donations desired by the institution was included. The sixth entry called for the donation

of items of original art, defined as "Paintings, drawings, sketches, cartoons, sculpture, limited edition and/or signed photographic prints, and other media. Particularly those of a leather/SM/fetish-related erotic subject matter, or those produced by someone prominent in the greater leather community" (Leather Archives & Museum 1996, 4).

One of the first new art-related projects in the expanded space was the establishment of a guest artists' gallery to provide a venue for rotating exhibits by alternative artists dealing with kinky (however defined) themes to exhibit their work and raise awareness of their existence and the mediums they used. As a feature of the Archives' educational programming and to stimulate the generation of new works, one of the significant functions of the gallery was to provide a venue for works that mainstream galleries might not choose to show. The new space quickly proved popular and continues to be heavily used. Past guest artist exhibitions from 2009 to 2020 are profiled on the Archives' homepage as part of the documentation of the Visiting Scholars Program.

Another benefit of having expanded exhibition space was the ability to effectively display large artworks and artifacts in all formats. Notable examples are a free-hand drawing by Etienne covering an entire wall of the main staircase; a banner carried in the 1993 March on Washington; and the faceless fabric and wire figures of the "Mineshaft Angels" designed by Muriel Castanis (Leather Archives & Museum 2004), which for many years was a feature of the bar of the same name in New York City. A set of Etienne murals that formerly hung in The Gold Coast bar in Chicago were reassembled in the Archives and hung on the north and south walls of the auditorium which had been renamed the Etienne Center. Given that the Archives is the collection of record for the erotic art of Etienne (complementing the Newberry Library's holdings of his work in choreography, dance, and the theater) and the unique character of many of its print and nonprint holdings, it followed that when works of potential interest for acquisition appeared in the art market, Archives staff were aware either through their monitoring of the market or by vendors who would share the information with the Archives. In some cases, it proved possible to retrieve relevant items to augment existing collections. A notable relic of another of Renslow's businesses is the mural from the bar Zolar's, which depicts a sorcerer casting a spell. The bar opened near the tracks of the Chicago L network in the 1980s and was destroyed when a spark from a passing train ignited the building, with the mural being the only element to survive.

The Archives also serves as the collection of record for two other noted artists working in the erotic genre. In July 2019, a major donation was received from Portland, Oregon, cartoonist Bill Schmeling, better known in the art world under his pseudonym "The Hun." The donation covered all his published works and the associated records of his career and established the Archives as his collection of record, with licensure granted for the use of his images. The other major collection was added to the Archives in 2022; it covers the work of San Francisco photographer Jim Wigler, noted for his portrait volume *101 Faces of AIDS* and a long involvement with the leather community. Photography has continued to be an area of collection development and patron interest for the Archives through the acquisition and donation of individual works by major names such as veteran physique photographer John Palatinus. The Archives' extensive collection of periodicals, which published the output of these individuals, contains many titles not held by other research institutions.

Another fine arts genre present from the earliest days of the Archives is the holdings of erotic film and video, eventually including reel-to-reel, VHS, DVD, and streaming formats, with themes relevant to areas of collection emphasis. Beginning in 2023, a film series was inaugurated to make selections from this

body of cinematography more accessible to the public. Data on films is also available as a component of some of the personal paper collections, such as the Desmodus file in the Anthony DeBlase holdings and corporate materials from several private and commercial studios.

An unexpected medium also present in the Archives' art collection is stained glass. While many of the panels are unattributed, one example (the colors of the defunct Chicago leather club Trade-Winds) was rediscovered in a barn in rural Illinois and given as a donation by its creator Gary Plazyk in 2015 (Ridinger 2015).

The historical value of these bodies of work can best be understood by contrasting the careers of artists who work in the erotic medium with their mainstream colleagues. Rather than being able to exhibit regularly in galleries where their works can become familiar to both their fellow artists and those of the public who take an interest in the arts, their work is often produced and distributed through a network of personal contacts and created for a variety of reasons. An example is Etienne, who produced some of his art to decorate the bars and businesses owned by his partner Chuck Renslow and for use in advertisements for them. Documentation for the work of these artists also differs from the familiar landscape of gallery exhibitions with accompanying catalogs or book-length, illustrated studies of an individual artist's output and creative vision. Many, if not most, erotic artists have no collection of record or catalog raisonné (or, at best, a fragmentary one), and in the field of book-length studies, volumes exist only for Tom of Finland, Quaintance, and Etienne. Having an institutional repository that can preserve the work of this marginal (and often fugitive) community of artists for contemporary and future researchers and historians is invaluable.

Scholarship as outreach

In 2010, the Archives initiated a visiting scholars program for individuals working in relevant disciplines, enabling them to travel to Chicago for onsite research. Over the ensuing thirteen years, five participants in this program specified interest in using art-related collections for their research. In 2011, David Johnson requested access to the collection of materials from Kris Studios for the development of his book manuscript, which subsequently appeared in 2019 from Columbia University Press as *Buying Gay: How Physique Entrepreneurs Sparked a Movement*. He was followed in 2017 by Kirin Wachter-Grene of New York University, who drew upon the Archives' collections to explore the historical involvement of Black women with the kink, leather, and fetish communities. Her research provided content for the fiftieth-anniversary issue of the journal *The Black Scholar*, whose theme was "At the Limits of Desire: Black Radical Pleasure," published in the summer of 2020 under her direction as guest editor. In 2019, independent artist and curator Heather Racquel Phillips from the University of Pennsylvania came to the Leather Archives as that year's visiting scholar. Her research focused on the representation of marginalized people *by* marginalized people within the leather community, with particular attention to people of color. She accessed many different collections related to clubs and individuals, including artwork, handcrafted leather and cloth banners and garments, and portraiture.

In 2020, Michael Thomas Vassallo from Temple University was awarded the scholarship to assist his research for a documentary film on The Leather Man, the oldest surviving leather business in New York City, founded in 1965. A slightly more mainstream use of the archival arts holdings was made in 2022 when Jay Sosa of Bowdoin College in Brunswick, Maine, investigated the

imagery used in comics, advertisements, and artwork for a forthcoming book on the social history of the use of amyl nitrate.

The active support given to working artists bore unexpected fruit in the spring of 2022 when the Ruth Foundation for the Arts of Milwaukee awarded the Archives an unsolicited grant of $10,000, followed by a second grant in the autumn of 2022 for $50,000. Their statement of purpose notes that "Our goal is to explore new possibilities for art philanthropy through an artist-driven approach" (Ruth Foundation for the Arts n.d.). The success of the collection and related programming is reflected in both the output of scholars and the support of the Ruth Foundation.

To build on the success of the scholar program, board member and working artist Heather Racquel Phillips, during a board of directors' meeting in 2022, reviewed the institution's history of involvement with the arts community in the areas of collection development, outreach, exhibits, and research support. She then proposed a new initiative for the establishment of an artist-in-residence program—similar to the visiting scholar program already in place—to address the growing demand for access to the Archives' holdings. The board endorsed the idea and implemented it in the summer of 2023. The first artist to utilize the new research option was Gabe Martinez of Philadelphia, who was present at the summer 2023 board meeting and shared with the board both samples of his prior work and his ideas for an exhibition based on a reimagining of the imagery of Etienne. The completed installation was opened on December 1, 2023, under the title *Sparks in A Dark Room: Exchange, Pleasure and Pain*. Members of the Ruth Foundation board of directors attended the opening reception, marking their first visit to the Archives. On January 8, 2024, "When Etienne Grew Wings: A Review of Sparks in A Dark Room at the Leather Archives & Museum" by Annette LePique was posted to *Newcity Art*, a website "dedicated to news, reviews and features about Chicago's visual art world" (LePique 2024).

> "The initial publicity for the Archives described, in frank terms, the need for an institution to preserve materials from these communities—materials that are frequently destroyed following the death of their owners by families who are uncomfortable with them."

In addition to providing space for the recognition and promotion of artists utilizing BDSM themes in their work, the Archives, from its inception, worked closely with museums and galleries nationwide by loaning requested items from its collections to support planned shows and long-term exhibitions. Since 2015, the list of partner institutions has included the Museum of Modern Art (MOMA), Artists Space, the Museum of Sex, the Leslie-Lohman Museum of Gay and Lesbian Art in New York City, Illinois State University, Chicago's Swedish American Museum, and the Block Museum at Northwestern University.

Within the literature of librarianship and the archival sciences, the definition of outreach as it relates to programming and networking with various communities has taken different forms, depending on the type of institution. A distinctive feature of the Leather Archives & Museum is that it is entirely the vision of members of a marginalized community who have successfully created and managed a unique collection of primary and secondary materials without being limited by the priorities of a mainstream archive and the cultural assumptions on which they are based. One of its founders, Anthony DeBlase, brought to the project his experience in collection management gained during his time as a mammalogist on the staff of the Field Museum. The involvement of academic and public librarians in the volunteer pool from the Archives' earliest days provided access to professional standards of documentation and

processing of the collections' materials. The initial publicity for the Archives described, in frank terms, the need for an institution to preserve materials from these communities—materials that are frequently destroyed following the death of their owners by families who are uncomfortable with them.

A survey of the literature of librarianship and archival science conducted in the EBSCO database *Library Literature and Information* in February 2024, and focused on archival collections and their outreach programs, revealed that most articles identified spoke to the relationship of mainstream archives to marginalized populations, along with strategies for improving their representation in archival collections. The issue with this admittedly desirable goal is that the purposes of mainstream archives (as defined in their mission statements or charters) express and define institutional priorities rooted in dominant cultural factors and histories. Thus, any community not explicitly included in the mission statement must have its data interpreted through these established definitions and categories rather than being described and evaluated on the terms of its creators and the cultural parameters and values of the population that claims it. The question is further complicated by the fact that the idea of what an archive is for and its place within a larger society has demonstrably shifted over the centuries.

The history of this complex debate in archival science was explored in detail by Terry Cook in his lengthy essay "What is Past is Prologue: A History of Archival Ideas Since 1898, and the Future Paradigm Shift," published in the Canadian journal *Archivaria* in 1997. He begins with the description of archives as "houses of memory," noting that "such societal or collective memory has not been formed haphazardly throughout history, nor are the results without controversy. Historians…are now studying very carefully the processes over time that have determined what was worth remembering and, as important, what was forgotten, deliberately or accidentally. Such collective 'remembering'—and 'forgetting'—occurs through…archives—perhaps most especially through archives" (Cook 1997, 18). Considering the intellectual history of the profession, Cook lays out a series of questions that form "the central issues of archival history": "How…have archivists reflected…changing societal realities and power struggles as they built their 'houses of memory'? How have archival assumptions, concepts and strategies reflected the dominant structures and societal ethos of their own time? Upon what basis, reflecting what shifting values, have archivists decided who should be admitted into their houses of memory, and who excluded?" (Cook 1997, 19). Cook continues by considering the changing rationales used to appraise, arrange, and describe archival collections, beginning with the publication of the *Manual for the Arrangement and Description of Archives* in the Netherlands in 1898. Since that time, a variety of approaches have been used, ranging from focusing on government, corporate, and public records (with private and personal archives assigned to libraries); regarding archives as vast bodies of evidence to be selectively curated; employing the ideas of the "record group" and "provenance"; and recognizing the importance of context.

Cook ends by defining five themes of change in archival practice. The first theme notes a shift in the justification for archives away from a justification rooted in administrative and legal significance "to a socio-cultural justification" where archives are "able to offer citizens a sense of identity, locality, history, culture and personal and collective memory" (Cook 1997, 44).

The second and third themes address changes in how archival collections have worked to preserve the authenticity and reliability of records, and a move in archival theory away from a focus on arrangement and description of records to an analysis of the process of their creation. Cook's fourth theme

recognizes the abandonment of the idea of the archivist as impartial, stating that "Archivists have…changed over the past century from being passive keepers of an entire documentary residue left by creators to becoming active shapers of the archival heritage…from being, allegedly, impartial custodians of inherited records to becoming intervening agents who set record-keeping standards and, most pointedly, who select for archival preservation only a tiny portion of the entire universe of recorded information" (Cook 1997, 46).

The final theme of Cook's analysis is that archival theory can no longer be seen as a set of fixed principles but should rather be regarded as flexible and capable of reflecting and integrating societal and technological changes and "the relationship between the archivist and …contemporary society, both now and in the past" (Cook 1997, 46). These five points reflect the emergence of the role of community on the collection priorities and practices of archives. Community outreach, then, is integral to the shaping of an archive.

"The Leather Museum...represents a specialized example of the power a community possesses to create a collection defined by its own priorities and histories."

Writings in the field of history about community archives, found in the database *America: History and Life*, were more directly applicable to the Leather Archives. From its inception, the Leather Archives has claimed a unique identity within the global archival community, as reflected in its initial motto: "Located in Chicago, Serving the World." It represents a specialized example of the power a community possesses to create a collection defined by its own priorities and histories. In their 2013 article "New Frameworks for Community Engagement in the Archives Sector: From Handing Over to Handing On," authors Mary Stevens, Andrew Flynn, and Elizabeth Shepherd, writing from a UK perspective, note that "the defining characteristic of a community archive is not its physical location, inside or outside of formal repositories, but rather the active and ongoing involvement of members of the source community in documenting and making accessible their history *on their own terms*" (Stevens et al. 2013, 68). This emphasis on maintaining the authority to define and present the narratives of a particular community through its body of archival materials is extended in another 2013 paper, "Archivist as Activist: Lessons from Three Queer Community Archives in California." Authors Diana Wakimoto, Christine Bruce, and Helen Partridge explore the histories of the ONE National Gay & Lesbian Archives, the Lavender Library, Archives and Cultural Exchange of Sacramento, Inc., and the Gay, Lesbian, Bisexual and Transgender Historical Society based in San Francisco. Using both institutional records and oral history interviews, they trace the creation and evolution of these archives and analyze the implications of their work for the archival profession using the concept of activism. The authors define activism as "those practices which are used to challenge injustice and discrimination in order to create a more inclusive and just environment, both in archives and in wider society" (Wakimoto et al. 2013, 295). The question of how this concept energizes and informs the work of community archives was explored in greater detail in the 2018 article "'What We Do Crosses Over to Activism': The Politics and Practice of Community Archives" by Marika Cifor et al. (2018). Surveying seventeen community archives staff, volunteers, and founders at twelve sites in southern California, the authors asked whether the archives personnel defined themselves as activists and, if so, how they served their activist communities and social movements for change.

In 2022, an historical perspective on the idea of connecting archives with user populations appeared in the series *Advances in Library Administration and*

Organization as "From Peripheral to Essential: The Evolution of Outreach as a Core Archival Function" by Erin Lawrimore, David Gwynn, and Stacy Krim. While its focus is on the internal discussions held at the annual conferences of the Society for American Archivists (SAA) and the gradual recognition of outreach as a vital activity, it also cites a basic definition of what outreach should mean. In an archival context, outreach is defined as "bringing the products of archival research, the techniques of research in archives, or other aspects of humanist learning derived from primary sources to the user public, rather than to other archivists" (Lawrimore et al. 2022, 91) The authors note that the expansion of archival focus to include outreach "coincided with a growing interest in the United States in public history as an academic discipline and cultural history as a field of focus" (Lawrimore et al. 2022, 90).

From its foundation, the Leather Archives & Museum recognized outreach as an integral function of an archive and, having done so, made it an essential part of its collection development as the new institution grew. As noted, the lengthy call for donations issued in April 1996 served as a report on the current state of the collections and an explanation of what classes of items constituted primary and secondary sources. The inclusion of art (in various forms) within its unique mission highlights how nonprint elements can define and fuel an effective outreach program for all libraries and archives.

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Bringing Anne Frank to the Campus Library

A place for Holocaust education

EDITORIAL

Hannah C. Winchester
College of St. Mary

Over the course of two academic years, the College of Saint Mary Library has become a pivotal site for students and the wider public to engage with Holocaust education. This isn't, at first glance, intuitive. The College of Saint Mary (CSM) is a small, Catholic liberal arts university in central Omaha, Nebraska. However, this historically all-women's college has strong social justice roots and a mission based on the values of the Sisters of Mercy, who are focused on serving social justice causes in five areas of critical concern: earth, immigration, nonviolence, racism, and women. For the past one hundred years, education programs have been at CSM's foundation, and one faculty member, Dr. Mark Gudgel, has made Holocaust and genocide education an integral part of his teaching and research practice. Dr. Gudgel believes that "the critical concerns of the Sisters of Mercy, the mission of the university, and efforts to teach about the Holocaust coincide in a striking and profound symmetry of purpose" (Mark Gudgel, email message to author, May 3, 2024).

> "...the critical concerns of the Sisters of Mercy, the mission of the university, and efforts to teach about the Holocaust coincide in a striking and profound symmetry of purpose."

CSM Library's involvement started in January of 2023 when library staff attended a small lecture on Dr. Gudgel's research on the Sarajevo Roses. Seeing an opportunity to support new initiatives, library staff began to help plan *Yom HaShoa* (Holocaust Remembrance Day) programming. This included hosting an exhibit from the Illinois Holocaust Museum and Education Center (IHMEC), partnering to bring guest lecturers to campus, working on collection review and development, and creating book displays and resource lists. Over the course of the past twelve months, the library has played a role in bringing Anne Frank's words and spirit to the CSM campus, which, in turn, has helped bring the library community into a place of greater engagement with Holocaust education, both as learners and colleagues.

In the fall of 2023, we received word that Omaha's Institute for Holocaust Education (IHE) would loan the traveling exhibit *Anne Frank - A History for Today*, which is on a worldwide tour coordinated by the Anne Frank House. Additionally, Dr. Gudgel learned about an opportunity for CSM to apply to be a planting site for a sapling grown from the chestnut tree Anne had written about from the Secret Annex window. The tree itself fell in 2010, but the Anne Frank Center Sapling Project has continued an earlier seedling initiative to share "Anne Frank's love of nature with organizations across its coalition that have a common commitment to honoring [her] memory through education, free expression, and belief in humanity" (Anne Frank Center USA 2024).

Library staff joined campus colleagues on a committee planning to bring the exhibit into the library, applying to host the tree, and exploring other programming possibilities. As part of the tremendous group effort, I helped assemble the sapling grant application and wrote a small grant to bring the play *Letters from Anne and Martin* to campus, which combines the voices of Anne Frank and Martin Luther King, Jr. Both grant applications were

successful, though the play is currently on hiatus, pending endorsement by the King family. The tree was dedicated in a ceremony on Arbor Day 2024 with participation from the Anne Frank Center and our Jewish community partners, among others. The tree was planted at a later date, however, as a tornado forecast prevented us from planting during the ceremony.

The exhibit came with stipulations and support concerning community education and interaction, which helped increase both collaboration and student participation. While the exhibit was displayed on bilingual panels (English and Spanish), it was created with the intention that community docents would guide visitors. These trained guides could offer more context and foster discussion. Training the docents would be accomplished through educational sessions about the historical context and how to educate guests effectively. Dr. Gudgel also put together an opportunity to go to the Netherlands. Care went into making the Amsterdam trip as affordable as possible, although it was not grant-funded. A group of ten faculty, students, and staff were able to go, including four students, the university president, and myself. The trip was short but allowed the group to make in-depth visits to the Anne Frank House, the National Holocaust Museum, and Camp Westerbork.

A commonality between the sites we visited in Amsterdam was a strong emphasis on interacting with the lived experiences of Dutch victims and survivors of the Holocaust. Understanding the scale of the atrocities matters, as well, and is depicted in many forms. Westerbork was a transit camp where Anne and her family were among nearly 107,000 Dutch Jews and several hundred Roma and Sinti people imprisoned to await transport to concentration camps (Camp Westerbork Memorial Centre, n.d.). The site displays individual blocks for the 102,000 who never returned, and the remaining train car broadcasts each name on a continual loop, giving a sense of scale while tacitly acknowledging each individual life. CSM visitors were also able to hear the story from a living survivor, who had spent months at the camp with his family before being taken to Bergen-Belsen concentration camp in Germany.

Walking through the streets of Amsterdam, particularly through the historic Jewish quarter on the way to the National Holocaust Museum, one may stumble on the personal in the form of a brass *stolperstein* (in English: "stumbling stone"). On each stone is affixed a brass plate engraved with the words "here lived," followed by the name, birth and death dates, and deportation information of a Holocaust victim. The museum's first section is devoted to individual human stories through artifacts, letters, and written and verbal testimonies. The second section helps visitors understand the role that law and society played in allowing systemic discrimination, dehumanization, and murder. The museum neighbors the site of the Hollandsche Schouwburg memorial, which retains the ghost of the shape of the theatre that once stood there. The theater was a vibrant cultural centerpiece before the Nazi regime used it as a holding and transportation center.

The Anne Frank House was, of course, the deepest look at a personal story and one that resonated deeply. Climbing the steep steps into the attic was a powerful experience; having first read the diary at an early age, I found it had been described so well that it felt like a return. Visitors were able to reflect in the space that the Frank family and four others shared and learn more about their personal histories, as well as the political and cultural forces that shaped their experience as Jews and German refugees.

Being able to connect to history in a hands-on way in Amsterdam was helpful for everyone who joined the trip. Nearly all travelers either served as docents or participated in the ceremony surrounding the sapling dedication. Docent training occurred within CSM Library and the neighboring classroom space,

and provided opportunities for viewing historical videos, learning presentation techniques, and interacting with the photographs and text included on the exhibit floor. The exhibit's thirty-three panels depicted the personal life of the Frank family, the political situation within Germany as the Nazis rose to power, life in the Netherlands, and context surrounding World War II and the mechanisms of the death camps. Docents were encouraged to find pieces of information or photographs that resonated with them personally to use as focal points within the guided tours.

As the partner organization for the exhibit, the Institute for Holocaust Education sent educators to coordinate this process and ensure a smooth set-up process, including physically assisting with assembling the panels and providing supplementary materials, such as signage, links, and videos. Larger groups could email the library to book times for a docent-led visit, while having two trained docents in the library was helpful for other visitors who had questions. With the central open area of the library displaying the panels, a significant portion of the student community had an interaction with the information on some level. The library requested that guests sign a guestbook as a means of getting program numbers. While many people did not sign in, including at the well-attended sapling reception, library staff were able to confirm seventy-seven guests who visited the library specifically to view the exhibit.

Having become the permanent home of an Anne Frank Sapling, and with two years of successful spring programming behind us, everyone involved is committed to continuing this work in 2025. Future plans include continuing to add to the Anne Frank collection and evaluating new Holocaust and genocide education resources and opportunities, either within the library or at a possible future education center. All stakeholders believe in the enduring value of Holocaust education. Julia Sarbo, an educator with the National Holocaust Museum who met with the CSM group in Amsterdam, makes a compelling case that "what young people want to discuss and ask each other about is the injustice" (Sarbo 2024, 34). The museum reaches young people through its "two-pronged approach—highlighting experiences of the persecuted and raising awareness of the rule of law" (34). Through the CSM Library's programming, students can integrate what they learn with coursework and their experiences in the world to strengthen their resolve for justice and commitment to finding shared values that transcend personal faith or political alliances.

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Free to Read

Banned Books Week 2023 at Georgia Southern University

EDITORIAL

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In 2023, the student outreach team at Georgia Southern University Libraries sought to implement impactful programming in alignment with our strategic plan. Banned Books Week emerged as a relevant and timely opportunity to engage with students. Since 2020, there has been a dramatic spike in book challenges across the United States, as reported by the ALA's Office of Intellectual Freedom: 1,269 bids to censor library materials, including 2,571 unique book titles, in the year 2022 (American Library Association, n.d.). These record-shattering numbers called for a robust slate of Banned Books Week programming, so the student outreach team began planning for the occasion in early spring 2023.

Why Banned Books Week?

> "... supporters of Banned Books Week programming will cite student feedback to argue that the the initiative piques students' interest in intellectual freedom issues in a familiar and tangible way, calling them to exercise and defend their First Amendment rights."

Banned Books Week programming has had a mixed reception over the years. Local perspectives opposed to such programming often cite Banned Books Week as a waste of time, since most of the titles highlighted are commonly taught in K–12 classrooms today (think *To Kill a Mockingbird* or *Of Mice and Men*). On the other hand, supporters of Banned Books Week programming will cite student feedback to argue that the initiative piques students' interest in intellectual freedom issues in a familiar and tangible way, calling them to exercise and defend their First Amendment rights (Griffiths 2016; Shearer 2022; Renkl 2023). In short, the goal of celebrating banned books is less about lifting bans themselves and more about encouraging dialogue on the freedom to read.

Academic Librarians feel strongly that they have a responsibility to educate their students on issues of misinformation and censorship, as evidenced in Cantwell-Jurkovic and Ball (2023). Banned Books Week provides librarians with an excellent opportunity to develop such skills in students. For example, when terms like "obscene" and "harmful to minors" are thrown around in politically charged discussions, students who are unfamiliar with the legal background of those terms may unknowingly engage in misusing them, leading to more misinformation permeating the cultural consciousness and national dialogue on censorship and book bans. In this instance, Banned Books Week programming does not only serve to promote certain items in a library collection but also serves as an opportunity to develop the information literacy skills of students.

Programming Overview

The Banned Books Week 2023 programming at Georgia Southern University consisted of three core initiatives: an interactive display, a scavenger hunt, and an open mic night. The initiatives were marketed heavily to undergraduate students, but all patrons in the campus community were encouraged to

participate in the display and open mic night. Only the scavenger hunt was exclusive to undergraduates.

Since Georgia Southern University Libraries has a presence at both the main campus in Statesboro, GA, and the Armstrong campus in Savannah, GA, we made sure to offer a display, scavenger hunt, and open mic night on each of these campuses. The events were offered on different days of the week due to the availability of event volunteers, but the events were held generally around the same time in the evening in order to avoid events overlapping with the most popular undergraduate class times. The full schedule of events was featured on the Banned Books Week LibGuide, which has been duplicated and preserved for this article: https://georgiasouthern.libguides.com/BannedBooksWeek2023

LibGuide

Prior to 2023, a LibGuide was created for Banned Books Week in 2018 and was last updated in 2020. In 2023, the outreach librarians were given editing access to the guide and were able to revise the guide to reflect the current year's ALA report and campaign. The guide's home page provides a brief explanation of the purpose and history of Banned Books Week, as well as a list of in-person programming offered at University Libraries locations.

A second page, "Censorship by the Numbers," displays infographics by the ALA's Office for Intellectual Freedom (OIF). The infographics describe banned books data from 2022, as well as preliminary data from 2023. The "Censorship by the Numbers" page is meant to communicate the scope of censorship attempts to LibGuide viewers. However, the next section of the LibGuide, "Challenged Books," is meant to connect viewers to the works being targeted the most, many of which are in the GS Libraries collection. Commonly challenged titles in our electronic collections are featured on the page "In the GS Libraries," while physical copies of banned titles were included in the interactive display.

Interactive Display

Books that have been challenged historically or recently were featured in the Interactive Display. Titles selected for the display included classics like *The Color Purple, Of Mice and Men*, and *Lord of the Flies*, most of which students would be familiar with as part of their high school curriculum. We also included more recent titles such as *Thirteen Reasons Why* and *The Kite Runner*. Most of the newer titles in the OIF top-thirteen list are in our collection as e-books, so those titles were included in the LibGuide, but not in the interactive display.

The display's interactive component involved a staffed table by the display, where a library employee encouraged students and faculty to contribute to the "wall of ~~shame~~ FAME" in solidarity with the freedom to read. Participants took an Instax photograph with one of the books on display (either taken "selfie-style" or by the library employee), then posted the photograph to a community collage. Some students also wrote a quote, reaction, or message about freedom to read on the collage in addition to or instead of posting a picture. By the end of the week, we had accumulated twenty-four "selfies" and twenty-five written responses on the "wall of ~~shame~~ FAME."

Scavenger Hunt

The outreach team wanted the scavenger hunt to be a fun yet grounded opportunity for students to explore the history of book banning and book challenges in the United States. The learning objectives identified for this scavenger hunt were as follows: Students will be able to (1) recognize issues of

access or lack of access to information sources and (2) identify entities that have been responsible for banning books. At the end of the scavenger hunt, students would be asked to complete a survey providing feedback about what they learned and how we might improve the scavenger hunt in the future.

Before the scavenger hunt began, students listened to a brief introduction from a librarian about why we recognize Banned Books Week each year, as well as some definitions for clarity (e.g., what is a ban, what is a challenge, what does obscenity mean). After setting the context, the rules of the scavenger hunt were explained to students, and once everyone's questions had been answered, the students could begin hunting for clues.

The scavenger hunt directed students to work in groups to search around the library for hidden clues. Each group was tasked with using four clues to identify the title of one banned book. The clues were strategically placed in areas of interest around the library to draw students' attention to library services and collections, including our popular reading, research librarians, and mindfulness area called the "Brain Booth." Each clue provided a piece of information about a challenged book, detailing instances of the title being challenged and exploring why the challenge took place. The clue also prompted the group to explore another area of the library until four clues were secured. For each clue, the group was able to make one guess as to the title of the banned book. The winning group would be determined by a points system, where a group would earn points if they:

- Correctly identify the book title—10 points
- Complete the task in fifteen minutes—10 points
- Complete the task in twenty minutes—5 points
- Use one clue to complete the task—10 points
- Use two clues to complete the task—7 points
- Use three clues to complete the task—4 points
- Use all four clues to complete the task—2 points

At the end of the scavenger hunt, the groups were asked to share what they learned about their title with the rest of the participants. Students were also asked to reflect on their experience and what they learned via a brief survey after the scavenger hunt winners were announced. The student responses to the survey gave us a better understanding of what they learned from the scavenger hunt, and how we might improve the game in the future. Many students voiced their surprise to see certain titles included as banned books since they read these books in high school. Other students observed that, no matter one's political leanings, it's important to shed light on book bans as issues of intellectual freedom and freedom of speech.

Open Mic Night

In 2023, the libraries' outreach team was seeking opportunities to collaborate with other campus departments to broaden our reach with students. We wanted to partner with departments who already engage well with their students but would also have a stake in the subject of Banned Books and censorship. The Office of Multicultural Affairs (OMA) seemed like a perfect partner in this regard—not only because OMA engages with the campus community often but because the materials most frequently challenged in the last several years have been those that feature subjects related to diversity, equity, and inclusion. OMA enthusiastically agreed to cosponsor our culminating event, open mic night, and provide beverages for attendees. They also helped us to promote the event across campus, especially to their student organizations.

At the Statesboro Campus of Georgia Southern University, the open mic night for Banned Books Week is a well-established program with a group called "Burning Swamp" coordinating and hosting poetry slams. Due to Burning Swamp's existing reputation, fifteen students showed up to participate in the open mic night. The Armstrong Campus, however, had no such established program with the campus community. The turnout to the Armstrong Campus Open Mic Night was moderate, but it was a good opportunity to have a group discussion about censorship and the freedom to read.

The event began with an outreach librarian sharing some statistics and contextual information about Banned Books Week before opening the floor to anyone who wished to speak. A faculty member read a passage from one of her favorite challenged authors, and a student shared one of their own poems with everyone. From there, the open mic night morphed into a group discussion of challenged materials, why this happens, and our favorite challenged titles from reading in school. All participants who spoke up were given a 3D printed "trophy" to commemorate their participation in the open mic night.

Grant Acknowledgment

Our Banned Books Week 2023 programming was made possible with the 2023 Banned Books Week Grant provided by the Judith F. Krug Memorial Fund. We applied for the grant in May 2023 and were notified of acceptance in June. The grant required that we consider programs, budgets, partnerships, and promotion very early in the planning process. This ended up being to our benefit; the grant enabled us to make some purchases that we can continue to use in subsequent years, and we were also able to provide refreshments for participants at our open mic night events, as well as prizes for our scavenger hunt winners.

The Grant we received funded our programming in 2023, but it is possible to do a lot of our programs without the $1,000 grant. Most of our funds went to two cameras and film for an interactive display, which could be replicated at little to no cost to the library. We also wanted to incentivize participation in the scavenger hunt with a prize for the winning team, but there could be other ways to incentivize participation, especially by partnering with another campus department. Refreshments at our open mic night were also made possible by the grant, as well as by campus partnerships.

Plans for 2024

After the success of Banned Books Week in 2023, we hope to establish Banned Books Week as a signature event the libraries will be known for at Georgia Southern University. Ample time will be dedicated to planning the events for Banned Books Week, as well as identifying new campus entities to bring in as partners. For example, the students and faculty from the Communication Art Department emerged as participants in our 2023 Open Mic Night, more so than any other academic department; perhaps in 2024, the public speaking students could be offered some kind of course credit for observing, critiquing, or even participating in the open mic night. We have also discussed hosting a panel for university faculty to discuss censorship in their fields. Banned Books Week often focuses heavily on the censorship of fiction, but censorship efforts also threaten materials for public health, sex education, and science, to name just a few fields. A panel that incorporates speakers from several disciplinary backgrounds would help to illuminate the pervasive threat posed by censorship attempts.

Pokornowski and Schonfeld (2024) interviewed library leaders from public universities from ten states, then described the perceptions and concerns of these library leaders and their employees in a research report:

> Diversity, equity, and inclusion initiatives, programs, and units in universities are being eliminated, renamed, and/or reorganized in a number of states. Even among interviewees who suggest that the underlying services and their impacts will be unhindered, a critical issue is that many of their employees are scared, which is impacting the workplace. (2)

This fear is not unfounded, as Pokornowski and Schonfeld (2024) point out: academic librarians at public universities are often caught between the professional virtue of academic freedom and the reality of being "beholden to state oversight" (5) and, thus, the state's political climate. The report also describes an increase in "chilling effects," whereby academic librarians take measures to self-censor out of fear of breaking a policy or law (Pokornowski and Schonfeld 2024). As of writing this article, the state of Georgia narrowly avoided the passage of two bills related to library services and the ALA (Nelson 2024; Sei 2024). Similar—and in some cases even more restrictive—bills have been introduced or passed in Louisiana, Virginia, and Florida (Hutchinson 2024; Povich 2023; PEN America 2023). Furthermore, the OIF has recently published its 2023 report on censorship, revealing an unprecedented number of challenges—specifically, 4,240 unique titles. (American Library Association 2024). This total number of challenged titles reflects a 65 percent increase from the same total in 2022.

It's understandable for academic librarians to feel disturbed, insecure, and scared by these circumstances; it would be more surprising if there was no concern. But for all the efforts to restrict and to silence and to censor, librarians can make a difference and push back. As noted earlier, many librarians see it as their responsibility (Cantwell-Jurkovic and Ball 2023). Now is the time for librarians to lead campus discussions on censorship and intellectual freedom, to show students the value of diverse voices in library collections, to defend the freedom to read. Banned Books Week can serve as a most favorable moment for such opportunities in 2024.

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EDITORIAL

Collaborative Design on a Dime: A Centralized Approach to Implement Videos for Library Outreach and Instruction

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In spring 2020, Yale Library launched a program to produce a series of video tutorials to market the remote library services available during COVID-19 library closures. Up until this point, some individual librarians and departments had been successful in creating discipline-specific video tutorials, but the lack of central coordination for research services and tools had stalled the ability to create video content and distribute it broadly.

With library closures there was a new sense of urgency to communicate asynchronously about the library's collections and services, especially those that remained available for remote users. Though Yale Library has robust programs to support user inquiries—including a Personal Librarian program and Ask Yale Library, an instance of Springshare's LibAnswers FAQ and chat—concerns about how librarians could adapt for a remote environment came to the forefront. To address these concerns, a task force was formed to enable librarians with subject expertise—but with varying levels of technical experience—to conceptualize, produce, and distribute video content on YouTube. Videos were selected because the library YouTube channel was already in place, and video content could be picked up and distributed by the university more broadly. Additionally, videos could enhance the library's ability to provide users with accessible, multimodal information at time of need. The project ultimately became a proof of concept for supporting video content long-term, as well as an opportunity for professional development for library staff at various levels.

"Though Yale Library has robust programs to support user inquiries—including a Personal Librarian program and Ask Yale Library, an instance of Springshare's LibAnswers FAQ and chat—concerns about how librarians could adapt for a remote environment came to the forefront."

This article will describe this team-based approach for developing general video tutorials on a short timeline, including the development of a style guide and editing template. This article will also describe how the present-day program evolved into an internal staff immersion program to support the ongoing development of course-integrated video tutorials. The authors welcome other libraries to use this program and its workflows as a model to support their own video tutorials for instruction and outreach.

Literature Review

In reviewing scholarly literature about video tutorials in libraries, common themes emerge as early as 2000 regarding their utility in flipped classroom settings (Holman 2000); student use, preferences, and perceptions (Mestre 2012); and assessment (Oud and Bury 2005). It is well established that video tutorials fill a distinct need, essentially doing the "'grunt work' of teaching the basic technical skills of using information retrieval systems"

(Bowles-Terry, Hensley, and Hinchliffe 2010). For this project, it was exactly these bite-sized, point-of-need technical skills that our initial video suite targeted, which enabled scaffolding so that users could then engage with higher-order critical research and evaluation.

However, to launch a suite of library-specific videos in tandem is a big lift, even for a committee. Finding literature about *how* libraries design, create, and maintain video content is much more difficult, especially literature that goes beyond evaluations of software features. The technical literature, unfortunately, goes out of date quickly, and the bulk of what we discovered was published a decade or more ago (Long and Culshaw 2005; Murley 2007; Sparks 2010; Wakimoto and Soules 2011). For any library engaging with the existing scholarship on video tutorial use and assessment, understanding production workflows *in concert with* design and implementation is imperative, especially where the literature demonstrates that video tutorials—ranging from bite-sized demonstrations to interactive—have a high value for outreach and instruction initiatives.

For video tutorial best practices, the 2017 article, "Evaluating Best Practices for Video Tutorials: A Case Study" by Thomas Weeks and Jennifer Putnam Davis is comprehensive and not tied to a specific software. But even Weeks and Putnam note that their generalized recommendations are derived from literature describing specific software evaluations and individual case studies because "publications on best practices were not always easily identifiable" (Weeks and Putnam Davis 2017). This remains true today, as we were unable to find updated or additional video tutorial best practices since 2017. While Weeks and Putnam's best practices are similar to those adopted here, their study resulted in the implementation and assessment of a single video tutorial, versus our model of collaborative design to design and maintain a suite of videos.

The project described here focused on collaborative workflows, independent from specific software, to ensure the longevity of the program. In fact, this emphasis proved immediately useful as we eventually transitioned from using Adobe Premiere Pro to Camtasia, which was possible because of a foundation rooted in adaptable training and deliverables. We also adopted a low-cost production model, in part because of our time-sensitive catalyst to produce them (COVID-19 library closures) but also because our internal operations allowed us to leverage staff time and existing resources. There are likely alternative options, such as a high-cost, low-time model, such as working with an internal or external communications office.

Background

Yale University Library ("Yale Library") comprises more than a dozen libraries, including libraries for specific fields of study, such as the Robert B. Haas Family Arts Library and the Harvey Cushing/John Hay Whitney Medical Library. (For a complete list of libraries, visit https://library.yale.edu/visit-and-study.) Yale Library's mission is to "advance teaching, research, learning, and practice through staff expertise, diverse collections, inclusive programs and services, and welcoming spaces" (Yale Library, 2022). Toward this unified mission, each individual library works locally on collection development, instruction, and outreach for their users, and staff participate broadly on committees to support central initiatives.

A Catalyst. In March 2020, as students around the world were heading home indefinitely due to COVID-19, Bass Library, Yale University's undergraduate library, published a short video on Instagram (@basslibrary) to demonstrate off-campus access to library resources, which at the time required using Virtual Private Network (VPN) software with a university log-in and multi

factor authentication.[1] The process was clunky, to say the least, and technical documentation was split between Ask Yale Library and Yale Central IT documentation. Many students, faculty, and staff—or anyone who had primarily accessed electronic resources from on-campus buildings—were generally unfamiliar with the process. In fact, the Yale Instagram account (@Yale) shared the video and the University Librarian published a link to it in a university-wide email. Consequently, this Instagram video became extremely popular.

Though this informal video tutorial was successful, it lacked university branding and central hosting, as well as closed captions for accessibility. It was, however, a proof of concept for needing centralized, shareable video content. To launch a new central initiative, the library's existing Reference, Instruction, and Outreach (RIO) committee formed an ad hoc Video Tutorials Task Force, made up of six librarians in close collaboration with the Library Communications office and the Office of the University Printer.

Assessing the Video Landscape. Both before and during the implementation of the Video Tutorial Task Force, departments across Yale Library had been assessing Digital Learning Objects (DLOs), including video tutorials, in hopes of adopting the media format in the future. For instance, at the Marx Science & Social Science Library, a group of librarians reviewed DLOs created by institutions ranging from small colleges to database vendors, while a RIO student intern (a Yale undergraduate film major) conducted an environmental scan of online tutorials broadly, including LibGuides, embedded videos on academic library websites, and library YouTube and Vimeo channels.

At Marx Library, four key themes arose: simplicity, digestibility, consistency, and accessibility:

(1) Simplicity: Tutorials should clearly state learning objectives at the beginning. This component contextually primes the content and outlines the outcomes of participation, enabling viewers to decide if the tutorial will align with their learning needs.

(2) Digestibility: Tutorials should be short enough to not require a significant time commitment from the viewer, but long enough to provide meaningful knowledge exchange. When concepts necessitate longer and more detailed tutorials, videos should be clustered into a series so viewers can more easily control their pace.

(3) Consistency: Tutorials should include uniform aesthetics, language, and tone. These elements create cohesion among discrete tutorials and allow viewers to navigate sections of the tutorials.

(4) Accessibility: Tutorials should include closed- or open-captioning, and content should be available in multiple formats, and hosted on the open Web. These accessible features demonstrate a commitment to diversity, equity, and inclusion ensuring that the tutorials can be widely used.

Additionally, the student intern provided what he referred to as an "extended philosophy" for video tutorials, both from his content analysis and experience as a student using Yale Library collections and services:

(5) Enhanced Scope: Video tutorials should go slightly beyond the resource described in the title. For instance, videos should demonstrate that the described solution is just one option, and that the skills being demonstrated could enable more sophisticated research skills. Further, users often do not know what they should be asking, and providing viewers with additional depth can help to develop skills for higher-order learning.

1 Since fall 2020, most of Yale Library's electronic resources pass through EZ Proxy for off-campus authentication. This change is an example of the need to iterate videos with stable links, which is discussed later in this article.

(6) Clarity and Order: Users might be going to video tutorials to learn something new, but they are more likely to seek out tutorials in a state of frustration. Therefore, it is important to structure content clearly and consistently, avoiding jargon. Even the smallest inconsistency, point of confusion, or mistake can irritate a stressed user and therefore de-incentivize them from continuing. For instance, it is more helpful to describe an action before the steps, such as "In this video, we will demonstrate how to do TASK by doing A, B, and C" instead of "Do A, B, and C in order to achieve TASK." Further, any examples should be acknowledged to be what they are: examples, versus a single solution to every problem.

Creating a Style Guide

The Video Tutorials Task Force collated these recommendations to develop an internal style guide, including standard language, colors, and fonts to ensure that video tutorials could be broadly distributed through Yale's various communication channels. The style guide included the following:

Content:

- Videos will focus on Yale-Library specific topics, not vendor-provided resources, such as Zotero or ScienceDirect.
- Topics will focus on research skills ("How to…") and collections ("Find…").

Look and feel:

- Screen recordings should start on the Yale Library website for branding purposes and to emphasize it as the best means to access research material at Yale.
- Videos will use a 16:9 aspect ratio without pillar boxing or letter boxing.
- Recordings will show Yale-branded desktop wallpaper, in the event a screen recording needs to move out of a web browser.
- Any overlaid text should use a Yale-blue-and-white color scheme with Yale New and Mallory fonts.
- Each video should have two end cards: first, "Questions? Visit ask.library.yale.edu" followed by an end card with the Yale University Library logo.
- Enable guest or private browsing for screen recordings to eliminate autofill prompts, profile customizations, and personal bookmarks.

Function:

- Videos will be hosted on Yale Library's existing YouTube channel, on a new playlist called "Yale Library Online."
- Videos should not exceed three minutes.
- Any referenced or related videos should include a pop-up link to support findability, with relevant links also included in video descriptions.

Language:

- Use second-person narration, when possible, with a conversational, professional tone.
- Captions should have Merriam-Webster spellings, such as using "e-books" versus "ebooks" or "eBooks."
- In scripting, use "Yale Library" versus "Yale University Library."
- In scripting and visuals, use "library.yale.edu" instead of including "https," "www," or "web."
- Standard language for off-campus access should be presented immediately after introducing the video topic: "If you're working from off-campus,

be sure to authenticate with your NetID and password since it's often the only way to access restricted and licensed e-resources. See our other video on off-campus access for more information," unless remote access is unavailable for the service or collection described.

- Include language to refer users to Ask Yale Library at the first end card. For instance: "If you have any questions, reach out to us at ask.library.yale.edu."

With the style guide in place, the task force also provided a script template to support staff working with a new medium. The template included two columns: the right to describe the screen images, or storyboard, and the left for the draft script, with pre-populated standard language (see above) as well as recommendations to chunk, or number, the script to support recording the audio into sections later in the process.

Software challenges and solutions. After the style guide and template helped to streamline and unify content created by multiple people, the biggest challenge in creating video tutorials on a short timeline became learning the software, Adobe Premiere Pro, which was freely available campus-wide through Central IT.

To overcome these technical challenges, one member of the task force developed a Premiere Pro template editing file using the parameters of the style guide, which enabled a drag-and-drop editing experience. The template file included pre-saved title and end cards, a layer with pre-styled graphic elements to add and edit caption text, a layer to import video and still images, and a layer to import audio (figure 1). With one synchronous, hour-long training on Zoom

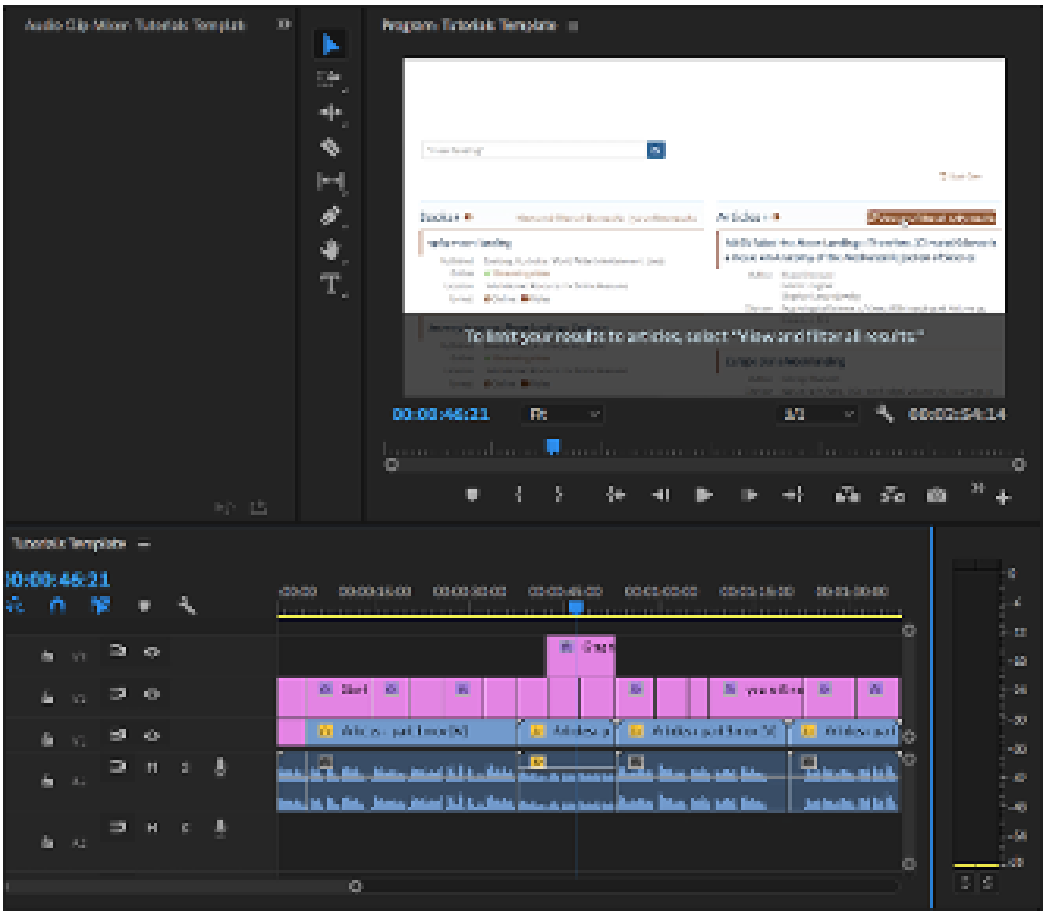

Figure 1. A screenshot of the editing template in Adobe Premiere Pro, including the graphic open captions (pink) with video and audio areas (blue).

and corresponding PDF documentation, librarians—most of whom had not created video content previously—were able to embrace a new technology to create a video within their subject or professional expertise.

Next, the task force developed a workflow within Microsoft Teams to facilitate asynchronous, team-based production. Because participation was voluntary and creating videos can be time consuming, the task force wanted the workflow to be streamlined and supportive through every step. The last thing the task force wanted was for volunteers—our colleagues from Yale Library—to have a negative experience.

The workflow below follows the ADDIE model of instructional design: Analysis, Design, Development, Implementation, and Evaluation (Allen 2017). ADDIE was implemented as follows (noted in parenthesis below):

(1) Topic Selection (Analysis): The task force came up with a list of salient foundational topics to assist users with remote library access, prioritized based on the most popular Ask Yale Library FAQs, as well as topics to market online library services that would have normally been addressed through in-person interactions. From this list, librarians within the task force were invited to claim a topic to develop into a video.

(2) Scripting (Design): To facilitate version control, all video scripts were drafted in Box, Yale Library's cloud storage platform. Participants were required to draft scripts and read them out loud at least twice to ensure the text was not overly wordy or awkward prior to recording. When finalized, participants would notify the library's Director of Communications to review the script before moving on to record the audio and video. The task force worked with Communications to agree on a reasonable turnaround time, five business days, between script submission and approval.

(3) Audio and Video Recording (Design): Participants had flexibility in the software they used to record audio and visual elements. Many used QuickTime, Loom, or Zoom due to their low cost and availability. The RIO student intern made a pre-sized image template for a 16:9 aspect ratio, which was used to correctly size a browser window before creating a screen recording to ensure that the final edited video filled the window without needing black bars.

Additionally, participants were also free to use their own approach to record audio and video, based on personal preference. For example, some participants recorded screen and audio narration together in Zoom presentation mode, while others recorded and saved each component separately using QuickTime or Loom. Ultimately, participants needed to create screen recordings (.mp4), audio files (.m4a or .wav), and collect any still images (.jpg or .png) to begin the next step, editing.

(4) Editing (Design & Development): Using the Adobe Premier Pro template file—with a pre-set aspect ratio, output format, open-caption graphics, and the title and end cards already embedded in the timeline—to edit the video together, participants needed only to do the following:

- Update the video title card with their video title (e.g., "How to Find Data Using Quicksearch").
- Import their video (.mp4), audio files (.m4a or .wav), and still images (.jpg or .png).
- Align the audio and visual elements on the editing timeline.
- Swap the placeholder caption text with their script text (copy and paste).
- Preview the final edited video.
- Export the file as .mp4.

(5) Final review (Design & Development): Once a participant had exported the .mp4 file, they uploaded it to a shared Box folder and alerted the task

force and the library's Director of Communications for a final review. Because design and scripting were already a part of the process, the final review did not take long, and any remaining edits were minimal.

(6) Release (Implementation): Once reviewed and approved, the library's Director of Communications uploaded the .mp4 to the Yale Library YouTube channel under a playlist called "Yale Library Online" (bit.ly/YaleLibraryOnline).

(7) Promotion (Implementation): The library's Director of Communications and members of the task force promoted newly released video tutorials through official social media channels—including @YaleLibrary and @BassLibrary on Instagram and Twitter—and embedded videos into relevant LibGuides and Ask Yale Library FAQs. Internal library listserv communication also announced newly available videos and encouraged staff to utilize them in remote research consultations. The task force also maintained a spreadsheet of where videos had been linked or embedded in case content needed to be removed or updated.

(8) Review (Evaluation): After publishing, the task force monitored--and continues to monitor--video use and accuracy, based on library service priorities and the library website and search appearance. Additional evaluation metrics will be discussed in the next section.

It is important to note that this workflow, on paper, is linear. In practice, like most instructional design implementations, it was much more iterative. There were times when content, language, or entire topics needed to be revised. However, the workflow allowed for revisions and was designed to catch any errors early in the process. For instance, though the editing template sped up the process of learning new software—essentially replicating mobile editing tools, such as those within Instagram Reels, CapCut, and TikTok—it still entailed using a professional editing tool with high-resolution audiovisual files, which requires a great deal of computing power. Participants working with older machines might therefore request that another member of the task force finalize their video editing. They could also request such help if they found themselves short on time, or simply had difficulty with the editing template. Due to the short turnaround time required to publish the initial suite of videos, the task force aimed to remain flexible with on-going evaluation and modification. Therefore, as long as the work was divided up evenly, re-distributing any aspect of the production workflow worked well to finalize a video.

Lastly, the task force made sure to emphasize that no learning object, whether it is a worksheet for in-person instruction or a video tutorial on YouTube, can be perfect for every user in every situation. Overall, the task force aimed for a supportive, productive environment under the unified goal to enhance outreach for library services and collections.

Use and Impact

The impact of a central YouTube channel was immediate in improving Yale Library's digital, pedagogical presence: Users no longer had to stumble on information, for example, while scrolling through an email or social media feed. A link for "Instructional Videos" became a fixture on the Yale Library website (figure 2 or visit https://library.yale.edu/). This access point acted as a menu of core library services and collections, which was extremely beneficial during the early period of the pandemic when library services were in flux (figure 3or visit http://bit.ly/YaleLibraryOnline). The full suite of videos allowed for external departments to share information about library services

broadly, without needing to understand any or all library collections, services, or policies themselves.

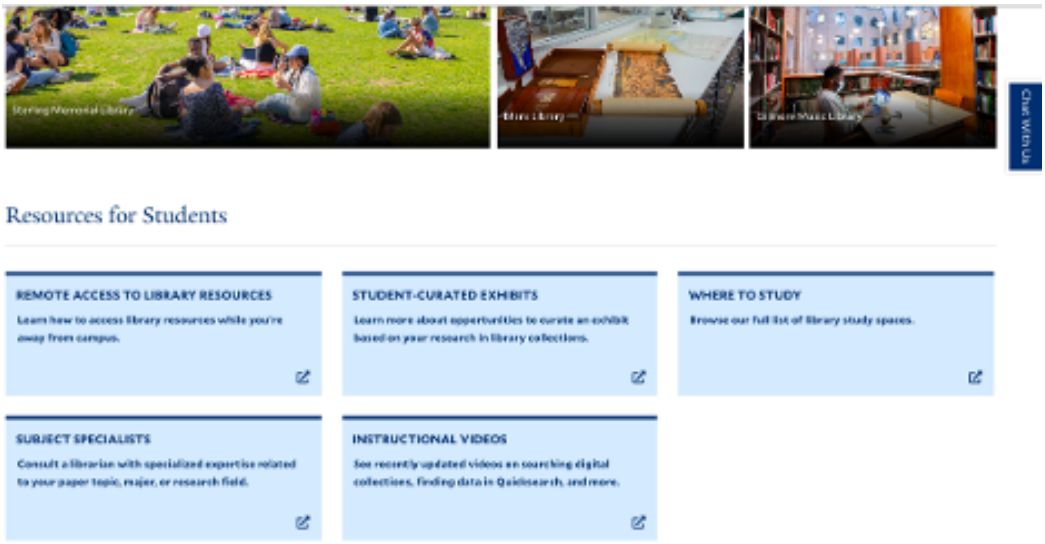

Figure 2. A still image of the Yale Library website (https://library.yale.edu) taken May 2023, showing the heading "Resources for Students" with a description and link for "Instructional Videos," which redirects to "Yale Library Online" on YouTube.

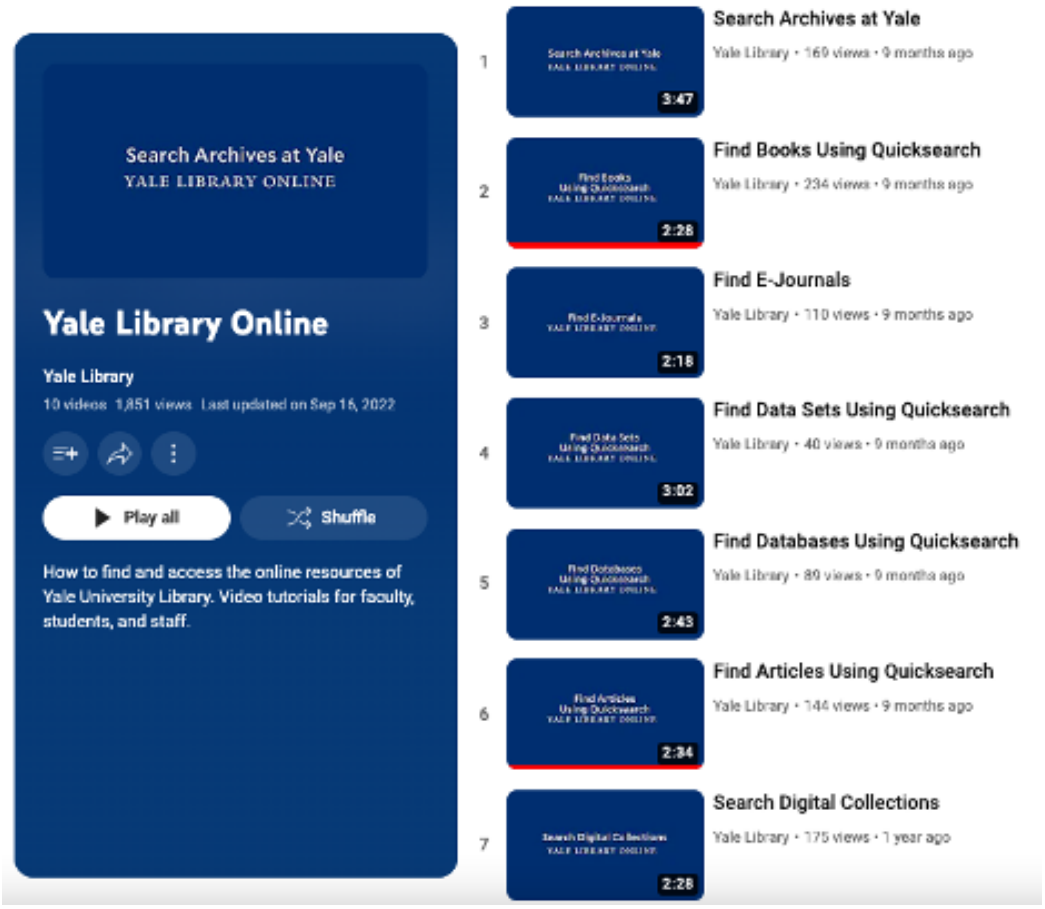

Figure 3. A still image of the YouTube playlist "Yale Library Online" (https://bit.ly/YaleLibraryOnline) as of June 2023.

Defining Success. Though YouTube provided a place for centralized outreach, defining quantitative success using YouTube data was more difficult because the statistics were simply challenging to interpret—at least for professionals more accustomed to seeing traditional library resource usage statistics, such as COUNTER reports. Challenges included interpreting "View" counts, which are grouped by seemingly arbitrary month ranges and "Watch time (hours)." This breakdown required line-by-line interpretation and collation (figure 4).

Video	Video title	Views (April 20 - Dec 20)	Views (Jan 21 - May 21)	TOTAL Views	Watch time (hours)
dAwN_YVqdvU	Yale Library Online: Using HathiTrust E-books	371	16	387	0.4358
TZaTnrVJPjw	Contact a Subject Specialist	60	15	75	0.4621
MHmqnVPx0hQ	Find Subject-Specific Research Guides	162	16	178	0.2194
CMz5mWDljgE	Off-campus access to e-resources (no VPN required)	1123	19	1142	0.347
08ujtTKzFWQ	How to make a Yale Library purchase request	32	16	48	0.5778
xaGa9L6F6eY	Find Database by Subject	41	20	61	0.4872
zZAKVhHLgLE	Find eJournals by Title	35	16	51	0.4495
33iP5rzjAXI	Find Databases by Title	42	18	60	0.2105
O4IXCjhOF_8	Find Articles Using Quicksearch	192	17	209	0.3747
2zZG9HljL4k	Yale Library Online: Find E-books Using Quicksearch	263	25	288	0.6232
Oheu-37NB3w	Finding Data in QuickSearch Books+		38	38	4.7163
zSUFh8Ye9vA	Understanding Call Numbers		11	11	0.2896
9SwqaDWvw-E	Search Digital Collections		8	8	0.071

Name	Video publish time	Views April 2020 - December 2020	Views January 2021 - May 2021	Views June 2021 - June 2023	TOTAL
Find Data Sets Using Quicksearch	17-Aug-22	not published yet	not published yet	50	50
Find Databases Using Quicksearch	17-Aug-22	not published yet	not published yet	121	121
Find E-Journals	17-Aug-22	not published yet	not published yet	128	128
Find Articles Using Quicksearch	17-Aug-22	not published yet	not published yet	168	168
Search Archives at Yale	17-Aug-22	not published yet	not published yet	183	183
Find Books Using Quicksearch	17-Aug-22	not published yet	not published yet	264	264
Search Digital Collections	4-Nov-21	not published yet	8	170	178
Lean Library Access	16-Aug-21	not published yet	not published yet	335	335
Understanding Call Numbers	10-Mar-21	not published yet	11	428	439
Finding Data in QuickSearch Books+*	28-Jan-21	not published yet	38	video removed or replaced	38
Find E-books Using Quicksearch*	13-Aug-20	263	25	video removed or replaced	288
Find Databases by Title*	11-Aug-20	42	18	video removed or replaced	60
Find eJournals by Title*	10-Aug-20	35	16	video removed or replaced	51
Find Database by Subject*	30-Jul-20	41	20	video removed or replaced	61
Off-campus access to e-resources (no VPN required)	28-Jul-20	1,123	19	2,250	3,392
How to make a Yale Library purchase request*	28-Jul-20	32	16	video removed or replaced	48
Find Subject-Specific Research Guides*	12-May-20	162	16	video removed or replaced	178
Contact a Subject Specialist*	12-May-20	60	15	video removed or replaced	75
Using HathiTrust E-books*	28-Apr-20	371	16	video removed or replaced	387

Figure 4. Sample YouTube statistics (top) and how they were ultimately collated for interpretation (bottom) to identify video use and iterations between April 2020 and June 2023.

Interpretation became especially complicated as videos iterated: YouTube statistics reset to zero when a video is updated or versioned, and for a large library system like Yale Library, there are frequent updates to collections, resources, and platforms that necessitate even small modifications to video tutorial language and imagery. With each video update, YouTube treats the latest version as brand new, with a new URL and statistics. Further, the release of each new URL caused the links for videos that had been embedded on websites and LibGuides or shared externally to break. Broken links make iterative design impossible.

As a workaround, the task force created two solutions using SpringShare LibApps:

(1) Stable versioning on a LibGuide: The task force created a central "Library Tutorials" LibGuide, with videos embedded using media Widget assets and YouTube embed codes (guides.library.yale.edu/tutorials). As long as the task force refreshed the embed code on the LibGuide with each YouTube update, staff who had re-used a Widget or shared a link would not need to make any updates. As a bonus, LibGuide Widget assets also indicate how often and where they are being used, a win-win for video-sharing longevity and statistics.

(2) Statistics with LibInsight: The task force worked with the Assessment Librarian to add a data point to our LibInsight reference form to indicate whether video content was used during outreach or instruction interactions. These added statistics helped to provide context for when, how, and by whom video content was being used.. These statistics could show which library staff used video content and whether it was for instruction or reference interactions, either in-person or via email.

With video tutorials prominent on the library website, more library staff began reaching out with suggestions for increasingly specific ideas, from how to use specific database platforms to how to do Boolean and proximity searching. The task force had to begin thinking about how to manage expectations while developing new tutorials and training additional staff. Though the early proof of concept was apparent to those involved in the project, the task force knew some changes would need to be made to ensure longevity of the program and the content.

Long-Term Planning

When pandemic closures subsided, the task force used evidence of the program's success to transition into a permanent advisory group, the Digital Tutorials Advisory Group (DTAG). The new group, comprising core members of the original task force, made a commitment to maintain and update the YouTube videos while also offering on-going support for colleagues to design videos for course-integrated instruction, emphasizing Universal Design for Learning, with scaffolded content and enhanced accessibility features (Clossen 2014). Essentially, the new advisory group has oversight over two pillars of video content: 1) maintaining YouTube videos on Yale Library Online and 2) providing support for videos for course-integrated instruction.

Though training more librarians and staff would enable a larger suite of shareable and reusable content, increased adoption of video was likely to derail the original style guide. Further, the style guide required strong oversight by the advisory group and the library's Communications office, and such oversight would impede the ability for more staff to adopt a new technology. To facilitate broad adoption of video, programmatic modifications were needed to support video tutorials outside of the public view on YouTube, specifically for course-integrated instruction, including the following:

1. A separate, less-public hosting platform
2. More user-friendly editing software
3. Updated training material

A New Hosting Platform. DTAG evaluated two possible hosting platforms: Vimeo and Panopto. Evaluation criteria included versioning, captions and accessibility, bookmarking, interactive navigation (chapters, links, quizzes), sharing, statistics, cost, file size, and embedded editors. From this review, Vimeo met the most criteria, but Panopto was ultimately selected due to its integration with the university's Learning Management System (LMS), Canvas.

Editing Software. Though Adobe Premiere Pro served the original task force well, it was not ideal to scale the program due to the steep learning curve. For videos made for course-integrated instruction, Panopto provided central hosting behind the scenes, where staff could retrieve links and embed codes to share with specific audiences. This change also meant that the advisory group could enhance accessibility by switching to closed captions, away from the stylized open captions.

With the demonstrated success of the YouTube videos, the advisory group made an official funding request to license Camtasia from TechSmith, editing

software that included features important for instructional videos, including the ability to integrate Microsoft PowerPoint and to more easily apply advanced animations and accessibility features, such as cursor effects, highlighting, and closed captions. Camtasia was installed on public computers in a library classroom, which library staff and users alike are welcome to use.

In the next section, we will discuss the expanded program for training library staff on how to create their own video tutorials with the Video Tutorial Immersion Program (VTIP).

Professional Development to Support On-Going Video Content

Drawing inspiration from ACRL's Information Literacy Immersion Program (https://www.ala.org/acrl/conferences/immersion/immersionfaq), DTAG developed the Video Tutorials Immersion Program (VTIP), a robust summer training program to support any library staff interested in creating videos for instruction (https://guides.library.yale.edu/DTAG/Immersion). The program guides participants through online instructional design, writing for the web, peer feedback, and video editing with Camtasia. By the end of the program, participants complete one video hosted in Panopto and gain the knowledge, skills, and resources to produce more in the future. The program requires a short application to ensure that participants are committed to the program with a topic to use for an original video tutorial. Previous experience with multimedia and library instruction is not required.

VTIP launched its first in-person program in June 2022, with twenty-two applications and ten selected participants from around Yale Library, including staff, librarians, and archivists. In June 2023, another group of ten staff were invited to participate in a hybrid version program, with asynchronous learning modules hosted in Canvas and in-person workshops (figure 5).

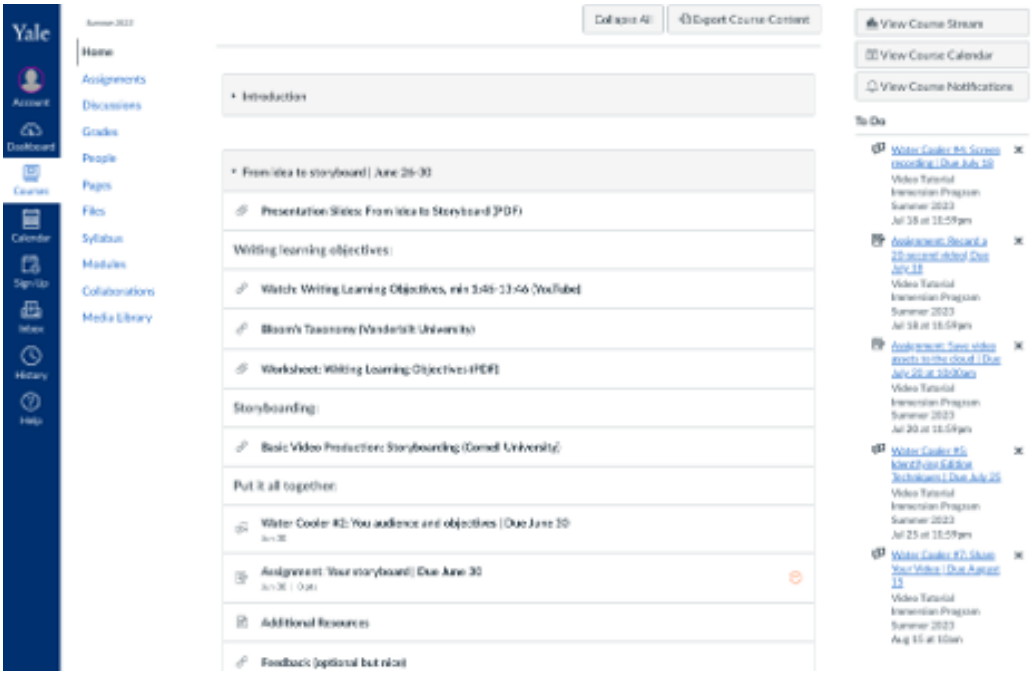

Figure 5. A screenshot of the Canvas project site for the Video Tutorial Immersion Program, summer 2023, showing the progression of the asynchronous learning objects in the center with assignment due dates on the right.

The VTIP schedule and learning outcomes closely model the workflow and training documentation from the original task force. The program includes a combination of lectures, individual and group activities, and deliverables, within the following structure:

Session: From Idea to Storyboard
Discussion: Online pedagogy
Activity: Identify learning objectives for your video topic
Training: Video tutorial production overview
Training: Creating a storyboard and writing for the web
Activity: Start a storyboard and script for your video tutorial

Session: Scripting to Audio Training
Discussion: Watch a video tutorial from another academic library and discuss
Activity: Swap storyboards and scripts with a partner for feedback
Training: Audio production in Camtasia
Activity: Practice recording audio

Session: Standards and Best Practices
Discussion: Accessibility, branding, and templates
Training: Creating screencasts in Camtasia
Activity: Create a screencast for your video tutorial
Training: Using PowerPoint with Camtasia
Activity: Record a PowerPoint presentation in Camtasia

Session: Camtasia Timelines, Captions, and Animation
Training: Editing with timelines in Camtasia
Activity: Add multiple media objects to your Camtasia timeline
Training: Animation & cursor effects
Activity: Make a basic animation in Camtasia
Training: Creating accessible captions
Activity: Add captions to a section of audio in Camtasia

Session: Workshop & Fine Tuning
Activity: Edit together your audio and visuals

Session: Publishing and Celebration
Training: Exporting an .mp4 from Camtasia
Training: How to publish and host videos online
Activity: Watch party and distribution of certificates

The initial VTIP cohort created video tutorials such as "Finding Law Journal Articles," "Proximity Searching," "Introduction to Archival Research," "Managing Your Organization's Historical Records," and "Level Up Your Search with Subject Headings," to name a few (figure 5). Even from this list, VTIP participants adopted the idea of "videos for instruction" broadly, with topics aimed toward undergraduate students, graduate and professional students, and information professionals.

Moving VTIP to a hybrid model in summer 2023 furthered the proof of concept for using video tutorials for instruction by effectively using video content to learn how to create effective video tutorials. Very meta! Moving to a hybrid model also provided staff with the ability to learn at their own pace with more scheduling flexibility during summer months. The learning modules in

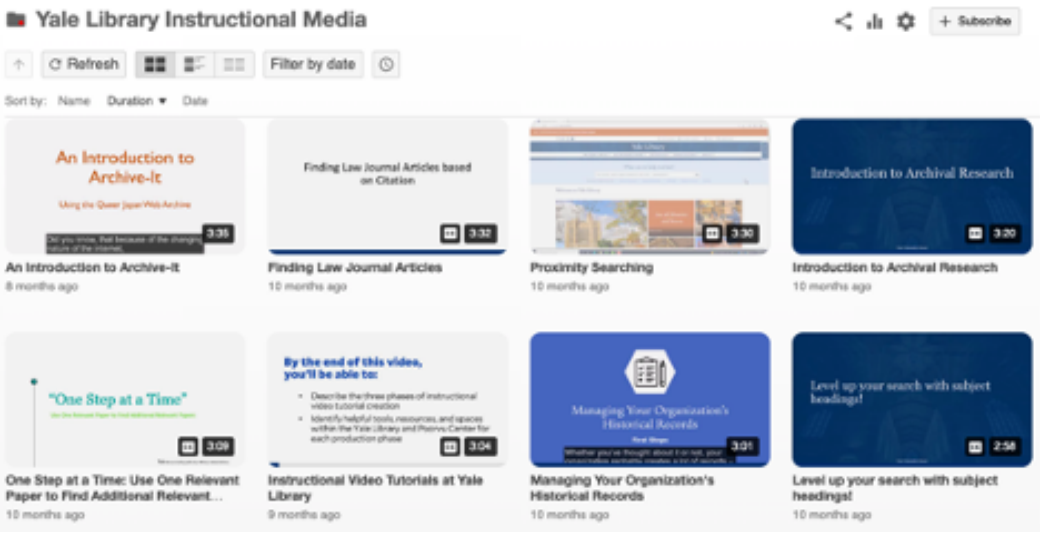

Figure 4. The staff view of videos, hosted in the Panopto Media Library (Canvas), produced during VTIP summer 2022.

Canvas also provide the advisory group with a base course structure to replicate year after year, shortening the time needed to plan and host.

Challenges: Done is Better Than Perfect

The project described here occurred over a three-year period. In that time, the project has iterated and expanded, and the core participants—namely, the article authors—have had time to reflect. Overall, the biggest hurdle in developing video tutorials in a large library system has been communications with stakeholders—ranging from library staff to end-users who engage with a video tutorial, as well as the committee sponsors and library administration. The early days of the program had an immediate need that quickly advanced the adoption of video content. But as the program progressed from an outreach focus to include instruction, we needed to continually demonstrate our value through anecdotal and quantitative assessment. Because we intend for the video tutorials to be used broadly, we offer flexibility in how they are created and by whom. It is in the interest of flexibility that we offer two hosting platforms, but describing their distinct purposes and how to use them is challenging. This leads to our first takeaway.

Two Hosting Platforms. It can, at first, be confusing for library staff as to why there are two distinct hosting services for video tutorials. However, the goals and technical requirements for the two types of videos are so divergent (marketing systemwide services and tools versus instruction for specific contexts) that no available single platform in our environment could accommodate both. To help overcome any confusion, DTAG developed a LibGuide (https://guides.library.yale.edu/dtag) to explain the landscape of and support for video tutorials at Yale Library. The LibGuide also serves as a central location to advertise VTIP and to host the online application.

Of course, the target audience for each platform may overlap. For example, a user who learns about Quicksearch in the YouTube video "Find Books Using Quicksearch Books+" might later benefit from the higher-order learning objectives in the Panopto video "Level Up Your Search with Subject Headings." But a first-year undergraduate at Yale would likely be very confused to stumble upon the Panopto video without having first seen the YouTube video. While both videos can be shared for instruction purposes—or any purpose, really—the video dedicated to the higher-order learning objective lives within the internal

Panopto environment because it is not relevant for all levels of library users. This leads to our second takeaway: how DTAG monitors and maintains the scope of each platform.

Content Scope. Since Yale Library Online on YouTube does not include videos about vendor-provided tools, DTAG considers the YouTube suite of videos to be complete because the core, Yale-specific search platforms and collections have one introductory video. That said, the DTAG LibGuide does invite library staff to suggest topics suitable for Yale Library Online on YouTube. If a video is within scope—for instance, an introductory video on a new or updated Yale Library-specific collection or service—DTAG will work with a subject-matter expert (SME), either an individual or a committee, to ensure the video meets the branding requirements defined in the style guide.

If a colleague does approach DTAG with a video idea, it likely means they are already participating in some form of asynchronous instruction or that they are actively working to find a solution to communicating with users remotely. This leads to our third takeaway: adopting asynchronous instruction. Within Panopto, librarians can host videos to teach users about discipline-specific databases and tools, research processes, or whatever topic they deem appropriate for their unique user group. Since this collection is not public facing, the scope is not rigidly defined, and librarians have latitude in how to best communicate with and instruct their communities.

Asynchronous Instruction. Video tutorials can enhance the ability for library staff—whether subject specialists, bibliographers, archivists, or librarians of instruction, resource sharing, or access services—to communicate with their users broadly. Varied professional responsibilities come with a broad range of education and training, which does not always include online instructional design. A definitive "pro" for having a suite of video tutorials is our new ability to facilitate flipped, or asynchronous, instruction and communication with our users in a manner that is reusable, accessible, and multimodal. These "pros," however, can also be the "cons," especially if staff are unable to engage with the new medium—whether it be due to a lack of awareness, time, training, or departmental support. In short, using a new method or a new technology can be overwhelming, which can de-incentivize adoption. (This situation mirrors the RIO student intern's "extended philosophy" described earlier in this article.)

Conclusion

For a library as old and as large as Yale's, it is admittedly surprising that systemwide video tutorials did not exist prior to the programs described in this article. However, it was not for lack of interest, but rather due to lack of ownership in a complicated, decentralized system. For years, committees debated possible methods to support existing, grassroots local media as well as new, centralized video tutorials. The library closures due to COVID-19 was the call to action to stop overthinking the process, to finally accept that done is better than perfect.

After four years of building this program, the authors suggest any library interested in implementing a similar program should consider the following:

- Starting small. Sometimes the best way to get administrative buy-in and demonstrate effectiveness is through a pilot.
- Using existing technology. Even if you call something a pilot, it might not come with funding. If there is any existing technology you can leverage, do. For instance, at Yale we had access to the Adobe Creative Suite through Central IT. While Adobe might not be available at every institution, it is likely that Microsoft Office is available, and PowerPoint can make surprisingly good videos. Reach out to your library or campus

IT department to inquire about software features that can meet your needs; you might be surprised.

- Looking for campus partnerships. If your library is not making tutorials, it is very possible that another department at your institution is. Reach out to external departments that work with students or that provide outreach services, such as a center for teaching and learning, student organizations, or admissions Dean's office. You might also try searching YouTube and Vimeo for the name of your institution to find any existing videos.
- Creating documentation. The creation of guidelines and templates makes subsequent video creation go faster and ensures compliance with accessibility standards.
- Honing your sales pitch. Many libraries have requirements that librarians must fulfill before they are eligible for promotion. The tutorial program we created enables librarians to strengthen their promotion dossier with evidence of active committee work, and our training program demonstrates a commitment to continuing education. These elements can be appealing to colleagues as well as administrators who approve the formation of new initiatives.
- Considering time versus value. Ask yourself: What needs will video tutorials fill and for what user populations? Video creation is time consuming and is also not always the best pedagogy for the situation at hand. Interested libraries might consider doing a "persona" user experience exercise, in which you define user segments, their motivations and frustrations, and how videos could fill any gaps in service.

While we anticipated the program's benefits to include broader reach to our user population and more opportunities to advance instruction practices and facilitate our colleagues' professional development, a benefit that took us by surprise was the cross-discipline collaborations and friendships the program enabled. Though we exist under the unified heading "Yale Library," the geographic distance and disparate user populations—from undergraduates at Yale College to law students and the various graduate and professional students who use subject-specific libraries—encumber regular and meaningful contact between staff. Now, the Digital Tutorials Advisory Group and the Video Tutorials Immersion Program bring librarians, staff, and archivists together from across the system to brainstorm learning objectives, learn new teaching methods and technologies, and provide a new arm of research services for our collective user populations.

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EDITORIAL

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Fulfilling a Dream: Meaningful Professional Development and Work Experiences for Undocumented Students

The DREAM Project Fellowship

The stereotype of the "starving college student" is alive and well. Few have experienced it at the level that undocumented students have. To be an undocumented student means that they have entered the United States without inspection or have nonimmigrant visas that may or may not have expired. According to The Legal Information Institute at Cornell Law School, "undocumented immigrants live in the United States without legal immigration status. They are not provided work authorizations and there are no pathways for them to gain citizenship" (Wex Definitions Team 2022). Their lack of work opportunities and professional development make them especially vulnerable. This is still the case even while enrolled in college (if they are in a state that allows them to attend), where they are ostensibly preparing for their future careers.

Despite the obvious struggles undocumented students have in securing work, there is a shortage of publications devoted to cultivating undocumented students' professional futures. Though programs and centers aim to provide holistic support to this group of traditionally underrepresented students, a missing element is often this aspect of professional experience. Since the advent of the federal Deferred Action for Childhood Arrivals program, more commonly known as DACA—a policy created during the Obama Administration in 2012 that allows undocumented people under a certain age to apply for work permits (PBS News Hour 2017)—academic scholarship on the undocumented college student experience has grown.

> "Due to the Trump Administration's rescinding of DACA in 2017, many of these students have found themselves in unprecedented and difficult situations (PBS News Hour 2017).However, in the presence of open hostility toward undocumented students, notable and meaningful support has blossomed."

Due to the Trump Administration's rescinding of DACA in 2017, many of these students have found themselves in unprecedented and difficult situations (PBS News Hour 2017). However, in the presence of open hostility toward undocumented students, notable and meaningful support has blossomed. This article will detail the two-year-long process of working with undocumented student fellows at the University of California, Irvine, how they grew professionally, and what the libraries can learn from this unique experience.

Background of the Dream Project Fellowship

On April 8, 2019, the University of California (UC) Irvine issued a press release announcing the DREAM Project Fellowship. The release stated that undocumented students, especially those without DACA protections, are in an untenable situation: They need to support themselves through college but are unable to work legally. Consequently, the campus DREAM Center, which serves students regardless of their DACA status, created a program for undocumented students to gain valuable, paid work experience (Haynes 2019). The DREAM Project Fellowship (DPF) program pairs fellows with a mentor and a work site on campus. The program takes a two-pronged approach, with support from the Center and the mentor: the Center providing professional development workshops called "Saturday Academies" and the mentor providing on-site, specialized employee training.

During the student's time as a fellow, they will "complete projects that add value to the placement sites and placement sites will fund a $3,600 scholarship" in exchange for roughly ten hours a week of work. (UCI DREAM Center, n.d.) In addition to the financial support, the work experience, and the personalized metorship allotted by this program, the DREAM Center also provides professional development support and opportunities in the form of supplemental "Saturday Academies." (UCI DREAM Center, n.d.) These weekend seminars and workshops cover topics like interviewing techniques and presentation skills while giving participants time to get to know others in the program.

The UCI has approximately thirty-five thousand students with a very small undocumented student group (Data USA, n.d.). Of these students, approximately three hundred receive the fellowship each year. (Blanca Villagomez, DREAM Center Program Manager, in discussion with the author, June 2024.) I was fortunate enough to match with two exceptional fellows; I was paired with one during the 2022–2023 school year and the other during the 2023–2024 school year. Like all DPF mentors, I was mandated to take the UndocuAlly training course, which taught that a good ally builds trust—a key component of which is protecting the fellows' privacy. Therefore, out of respect for their privacy, I will use pseudonyms: My fellow from 2023 will be referred to as "J" and my fellow from 2024 will be referred to as "S." The remainder of this article will detail my experiences of working with these two fellows as well as their main takeaways from having participated in DPF.

Overview of Fellows' Library Projects

As part of the UCI Libraries' standard operating procedures, staff and administrators regularly review our mission and values statements and consider opportunities to implement more programming that reflect the mission and values. (UCI Libraries, n.d.) During a recent review, we decided that applying for and hosting a Dream Fellow would be a great way of showing our progress in inclusion and commitment to diversity. The focus and process of the projects undertaken by the two fellows were more or less the same, with a few small differences. Each year, prospective sites were given access to all DPF applications. We looked through them, earmarking the candidates we wanted to interview. After conducting the interviews, we picked our top candidates and ranked them in order of preference.

J's Project

After getting to know J, a second-year psychology major, and her interests, we decided to build a project concerning library services and outreach,

evaluating how effective these services were at serving traditionally underrepresented and underprivileged students who are generally connected and supported via the campus Student Success Initiatives subdivision (UCI Student Success Initiatives, n.d.). The project's goal was to determine how to improve library services and outreach, keeping in mind the changes in students' study habits since the outbreak of COVID-19 and the subsequent closure of the university. After training J in database research, she assembled a literature review featuring the scholarship she found in ERIC, Education Source, LISTA, and Academic Search Complete. Together, we sorted through the research and began developing questions for a series of focus groups. After we created a master list of potential questions, we brainstormed ideas to encourage students to sign up to attend these focus groups. J created colorful and eye-catching flyers with QR codes that would lead anyone who scanned it to the sign-up sheet. These ads were distributed online to different social media platforms and via emailed newsletters. To sweeten the deal, J and I opted to provide all attendees with a free lunch funded by the libraries. Concurrently, I had to ensure that J was properly prepared to engage in this type of research methodology; as a result, I had her take the Institutional Review Board (IRB) training. The focus group was led by J, who later transcribed all of the dialogue.

S's Project

S's project was nearly identical in process and execution, but instead of library services, we focused on library spaces. As a result, S, a third-year engineering student, did similar legwork compared to J. S conducted a literature review, formulated interview questions, went through the IRB training, created a Google sign-up form, designed a flyer, sent out various messages to campus partners to help us advertise focus groups, and then led the focus groups. Like J before him, this DPF fellow did not have any office work experience; as a result, I was proactive in helping him when he needed assistance, particularly during the literature review research process, the IRB training, and the marketing. Having learned from the previous years' focus group, which had middling attendance numbers despite a high number of sign-ups, we determined that the free lunch would be replaced with a chance to win $50 gift cards. Our turnout for the focus groups this school year was an improvement over last year's. Like J, S led these focus groups and later transcribed the data.

The Fellows' Professional Development: The Impact of DPF and Working with the Libraries

It is crucial to remember that while DACA exists (allowing students to have work permits and, thus, get jobs), many students in DPF do not have DACA due to the high cost of filing paperwork (United We Dream 2024) and therefore have no work experience. There were common areas of growth for both J and S during their fellowships at the library—notably, learning the ins and outs of professional communication via email. Skills such as knowing how to navigate Microsoft Outlook (S did not know what BCC meant until this fellowship) or Google Forms seem like second nature to many who work in a professional environment, but not to these students. Having to send reminder emails and confirmation emails to participants of the focus groups was a new detail they had never had to consider before as students. They also struggled with being comfortable in an office environment and managing their class commitments as well as the project they were working on. Learning how to facilitate an interview and ensuring that everyone had opportunities to speak their mind were additional challenges that both the fellows rose to meet.

Other than doing volunteer work with student clubs, this was J's first time leading and managing a project. It was also the first time J interviewed people, which helped her gain experience for what she hopes to do professionally someday as a therapist or counselor. "If I want to be a therapist, I have to interact with people…So, I found communicating with other students helpful," she noted (Acevedo 2023). J also believed that her IRB training would help her in the future with various research endeavors in graduate school. She valued how the experience "helped me better manage my time, allowed me to practice interviewing students, and taught me how to navigate research databases" (Acevedo 2023). After the DPF program ends, the fellows are required to design and print a poster for presenting at a symposium. However, it should be noted that in S's fellowship year, 2024, attendance at the symposium was made optional due to massive police presence as a result of the Chancellor's call to disband the Free Palestine encampment.

Some of the notable takeaways from J's poster included having a better understanding of what she'd like to do (and not do) for a job, and learning more about the field of librarianship, which dispelled her previously held misconceptions. (Acevedo 2023). She also learned how to better manage her time. Overall, the project showed her that the knowledge gained via the focus groups could be implemented in near real time within the libraries, linking data collection and procedures to tangible outcomes that help students (J, in discussion with the author, May 2023).

Unlike J, S did have some work experience, in the field of manual labor. Upon completion of the fellowship, he relayed to me, "I learned a lot about others… how to… work with groups more, especially since most of the engineering jobs or tasks that I've done for school have been very independent" (S, in discussion with the author, June 2024). Similarly to J, S had not conducted any interviews or led focus groups for work or his studies. He believed that this face-to-face interaction was beneficial to him in developing a professional air in the presence of others. Learning how to communicate efficiently, effectively, and promptly via email was a new professional skill that he learned while working at the library. He also singled out learning "professional language" and how that was "big" for him (S, in discussion with the author, June 2024).

Having done manual labor, S admitted that he did not think he would be able to get nearly the amount of professional development via that type of employment. "It's not as professional; it doesn't look as good on a resume," he noted, before eventually adding that he was hoping to land a paid internship with an aerospace company (S, in discussion with the author, June 2024). He said the skills he learned as a fellow, like conducting literature reviews, will be crucial for his career: "I found out that in a lot of either internship programs or jobs, you still have to do lit reviews as an engineer, such as like finding what engines are most efficient," S commented, before adding that none of his classes necessarily delved into the more practical aspects of office work (S, in discussion with the author, June 2024).

Conclusion: Libraries' Perspective

The fellowships taught the libraries about working with undocumented students. Some staff members did not understand the distinction between the fellows and regular student workers. Because of this distinction, the fellows were not onboarded the same way and did not have the same training schedule. They also did not have a timecard or an iron-clad weekly schedule. This made it difficult at times for the fellow to meet other students and for other students to grasp that the fellows have different parameters for work.

I hope that in the future, other librarians will apply to mentor DPF student to give the student valuable work experience that they would not otherwise receive. While library staff are aware of the presence of undocumented students at the university as well as of the DREAM Center's existence, many have little or no direct experience working with undocumented students. The fellowships are symbiotic: both parties—the fellows and the mentors they are paired with—learn and gain from one another. The libraries gather valuable data to improve their services and spaces and the fellows get to learn how to work in an office environment, use specific tools, and hone new skills, all of which they can put on a resume. While I work at a university where undocumented students have support, not all universities (or states) are as friendly to undocumented students. It is my hope, and that of other undocumented-student allies, that those reading about this fellowship, its impact on the libraries and the fellows themselves, will be inspired to consider the possibility of bringing this type of work opportunity to their campus.

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EDITORIAL

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"Hurry Up and Wait:" Establishing Libraries Programming for Student Veterans

The Post-9/11 Veterans Educational Assistance Act of 2008 increased veterans on campuses in the United States by an estimated 75 percent compared to pre-9/11 enrollment (Barragan et al. 2022, 42). Transitioning from the military to an academic institution presents unique challenges. Administrative tasks related to military benefits can be difficult to navigate without guidance from someone familiar with the process of submitting proper documentation. To assist with this barrier, institutions have implemented veterans' services units on campuses to serve this student population (Osborne 2014, 248). However, it is also vital for faculty and staff in higher education to understand military culture, including its diversity; the variety of socioeconomic statuses represented, which impact foundational education; and the polytraumatic disabilities that military personnel cope with after enduring high-stress environments during their military careers (Osborne 2014, 248–249). As an integral part of the university experience and student success, libraries can be part of the support system for service members on campus. One way libraries can provide support is to offer focused library instruction to student veterans to promote the services, spaces, and resources that would most benefit them and the unique needs of the military community.

"...it is vital for faculty and staff in higher education to understand military culture, including its diversity; the variety of socioeconomic statuses represented, which impact foundational education; and the polytraumatic disabilities that military personnel cope with after enduring high-stress environments during their military careers."

As two University of Minnesota (UMN) Libraries staff members, we utilized our identity as military spouses to make a stronger connection to the military-affiliated community on campus. After personal conversations with family and friends in the military community who spoke about their hesitations in using their GI Bill benefits, we decided to implement a veterans-only UMN Libraries orientation. Realizing there were no current opportunities for veteran-specific library programming, we felt that this workshop was needed to provide veterans on campus a space to ask questions about library resources in a room with people of similar educational and professional experiences. After we presented an overview of the UMN Libraries orientation to the Student Veterans Association of Minnesota (SVAM) members, they expressed their appreciation and enthusiasm for establishing a partnership with the libraries. The library orientation has and will continue to evolve organically to better meet research needs as networking continues with the student veterans at the University of Minnesota.

Review of Literature

The Servicemen's Readjustment Act of 1944 established postsecondary education benefits for veterans, known as the first GI Bill (Giampaolo and

Graham 2020, 2–3). Since the establishment of the GI Bill, there have been modifications to the benefits. The version known as the Post-9/11 Veterans Educational Assistance Act of 2008 has benefitted nearly 800,000 veterans (Giampaolo and Graham 2020, 3). Yet access to educational benefits does not guarantee a veteran's successful transition into student life. Cultural differences between the military lifestyle and higher education create challenges for student veterans, including relating to peers, shifting financial stability, providing for a family, learning administrative tasks to use the GI Bill, and navigating campus with potential disabilities (Giampaolo and Graham 2020, 6). The transition from a highly structured, hierarchical environment with rigid regiments for aesthetics and behavior in the military to a higher education institution requiring inquisitiveness and individuality can be challenging for student veterans (Fawley and Kyrsak 2013, 526). To support student veterans with these challenges, universities have increasingly established veteran-specific orientation programs, which have been proven to have a positive impact on veterans' "higher sense of mattering" at their higher education institutions (Giampaolo and Graham 2020, 13-14). A strategy for universities' libraries to better serve their military community is to similarly develop veteran-only orientations (Persian Mills et al. 2015, 264).

Texas A&M conducted an IRB-approved survey of student veterans to understand their knowledge of library resources and services (LeMire et al. 2020, 2). Librarians discovered that library workshops designed on the presumption that veterans are unfamiliar with academic libraries will be unsuccessful (6). It is important to acknowledge and translate the experiences and skills gained when serving in the military (6). As a strategy to connect with student veterans, Texas A&M Libraries developed an online checklist for their student veteran orientation to simulate the procedure for in-processing to a new military installation (LeMire et al. 2020, 5). Topics on the checklist include skill sets such as academic success, distance education, interlibrary loan, scholarly writing support, developing search strategies, using multimedia equipment, and discovering workshops (LeMire et al. 2020, 2; LeMire 2022).

Similarly, the University of Hawaii-Manoa and Hawaii Pacific University offered a library orientation titled "Here or There" during COVID-19. The synchronous and asynchronous sessions were modeled similarly to Texas A&M University Libraries' "Orienting Student Veterans to the Library" program (Brandes and Torres 2021, 14). A checklist of library skills was taught, including bookmarking the library's website, checking library hours, exploring the library catalog, finding a LibGuide, finding databases, saving articles, locating study spaces, locating a book online, discovering library workshops, and finding the library chat function (Brandes and Torres 2021, 15).

Applying another strategy to developing a student veteran orientation, Western Michigan University developed a campus-wide "System of Care" to support veterans (Persian Mills et al. 2015, 265). A two-credit course was established to provide an orientation that addresses specific challenges student veterans encounter and to introduce a mentorship program (Persian Mills et al. 2015, 265). Similarly, the University of Montana Mansfield Library collaborates with the Veterans Education and Transition Services (VETS) office by assigning a librarian to be a liaison for student veterans (Samson 2017, 83). Liaisons in this role are responsible for outreach to the student veteran population to promote library resources and services, including two introductory library workshops and presentations at the Student Veteran Association meetings (Samson 2017, 83). Additionally, the liaison schedules visits to the VETS office for in-person research consultations with student veterans (Samson 2017, 83).

Indiana University-Bloomington Libraries contacted the Veterans Support Services on their campus to learn strategies for the libraries to engage with student veterans (Persian Mills et al. 2015, 264). One of the more successful initiatives included a library literacy session and tour for student veterans (Persian Mills et al. 2015, 264). Additional routes for academic librarians to support student veterans include but are not limited to educating faculty and staff on challenges that veterans encounter, organizing programs to celebrate veterans, promoting library services on websites for veterans' services or organizations, and identifying courses or workshops specifically for student veterans to attend as guest presenters (Sojdehei 2013, 538). Similarly, during orientation sessions, Bowling Green State University includes introductions to staff who are veterans (LeMire et al. 2020, 2). Highlighting veteran staff provides an opportunity for student veterans to find mentors who will understand both the military life experiences and the unique challenges of being a university student.

Librarians have also partnered with their institutions' veterans resource centers. For example, the University of Alabama (UA) partners with the UA's Center for Veteran and Military Affairs by assigning one librarian to act as a liaison for the Center to provide instruction to first-year, nontraditional students and to support students enrolled in the "Military to College" course (Fawley and Kyrsak 2013, 528). The Veterans Resource and Support Center at Texas A&M is part of the Division of Student Affairs; the center provides peer support to assist veterans with finding resources to support individual circumstances in addition to tailoring programming to promote academic success for every veteran the center serves (LeMire et al. 2020, 2). A variety of services are offered at veteran resource centers that are differentiated by type of library. Some services to support veterans include curated books, online research tools, and opportunities to meet with trained employees and volunteers on local, state, and federal VA benefits to assist veterans in their job application process (Witteveen 2016, 22). Additionally, staff and volunteers can connect with hotlines and support groups for veterans (Wittenveen 2016, 22). Since a student veteran may still be serving in the military while enrolled at a college or university, some libraries also perform long-distance reference services for veterans (Whited and Frederick 2015, 186).

A librarian at Governors State University, Josh Sopiarz, established a Veterans Resource Collection (VRC) after networking with the Veterans Affairs Coordinator on campus (Sopiarz 2016, 3). Materials in the collection are intended to assist military members and their families with pre- and post-deployments (Sopiarz 2016, 5). The scope of the collection was guided by feedback from the military community who attended a campus-wide "Veterans for Success" event (Sopiarz 2016, 3). Using the network established from attending military-related events, the Veterans Affairs Coordinator shared information about the VRC in 2013, which catalyzed awareness of the service. The VRC evolved to include additional opportunities to support student veteran research, such as participating in the Library of Congress Veterans History Project (Sopiarz 2016, 7-8).

Recently, the Institute of Museum and Library Services (IMLS) sponsored the Libraries and Veterans National Forum with the mission of developing support for veterans in all types of libraries. Led by efforts at Texas A&M University, teams of librarians developed The Libraries and Veterans Toolkit in 2021, which established a central location for librarians to disseminate information about their programming intended to support veterans in the library (LeMire and German 2024, 73). Committees for each type of library, including academic libraries, were formed to compile a list of library programming, collections,

and services related to veterans, which became entries in the toolkit (LeMire and German 2024, 74). Amongst toolkit entries for academic libraries are information about veterans' orientations and a variety of LibGuides designated for military and veteran students (Libraries and Veterans Toolkit 2022). Each entry provides a description of the program, cost, timing, suggested duration, resources needed, tips for success, assessment ideas, partners and stakeholders, additional resources/bibliography, the name of the person who submitted the entry, and information on creative commons licenses (Libraries and Veterans Toolkit 2022). As the repository continues to publish new entries, it will become a designated location to understand the unique approaches to developing a library's programming for student veterans. By understanding the veteran community, the library may provide appropriate spaces, services, and materials.

University of Minnesota Student Demographics

After surveying the literature on other institutions' approaches to developing a student veteran library orientation, it was important to understand the specific demographic of student veterans enrolled at the University of Minnesota Twin Cities. It is a large public research institution with over 50,000 undergraduate and graduate students, with military-connected students making up approximately 900 of the population in 2021; most of these students are nontraditional, with an average age of thirty-one, and represent diverse backgrounds and a multitude of identities (Kawas and Massaglia 2021, 7-9). "Military-connected" includes currently serving military personnel on active-duty orders in one of the US Armed Forces branches (Army, Navy, Air Force, Marine Corps), as well as personnel in the National Guard or Reserves; veterans who have previously served and been honorably discharged; and military dependents (spouse or child) authorized to use transferred benefits (Kawas and Massaglia 2021, 5). These statistics exclude cadets in the University of Minnesota ROTC programs.

Workshop Overview

The objective of our Libraries Mission Brief for UMN Veterans workshop is to support student veterans with research, utilization of library and archives research tools and resources, and navigating additional veterans-related resources on the University of Minnesota Twin Cities campus. We created the workshop because we are current and former military spouses who work in different departments of UMN Libraries (Research Services and Student Experience Learning and Accessibility) and are familiar with the needs of the military community. Student veterans relate less to the identity of college students and associate themselves more with their military identity (Hinton 2020, 90–91), finding increased belonging among other military-affiliated students. Military-affiliated librarians have a personal understanding of the challenges that student veterans encounter with these complex identities, particularly when transitioning back to a civilian lifestyle and pursuing higher education with the GI Bill. Knowing that the librarians are affiliated with the military can help alleviate any anxiety or intimidation participants may feel due to the cultural incongruence they experience in higher education. Additionally, the workshop is a designated space for student veterans to network with other student veterans.

Libraries Mission Brief for UMN Veterans was offered to accommodate diverse learning styles and schedules while focusing on providing an overview of library services, effective ways to find library resources, and tips to make using the UMN Libraries easier for students who might not always be on campus. Each workshop, offered virtually and in person, is forty-five minutes

long. Participants are encouraged to introduce themselves and share any specific questions they want answered in the workshop. Encouraging questions at the beginning of the workshop allows us to feature specific information about the UMN Libraries to ensure participants receive the assistance they need while honoring their existing research knowledge. Since every workshop is tailored to focus on current participants' questions, it also provides an opportunity for participants to attend future workshops or contact library instructors to have their additional questions answered.

We begin with an overview of resources provided by the University Veterans Services at the University of Minnesota to immediately address questions or concerns about navigating the entire campus as a veteran. The scope then narrows to focus specifically on resources available at the UMN Libraries. We demonstrate navigating the UMN Libraries' website to show where to locate the catalog, databases, and subject research guides, as well as to share search strategies for finding research materials with these various tools. Disseminating information about research tools that assist with remote access to library resources was particularly important for student veterans who, as nontraditional students, often balance a combination of family life, military requirements or post-service transitioning, and their academic coursework. Metadata in the UMN Libraries' catalog is also explained to participants, including instructions on submitting an Interlibrary Loan request. Screenshots of each component of the demonstration are included to provide visuals with easily accessible hyperlinks for participants who want to review the information after the workshop. An overview of archival collections directly related to veterans and military history on campus is included, in addition to instructions for scheduling an appointment to view archival materials and the archivists' contact information. The workshop concludes with presenting library events and programming used to assist students with managing their workload, conducting research, organizing information, and getting further support from the UMN Libraries.

> "...there was a disconnect between verbal support and enthusiasm expressed for the workshops and the actual enrollment. After canceling both workshops due to low enrollment—despite witnessing many student veterans scanning the link to register at the 2023 Veterans Appreciation event."

Participants are encouraged to voluntarily complete a Google Forms survey at the end of the workshop. Objectives of the survey include understanding the demographic of participants, their preferred learning styles, and their confidence in using library resources; the survey also provides an opportunity for participants to give additional feedback. Information gleaned from the survey responses will be used to evolve the workshop and develop new library programming to better meet the needs of the University of Minnesota's specific student veteran population.

Initial Outreach Strategy

Launching new library programming requires a strong outreach and marketing strategy. Our initial promotion approach was selecting Veterans Day for the debut of our workshop since Libraries Mission Brief for UMN Veterans specifically serves the military community on campus, and we could participate in other veteran-focused events to promote our workshop. However, Veterans Day 2023 fell on a Saturday (November 11), so programming was offered the following week in person on Tuesday, November 14, and virtually on Wednesday, November 15. Offering an in-person and virtual option was intentional to accommodate veterans' preferred learning styles and to increase

accessibility to the information for veterans still serving in the Armed Forces while enrolled at the University of Minnesota. On-campus participants who felt comfortable meeting in person could attend our session in Walter Library on Tuesday, November 14, at 12:00 p.m. Otherwise, participants who preferred choosing their own location could attend our virtual option, which was held on Wednesday, November 15, at 3:00 p.m.

Promotion of Libraries Mission Brief for UMN Veterans continued with creating an events webpage on the UMN Libraries calendar a month prior to the first workshop. The link to the webpage was shared through email correspondence with the ROTC administration, University Veterans Services, the Director of MBA Military and Veterans Programs, and contacts at a local US Air Force Reserve Station. Additionally, a social media post was published on the University Libraries Instagram (@umnlib) to promote the workshop to a wider audience.

Through correspondence with the University Veterans Services, an opportunity developed to have a promotional UMN Libraries table at the annual 2023 Veterans Appreciation event at the University of Minnesota in celebration of Veterans Day in November. Networking in person with the veterans' community increased awareness by providing an opportunity to meet students in the Student Veterans Association of Minnesota, who graciously offered to promote the workshop through their communications. The 2023 Veterans Appreciation event also provided an opportunity to discover other institutions on campus with military-related initiatives or archival collections that could be referenced in the workshop as additional support systems for student veterans.

Challenges with Establishing the Workshop

Student veterans, current service members, and librarian colleagues expressed interest and support for Libraries Mission Brief for UMN Veterans. We received positive feedback when discussing the concept of the workshop; however, there was a disconnect between verbal support and enthusiasm expressed for the workshops and the actual enrollment. After canceling both workshops due to low enrollment—despite witnessing many student veterans scanning the link to register at the 2023 Veterans Appreciation event—the librarians identified two barriers to the success of the workshop.

The first barrier was the timing of the debut of the workshop. Attempting to launch near Veterans Day was a logical marketing strategy. However, promotional materials were shared at the beginning of November 2023, potentially too close to the scheduled workshops. The workshops were in a developmental phase in October 2023, which created a limited turnaround time for promotional efforts. Initially, this rapid turnaround was not seen as problematic because we feared that promoting the workshops too early would result in the information being forgotten. We came to realize that our outreach efforts should have begun sooner, preferably closer to the start of the semester, so incoming students learned about the workshop during their orientation or onboarding experience. We could have relied on reminder emails to registrants and University military contacts to ensure they did not forget about the upcoming opportunity.

A second barrier was establishing a network with the military community at the University of Minnesota. Promotional emails were sent to contacts affiliated with the various military organizations on campus. Due to the high volume of emails that University employees receive daily, it is not a surprise that our emails did not receive any replies.

The lack of digital correspondence enforced the importance of establishing a network through in-person meetings with the military community on campus, particularly the student veterans we aimed to serve.

Building Outreach Strategies with Student Veterans

After meeting at the University of Minnesota's 2023 Veterans Appreciation event, we reached out directly to the President of the Student Veterans Association of Minnesota (SVAM) to schedule a follow-up meeting. There, we discussed Libraries Mission Brief for UMN Veterans and other potential ways that the library could collaborate and support SVAM with library programming. Additionally, we wanted to learn more about SVAM to get a better sense of their operation, as well as to better understand our student veterans community and their needs. SVAM membership comprises veterans, ROTC cadets, and currently serving members in the Armed Forces. They meet on a weekly basis in a designated room for student veterans. We were invited to visit the SVAM designated room to meet more members in person, introduce ourselves as contacts for research help, set up a pop-up library, and share promotional materials.

By collaborating specifically with SVAM, we were able to engage directly with the student veterans on campus. Together with the student veterans, we brainstormed additional collaborative programming that included being regularly available in the designated SVAM room to assist with research questions, hosting pop-up events featuring a selection of books for browsing and checkout, and promoting the Libraries Mission Brief for UMN Veterans. Scheduling regular time frames to work with student veterans in their designated space also provides an opportunity to build positive rapport with the military community on campus, deepen connections, understand how the student veterans use library resources, and demonstrate a willingness to engage with student veterans beyond the brick-and-mortar of a library. We are optimistic that continuing to attend veterans-related events on campus and networking in person will help increase workshop attendance. Workshops will continue to be scheduled for virtual and in-person sessions for the 2024–2025 academic year.

Conclusion

Universities and academic libraries have an increasing responsibility to serve those who have served our country. Developing a library orientation specifically for the military community on campus creates a space for learning and inquiry amongst similar nontraditional students who strive to find and build comradery with the military community on campus. By pioneering Libraries Mission Brief for UMN Veterans, other library programming ideation has occurred in dialogue with the Student Veterans Association of Minnesota, expanding the ability of the UMN Libraries to serve this community. We encourage other military-affiliated librarians to connect with student veterans and develop specific library programming for their military community on their campus since they understand the unique needs of individuals transitioning back to civilian life. Outreach to military members isn't limited to academic libraries! Other libraries can conduct similar outreach by connecting with local military-related organizations to network with the military community in their area.

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Critical Connectors: Libraries Developing Community-Engaged Research Partnerships

ARTICLE

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ABSTRACT

Academic libraries can serve as critical campus and community connectors, developing sustainable collaborative models and lasting partnerships by responding to community information needs with library and university resources. Librarians can help break down silos and address systemic injustice in local communities through innovative outreach, community engagement, and curricular integration of critical information literacy. In this case study, a Business & Entrepreneurship Librarian and an Assistant Professor of Business Communication will detail a class project they developed in partnership with a local entrepreneur to support the success of a local Black-owned business, help address the racial wealth gap, and provide a valuable, engaged learning experience for undergraduate students.

KEYWORDS

academic libraries, library outreach, critical information literacy, community engagement, partnerships

The year 2020 brought not only the global COVID-19 pandemic but a national reckoning with the centuries-long racism pandemic in the United States—a reckoning brought about by a pattern of deadly police violence against Black citizens made increasingly visible through social media. In response, a cascade of institutions making a commitment to diversity, equity, and inclusion (DEI) and anti-racism developed. In July 2020, four months after Breonna Taylor was murdered in her home by Louisville police, the University of Louisville President made a commitment to become "the premier anti-racist metropolitan research university in the country" (Kelso 2020). This was an invitation for university faculty to align their research and teaching with this anti-racist mission. The University of Louisville had made a prior commitment to being a community-engaged anchor institution, supporting economic development in the local community. The Business & Entrepreneurship Librarian at the University of Louisville sought to connect these anti-racist and anchor-institution missions through the work of the University Libraries.

Silos are known barriers to success throughout institutions, including libraries, universities, and entrepreneurial ecosystems. Silos lead to "long-standing environmental, structural, and cultural challenges" which are "inherent to higher education institutions" and impede organizational change (Lloyd 2016, 607). Bridging common interests, building sustainable collaborative models, and developing lasting partnerships remain a challenge. Kirwan et al. (2022) argue that silos can lead to inefficiencies and duplication of

effort in curriculum development and what is "desperately needed are efficient and effective approaches to developing interdisciplinary curricula" (375). To generate interdisciplinary collaboration, Lloyd (2016) advocates for "boundary-spanning personnel" who are "responsible for a range of cross-boundary relationships" and "possess knowledge and skill to understand the contextual information, conceptual frameworks, and language of both sides of the boundary" (610). Libraries exist as epicenters of information and connection in their communities and are uniquely situated at an interdisciplinary intersection of research and expertise. Academic librarians can serve as "boundary-spanning personnel," critical campus and community connectors, who develop opportunities for partnerships and collaboration based on common research interests and information needs.

Universities often serve as anchor institutions in their communities, supporting local wellbeing and economic development (Coalition of Urban and Metropolitan Universities n.d.). However, too often silos are constructed that prohibit effective and meaningful collaboration between universities and their surrounding communities. Academic libraries can support higher education's anchor mission by responding to their local community's information needs with library and university resources. By doing so, libraries not only strengthen the relationship between universities and surrounding communities but also advance the mission of diversity, equity, and inclusion. These partnerships can provide more equitable access to information for communities that have been historically excluded and minoritized. Academic libraries can help invite community members who may not traditionally have access behind university paywalls to engage with and benefit from the research being done by university faculty and students. As the field of academic librarianship and conceptions of information literacy continue to evolve in response to increased awareness of social justice, so too should the role of academic librarians in supporting community-engaged research and scholarship through innovative outreach and engagement.

"Universities often serve as anchor institutions in their communities, supporting local wellbeing and economic development."

In 2021, the Business & Entrepreneurship Librarian at the University of Louisville began an initiative to connect local Black entrepreneurs with library and university resources. Outreach was done across campus and the local community to determine how the University of Louisville can fulfill its anti-racist and anchor missions by addressing the racial wealth gap and supporting the success of local Black-owned businesses. Through presenting a case study of how this outreach led to a partnership between a librarian, professor, and local entrepreneur, this article illustrates how librarians can help break down silos and address systemic injustice in local communities through innovative outreach and curricular integration of critical information literacy. The Business & Entrepreneurship Librarian and an Assistant Professor of Business Communication will detail the class project they developed in partnership with a local business owner to provide undergraduate business communication students the opportunity to conduct research that would have a real-world impact, delivering final projects that addressed the business owner's self-defined business goals and research needs. This case study contributes an example of high-level outreach and engagement to the professional literature that other librarians can use to develop community-engaged research partnerships at their institutions.

Literature Review

Community-engaged scholarship refers to partnerships between universities and their local communities that "collaboratively develop and apply knowledge to address public issues" (Gordon da Cruz 2017, 363). Universities often aim to be anchor institutions in their local communities, supporting local wellbeing and economic development. There can be an inequitable dichotomy between universities and their local communities in which "the university is a center of employment, education, innovation, culture, and support" while "surrounding communities grapple with poverty, economic disinvestment, and wellness" (Mathuews and Harper 2019, 2). Community-engaged scholarship seeks to establish mutually beneficial partnerships to address these inequities. However, there are often challenges to these collaborations which generally take the form of "academic and administrative silos that inhibit collaboration and resource-sharing" (Mathuews and Harper 2019, 2). Academic librarians can help respond to these barriers and support the efforts of community-engaged scholarship. Academic libraries are uniquely situated at an interdisciplinary intersection, often serving local communities in addition to the entire university. With increasing emphasis on social justice, critical information literacy, and curricular integration, supporting community-engaged research and scholarship provides an actionable avenue for libraries to explore as the field of academic librarianship continues to evolve.

Community-engaged scholarship can encompass a variety of interrelated pedagogies and practices that fall under a broader umbrella of community engagement, including community-engaged teaching, community-based learning, service learning, experiential learning, engaged learning, and community-based research (University of Louisville 2011). Service learning and information literacy developed alongside each other in higher education, originating in the 1960s and 1970s and experiencing greater institutionalization between the 1980s and 2000s. Christopher Sweet chronicled this parallel development, advocating for more integration of the two approaches (Branch, Nutefall, Gruber 2020, 123). In 2003, John Riddle asked, "Where is the library in service learning?" and put forth models for engaged library instruction that introduced information literacy to service learning (Riddle 2003, 71). While Sweet and Riddle both offer an important analysis of the intersections of information literacy and service learning, their investigation lacks the integration of "social justice and critical pedagogy orientations" which became increasingly relevant to higher education, including both service learning and information literacy, throughout the 2000s (Branch, Nutefall, Gruber 2020, 124).

Higher education, including the fields of librarianship and community engagement, is evolving to incorporate critical frameworks that center social justice. Critical information literacy has become increasingly common in librarianship and Laura Saunders suggests the ACRL Framework for Information Literacy "offers an opportunity for librarians to approach teaching and learning from a social justice perspective" (Saunders 2017, 55). Gordon da Cruz (2017) proposes "critical community-engaged scholarship" as a guiding framework that centers racial and social justice in developing university-community partnerships (363). Librarians have an opportunity to become critical connectors, connecting critical information literacy with critical community-engaged scholarship to help students become engaged citizens and understand themselves as members of their local communities who can apply their education to issues facing their neighbors. This speaks to Paulo Freire's pedagogical ideas of developing "critical consciousness" in students, moving away from mere knowledge acquisition, and having students "identify and engage specific problems in their world" (Elmborg 2006, 193). Critical

information literacy advocates call for this kind of "critical and reflective pedagogy and praxis" that encourages students to "actively engage with information" and "see themselves as people with agency and the ability to affect their own conditions" (Saunders 2017, 63). In helping students navigate the relationship between their university education and the systemic injustices that have an impact on surrounding communities, it's imperative that librarians center race and social justice in information literacy instruction.

Winfield and Davis (2020) shed light on the lack of consideration for race in previous scholarship related to community engagement and anchor institutions, and emphasize the importance of acknowledging race, racism, and racial power dynamics in research on community engagement and anchor institutions (16). While library scholarship has explored race and racism in the profession itself, there is limited scholarship on how librarians utilize information literacy to respond to racial injustice in their local communities. This article seeks to respond to this gap in the literature by presenting a case study of developing a community-engaged research project in collaboration with a local Black business owner in order to provide more equitable access to library and university resources, promote Black entrepreneurship, and address the racial wealth gap. In 2016, the net worth of the median white family in the United States was $171,000, which is approximately ten times more than the net worth of the median Black family, which was$17,150 (McIntosh et al. 2020). Entrepreneurship is a key driver of building generational wealth, and "healthy Black-owned businesses could be a critical component for closing the United States' Black-white wealth gap" (Baboolall et al. 2020). A 2018 economic analysis of U.S. income published by the Federal Reserve Bank of Minneapolis concluded that historical data reveals "no progress has been made in reducing income and wealth inequalities between black and white households over the past 70 years" (Mineo 2021). Librarians can utilize strategic outreach and critical information literacy to power critical community-engaged scholarship that seeks to address systemic inequities impacting local communities, like the racial wealth gap.

"While library scholarship has explored race and racism in the profession itself, there is limited scholarship on how librarians utilize information literacy to respond to racial injustice in their local communities. This article seeks to respond to this gap in the literature by presenting a case study of developing a community-engaged research project in collaboration with a local Black business owner in order to provide more equitable access to library and university resources, promote Black entrepreneurship, and address the racial wealth gap."

Outreach and Relationship Building

To connect local Black-owned businesses with library and university resources, the Business & Entrepreneurship Librarian first had to do an environmental scan to understand who on campus may already be working with local Black-owned businesses and what university resources may be available to entrepreneurs in the community. The librarian initially spoke with the Community Engagement Librarian as well as representatives from the Family Business Center, Center for Entrepreneurship, Entrepreneurship Law Clinic, and Office of Community Engagement. The librarian did not discover any programs or initiatives specifically geared towards local Black-owned businesses in these conversations, but she did gain a better understanding of what resources, services, and expertise on campus could be made accessible to community entrepreneurs.

As a result of relationships formed during the campus environmental scan, the librarian was introduced to a local nonprofit working to support entrepreneurs. After an introductory conversation with the Director of Business Development at the local nonprofit, the librarian was invited to give a presentation on the library's resources at an organizational staff meeting. This presentation led to a collaboration with the organization's Director of Community Engagement and a University of Louisville student intern. Louisville has several Black-led marketplaces featuring Black-owned businesses. The librarian, community engagement director, and student intern visited two of these marketplaces to do outreach to local business owners. The librarian created flyers that she handed out at both marketplaces (figure 1). During this initial day of community outreach, the librarian spoke with over thirty local entrepreneurs.

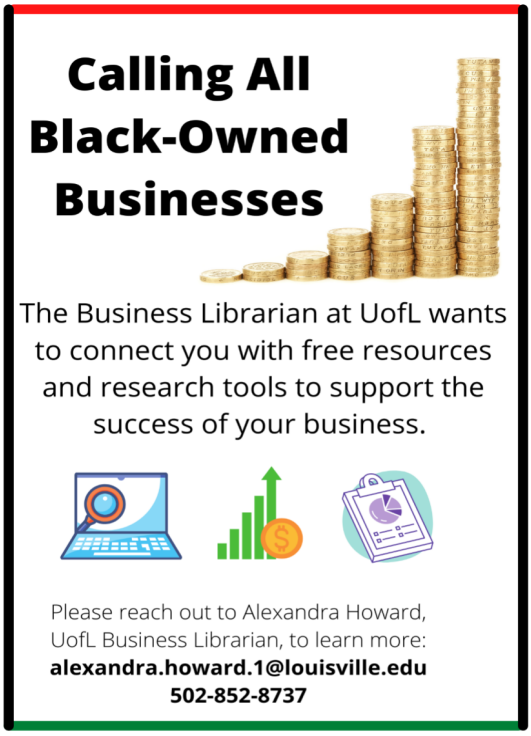

Figure 1. The flyer used for initial outreach to local Black business owners

After doing outreach in the community, the librarian's next step was to hold research appointments with local entrepreneurs in the library. While the library is open to community members, they are only permitted to use library computers for up to one hour a day. Having to come to the library to access the databases was already a significant barrier; the one-hour limit exacerbated the inconvenience, making it unfeasible. The librarian worked with library administration to extend visiting scholar accounts to community entrepreneurs. This allows access to library computers for up to four hours a day. As entrepreneurs reached out to the librarian to schedule research appointments, the librarian would have visiting scholar accounts created for those individuals.

As the Director of Business Development at the local nonprofit met with local entrepreneurs about their business plans, she began to refer them to the librarian to do market research. While this was a productive partnership, the librarian had to maintain consistent service to the College of Business. In Feldmann's (2014) survey of academic business librarians partnering with local community organizations, time was repeatedly mentioned as a barrier in supporting local entrepreneurs because the librarians' "primary focus is to assist their institution's faculty, staff, and students" (118). As the Business & Entrepreneurship Librarian was meeting for research appointments with local entrepreneurs and business students, she observed a clear overlap. Rather than allowing time to be a barrier to supporting local entrepreneurs, the librarian saw this as an opportunity to connect the services she was offering to the university and the community. Students were primarily doing research for fictional businesses and hypothetical business scenarios. The local entrepreneurs struggled to find the time to consistently come to the library to do market research. This was an opportunity to serve as a critical connector, bridging critical information literacy and critical community-engaged

scholarship to develop partnerships for community-engaged research that would mutually benefit students and local entrepreneurs.

The librarian leveraged her existing relationships in the community and in the College of Business to pursue developing a community-engaged research project in which students partnered with a local business owner. The librarian pitched the idea to an entrepreneur she had met with in the library several times. The founder and CEO of Black Complex, a coworking and creative space for Black professionals, was eager to participate in a pilot project. The librarian then reached out to a faculty member who taught undergraduate Business Communication classes to see if the faculty member would be interested in collaborating on the project.

Developing a Community-Engaged Student Research Project

Business Communication Course Objectives

The Business Communication program in the University of Louisville's College of Business was developed in 2016 through a five-competencies-based model: professionalism, clarity, conciseness, evidence-driven, and persuasion. Of the five competencies the course focuses on, evidence-driven is dedicated to the need for quality and relevant evidence to make persuasive claims. Not surprisingly, the faculty who teach this course have often partnered with academic librarians to facilitate conversation and research aids. However, over the years, the collaborative nature between librarians and faculty—with respect to the course content—tended to end there. It was not until the uprising of 2020 and the racial unrest in the city of Louisville that racism and the university's stance came into view. As such, projects that focused on diversity and inclusion became front and center, and the typical assignments of the Business Communication course came into question for how they were contributing to a more socially just world. Enter the partnership between the Business & Entrepreneurship Librarian and Assistant Professor of Business Communication.

A typical semester of Business Communication would have the student groups write a research report or white paper, and then they would present their findings in an oral presentation. While there had always been some working relationship between the librarian and Business Communication faculty, it was typically a one-class session, wherein the librarian detailed the research process and offered an opportunity for students to ask questions about databases. While there is certainly value in this, having the librarian play an integral role in the curriculum for this course was a novel idea and proved incredibly beneficial to the students' research skills. Additionally, while research topics tended to be community focused, the instructor had never worked with an active community issue. Instead, previous reports focused on open-data sources of community projects. The students had never had the opportunity to think critically about how a minority business might thrive, or fail, in their own city. This project became an important opportunity for students to develop these critical information literacy skills.

Developing Partnership with Black Complex

The first step in the formation of the community-engaged research project was for the librarian to put the professor and entrepreneur in conversation so they could better understand the entrepreneur's research needs and the course objectives. The three project partners met and started by sharing details of their background and experience. The entrepreneur and founder of Black Complex, Aaron Jordan, discussed the inspiration for his company. He described working in the music industry and spending time at Black-led clubs

and coworking spaces in New York and Atlanta. Jordan wanted to create a similar space in Louisville that was a "culmination of all those experiences" in other cities "coupled with Louisville's unique position of being a ground zero for social justice work and racial reckoning." The mission of Black Complex is to provide space and time for entrepreneurs, creatives, freelancers, and business travelers to build together and collaborate. Black Complex holds professional development training and curated events that are Black focused and Black centered. According to Jordan, "Louisville is a multicultural place, but we don't have multicultural spaces." While Black Complex is Black centered, the goal is to hold inclusive conversations that span across ages, genders, ethnicities, and other identities.

In their introductory meeting, the professor shared the objectives of the Business Communication course, explaining that it is primarily a business writing course with a research component. The librarian discussed the research she and the entrepreneur had been working on in the library, primarily market research and identifying potential members and funders for Black Complex. The librarian and professor asked the entrepreneur what he would want from a dedicated class of student researchers and writers if he had them. This led to a conversation about the entrepreneur's current business goals and research needs. The result of this conversation was a list of six projects, each of which required extensive research: a market research report, a funding plan, an on-boarding document for future employees, a membership plan for the business, a business structure plan, and a SWOT analysis. These projects were a mutually beneficial opportunity for Black Complex to gain evidence-driven insights usually held behind university paywalls, while having the students gain real-world experience in working with a local business owner.

Semester-Long Collaboration

The librarian and entrepreneur attended a class session early in the semester to introduce themselves and Black Complex, and to discuss the research projects. The librarian first discussed community-engaged research and the important opportunity students in the class had to conduct research with a real-world impact. The entrepreneur started with an ice breaker, asking students to write down their business-related goals, and encouraging them to think about how they can make those goals even bigger. The entrepreneur discussed his background and how Black Complex was established. The professor explained the different projects student groups would complete. While students had not yet been assigned specific projects, this was an opportunity for the students to ask questions about the business. Students asked who the entrepreneur's target market in Louisville would be, what kind of membership levels he was considering, what positions he was hoping to hire, and whether there were other coworking spaces that may be competitors. Based on the questions received, the entrepreneur sent portions of his business plan and other relevant documents to the librarian and professor, which students could use in their assignments.

The librarian created a custom research guide for students to use for this project, and the class came to the library for an instruction session. The librarian began with an exercise encouraging students to recognize their position as members of the local community, consider their privilege in accessing university resources and expertise, and contemplate how they may utilize their research and education to address local community issues they observe around them. After critically engaging and situating the students, the librarian led the students through the research guide, highlighting effective research strategies and resources to use to strengthen their reports. Each team project had a

dedicated page on the guide. The homepage of the guide included information about research that all teams would need to complete (figure 2). It was important that all the students do research about the coworking industry and Black entrepreneurship so that they could understand and communicate what coworking spaces are and why spaces like Black Complex need to exist. By integrating research about systemic injustice, including the racial wealth gap, this project supported university DEI and anti-racism efforts in addition to the university's anchor mission.

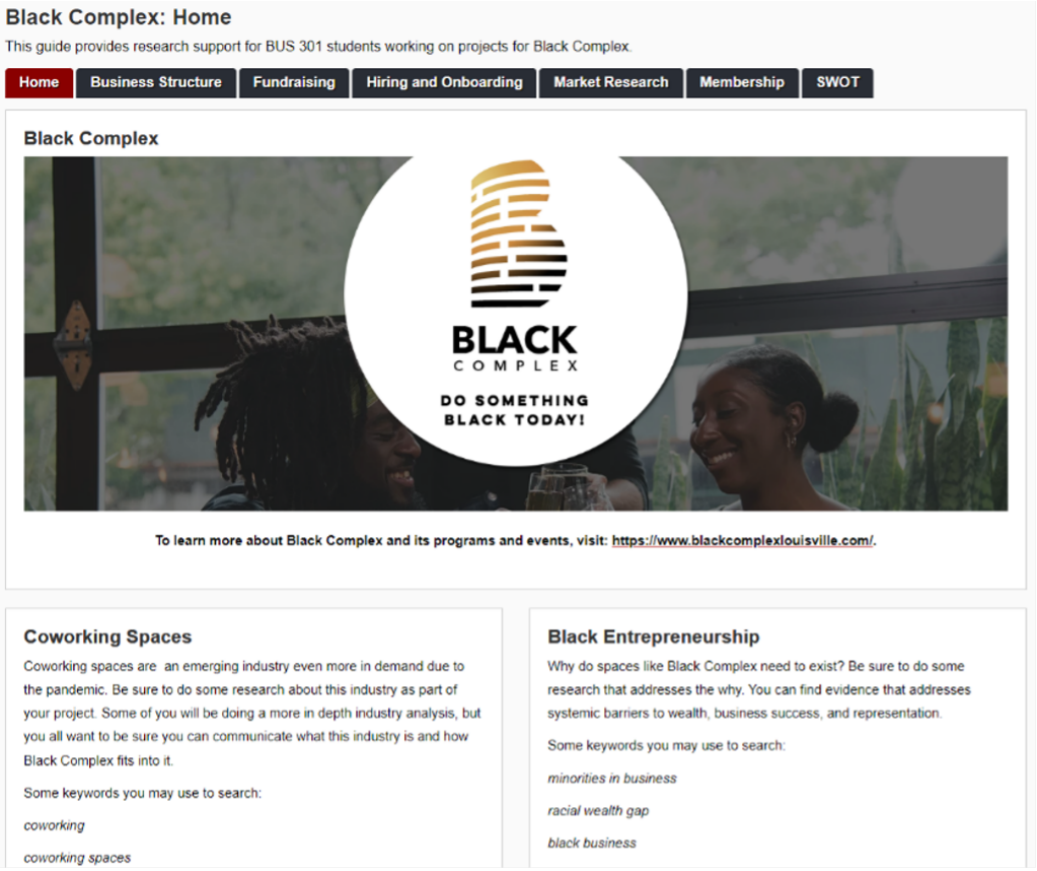

Figure 2: A screenshot of the Black Complex research guide homepage.

While the introductory and library sessions were planned by project partners at the beginning of the collaboration, the librarian and entrepreneur were invited to attend another class before the final presentations to answer students' additional questions that had arisen. Students were unclear on the scope of the projects, including how much information the entrepreneur needed and how he would use the final reports. The students also wanted proprietary information that the entrepreneur was unable to share. While this caused roadblocks in the research process, it was because of these roadblocks that the students and professor were forced to think critically and creatively about what other sources of data they could find and use.

Project Outcomes

For the faculty member, the community-engaged research deliverables were the perfect addition to the curriculum. The students were tapping into the five competencies of the course and expanding their research skills while gaining real-world experience. Additionally, these students were given a unique opportunity to do research for a business owner and gain insights into the

challenges and opportunities that minority business owners contend with. The fundraising team, for example, found several minority-focused loans and grants that the entrepreneur could apply for. However, in their research they also noted the extreme racial bias in bank lending, an eye-opening finding for the student team. The team working on the SWOT analysis also found many of the threats to minority-owned businesses such as racism and lack of start-up capital. Another team working on market research found data illustrating the racial wealth gap in the city of Louisville (figure 3). On a more positive note, the students were able to cite the opportunities available to a Black entrepreneur in a city that was going through a racial awakening. Despite the projects not being focused on social justice per se, the students' research led them down that path organically.

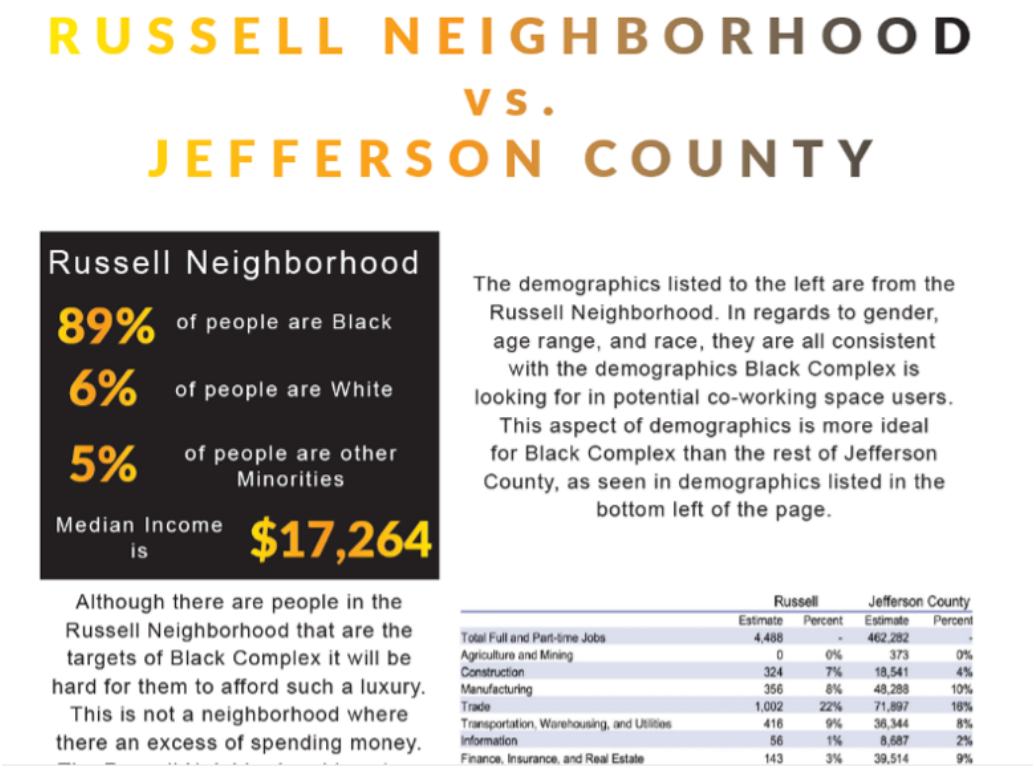

Figure 3: A screenshot from a student team's market research project report.

The students' research culminated in written and oral reports wherein they had the opportunity to present to the entrepreneur in a professional manner utilizing all the competencies they had gained in the course. The professor traditionally graded on a set of rubrics designed to measure the competencies. Initially, the professor was worried that the rubrics would not fit with the final projects, but she was pleased to see that despite the different approach to the course, the competencies and learning objectives were still measurable. Additionally, the competency of persuasion, which is one of the most difficult for students to grasp, was the strongest learning objective met.

The written reports were presented as business plans to the entrepreneur, printed and bound, to be used as official documents for his stakeholders. Moreover, the student groups gave final presentations to the entrepreneur as well as the CEO of the local nonprofit who had initially referred him to work with the librarian. The student presentations were treated as business pitches, offering the entrepreneur concrete ideas based on the needs that had

been determined. The entrepreneur asked pointed questions to the students, asking them to offer rationale for their ideas if they were not clear. Additionally, the faculty member invited a professor in the marketing department to give more formal feedback to the students. The presentations were saved in a Dropbox folder so that the entrepreneur could have access to them to present to stakeholders and the larger community. This rich learning experience would not have been possible had the class not taken on this real-world community-engaged research project.

Impact

A key aspect of community-engaged research is that the projects must be mutually beneficial to the university and community partners involved. Opportunities for community-engaged research should enhance student success and learning outcomes while having a positive, long-term impact on the community. In evaluating the success of the Black Complex Business Communication project, it is important to consider the impact the project had on both the entrepreneur and on the students. The broader theoretical impact for the College of Business will also be considered.

The entrepreneur participating in the project knew it was a pilot project for the librarian and professor. While the entrepreneur was interested in the research the students would uncover, this collaboration was also an opportunity to gain an affiliation with the university and student perspectives on his business concept. The entrepreneur said he was impressed with the research and quality of the student projects. He said he could tell the students put in significant time and effort. He even carries the student research projects in his briefcase and says he references them often. The entrepreneur wants his company to be inclusive of university students and said that the student perspectives gave him additional insight.

The hardest part of the collaboration for the entrepreneur was not having more time for interaction with the students. The entrepreneur hoped for active and engaged sessions with the students with lots of time for brainstorming and sharing ideas. Because the meetings were held during class sessions, there was limited opportunity for sustained and active engagement with students. The entrepreneur did welcome students to volunteer and apply for internships with Black Complex. At least one student from the class worked as a volunteer for Black Complex's annual Juneteenth Festival the summer after the project concluded. The entrepreneur was happy to provide value to the students by giving them the opportunity to work with a local business owner and to do research that would have real-world impact on scaling a business.

To gain the students' perspective on whether the project was a success, the students were asked to write a professional email to their professor reflecting on the projects they completed. The response was overwhelmingly positive. Several students noted that this was one of the best projects they had completed in their time at the university. One student went so far as saying that they had learned more about entrepreneurship from this class than from any other. Several other students discussed how valuable working on a real-world project was, and how the stakes being that much higher pushed them to do their best. Of course, there was some criticism. Several of the students were frustrated that they were not given explicit directions of what to do, which caused confusion for them. However, just as many who said this caused problems admitted that this is probably what happens in business, and the lack of clarity was a valuable learning opportunity. All in all, the project was a success from the students' perspective.

Another unforeseen result of this project was the relationship formed between the professor and the librarian. Universities tend to be siloed. Even though faculty need librarians to aid in their research, faculty can at times act as lone wolves, reinforcing these silos. This newly formed relationship opened the door for the professor and the librarian to connect in new ways, to hold each other accountable, and to lean on each other when issues arose. Going forward, these colleagues have opened a door to more proactive collaboration between the College of Business and the University Libraries.

While the University of Louisville's College of Business does partner with local businesses for different class projects, there has not been a focused effort on connecting with local minority-owned businesses. In their article "How Business Schools Can Help Corporate America Fight Racism," Bruce et al. (2020) assert that "the racial gap in academia reflects and feeds the inclusivity gap in corporate America." In order to address this inclusivity gap in corporate America, Bruce et al. emphasize the importance of addressing diversity, equity, and inclusion in the business school curriculum. They argue that DEI should not be treated as "a separate, elective class" but rather "woven into all business classes, as one would with ethics and innovation" (Bruce et al. 2020). The importance of incorporating "a level of Black-related content that is commensurate with the buying power of Black people in the market" is paramount because "non-Black students who don't learn about or understand the important role that Black talent plays in organizations [. . .] while in school, may go on to exclude Black stakeholders in their organizations where they hold future jobs. Meanwhile, Black students who do not see themselves reflected in their programs, receive a tacit, yet powerful, message about their value and potential as leaders" (Bruce et al. 2020). Partnering with local Black business owners for student research projects is an effective way that business professors can weave DEI content into their courses and highlight Black talent to the benefit of all students.

Conclusion

The collaboration on this community-engaged student research project introduced a new approach librarians can take to support curricular integration of critical information literacy through proactive outreach and engagement. While librarians certainly provide custom research guides and research assistance for class projects, taking a proactive curricular integration role, specifically with regards to community engagement, is not as common. O'Kelly (2017) points out that "library instructional involvement in the curriculum often comes from the side, through invitation by faculty or librarian persistence" and discusses the challenges libraries face "in designing programs that support the curriculum even if the library itself does not offer credit-bearing courses" (227). As academic librarians continue to explore their role in supporting community engagement, the model presented in this case study provides an opportunity to utilize library resources and expertise to bridge the research and information needs of students on campus and members of local communities. This provides a new avenue to explore for critical information literacy, one in which the library moves away from "a passive information bank where students and faculty make deposits and withdrawals" to "a place where students actively engage existing knowledge and shape it to their own current and future uses" (Elmborg 2006, 193). In grounding their information literacy instruction in instances of systemic injustice in their local communities, librarians can support student learning that "becomes the essentially humanistic process of engaging and solving significant problems in the world" and "information can then be redefined as the raw material students use to solve these problems and to create

their own understanding and identities, rather than as something 'out there' to be accessed efficiently" (Elmborg 2006, 198).

This case study illustrates one step academic librarians can take to serve as critical connectors, developing partnerships for community-engaged research across campus and the community and connecting critical information literacy with critical community-engaged scholarship. The librarian author is currently conducting a grant-funded, qualitative research study to develop a framework and best practices that librarians, educators, and community partners can use to develop community-engaged student research projects that are inclusive of faculty, student, and community voices.

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Appendix 1: Anti-DEI Legislation Statement

This case study discusses outreach and programming that occurred in 2021–2022. In January 2024, the Kentucky legislature launched an attack on Diversity, Equity, and Inclusion (DEI) efforts in higher education through the introduction of Senate Bill 6. The bill seeks to defund DEI offices, staff, and scholarships at public colleges and universities and prohibit the spending of any resources on DEI initiatives as DEI promotes "discriminatory concepts" (Kentucky General Assembly). The Kentucky House of Representatives passed an amended version of the bill in March 2024 that defines "discriminatory concepts" as "presenting as truth, rather than as a subject for inquiry, that an existing structure, system, or relation of power, privilege, or subordination persists on the basis of oppression, colonialism, socioeconomic status, religion, race, sex, color, or national origin" (24 RS SB 6/HCS 1). The following case study is based on factual data that demonstrates the realities of the nation's racial wealth gap and the unequal distribution of business ownership across racial lines. The initiatives outlined in this case study, aimed at addressing systemic injustices, are in jeopardy of being labeled as "discriminatory" and consequently dismantled due to the prevailing biases and willful ignorance within the state legislature. Anti-DEI legislation seeks to prohibit educators from fulfilling their responsibility to educate by legally prohibiting the presentation of factual information and data as irrefutable truths. This demonstrates even more the need for critical information literacy and critical community connectors as anti-DEI legislation has been introduced in over half of the nation, and at the federal level, since 2023 (The Chronicle of Higher Education).

ARTICLE

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Intentionally Equitable: Translating the Universal Design for Learning Principles to Academic Library Outreach

ABSTRACT

Equity in student learning experiences is a key concern in academic libraries, yet there is a striking lack of literature and frameworks addressing equitable academic library outreach. This gap exists despite the important intersection of library outreach with student learning, success, and wellness across multiple university units. This paper addresses this challenge by examining Universal Design for Learning (UDL)—a standard increasingly accepted in academic libraries for promoting equity in information literacy instruction and pedagogy—for its potential applicability in the domain of library outreach.

Although originally intended for instructional contexts, the UDL principles are shown in this paper to be relevant to and practicable in library outreach initiatives. The paper reviews a selection of the literature on academic library outreach, accessibility, and equity, highlighting the need for more structured consideration of these critical areas. It also presents a detailed examination of UDL guidelines and checkpoints, providing outreach-related examples and short case studies from the author's own programming and outreach experiences that exemplify the effective application of UDL principles in library outreach.

This exploration not only extends the potential use of UDL beyond traditional instructional settings but also serves as a foundation for academic librarians and researchers to develop further and refine practices promoting equity, accessibility, and inclusivity in library outreach efforts.

KEYWORDS

universal design for learning, academic library outreach, equity, accessibility, academic libraries

The American Library Association (ALA) clearly states on its "Jobs in Libraries" webpage that "outreach librarians strive to provide equitable delivery of library services to all people through the development of programs, policies, practices, and behaviors which make the library available to all people" (2016, para. 1). Equity is a word that ALA frequently uses to describe its mission, vision, and core functions of librarians, but equitable and accessible

outreach services, programs, and practices are seldom described in library and information science literature related to academic libraries. Discussions of equity and accessibility in academic libraries often mention Universal Design (UD) for spaces and general services and Universal Design for Learning (UDL) for library instruction. UDL is becoming a widely accepted standard for information literacy instruction and pedagogy, as it helps to create equity in student learning experiences. However, student learning experiences are not limited to the library classroom; academic library outreach regularly intersects with student learning, success, and wellness on many levels and across multiple university units that are centered on student success and retention. Though there is the intent to be equitable in our services, it can be a challenge for academic librarians who are responsible for outreach to effectively and intentionally build equitable practices into their efforts because there is very little literature, few examples, and even fewer frameworks for equitable and accessible academic library outreach.

This paper will review a selection of the literature related to defining academic library outreach, accessible outreach, and equity in librarianship in an effort to demonstrate that there is a need to start considering how to make outreach more equitable and accessible intentionally. Though the UDL principles are typically meant for instructional contexts, more and more librarians are taking the core concepts of equitable design and applying them to other aspects of librarianship, such as outreach and marketing for open educational resources or leadership and management practices (Davis 2022; Harlow and Dale 2023). There is no reason that the UDL principles cannot be applied and translated to all forms of library outreach; after reviewing the literature, this paper will examine all the UDL guidelines and checkpoints and provide library outreach-related examples as well as a detailed example from the author's own programming and outreach experience that exemplify the application of UDL in outreach.

Literature Review

Defining Academic Library Outreach

The concept of academic library outreach is characterized by a lack of a clear, consensus definition, as evidenced by the diverse perspectives in the literature. Some consider outreach in a broad sense, encompassing various services, spaces, and resources of academic libraries (Bastone 2020; Carter and Seaman 2011; Farrell and Mastel 2016; Neely et al. 2000; Salamon 2016). Others, however, view outreach through a narrower lens, focusing on specific librarian roles such as reference services, research consultations, and instructional activities (Fontenot 2017; Meyers-Martin and Lampert 2013; Neely et al. 2000). A third viewpoint identifies outreach primarily as the library's engagement with the community, targeting underserved groups and non-users (Boff, Singer, and Stearns 2006; Cruickshank and Nowak 2001; Flash et al. 2017; German and LeMire 2018; Graves, LeMire, and Mastel 2018).

This diversity in understanding has led some to prioritize the definition of competencies over a unified definition of outreach. In this vein, Metzger and Jackson's 2022 work is notable for its development of eighteen competencies that encapsulate the skills, knowledge, and behaviors essential for successful outreach librarianship. These competencies, ranging from advocacy to technology, underscore the multifaceted and evolving nature of outreach roles in academic libraries. Diaz's (2019) comprehensive study attempts to consolidate various perspectives into a more unified understanding of outreach. Their concept analysis, while not providing a succinct definition, offers an in-depth description of outreach activities. They emphasize the adaptability and

responsiveness of outreach initiatives to the changing needs and dynamics of academic communities.

A critical observation the author noted in reviewing the literature is the relative absence of a clear focus on equity and accessibility in the discourse around academic library outreach. This gap suggests that while such values might be implicitly present in certain outreach competencies, there is a significant need for more deliberate and explicit exploration of how equity and accessibility can be integrated into outreach strategies. The competencies identified by Metzger and Jackson, particularly those related to advocacy, diversity, and user engagement, provide starting points for this exploration. Future research in this area could provide valuable insights into the nuanced ways equity and accessibility manifest within academic library outreach, contributing to a more inclusive and effective approach to serving diverse academic communities.

Equity and Accessibility in Outreach

There is a fair amount of literature related to accessibility in academic libraries (Longmeier and Foster 2022; Pionke 2016, 2017; Remy, Seaman, and Polacek 2014; Samson 2011, to name a few) and there is a growing body of literature about equity in libraries (Bastone and Clement 2022; Battista et al. 2015; Folk 2019; Hodge 2019; Patin et al. 2020, 2021; Saunders 2017). However, there is almost nothing related to the equity and accessibility of outreach in academic libraries. The author was able to identify only one article that addressed the notion of accessible outreach.[1] Kevin M. O'Sullivan and Gia Alexander explore the concept of accessible and inclusive outreach for special collections libraries in their article, "Toward Inclusive Outreach: What Special Collections Can Learn from Disability Studies" (2020). O'Sullivan and Alexander call attention to the need for special collections librarians to amplify the conversation about equality and diversity specifically in special collections libraries, noting that "while the updated Code of Ethics marks significant progress, it is clear that there remains a critical lack of awareness regarding the needs of persons with disabilities among special collections practitioners, particular in the area of outreach and instruction" (2020, 16). While O'Sullivan and Alexander's article is a step in the right direction towards the creation and promotion of inclusive and accessible outreach—which brings us closer to equitable outreach—it is clear that much of the outreach they describe equates to instruction-related activities. For the purposes of this paper, the author is excluding instruction as an outreach activity because there is a growing body of literature about equitable and accessible instruction, whereas there are very few works about equitable and accessible non-instruction outreach in academic libraries.

Universal Design for Learning

Universal Design for Learning (UDL) has become a common framework for librarians to improve the accessibility and inclusivity of their information literacy instruction and pedagogy. Developed by the Center for Applied Special Technology (CAST), UDL is ". . . a set of principles for curriculum development that give all individuals equal opportunities to learn" (CAST 2023a). The UDL principles help instructors design learning environments that account for individual variability so that all learners have the option and flexibility to take control over how they learn in order to optimize their experience. Based on a

1 Databases searched included Library, Information Science & Technology Abstracts (LISTA); Library Science Database (ProQuest); Information Science & Technology Abstracts; Information Science and Library Issues Collection (Gale); Academic Search Ultimate. Keywords: "academic libraries" AND "outreach" AND "accessibility."

foundational set of more than eight hundred peer-reviewed research articles, the UDL principles provide a series of benchmarks and checkpoints for educators to help them center the learner and implement UDL in their curriculums (CAST 2023a). At its core, UDL works to minimize some of the barriers that are inherent to education while increasing opportunities to learn. Many academic librarians, including this author, have incorporated the UDL principles and adapted them as necessary into their information literacy pedagogy and practice of librarianship (Chodock and Dolinger 2009; Coyne et al. 2012; Daniel 2015; Hays and Handler 2020; Hoover, Nall, and Willis 2013; Peter and Clement 2020; Webb and Hoover 2015; Whitver 2020; Zhong 2012). Some point out that incorporating UDL into information literacy instruction can be overwhelming and the best course of action is to take small steps and make slow changes. Peter and Clement share their experiences with incorporating UDL into their information literacy instruction sessions and explore the challenge of wanting to do too much too fast: "Overcoming those challenges meant taking every change one step at a time, mastering a technique before moving on, and developing a community at our university to encourage growth" (2020, 37). They took inventory of their information literacy instruction sessions and identified a few places where their practice could be more equitable to start with. This is exactly what librarians should do to start incorporating inclusive and equitable practices into academic library outreach. UDL has proved effective and useful for bringing more equity into information literacy instruction, so why not also for non-instruction-related outreach activities?

UDL[2] Translated for Outreach

As mentioned previously, there are a handful of librarians who have taken the UDL guidelines and transformed them into non-instruction sectors of academic librarianship. This paper aims to take the UDL guidelines and imagine examples of what their application might look like for academic library outreach that is not instruction-based. The following tables take each of the principles, their guidelines, and individual checkpoints, and provide a library outreach-related example. Some of the examples are quite specific while others are less so; this is intentional to help librarians imagine beyond the examples. UDL can be applied to academic library outreach in countless ways, and it is not the intention of this author to provide definitive ways of how UDL should be incorporated into outreach. The original tables were created by Peter and Clement (2021) and designed to provide library instruction-related examples for each UDL principle, guideline, and checkpoint. They were licensed under a Creative Commons 2.0 CC-BY license, and these new tables are licensed under the same attribution. It should be noted that no one is expected to implement each and every one of the three principles, their guidelines, and checkpoints. The UDL framework is meant to be a pick-and-choose model in which practitioners can decide for themselves which elements make the most sense to implement. Some guidelines may be especially relevant for certain outreach activities, and not for others. Choose wisely and start making your outreach more accessible to all by taking small steps that have the potential for a large impact.

Multiple Means of Engagement

Student engagement does not happen solely in the academic classroom; engagement takes many co-curricular forms across the university, including interaction with and use of the academic library. Multiple Means of Engagement

2 The application of UDL guidelines described in this paper is based on the UDL Guidelines 2.0. CAST released the UDL Guidelines 3.0 on July 30, 2024.

focuses on the different ways in which people are motivated to learn, which in turn influences why they engage with content, experiences, people, and resources. This principle, together with its guidelines and checkpoints, encourages librarians to consider multiple ways to engage users in outreach activities, events, and programs by providing multiple options, as there is no one means of engagement that will motivate everyone. Table 1 provides an overview of all the guidelines and checkpoints for Multiple Means of Engagement with definitions and library outreach-related examples.

Guideline	Checkpoint	Definition	Library outreach related example
Options for recruiting interest	Optimize individual choice and autonomy.	Provide options for various things, such as level of perceived challenge, tools used for information gathering, and learning objects.	Give users options for **how they will interact with your outreach initiative**. For example, if you are hosting an information table, you can provide **paper handouts** or use a **QR code** to get digital copies of the materials. You can even have a space where users can collect the information **without having to speak with anyone**.
	Optimize relevance, value, and authenticity.	Find ways to make the content relevant and valuable to the students while still being authentic.	If your outreach is specific to a group of users (i.e., first-generation, first-year, graduate students, international students, faculty, etc.), **take the time to investigate what they might need to know about your library that others might not.** Connect with student groups, student success units, and other campus groups to do an environmental scan and/or needs assessment. **This is especially important if you do not identify as part of the group for whom you are doing the programming.**
	Minimize threats and distractions.	Create a safe space for the students that helps them avoid having a negative and/or distracting experience.	There are many ways that we can do this in regard to outreach programs. One simple way could be **introducing yourself with your preferred pronouns** to indicate that this is an inclusive space when the program starts. You can also pay attention to the amount of sensory stimulation that might be involved with your program or event, and either **work to provide options for engagement that minimize overstimulation or provide content warnings that describe the sensory level**.

Guideline	Checkpoint	Definition	Library outreach related example
Options for sustaining effort and persistence	Heighten salience of goals and objectives.	Build in periodic reminders of the goals and objectives to sustain concentration and focus.	Use your **marketing materials and public relations** to highlight the **goals and objectives of your outreach programming and events** and be concise. During the event, if it is relevant, you can provide a **brief overview in a variety of ways (written, spoken, digital), to reiterate the goals of the event** to users who attend your programming and events.
	Vary demands and resources to optimize challenge.	Students need to be challenged, but not always in the same way because they vary in their skills and abilities.	Since many outreach activities and programs are not about producing student work, this one can be difficult to translate, but not impossible Provide users with **opportunities to engage with the event or program on multiple levels that vary the degree of complexity.** For example, if you are hosting an international coffee house in partnership with the International Student Programs, provide options for users that range from simply attending for the free coffee and snacks to **more complex options** such as learning about the featured culture through book displays, informational materials, and individuals with whom users can engage in conversation. **This is particularly useful for recurring events, where users may scale up their desire to engage further should they become repeat attendees.**
	Foster collaboration and community.	Provide flexible options for students to work in groups to help them learn how to work effectively with others.	Provide some options for outreach that are **specifically targeted towards building community, and make it clear through marketing and public relations that community and collaboration are key outcomes for the event.** For events that encourage collaboration and community, build in time for participants to engage with one another in meaningful ways. For example, if you run a book club, **break the larger group into smaller sub-discussion groups to encourage cooperative learning.**

Guideline	Checkpoint	Definition	Library outreach related example
	Increase mastery-oriented feedback.	Use assessment strategically to give students the feedback they need to help them stay motivated to learn.	There are many ways that we assess the effectiveness of our outreach but **consider developing small assessment checkpoints throughout the outreach event or program.** This is highly dependent on the type of outreach program, but it can be as simple as mingling with attendees and asking them how they are enjoying the event. For example, if you bring in therapy pets to the library for a wellness event, you could chat with users and ask how they feel after spending time with the therapy pet.
Options for self-regulation	Promote expectations and beliefs that optimize motivation.	Let students set personal goals that are attainable in the time allowed.	This one is also difficult to translate into library outreach, but not impossible. **We can actually use outreach activities to learn more about what our users find motivating and help them self-reflect on the event or program they attended.** Try putting out a whiteboard at your outreach event or program that asks participants to answer a brief question about the event. A good option is "What was the best thing you learned today?" or "What do you still want to know after today?"
	Facilitate personal coping skills and strategies.	Consider students' need to cope with anxiety-inducing social situations.	Library anxiety is a real and present issue for many users, and we can use library outreach to help alleviate library anxiety. **Meet-and-greet events with research librarians can lessen the anxiety some users may have over asking for research help.** Events that allow users to engage with the library for reasons outside of coursework can help them cope with any anxiety they may feel in asking for help.

Guideline	Checkpoint	Definition	Library outreach related example
	Develop self-assessment and reflection.	Find creative ways for students to recognize their own progress.	When appropriate, provide items or handouts that users can take away from the outreach event or program, such as a one-pager on whom to contact about what in the library, or a swag giveaway that is useful in everyday life and branded with the library logo and/or website. **Continual reminders that the library exists and is here for users can be useful in helping users progress successfully through their academic studies.**

Table 1: Guidelines, checkpoints, definitions, and library outreach-related examples of the Universal Design for Learning Principle, Multiple Means of Engagement. Adapted from: (CAST 2023b; Peter and Clement 2021). Attribution 2.0 CC-BY.

UDL For Outreach in Practice: Bash in the Stacks

Outreach events at Kennesaw State University (KSU) are often framed as fun or recreational events rather than academic ones to entice students to participate. Students are encouraged to have fun, but there are also options for learning embedded into all outreach events which the students can elect (or decline) to take advantage of. A prime example of incorporating UDL into an outreach event took place in fall 2022: Each year, KSU hosts the "Weeks of Welcome" over the course of three weeks surrounding the first week of classes. During this event, the KSU Libraries throws a "Bash in the Stacks to welcome students to the library. The event is meant to be fun—there are oversized games, a photo booth, a large table with an assortment of snacks, a magician, and sometimes even a therapy dog. Students are drawn in by the entertainment, but there are learning opportunities embedded throughout the event. The magician is one of our instruction librarians, and he connects the close-up magic that he performs to the skill and knowledge of librarians who can help students navigate library resources. Librarians and library staff oversee the games, the snack table, and the photo booth, helping students not only with the activities but also providing library information as they chat with participants about their Weeks of Welcome experience. As they enter the event, students are encouraged to collect tickets at each activity to get a prize before they leave. Each of the tickets features a library service and has a scannable QR code linking the student directly to the service. The tickets also double as bookmarks, so students are encouraged to keep them and use them. We ask the students to take a survey as they leave, and in fall 2022 we added a whiteboard and encouraged students to write the best thing they learned about the library during the event. Students typically provide a variety of answers ranging from observations about the fun they had to more meaningful reflections about the information they learned about the library. This was an unintentional application of UDL in an outreach event. Whiteboards are used for many outreach events at the KSU Libraries, and it was only in retrospect that we realized providing students an opportunity to self-regulate throughout the event and to self-reflect on the event by answering a whiteboard prompt is an effective way to incorporate UDL into an outreach activity that allows for Multiple Means of Engagement.

Multiple Means of Representation

Users—regardless of whether they need accommodations in their academic endeavors—approach, perceive, and comprehend information in different

ways that help them better understand what they are learning. This principle encourages librarians to consider multiple ways of presenting outreach content; its guidelines and checkpoints describe options for the representation of information. Table 2 provides an overview of all the guidelines and checkpoints for Multiple Means of Representation with definitions and library outreach-related examples.

Guideline	Checkpoint	Definition	Library outreach related example
Options for perception	Offer ways of customizing the display of information.	Digital materials provide more flexibility in displaying information that is otherwise static in traditional print.	Provide users with a **variety of ways to access the content provided in your outreach initiatives, wherever possible.** If you have handouts for an information session, also provide an **editable, digital copy so that participants are given the option to adjust things like font size, image size, and colors.** Digital copies are most easily distributed with a QR code or shortened link.
	Offer alternatives for auditory information.	Consider options for presenting information, including that presented aurally.	If you are showing video clips as a part of outreach programming, or you are recording something so others can view it later, **make sure that the videos have clear captions, or provide a transcript if possible.** Additionally, if available, **always use a microphone to amplify your voice.**
	Offer alternatives for visual information.	Visual representations are not always equally accessible; provide a non-visual option.	The simplest way to offer alternatives to visual information is to use **alt-text on any visual and digital materials** (PowerPoint slides, handouts, etc.). Using alt-text will also **make accessibility software, such as screen readers, work better for those who may need them**.

Intentionally Equitable: Translating the Universal Design for Learning Principles to Academic Library Outreach, *continued*

Guideline	Checkpoint	Definition	Library outreach related example
Options for language and symbols	Clarify vocabulary and symbols.	Use a combination of words, symbols, numbers, and icons to represent content in different ways.	If you like to use icons/symbols instead of words or numbers in your outreach or marketing materials, **consider adding alternative text descriptions for symbols or provide alternative materials that explain the same things, but in different ways.** This may not be possible in all cases and may detract from the point of concise materials and marketing, but try to be as considerate as possible. **Symbols that are familiar to academia and librarians might not be as readily familiar to students and other users, especially first-generation students.**
	Clarify syntax and structure.	Provide alternative representations of the content that can help clarify or make more explicit syntax and structure.	There is a lot of jargon in the worlds of higher education and academic libraries. **Any time you plan an event, design a marketing campaign, or create targeted outreach to a particular group, consider ways to reduce or explain jargon.** For example, if you are launching a "Did You Know…" social media campaign about library services, spaces, or resources, **make sure you explain concepts that might seem simple to you, a librarian, but might be mystifying to a low- or non-user** (e.g., for a post about how to find a book in the stacks, either explain what "stacks" are, or use a synonym or a visual representation).
	Support decoding of text, mathematical notation, and symbols.	Make sure text and symbols don't get in the way of the learning goals.	This checkpoint may be most useful to outreach librarians who are putting together programs or events for particular disciplines. Students in disciplines such as math, science, and engineering, may discover that scholarly articles contain formulas, equations, and symbols specific to those fields. **Be prepared to provide assistive technology** (if your library has it) that could help them with text-to-speech to decode these things.

Guideline	Checkpoint	Definition	Library outreach related example
	Promote understanding across languages.	Be prepared to use translations or descriptions of materials for other languages.	If possible, **take all the key information from your outreach and make it available in other languages that are most common at your institution**. Or encourage your program attendees to let you know if they need a translation and assure them you will do your best to get them one. Providing outreach in multiple languages (or the option for multiple languages) can create a more inclusive and comfortable environment for users who do not speak English as their first language.
	Illustrate through multiple media.	Use simulations, graphics, activities, videos, etc.	**Use a combination of text, diagrams, illustrations, videos, images, charts, etc.**, in your outreach materials to make the information you are presenting more comprehensible to users who may not learn as well from text alone.
Options for comprehension	Activate or supply background knowledge.	Build connections to prior understandings and experiences.	It can be useful to consider the students' experiences at certain times of the academic year in their classes (e.g., midterms, finals), in their social calendars (e.g., major university sporting events, university social events, student club events), and community events. **Knowing what is going on in the lives of your users can help inform your outreach and connect it to happenings that might be important or tangential.** It can also help you plan events better by not conflicting with major university dates.

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Guideline	Checkpoint	Definition	Library outreach related example
	Highlight patterns, critical features, big ideas, and relationships.	Emphasize the important information and connect it to the learning goals.	Academic outreach librarians may or may not write specific learning goals for outreach events and programming (though it is highly recommended). If you do, you can be **overt in ensuring your participants realize there are learning goals and objectives for your outreach.** For example, if you regularly host a pop-up library in different locations around campus, **one of your learning goals may be that users who engage with you will understand how to book a research consultation when they leave**. It would be perfectly acceptable to display an easy-to-read sign that illustrates how to book a research consultation in three easy steps. You could also duplicate the sign as a handout that users can take with them. This may be more passive, but not all learning is active, nor is all outreach active.
	Guide information processing and visualization.	Use well-designed materials to help students process the content.	If presenting a workshop or event that requires instruction, **give explicit instructions (verbally and written) and/or diagram the steps visually.** For example, if you are hosting a Coffee with a Librarian event and you want users to rotate through the different librarians' stations, make that clear in multiple ways: written and visible, verbal instructions repeated often, and a diagram of the flow of the room.

Guideline	Checkpoint	Definition	Library outreach related example
	Maximize transfer and generalization.	Help students apply what they learned to the bigger picture.	This one feels harder to imagine for outreach because **not all outreach events allow time for participants to demonstrate what they have learned, such as they often do in the classroom.** One simple way to help participants connect what they are learning at your outreach event is to talk to them, should the event allow it. **A short, informal conversation with a student who attends an information fair can tell you a lot about how they intend to use the information you've given them, as well as give you ideas about how to improve in the future.** Asking questions is also a great way to help users connect what is happening at your event to other aspects of their lives.

Table 2: Guidelines, checkpoints, definitions, and library outreach-related examples of the Universal Design for Learning Principle, Multiple Means of Representation. Adapted from: (CAST 2023b; Peter and Clement 2021). Attribution 2.0 CC-BY.

UDL For Outreach in Practice: The Nite Owl Writing Sprint

In the fall of 2022, the KSU Libraries co-hosted an event with the KSU Writing Center called the "Nite Owl Writing Sprint." It was an event held in the library where students could get help with their papers from two student success services: research help from librarians and writing help from writing center consultants. Typically, students have to book two separate appointments at two separate locations to get research help and writing help; this event sought to bring the two services together for an evening, just before final papers were due. All services were drop-in and librarians and writing center consultants staffed the event from 5 p.m. to 11 p.m. Students were encouraged to stay in the space to write and ask for help when they needed it. To organize the event, a workflow was designed. First, students would fill out an intake form to give details about the assignment with which they needed assistance. Then, based on the intake form, the students would be recommended to see either a librarian or a writing center consultant. The librarian or writing center consultant would fill out a designated portion of the intake form to record their interactions with the students. Finally, students were instructed to turn in their intake forms at the check-in table when they left the event. Because this event workflow was rather complex, a slide deck was designed to run on a loop in the event room to remind students and staff members of the workflow they should follow. In addition to having the slide deck repeating throughout the event, the library staff member at the check-in desk was trained to verbally explain the flow of the event to incoming students, and the intake form was designed to help guide students, librarians, and writing center consultants through the intended flow of the event. With the intentional use of UDL concepts, the event gave all participants options for comprehension to help guide information processing and visualization by providing everyone involved with multiple ways to

understand the intent and flow. This was an effective way to incorporate UDL into an outreach activity that allows for Multiple Means of Representation.

Multiple Means of Action and Expression

How users navigate learning environments will vary from person to person. It is important to take into consideration the physicality of outreach activities, events, and programs because individuals with movement impairments (whether visible or not) may need to or prefer to approach your programming in different ways. This principle, along with its guidelines and checkpoints, encourages librarians to consider all types of abilities (not just movement, but also verbal and abilities that deal with executive functions) when designing outreach because there is no one means of action and expression that will work for all learners. Table 3 provides an overview of all the guidelines and checkpoints for Multiple Means of Action and Expression with definitions and library outreach-related examples.

Guideline	Checkpoint	Definition	Library outreach related example
Options for physical action	Vary the methods for response and navigation.	Consider using a variety of tools and methods that make the content physically accessible for all students.	Provide a variety of ways that users can participate in outreach activities or events. **If you are hosting a Get to Know the Library event wherein users are expected to walk around the library, you might consider having an option for a non-physical way to participate, such as a virtual option (LibGuide, video, or tutorial, for example).**
	Optimize access to tools and to assistive technologies.	Facilitate access to assistive technologies for those students who need them.	Familiarize yourself with the **assistive technology your library has available to users.** If you don't have any available, try providing multiple ways for users to engage with the outreach using what you do have or what is freely available online. You may have to do some research and get creative.
Options for expression and communication	Use multiple media for communication.	Express learning in flexible ways.	Keep public copies of all your outreach materials (marketing materials, information documents, photos, presentations, etc.) in one central, digitally accessible place such as your institutional repository (if you have one), or the cloud storage option provided by your institution. **Whenever you host outreach events or activities, provide a link to the digital copies to participants so they can view the items on their own time and at their own pace.** You can also link to this resource on your library website so that any and all users will have the opportunity to engage with your efforts in flexible ways, at times that work for them.

Guideline	Checkpoint	Definition	Library outreach related example
	Use multiple tools for construction and composition.	Provide alternative media options to reduce barriers to those with different learning styles.	While this checkpoint mostly applies to written work that students do in the classroom, it still holds relevance for library outreach activities and events that involve asking participants to participate through writing. **If your event involves any kind of written activity or written feedback, provide different options for producing the requested content, such as paper copies, digital copies, and/or digital forms.**
	Build fluencies with graduated levels of support for practice and performance.	Use scaffolding to help students practice what they learned and develop deeper skills.	There are many ways to build scaffolding into outreach activities and events, though it might feel more natural for events that are iterative or work to build skill sets over a series of workshops or programs. **For example, if you are running an Adulting 101 series with various campus partners, work with them to structure the sessions so that they build on one another. Use that structure as a selling point to make it more interesting and purpose-driven to your target audience.**
Options for executive functions	Guide appropriate goal setting.	Let students practice setting challenging and authentic goals	This checkpoint might be more useful if you frame it as goal setting for your outreach activities or events instead of goal setting for the users who attend. This is especially useful for passive or asynchronous outreach. **Try setting a few goals for your outreach activities and events that scale up in terms of what you want users to walk away with after they attend.** Some users will engage lightly and meet only one or two of your goals, while others may engage more deeply and walk away with a richer experience and better retention of the information.

Guideline	Checkpoint	Definition	Library outreach related example
	Support planning and strategy development.	Have the students try to formulate reasonable plans for reaching their goals.	When appropriate, build in small checkpoints during your outreach activities and events where you can **have the users stop and think about what they have learned and connect it to the overarching goals of their courses and/or their whole college career.** For example, if you are hosting an information session about the library, **you could ask a student who stops by your table how they think they will use the library to help them succeed in their courses.** This will allow them to consider the information you have given them and connect it to the bigger picture.
	Facilitate managing information and resources.	Support organization and memory using flexible tools and processes.	Students have a lot going on in their lives, and remembering how to use the library or what services the library offers is probably not high on their priority list. To help them mentally connect the library to their academic efforts, provide a **variety of takeaways for students at your outreach activities or events. This can range from informational handouts to fun giveaways that prominently feature the library logo or website.** If you are doing fun giveaways, make sure to consider the utility of the items. The more useful it would be to the students' everyday life, the more likely they are to use it on a regular basis and see that library logo and website.
	Enhance capacity for monitoring progress.	Analyze growth over time and how to build from it.	This checkpoint may be better translated for the librarian's growth than for the user's, but will still benefit outreach attendees. **Assessment of our outreach activities and events is important to the growth of our outreach programs. Establish a standard of assessment for your programs and use that data to grow and shape future iterations of outreach.**

Table 3: Guidelines, checkpoints, definitions, and library outreach-related examples of the Universal Design for Learning Principle, Multiple Means of Engagement. Adapted from: (CAST 2023b; Peter and Clement 2021). Attribution 2.0 CC-BY.

UDL For Outreach in Practice: Pi(e) a Librarian Day

In the spring of 2023, the KSU Libraries hosted an event to celebrate Pi-Day—March 14. The event was titled "Pi(e) a Librarian," and students had the opportunity to pie a librarian in the face with a whipped cream pie after taking a short survey about their library experiences. The event's goals were intentionally scaffolded with the UDL guideline of Multiple Means of Action and Express to allow participants to self-select how they would participate in the event and what they would get out of it. There were three goals that the outreach team set for the event: (1) participants would enjoy the event and have fun watching librarians get pied in the face; (2) participants would take a short survey and get to participate by choosing either a small, personal pie to eat or to pie a librarian in the face; (3) participants, while having fun, filling out the survey, and choosing their prize, would also engage in meaningful conversations with librarians about their experiences with the library. These goals were not shared with participants but only with the outreach team and other library volunteers. Not sharing the goals of the event with the participants allowed them to choose how they wanted to participate. Some participants just watched the fun. Most chose to fill out the survey and choose one of the prizes. Approximately one-third of the sixty students who took the survey engaged in conversation with the outreach team and library volunteers about library services and spaces. Some students even conversed with each other about library services and spaces. One group of students asked to film themselves taking the survey, pie-ing a librarian, and then interviewing the outreach team so they could use the footage for a class project. *By providing options for executive functions and guiding appropriate goal setting for the event*, students were allowed to self-select how they would interact with the event and how they would express themselves based on their experiences at the event. This was an effective way to intentionally incorporate UDL into an outreach activity that allows for Multiple Means of Action and Expression.

Unintentional Equity Through Outreach Assessment

There is a good chance that there are already elements of UDL in many standard outreach activities, events, and programs. Using QR codes on marketing materials—both digital and print—has become relatively standard in my library and is a good example of the principle of Multiple Means of Engagement, specifically for the guideline of "provide options for perception." The use of QR codes also reflects the principle of Multiple Means of Representation, specifically for the guideline "provide options for recruiting interest." Though using QR codes was not originally an intentional application of UDL for outreach, it became one moving forward. Once it was recognized as an equitable act, it became significantly easier to incorporate as a regular outreach practice.

When I recognized that using QR codes on marketing materials was an application of the UDL principles for academic library outreach, I began looking for other ways to be intentionally equitable. Moreover, as is recommended when implementing UDL for library instructional purposes, I sought to identify one action to attempt and master before moving on to other UDL principles, guidelines, and checkpoints. Using QR codes was already something that students at my institution were used to and expected, so it made sense to attempt to use them in other ways to provide flexible avenues for students to interact with outreach activities, events, and programs. I decided to use QR codes as an option for assessing outreach. Working with the program assistant for my unit, I designed four options for outreach participants to evaluate the activities, events, and programs they attended. Participants were given the

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choice of (1) filling out a paper survey on the spot, (2) scanning a QR code to fill out the same survey online, (3) using an iPad to take the online survey, or (4) taking a handout that contained both the URL and the QR code for the online survey so they could provide their feedback at their own pace and at a time that was convenient for them.

This method proved particularly useful for one of my institution's most popular outreach events: therapy dogs in the library. Most students opted to take the paper survey on the spot, but just under half of the total surveys collected were from the scannable QR code or the iPad with the electronic survey that was provided to participants at the event. There were even a handful of surveys that were returned up to a week after the event as a result of the handout that provided both a URL and a QR code for participants. Anecdotally, participants expressed appreciation at being given several options for how to take the survey, with a few even expressing that they appreciated an online survey as opposed to a paper survey because they would rather type on their mobile device, the provided iPad, or a computer than handwrite answers. Changes to the outreach assessment such as these were simple yet highly effective and continue to be standard practice for all my outreach activities, events, and programs.

Conclusion

This paper has highlighted a significant gap in the academic literature regarding equitable and accessible outreach in academic libraries, despite the ALA's commitment to ensuring equity in library services. The scarce guidance, examples, and frameworks currently available underscore a pressing need for academic librarians to actively ensure their outreach efforts align with principles of equity, inclusivity, and accessibility. The primary contribution of this paper is the application and adaptation of UDL principles—originally designed for instructional contexts—to academic library outreach. It has demonstrated that, by translating UDL guidelines and making them relevant for academic library outreach, librarians can develop more inclusive, accessible, and equitable outreach initiatives. The expanded application of UDL beyond traditional instructional settings signifies its versatility and further underlines its relevance as a tool for promoting equity. This paper provides a starting point for creating a comprehensive framework for equitable and accessible academic library outreach, using both existing examples and the author's own experiences. The practical applications of UDL principles outlined here serve to guide and inspire academic librarians in charge of outreach, helping them integrate equitable practices into their initiatives.

However, there is much work yet to be done. The challenge of creating equitable and accessible outreach services and programs in academic libraries is considerable, but the potential rewards are immense. By harnessing the power of the UDL principles, librarians can foster a more inclusive, engaging, and effective library environment for all users, ultimately contributing to student learning, success, and wellness throughout the academic lifecycle. Thus, this paper calls upon academic librarians and researchers alike to engage deeply and thoughtfully with the principles and potential of Universal Design for Learning for creative application in all aspects of librarianship. Future research and practice should aim to build on this preliminary framework, testing and refining these approaches in real-world contexts and sharing best practices that emerge. It is through such collaborative and concerted efforts that we can make academic library outreach truly equitable for all individuals.

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Author Note

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"You Have to Do This When You're Healthy": An Introduction to Library Involvement in Programming on End-of-Life Issues

ARTICLE

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ABSTRACT

While the library literature shows that librarians work to address information needs about end-of-life issues, no systematic research on library involvement in programming about these issues yet exists. The author conducted a preliminary study of library staff whose libraries had been involved in end-of-life programming or had considered but decided not to offer this programming between 2018 and 2023. The study consisted of an online survey, followed by an interview with respondents whose libraries had been involved in this programming. The study sample (N=13) included public and academic libraries around the United States in rural, suburban, and urban settings. Reported activities included speaker series, Death Cafes, instruction on obituary writing, support for palliative and pastoral care groups by gathering information resources into an online guide, and a virtual training for public library staff about meeting patrons' needs for end-of-life health information. Topics covered medical, financial, legal, emotional, and spiritual matters related to death and dying. Respondents described a variety of partners as valuable contributors to programs' success. Some respondents actively attempted to manage program participants' anxieties about the subject matter. Respondents reported positive experiences with these programs and positive feedback from participants, but possible effects of volunteer bias and the small sample size prevent conclusions about how typical this is. More research is necessary to understand patterns among these programs, ways to protect the emotional well-being of those involved, and strategies to tailor programs to best meet library patrons' needs for information on end-of-life issues.

KEYWORDS

library programming, end-of-life issues, death, grieving, partnerships

Libraries have opportunities to perform valuable work on information needs around end-of-life issues, including through programming. While discussing death can be uncomfortable, planning for it can offer important benefits to the dying and people close to them. In hospital settings, patients who engage in facilitated advance care planning may have lower

health care expenses for end-of-life treatments (Klingler, in der Schmitten, and Marckmann 2016, 431). Advance care planning can also improve doctor-patient communication and patients' feelings of internal conflict about their care decisions (Malhotra, Shafiq, and Batcagan-Abueg 2022, 4). Furthermore, making plans for the end of one's life simplifies issues of inheritance and estate management, which may become a source of tension among a person's loved ones if clear instructions are not in place beforehand (Felton 2022, 24).

I became interested in library programs about these issues while creating and teaching a professional-development course about end-of-life health topics for the Network of the National Library of Medicine (NNLM), an organization that trains librarians and others in providing health information. NNLM had never offered formal instruction on this topic, even though people nearing death often face difficult medical decisions where quality health information may be useful. During the course, several participants reported that their libraries were already doing work about this topic or wanted to start. Despite this, I found very little in the library literature about these programs. Publications describe individual programs about end-of-life issues, but there is currently no systematic research about them.

While I now work at a public university that primarily teaches undergraduates, my desire to help other librarians serve patrons' needs for end-of-life information persists. Supported by a research stipend from my current institution, I conducted a preliminary study about how US libraries have approached programming on end-of-life topics, including the program models used, the topics covered, methods for handling sensitive issues, partners who played a role, and the feelings of library staff members and program participants afterward. The study's goals were to describe examples of these programs for library staff who are interested in providing information on these topics and to identify specific questions that further research might address.

Literature Review

There is scant literature about library involvement in programming on end-of-life issues, and the little I found focuses on individual programs and program models. However, useful insights also come from publications that recommend books or other resources to meet information needs about end-of-life issues. This literature suggests that patrons come to libraries seeking information about these topics. Therefore, research on libraries' role in programming on end-of-life issues may benefit libraries and the people they serve.

While it is easy to think of end-of-life information needs in terms of medical issues or estate planning, the literature on library work around end-of-life issues reflects a broader view of the topic. Bensing (1996, 43) observes that the range of useful resources on end-of-life issues represents "almost every subject category in library classification schemes." One important theme in resource lists on this topic is the emotional well-being of the dying and their loved ones. Materials on this topic appear in the resource lists developed by Zarzycki (2023), Rosenbloom (2020), Broadway (2008), Brady (2001), Reid and Van Hemert (2000), and Bensing (1996). The value of these materials extends beyond public libraries. Byars (2012, 17) describes a medical library serving a hospice, where the collection covers both clinical matters and "the psychosocial and spiritual aspects of chronic, serious illness, grief and bereavement." Pitsillides et al. (2023, 394) also favor a broad understanding of resources that aid reflection on one's life and its end, suggesting that "wider literatures such as genre fiction or contemporary novels can be useful." The literature reflects the need to view end-of-life information expansively, encompassing practical matters, emotional well-being, and the task of meaning-making in the wake of loss.

The literature about libraries and end-of-life issues also acknowledges children's experiences of grief and bereavement. Rosenbloom (2020, para. 6), Brady (2001, 44), and Reid and Van Hemert (2000, 42) include literature focused on children in their resource lists. Broadway (2008, 45-46) offers a focused list of these materials and criteria for evaluating them. Dreffin (1998, 47) describes a school that created a "grief library" for use by both classrooms and parents. These publications suggest that librarians are aware that children sometimes suffer loss and need information resources focused on their experiences of grief.

Some authors suggest that patrons seek library programming and resources about death or grieving in response to tragedies. One sobering example is Reid and Van Hemert (2000), public librarians who worked a quarter mile from Columbine High School at the time of the 1999 massacre there. They report that, afterward, patrons' interests shifted away from fiction depicting violence and toward nonfiction about its causes and prevention. They also note that participation in their summer reading program spiked, which they attribute to community members' greater desire for positive children's activities (40). Given the United States' continuing struggle to address mass violence in schools, Reid and Van Hemert's insights into how major tragedies may affect library use remain depressingly relevant.

More recently, Rosenbloom (2020, para. 1) cites the COVID-19 pandemic to explain the importance of materials on end-of-life issues. Pitsillides et al. (2023, 394) argue that COVID-19 raises the question of how libraries can aid reflection on end-of-life issues, while conceding that the pandemic complicated program planning. Sánchez-Carretero et al. (2011, 5) describe librarian involvement in the "Archive of Mourning," a project documenting the public memorials and mourning that followed the 2004 train bombings in Madrid, Spain. However, smaller-scale tragedies may also prompt responses from libraries. Seymour (2016) describes a makerspace that a high school library established after the sudden death of a recent graduate. The makerspace allowed students to make objects like memorial buttons with the graduate's photo (29).

The literature specific to programming reflects a similar range of topics and concerns. One program model of note is the Death Cafe[1], an informal small-group discussion focused on sharing questions, fears, and hopes related to death and dying, without a specific agenda or intended conclusions to reach (Death Cafe, n.d.). Inklebarger (2015, 21) notes that as of his writing, libraries in the United States had hosted more than one hundred Death Cafe events. Although the present study focuses on libraries in the United States, notable programming has also happened in England. In 2018, a library in Ilford organized Death Cafes, an event for Día de los Muertos[2], and events with funeral professionals and scholars (Pitsillides et al. 2023, 389). Other libraries in England expanded on this idea, resulting in the Death Positive Library initiative. During the COVID-19 pandemic, this project included many online events, such as book discussions with authors, showings and discussions of movies, and an interactive installation called Tickets for the Afterlife (398).

Methodology

This study consisted of a survey followed by interviews with selected survey respondents. Eligible respondents were library staff at libraries that have been involved in this programming in the United States between 2018 and 2023, or at libraries where staff have considered these programs but not implemented them

1 The official website for Death Cafe events spells the name without an accent over the letter E in "Cafe," as in the common British word for inexpensive eateries.

2 Día de los Muertos, or Day of the Dead, is a holiday celebrated primarily in Mexico when people honor the memories of loved ones who have died.

during the same period. The study excluded respondents from libraries that had decided to implement these activities but had not yet done so. Because one goal of the study was to document examples of these programs with information about lessons learned and patrons' reactions, it was helpful to focus on libraries that had completed programming. Respondents from libraries that considered but made the decision not to implement programs on end-of-life issues were included because they can shed light on barriers to implementing these programs. The literature notes potential barriers like concerns about patron disapproval of the subject matter; a public library director interviewed by Inklebarger (2015, 21) reports that some patrons complained when her library organized a Death Cafe. The present study attempted to confirm whether these potential barriers dissuaded any libraries from implementing programs. By understanding the barriers to programming on end-of-life issues, library staff may be better prepared to overcome them.

Survey questions asked about respondents' libraries, the types of programs implemented or discussed, programming topics, the libraries' priorities for outreach to specific groups of patrons, partners who played a role in programming, feedback from program participants, and respondents' feelings about their experiences. Some of the questions on the survey differed based on whether the respondent's library had been involved in programming. For respondents who indicated that programming did not occur, the survey asked about the topics and program types considered and reasons given at the time for not pursuing the programs. All questions from the survey appear in Appendix 1. Respondents whose libraries were involved in programming could also give consent to receive an invitation to a follow-up interview. I distributed the survey via the national email lists PUBLIB and MEDLIB-L and on three online discussion boards hosted by the Association of College & Research Libraries, each targeting libraries at a different type of institution: community and junior colleges, four-year colleges, and universities. The survey was open from May 1 to June 30, 2023. After collecting the survey data, I used Google Sheets to analyze it.

I extended interview invitations to respondents whose libraries had been involved in programming and who consented to be contacted about an interview. Interviews occurred on Zoom between May and July 2023, lasting from approximately thirty to sixty minutes. The interview addressed the origins of the programming idea, the initial reactions to the idea from coworkers and supervisors, promotional strategies, respondents' feelings about programming on end-of-life issues before and after the programming occurred, and feelings about potential future programs. All questions from the interview script appear in Appendix 2. Zoom recorded the interviews, and the software's automatic transcription tool produced a draft of interview transcripts. I anonymized these transcripts and corrected them by comparing them to the recordings. I then used the transcripts to review interview respondents' input.

The study design, survey, interview script, informed consent document, and communications with potential respondents received IRB approval in February 2023.

Results

In total, fourteen respondents completed the survey. Data from one respondent were excluded because, while programs on this topic were under active development at this respondent's library, none had occurred yet. Ten respondents were at institutions that had been involved in these programs, and three were at institutions that had discussed but decided not to implement them. Respondents included staff from public libraries and college or university

libraries. Of the ten respondents whose libraries had been involved with programming on end-of-life issues, eight reported being involved in either spearheading, planning, or working on them, while two said that they were not involved in the programs at their institutions. Six respondents whose libraries had been involved with programming participated in an interview. This set of respondents cannot give a nationally representative look at this programming, but their insights remain useful for library staff and researchers interested in it.

Type of library	Frequency among all respondents	Frequency among interview respondents
Public library	9	4
College or university library	4	2

Table 1. Q4. Type of library respondents work at. Note: Asked of all respondents; N=13.

Program Models and Approaches. Guest speakers or speaker series were the most popular program model reported. The second most popular answer was partnerships with other organizations, a category that can itself include a variety of activities. Although respondents did not report resource fairs among the programming that their libraries had been involved with, one respondent reported discussion about a resource fair that did not lead to the event happening, and one interview respondent mentioned working on an end-of-life resource fair scheduled for later in the year.

Of the three respondents from academic libraries, only one reported a program model in which library patrons interacted directly with the respondent's library; this programming included guest-speaker and discussion events about end-of-life issues. Two other respondents from academic libraries answered "Other type(s) of programming" and described a program model not listed in Table 2. One worked on a recorded video to train staff in public libraries on providing end-of-life health information to their patrons.

Program models	Public library respondents	Academic library respondents	Total
Guest speaker or speaker series	4	1	5
Partnership with other organization(s)	3	1	4
Death Cafe	3	0	3
Book club	1	0	1
Resource fair	0	0	0
Other small-group discussion	0	0	0
Other type(s) of programming	0	2	2

Table 2. Q10. Types of programs about end-of-life issues that respondents' libraries have been involved with in the last five years. Note: Asked of respondents whose libraries were involved in programming; N=10.

The third respondent from an academic library developed information resources to support the activities of pastoral and palliative care groups at the hospital connected with the university, without directly participating in those activities. In contrast, all activities reported by respondents in public libraries were patron-facing.

The survey question about groups that have been the focus on engagement or outreach activities was not specific to libraries' end-of-life programming; instead, it reflects which groups among their patrons are priorities for dedicated outreach efforts. The most common response was older adults. Only one respondent indicated that religious minority groups had been a focus of outreach and engagement, even though religious and philosophical aspects of death were a popular topic among respondents whose libraries had been involved in such programming. One respondent from a public library selected "Other groups" and named teenagers and immigrants as two focuses for library outreach.

Participant focus of libraries	Public library respondents	Academic library respondents	Total
Older adults	7	2	9
Racial minorities	5	3	8
LGBTQIA+ communities	4	2	6
Women	4	2	6
Disabled people	4	1	5
Religious minorities (including non-religious people)	1	0	1
None selected	1	0	1
Other group(s)	1	0	1

Table 3. Q7. Groups that have been the focus of engagement or outreach activities at respondents; N=13.

Topics Covered. Respondents whose libraries had been involved in programming on end-of-life issues reported programming about spiritual, religious, and philosophical dimensions of death; estate planning; health needs; and open-ended discussion with nearly equal frequency. However, notable differences appeared between public and academic libraries. Each respondent from an academic library reported covering end-of-life health needs, but the only other topics any of them reported were emotional or social support for people who have lost loved ones and open-ended discussions, reported by one respondent each. Respondents from public libraries reported a broader range of topics. Two respondents from public libraries reported topics not listed on the survey. One of these respondents reported bedside comfort as a topic, referring to a performance at the library by a chapter of the Threshold Choir, an organization that sends singing ensembles to perform music for terminally ill people. The same respondent also reported the grieving process as an additional topic. A second respondent mentioned a program about how to write an obituary.

Additionally, a suburban public librarian in the southern US who was not able to offer the program described a topic that no other respondent reported: what to do with loved ones' social media accounts after they have died. This

respondent described it as "a confusing topic on digital literacy" that library patrons had expressed curiosity about.

Topics of programming	Public library respondents	Academic library respondents	Total
Estate planning (including wills or trusts)	6	0	6
End-of-life health needs (information, options, or planning)	3	3	6
Spiritual, religious, or philosophical discussions of death or dying (including interfaith events)	5	0	5
Open-ended discussion about death, dying, or end-of-life issues	4	1	5
Body disposition or funerals/memorials (information, options, or planning)	4	0	4
Legal arrangements (including guardianship, power of attorney or similar arrangements)	3	0	3
Emotional or social support for people who have lost loved ones	2	1	3
Emotional or social support for terminally ill people	1	0	1
Other end-of-life topic(s)	2	0	2

Table 4. Q9. End-of-life topics that respondents' libraries have been involved in programming about. Note: Asked of respondents whose libraries were involved in programming; N=10.

Partnerships. Of the ten respondents whose libraries had been involved in programming about end-of-life issues, eight indicated that outside partners also participated. The most common type of organizational partner was hospices or home hospice organizations, reported by four respondents. A variety of organizational partners worked with public libraries. The two respondents at public libraries who organized speaker series reported the most types of organizational partners, each selecting five categories. One of these respondents specified that a senior center helped with overall planning for the series, while other partners participated in individual events.

Five respondents selected "Other organization(s)" and supplied one or more types of organizational partners that were not on the survey. Two respondents at public libraries named organizations that serve seniors. A different respondent from a public library described partnering with a nonprofit organization. Among academic librarians, the librarian who supported the activities of hospice and palliative care groups with information resources indicated hospital pastoral care groups as an additional type of partner, along with hospitals or medical clinics and hospices or home hospice organizations. The librarian who had worked on a train-the-trainer program for public librarians identified public libraries as partners.

The other respondent from an academic library also reported the involvement of an organizational partner. This respondent selected schools, colleges, or universities as a type of partner in the guest-speaker and discussion events that the respondent helped to plan and facilitate.

Organizational partners	Public library respondents	Academic library respondents	Total
Hospices or home hospice organizations	3	1	4
Law offices	2	0	2
Funeral parlors	2	0	2
Religious congregations	2	0	2
Hospitals or medical clinics	0	1	1
Cemeteries, crematoria, or other body disposition services	1	0	1
Schools, colleges, or universities	0	1	1
Nursing homes or other long-term care facilities	0	0	0
Other organization(s)	3	2	5

Table 5. Q16. Types of organizational partners that respondents' libraries worked with on programming about end-of-life issues. Note: Asked of respondents whose libraries worked with outside partners on programming that was implemented; N=8.

No type of individual partner was much more common than any other. Three public librarians reported partnering with death doulas, professionals who work with people who are seriously ill to provide "emotional, spiritual, and practical care" (International End-of-Life Doula Association, n.d.). One respondent from a public library, who had organized a speaker series, selected "Other individual(s)" and described three types of partners not listed on the survey: representatives from the Society for the Prevention of Cruelty to Animals, who participated in a presentation that discussed pet death; authors; and hospice workers. All respondents at academic libraries worked with individual partners, but these partners were exclusively either health care professionals or clergy.

Individual partners	Public library respondents	Academic library respondents	Total
Clergy	2	1	3
Death doulas	3	0	3
Other health care professionals	1	2	3
Counselors or psychotherapists	2	0	2
Attorneys	2	0	2
Morticians or funeral directors	2	0	2
Social workers	1	0	1
Teachers (at any level)	1	0	1
None selected	1	0	1
Other individual(s)	1	0	1

Table 6. Q17. Types of individual partners that respondents' libraries worked with on programming about end-of-life issues. Note: Asked of respondents whose libraries worked with outside partners on programming that was implemented; N=8.

Program Participants' Response and Respondents' Feelings. Respondents at public libraries were more likely to describe program participants' response as very positive, while two of the three respondents at academic libraries described participants' response as somewhat positive. One respondent who was not involved in the library's programming did not answer.

Participants' response	Public library respondents	Academic library respondents	Total
Very positive	4	1	5
Somewhat positive	2	2	4
Neutral or mixed	0	0	0
Somewhat negative	0	0	0
Very negative	0	0	0
No answer	1	0	1

Table 7. Q19. Respondents' descriptions of program participants' response to end-of-life programs. Note: Asked of respondents whose libraries were involved in programming; N=10.

Among respondents who were involved to any extent in their institutions' program, seven respondents out of eight described their experiences as very positive, with no significant difference for respondents from public libraries compared to those from academic libraries.

Barriers That Prevented Programming. Three survey respondents' libraries discussed but decided not to implement a program related to end-of-life issues. The survey asked them, "What reasons, if any, were discussed as to why this program might not be a good idea?" Two reported that concerns about the subject matter were a reason the programming did not go forward.

Respondents' feelings	Public library respondents	Academic library respondents	Total
Very positive	4	3	7
Somewhat positive	1	0	1
Neutral or mixed	0	0	0
Somewhat negative	0	0	0
Very negative	0	0	0
No answer	0	0	0

Table 8. Q20. Library staff's feelings about their experiences with end-of-life programs. Note: Asked of respondents who were involved with their libraries' programming; N=8.

One of these respondents, an academic librarian who wanted to organize Death Cafes with nursing students, reported that there were also concerns about offending library patrons and about the library staff's expertise on the topic. The third of these respondents reported that the COVID-19 pandemic prevented a guest-speaker event from occurring.

Interviews

Six respondents participated in interviews to provide further insights into the programming their libraries were involved with.

Topics Pursued by Public Librarians. Four interview respondents were public librarians. One respondent in a small city in the western US organized a book club about end-of-life issues as a complement to programs at a local hospice. Every three months, the club met to discuss a book for one hour and receive the next book for discussion. The respondent said their institution is hesitant to add book clubs because of the cost of providing copies of each book to participants. Quarterly meetings helped to keep logistical aspects of the book club manageable.

A suburban public library in the southern US offered a one-time instructional presentation about obituary writing. While this program was similar in format to other educational programs that many libraries offer, this respondent said that the topic is important and underrecognized; people rarely think about how to write an obituary until they need to do so, and they might not know where to seek help with it. The respondent reported strong attendance and positive feedback from program participants, who believed that this instruction would make a difficult task easier.

Two interview respondents organized speaker series covering a variety of topics, with much overlap between them. One of these was a series of eight events, one each month, taking place at a public library in a large city in the western US. The other speaker series was a weekly program of six events, most of which took place during Older Americans Month in May. This series occurred at a public library that serves a rural community in the South with a large proportion of older library patrons. Topics in one or both series included various religious perspectives on death and dying, estate planning, legal considerations, the grieving process, body disposition, the death of pets, and a conversational activity using GoWish, a deck of cards used to help people discuss their hopes about their end-of-life processes. Both respondents highlighted their respective interfaith events as receiving especially positive feedback.

Topics Pursued by Academic Librarians. Two academic librarians were interviewed. One, who works in a rural setting in the Midwest, worked on a train-the-trainer series for public librarians about providing health information to their patrons, which included a module about end-of-life health issues. The creators of the program originally intended it to be an in-person group training, but COVID-19 necessitated a change of formats. The training took the form of a video presentation that participants viewed on their own.

Another interview respondent, who works at a university library in a mid-sized city in the southern US, developed an online collection of information resources to support the activities of existing palliative and pastoral care groups at the hospital connected with their university. These groups shared these resources with their members. The guide focused on topics related to end-of-life health needs and emotional support.

Challenges Reported by Public Librarians. Because the library literature about end-of-life issues describes anxieties that people might have about these topics, interview respondents were asked about any messaging used to address this challenge: "When promoting this programming, how was it framed or presented? Or to put it another way, what kind of messaging did the library use to raise awareness about it?" This question's purpose was to learn about strategies that respondents used to ease potential concerns among patrons. While some discussed promotional messaging as an important part of this, others discussed how the program models they chose can accommodate patrons who may have anxieties around certain topics. The interview also contained a more general question related to challenges posed by these programs: "How was the process of planning, hosting, or facilitating this programming different compared to other library programming that you have been involved with?"

The respondent whose library organized a workshop on obituary writing focused on the sensitivity of the topic as a challenge, discussing how the library crafted messaging to alleviate these concerns for this workshop as well as for future events that the library is planning. Strategies employed in this messaging included acknowledging discomfort that may arise from conversations about death, emphasizing that people can prepare for death in ways that make the experience less difficult for their loved ones, and using the word "conversation," which may help these topics sound less threatening. As a separate challenge, this respondent said that the COVID-19 pandemic forced the library to delay implementing many planned programs.

The organizer of the monthly speaker series framed the events as an opportunity for education and preparation for common end-of-life challenges. Messaging like this suggests that there is something participants can do about an issue that might otherwise be scary or intimidating. This respondent also described the wide range of topics covered in the series and the fact that, at the end of each event, the library announced the topic of the next event, making it easy for participants to select which topics they wished to engage with. The respondent also noted the credibility that comes from this library's history of successful programs related to health. If patrons already view the library as a source of quality programming about health topics, they might be more willing to engage with end-of-life programming from the library too. Finally, this librarian described the library setting itself as something that can help defuse anxieties around discussions of death, noting that compared with settings like hospitals or hospices, libraries are "not quite as in-your-face in that scary kind of way." The series concluded before the COVID-19 pandemic started, so unlike other interview respondents, this respondent did not discuss the pandemic as a challenge. The biggest challenges, instead, involved the logistical demands of holding multiple events and recruiting presenters for each.

The organizer of the weekly speaker series described promotional messaging that highlighted the range of different topics, similar to the messaging for the other speaker series. The press release for the series also mentioned death as something that is inevitable and common to all people. This respondent described challenges related to COVID-19, especially technological issues with hybrid programming. Virtual participants could hear the library's doors opening and closing throughout the programs, which was a source of negative feedback for otherwise well-received events. This respondent also said that the amount of work involved with offering six programs over six weeks was challenging, especially given the library's relatively small staff.

The respondent who organized a book club discussed a few factors that helped reduce possible anxieties about discussing death. First, participants understood that they could withdraw from the club temporarily if they believed the subject matter of a certain book would be too troubling for them, then return for the next book. This respondent mentioned a book about the death of a child as an example of an especially sensitive title; the library deliberately avoided scheduling that book for the club's first year. Second, this librarian described the importance of carefully choosing the first book to set the right tone for the group. This book club started with the memoir *When Breath Becomes Air* by Paul Kalanithi. The book's brevity, along with its inclusion of other aspects of the author's life besides his terminal illness, made it a good choice. Third, this respondent noted that in a book club, the facilitator can help maintain participants' emotional comfort by steering the topic of conversation. If certain topics seem too personal or sensitive in the moment, the discussion could switch to general impressions of the book or the quality of the writing. Finally, the setting of the library provides a "familiar neutral zone" where patrons can feel safe while broaching difficult topics.

Participants' anxieties were not the only challenge the book club grappled with. The librarian who organized it said that COVID-19 forced the club to go on hiatus for several months, as the participants preferred to wait until in-person meetings could resume instead of meeting online. This librarian also commented on emotional challenges connected with planning and leading discussions about books that deal with death and dying: "You're having to process your own emotions as you're going through it."

Challenges Reported by Academic Librarians. For the academic librarian who worked on a train-the-trainer program for public librarians, precise messaging and managing anxieties around the topic were not concerns. The program's intended audience knew that library patrons ask about these topics, so it would help them serve their patrons' needs. This respondent also observed that the program on end-of-life health issues was treated as one health topic among many. It was one of several trainings on senior health, which were themselves part of a larger project about health literacy, so it was not the subject of dedicated messaging or promotion on its own. This respondent also said that COVID-19 was a major challenge, forcing the program to switch from in-person instruction to a video format. Although the video training has continued to show signs of use, this respondent was disappointed by the low initial uptake: "I don't think watching these things alone is what people wanted. I think they wanted that face-to-face communication."

The other academic librarian interviewed, who supported the activities of hospice and palliative care groups by creating information resources, did not face direct logistical challenges because the librarian's role was more indirect in this case. The online resources the respondent created were shared through the palliative and pastoral care groups by word of mouth, without specific thought to messaging on the librarian's part. However, this respondent reported

that existing online information about end-of-life health issues proved more challenging to locate and validate than anticipated.

Thoughts About Further Programming. Interview respondents were asked, "If your library were to offer further programming about end-of-life issues, what do you think would be done differently?" Three respondents from public libraries replied with ideas about additional end-of-life programming. The public librarian whose library had offered instruction on obituary writing discussed working on a resource fair scheduled for later in the year, saying that the library plans to seek patrons' input on this future programming, while continuing to build relationships with partners that they worked with during their previous activities. Both respondents who organized speaker series had additional ideas for topics to cover. The organizer of the monthly series at an urban library in the western US wanted to examine grieving and funeral customs of specific ethnic groups that are part of the local community. This respondent also mentioned end-of-life options, such as medical aid in dying, while acknowledging that the topic would be controversial. The organizer of the weekly series at a rural library in the South expressed interest in more detailed programming about different kinds of grief, even those that involve losses other than death, and further programming about different faiths' beliefs about death and dying. The interfaith program in this series focused primarily on funerary practices rather than beliefs. The same respondent also stressed that the library would test the streaming technology before any future hybrid programs.

The academic librarians interviewed focused on establishing new partnerships when discussing how future programs might differ from their previous work. Both mentioned the value of potential partnerships with public libraries. The respondent who worked on the train-the-trainer program also discussed programming tailored to LGBTQIA+ audiences, referring to unique legal issues that may be relevant to end-of-life planning for these groups.

Other Observations. Three of the six interview respondents said that their interest in programming on end-of-life topics arose partly because of a difficult experience with losing a loved one or a serious health concern of their own. The frequency of personal connections to the subject matter is striking because the interviewer did not ask about personal experiences with illness or loss. Respondents who volunteered this information typically did so when asked, "What were your feelings about this programming when the idea(s) for it first came up?"

Interview respondents from both academic and public libraries spoke highly of partners they worked with. The two who organized speaker series both mentioned specific individuals who had many helpful contacts and were essential for finding presenters. Both said this partner made planning the series much easier. The academic librarian who worked on the train-the-trainer program noted that one partner helped establish end-of-life issues as a priority within the larger project: "Our public health professor just kept saying over and over again, you have to do this when you're healthy." Although student workers within respondents' libraries are not outside partners, both academic librarians noted valuable contributions by students who worked with them on their projects.

Three interview respondents mentioned benefiting from a work culture where library staff had autonomy in selecting projects or new programming ideas. For the librarian who developed resources to support a hospital's palliative and pastoral care groups, working at an academic library provided the freedom to focus on "individual research agendas" while still supporting colleagues. The organizer of the weekly speaker series noted that the library had made a priority of expanding programming for adults, so the leadership

actively sought new ideas. For the librarian whose institution offered instruction on writing obituaries, the work culture encouraged experimentation with low-cost programming: "We just try things, especially if it's free."

Limitations

The biggest limitation of this study is the small number of respondents. This makes it impossible to reach broad conclusions about how these programs might vary across geographic regions, library types, or community sizes. It also prevents strong conclusions about which factors contribute to the success of these programs. As a result, this study only describes examples of library involvement in programming about end-of-life issues through the impressions of the library staff.

In addition, the self-selected respondents in this study may lead to a volunteer bias that makes their responses atypical of library staff who have sought to work on this programming. For example, respondents overwhelmingly reported positive experiences and positive feedback from program participants, but it is not clear how common this experience is. Someone who worked on a successful and popular program about end-of-life issues may be more willing to discuss it with a researcher than someone who had a less positive experience. The respondents whose libraries had discussed but not implemented programming represent one type of negative experience, but only three respondents fit this description.

Finally, this study does not consider programming that library patrons initiate or direct because it specifically recruited library staff. Additional patron-led programs might use library space or other resources. These could include support groups for survivors of loss, Death Cafes, meetings of religious or spiritual groups, and programs in response to local tragedies. Libraries are not merely their staffs, and it is important to understand the contributions that patrons make to libraries' activities around end-of-life issues.

Discussion

The program models and topics reported by respondents include those found in the existing literature, but they also suggest a wider array of options for libraries that are exploring programming on this topic. The diversity of programs offered reflects the importance of this information to library patrons. It also indicates the flexibility of this topic for developing programs. It might seem intimidating to introduce a program about an end-of-life topic, but libraries have implemented many approaches that have worked in different settings. A variety of partnerships are possible, providing opportunities to determine a feasible role for the library. It is not even necessary for librarians to spearhead these programs; they may be able to find roles supporting existing programs or activities with information resources.

Although only one respondent mentioned this topic, the issue of handling a deceased loved one's social media accounts may represent an emerging need that librarians are well-positioned to address. Scholars of social media and other technologies have paid attention to this and related matters in recent years. Kasket (2020, 245) argues that people should have a plan for the management of the digital data they leave behind, whether they use social media or not, and communicate about this with those who have an interest in that data. Sisto (2020, 13-14) believes that there is an emerging need for a profession that provides guidance on decision-making about these matters. However, librarians may be able to help address the needs that Sisto identifies. Librarians could bring professional expertise on the storage, organization, and retrieval of

information to conversations with people preparing for their deaths, along with practical knowledge about the technologies involved.

Specific end-of-life topics may be more sensitive than others, requiring different treatment in library programming. Child death emerged as an example: the organizer of the book club discussed in this study avoided scheduling a book on this topic during the club's first year. Nonetheless, librarians have recognized the information needs of families who have experienced the loss of a child. Bensing (1996, 45)'s resource recommendations cover child death and pregnancy loss. Broadway (2008, 47-48) even discusses a couple books suitable for elementary and middle school readers who have lost a sibling. Another potentially sensitive topic is medical aid in dying, due to political and religious controversy about it. Library programs about this or other end-of-life options should carefully follow health librarianship's rule to offer information without giving advice. In general, when considering programs on difficult topics, libraries may benefit from offering programming on less sensitive end-of-life issues first. If a library has established itself as a trusted resource for information about these issues generally, community members may be more willing to engage with sensitive topics. For long-running programs like a book club, it may help to wait until the regular participants have developed mutual trust before introducing more challenging subject matter.

In contrast to the literature that discusses life-and-death crises as key occasions for libraries to serve end-of-life information needs, no respondent named the COVID-19 pandemic as the cause of personal interest in end-of-life programming, even though it occurred during the period covered by this study. Respondents mentioned COVID-19 as an impediment to program planning, not as something that highlighted the need for information about end-of-life issues. The reasons for this difference between the literature and this study's respondents are unclear. It may result from the self-selected sample: perhaps library staff who volunteer for a study about end-of-life programs are more likely to have an interest in these issues that predates the pandemic. The difference might also relate to COVID-19's months-long disruption of both workplace operations and public events in general; the duration of these challenges distinguishes COVID-19 from other emergencies considered in the library literature.

The respondents did not include any K–12 school libraries or hospital libraries, two categories that appeared as options for respondents to describe the library they work at. This absence is noteworthy, but the small sample size of this study makes it impossible to draw conclusions about how involved these libraries are with programming on end-of-life issues. These programs may be less common in K–12 school libraries because of these libraries' younger patron populations and primary mission of supporting their schools' curricula. Hospital libraries might be less likely to work on programming on these matters if other groups in their hospitals already do so. In addition, they may struggle to support new projects of any kind due to financial and logistical pressures that have led many hospital libraries to face closure or consolidation. In the years leading up to the period considered in this study, the number of hospital libraries in the United States shrank considerably (Harrow et al. 2019, 129). Understanding the role that K–12 school libraries and hospital libraries play in programming about end-of-life issues would require further research, using recruitment and sampling strategies tailored to these institutions.

Avenues for Further Research

A key step in understanding these programs would be research involving a large sample of libraries. A more comprehensive picture of this type of

programming, including the full spectrum of library types, promotional strategies, and any local or regional variations, will benefit library staff who are interested in this work. This research could shed more light on how common these programs are, what topics might be underdiscussed in the programming that has occurred so far, and whether interest in these programs increases in moments of crisis. It would also help develop a fuller catalog of program models and topics for staff at libraries to consider.

Further research on the discussion and handling of sensitive topics in these programs would also be valuable. This study suggests that library staff involved with these programs think about ways to alleviate possible discomfort with the subject matter. Along these lines, research could consider what types of messaging are likely to be effective at reassuring different audiences of library patrons. Furthermore, because beliefs and practices around death and mourning often relate to people's cultural, racial, and religious identities, research and reflection on how to discuss these topics with different audiences can support libraries' commitments to equity, diversity, and inclusion. Libraries must handle programming and its promotional messaging in ways that welcome everyone.

Finally, because library staff may attribute their interest in these programs to personal experiences with loss or serious illness, research should examine how staff can practice self-care while working on programs that relate to sources of personal trauma. As valuable as programming on end-of-life issues can be, library staff who work on these programs must do so in a healthy and sustainable way. By understanding how library staff care for their own emotions, the library profession can improve strategies for protecting the well-being of staff involved in these programs. This would be an important consideration if library work on end-of-life issues is to become more prevalent. These insights may also assist libraries in offering programming on other sensitive matters.

Conclusion

Library staff already perform valuable work around important issues related to death, dying, and grief. For readers who are exploring this programming for their own institutions, this study may suggest existing work to emulate. Perhaps it hints at unexplored ideas, visible in the negative space of what is missing from the discussion above. However, it is also clear that much remains unknown about these programs and the impact that they have. It will be useful to learn more about how they serve the practical, emotional, and spiritual needs of participants, and how they educate people on the full range of issues within this broad subject. Therefore, my dual hope is that further research about these programs will occur, and that libraries will continue experimenting with them despite unresolved questions, being brave enough to try new things and sometimes fail. Information and conversations about the end of life are important enough to warrant these attempts, even when clear answers remain scarce.

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Appendix 1: Survey Questions

To proceed with the rest of the survey, respondents must answer Yes to question 1 and Yes to either question 2 or question 3.

1. Are you a librarian or other library staff member at a library in the United States of America? [Yes/No]

2. Within the last five years, has your library facilitated or hosted any programming about end-of-life issues? [Yes/No]
3. Within the last five years, has your library internally discussed facilitating or hosting programming on end-of-life issues? [Yes/No]
4. What type of library do you work at?
   - Public library
   - K-12 school library
   - College or university library
   - Hospital library
   - Other type of library: [Free text]
5. Which of the following best describes the community where your library is located?
   - Rural
   - Suburban
   - Small city
   - Mid-sized city
   - Large city
   - Other: [Free text]
6. Which U.S. state or territory is your library located in? [Drop-down menu selection]
7. At your library, which of the following groups have been the focus of engagement or outreach activities in the last five years? Select all that apply.
   - Racial minorities
   - Religious minorities (including non-religious people)
   - LGBTQIA+ communities
   - Women
   - Disabled people
   - Older adults
   - Other groups: [Free text]
8. Please list the specific communities within the categories above, if any, who have been the focus of outreach or engagement activities at your library. [Free text]

Questions 9 through 19 appear only if the answer to question 2 is Yes.

9. What specific end-of-life topics has your library facilitated or hosted programming about? Select all that apply.
   - Estate planning (including wills or trusts)
   - Body disposition or funerals/memorials (information, options, or planning)
   - End-of-life health needs (information, options, or planning)
   - Legal arrangements (including guardianship, power of attorney or similar arrangements)
   - Spiritual, religious, or philosophical discussions of death or dying (including interfaith events)
   - Emotional or social support for terminally ill people
   - Emotional or social support for people who have lost loved ones
   - Open-ended discussion about death, dying, or end-of-life issues
   - Other end-of-life topic(s): [Free text]
10. What types of programs has your library offered related to end-of-life issues in the last five years? Select all that apply.

- Guest speaker or speaker series
- Book club

- Partnership with other organization(s)
- Resource fair
- Death Cafe
- Other small-group discussion
- Other type(s) of programming: [Free text]

11. Were there specific audiences or groups within your library's community that this programming was intended to reach or engage? [Yes/No/Unsure]

Questions 12-13 appear only if the answer to question 11 is Yes.

12. Please briefly describe the specific audiences or groups of community members that the library attempted to reach or engage with this programming. [Free text]
13. Please briefly describe any specific ways in which this programming was designed or promoted to engage the intended audience(s) described above. [Free text].
14. Which of the following best describes your involvement with your library's recent programming on end-of-life issues?
    - I was not involved.
    - I was involved in discussions about them, but not planning or implementing them.
    - I was involved in planning them but did not facilitate them.
    - I helped facilitate them but did not plan them.
    - I was involved in planning and facilitating them.
    - I took the lead on planning and facilitating them.
15. Were any partners from outside the library (whether individuals, organizations or other entities) involved in planning or facilitating any of your library's recent programming on end-of-life issues? [Yes/No]

Questions 16-18 appear only if the answer to question 15 is Yes.

16. Please indicate what types of organizations, if any, your library worked with in planning and facilitating any end-of-life programming. Select all that apply.
    - We did not work with organizational partners.
    - Hospitals or medical clinics
    - Nursing homes or other long-term care facilities
    - Hospices or home hospice organizations
    - Law offices
    - Funeral parlors
    - Cemeteries, crematoria, or other body disposition services
    - Schools, colleges, or universities
    - Religious congregations
    - Other organization(s): [Free text]
17. Please indicate what types of individuals outside the library, if any, your library worked with in planning and facilitating any end-of-life programming. Select all that apply.
    - We did not work with individual partners.
    - Counselors or psychotherapists
    - Other health care professionals
    - Social workers
    - Teachers (at any level)
    - Attorneys
    - Morticians or funeral directors

- Death doulas
- Clergy
- Other individual(s): [Free text]

18. Please briefly describe the role(s) that any partners had in your library's programming about end-of-life issues. [Free text]
19. Overall, how would you describe the response of library patrons who participated in your library's programming on end-of-life issues?
    - Very positive
    - Somewhat positive
    - Neutral or mixed
    - Somewhat negative
    - Very negative

Question 20 does not appear if the answer to question 14 is "I was not involved."

20. Overall, how would you describe your own experiences discussing, planning, and/or facilitating this programming at your library?
    - Very positive
    - Somewhat positive
    - Neutral or mixed
    - Somewhat negative
    - Very negative
21. Please provide any other details that you believe are important for understanding the programming your library has offered about end-of-life issues. [Free text]

Questions 22-29 appear only if the answer to question 2 is No and the answer to question 3 is Yes.

22. What specific end-of-life topics, if any, were being discussed within your library as topics for possible programming? Select all that apply.
    - No specific topics were discussed.
    - Estate planning (including wills or trusts)
    - Body disposition or funerals/memorials (information, options, or planning)
    - End-of-life health needs (information, options, or planning)
    - Legal arrangements (including guardianship, power of attorney or similar arrangements)
    - Spiritual, religious, or philosophical discussions of death or dying (including interfaith events)
    - Emotional or social support for terminally ill people
    - Emotional or social support for people who have lost loved ones
    - Open-ended discussion about death, dying, or end-of-life issues
    - Other end-of-life topic(s): [Free text]
23. What types of programs, if any, has your library discussed within the last five years for programming on end-of-life issues? Select all that apply.
    - No specific types of programming were discussed.
    - Guest speaker or speaker series
    - Book club
    - Partnership with other organization(s)
    - Resource fair
    - Death Cafe
    - Other small-group discussion

- Other type(s) of programming: [Free text]

24. What reasons, if any, were expressed about why programming about end-of-life issues was worth considering? Select all that apply.
    - No specific reasons were discussed.
    - Expressed interest by library users
    - Desire to help people have difficult conversations
    - Universality of the topic
    - Belief that information and planning are helpful with these issues
    - Aftermath of a tragedy
    - Other reason(s): [Free text]
25. What reasons, if any, were discussed as to why this program might not be a good idea? Select all that apply.
    - No specific reason; it just never happened.
    - No evidence of interest from library users
    - Uncomfortable subject matter
    - Concerns about offending library users
    - Concerns that library staff don't have the needed knowledge or expertise
    - External pressure not to go forward with the programming
    - Logistical constraints: not enough staff, time, money, or space
    - Other reason(s): [Free text]
26. Which of the following best matches your overall sense of how librarians and other staff felt about the programming being discussed?
    - Very supportive
    - Somewhat supportive
    - Neutral or mixed
    - Somewhat opposed
    - Very opposed
27. Which of the following best matches your overall sense of how leadership at your library felt about the programming being discussed?
    - Very supportive
    - Somewhat supportive
    - Neutral or mixed
    - Somewhat opposed
    - Very opposed
28. Which of the following best matches your own feelings, at the time, about the programming being discussed?
    - Very supportive
    - Somewhat supportive
    - Neutral or mixed
    - Somewhat opposed
    - Very opposed
29. Please provide any other details that you believe are important for understanding the discussion that took place within your library about programming on end-of-life issues. [Free text]

Appendix 2: Interview Questions

1. How did the idea(s) for this programming first come to staff or leadership in the library?
2. What were your feelings about this programming when the idea(s) for it first came up?
3. What did your coworkers say about this programming when it was being discussed?

4. What led the leadership at your library to believe that your patrons would be interested in this programming?
5. What methods were used to promote this programming to your library's patrons?
6. When promoting this programming, how was it framed or presented? Or to put it another way, what kind of messaging did the library use to raise awareness about it?
7. How was the process of planning, hosting, or facilitating this programming different compared to other library programming that you have been involved with?
8. What goals did the library hope to accomplish with this programming?
9. How successful was the library at achieving these goals, and how did you know?
10. What feedback has the library received from library patrons who participated in this programming?
11. If your library were to offer further programming about end-of-life issues, what do you think would be done differently?
12. How have your feelings about library programming on end-of-life issues changed over the course of being involved with this programming, if they have?
13. We are at the end of the interview, but before we wrap up, is there anything else you'd like me to know about your experiences, or your library's experiences, with this programming?

Idea Lab: On Defense–Academic Librarians in DEI Battleground States

REPORT FROM THE FIELD

Stephanie Birch
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ABSTRACT

As legislation against diversity, equity, and inclusion (DEI) sweeps the nation, workers in academic libraries are beginning to feel the impact. Three librarians working in states with passed or proposed anti-DEI legislation share their experiences and observations on the cultural, professional, and educational shifts taking place on their campuses. Read how these librarians are learning to navigate the uncharted waters of intensifying retrenchment politics in their day-to-day work and the consequences of anti-DEI legislation for librarians at both public and private institutions.

The Idea Lab authors shed light on the chilling effect anti-DEI legislation has created on college campuses across the United States. One author describes the prospective personal and professional consequences for librarians engaging in DEI activities and outreach programs. Another author considers how librarians are embedding DEI into their daily practices and performing small acts of resistance to maintain DEI efforts despite looming political and administrative pressures. The final author critiques a collective shift in library staff behaviors to sidestep DEI efforts through self-censorship to fly under legislative and administrative radars.

> "As of August 2024, far-right politicians have introduced eighty-six anti-DEI bills across twenty-eight states. While fifty-four bills have failed to pass into law, fourteen are pending final legislative approval, and an additional fourteen have been codified into law."

Introduction

Stephanie Birch, Critical Race Theory Collective

Within the last few years, there has been a subtle but powerful shift in far-right political rhetoric, and academic libraries have already begun to feel its effects. Between 2020 and 2021, critical race theory (CRT) was employed as a rallying cry for the far right to galvanize the general public against the rising demands for racial justice across the United States. Politicians like Ron DeSantis and organizations like Moms for Liberty falsely claimed that secondary and elementary (K–12) schools were teaching CRT, a legal framework created in the 1980s that "evolved in reaction to critical legal studies…and dissected the idea that law was just and neutral" (Ellingwood 2021). According to far-right claims, CRT caused White children to feel responsible for past injustices and learn to hate themselves. Educators swiftly refuted these claims as disinformation, clarifying that schools were not teaching CRT and impressing the importance of social-emotional learning and culturally relevant teaching. Soon thereafter, far-right rhetoric evolved from CRT to DEI.

I remember it clearly—the day I first observed the shift from anti-CRT to anti-DEI rhetoric. My colleagues shared a tweet that made us both chuckle and groan. It was a tweet by Daily Beast reporter Justin Baragona, with a screenshot from Fox News host Laura Ingraham's show, which aired the previous night.

The segment was called "DEI" Lessons Teach Our Kids to Hate Themselves and Their Country, with the image of an infographic taken from the University of Florida Libraries' website. I instantly recognized the image because I had made it when I served as chair of the Libraries' DEI committee.

Less than a year after the murder of George Floyd and the summer of racial justice that followed in 2020, the results of far-right retrenchment politics were already taking effect. Black faculty outside of the library were the most impacted, and I knew it was only going to get worse. As a pre-tenured Black Studies librarian and founding member of the Critical Race Theory Collective (CRTc), I became increasingly worried that I could be denied tenure—not because of the quality of my work but the content. As a solo parent raising a Black, queer, and disabled child, I was doubly concerned about my ability to continue providing for them while also keeping them safe in an increasingly hostile political environment.

I ultimately made the difficult decision to resign and relocate to the University of Connecticut, where I could enjoy more academic freedom and less political interference in my work. Thus, I became part of Florida's "brain drain"—a mass exodus of faculty and scholars from the state of Florida (Susca et al. 2023). As I anticipated, things have gotten worse in Florida and many other states, as well. But even in the "quiet corner" of Connecticut, I observed the waning commitment of library leaders to uphold DEI values and actions.

As of August 2024, far-right politicians have introduced eighty-six anti-DEI bills across twenty-eight states. While fifty-four bills have failed to pass into law, fourteen are pending final legislative approval, and an additional fourteen have been codified into law. According to the Chronicle of Higher Education's DEI Legislation Tracker, we are witnessing and experiencing an "assault on DEI," resulting in restrictions on DEI offices and staff at public universities, DEI statements, mandatory DEI training, and identity-based preferences in hiring and admissions (Chronicle of Higher Education 2024).

This Idea Lab article spotlights the work of librarians in the DEI battleground states of Kentucky, Wisconsin, and Florida and their efforts to navigate (and

even resist) legislative and administrative attempts to eliminate DEI efforts from US colleges and universities. Each author is a practicing academic librarian living and working in a state with proposed, failed, or passed anti-DEI legislation. Their experiences speak to the collective challenges facing library professionals at this moment in time. Regardless of our roles or institutional type, librarians are on the defensive line.

Library Outreach Under Repressive Legislation

Alexandra Howard, University of Louisville

As an academic librarian, I believe "education is the practice of freedom" (hooks 1994). The anti-DEI legislation ravaging the nation threatens this freedom and our ability as a society to teach and to learn. I work at a public, urban research university located in the most diverse city in the predominantly White and conservative state of Kentucky. As I am writing, the flagship university in Kentucky just closed its diversity office as state legislation has been introduced seeking to prohibit public higher education institutions from spending any resources on DEI initiatives, arguing that DEI promotes "discriminatory concepts" (Kentucky Senate Bill 6, 2024). In reaction to the University of Kentucky disbanding its diversity offices, Kentucky state Senator Mike Wilson argued that "a true elimination of these DEI policies in our public universities will end the division they promote and allow our colleges and universities to be the true bastion of free thought we need them to be" (Schreiner 2024). The manipulation of DEI and intellectual freedom vocabulary by anti-DEI advocates is incendiary in its irony and demonstrates a willful ignorance of research data and basic definitions. Dystopian anti-DEI legislation is a threat not only to my outreach and engagement activities as a librarian and my ability to educate as a faculty member but also to our freedom and democracy as the United States of America.

In a case study published in the *Journal of Library Outreach and Engagement*, I describe my outreach efforts to connect local Black-owned businesses with library and university resources (Howard 2024). This outreach led to an undergraduate class partnering with a local business owner to do research projects that included uncovering data about the nation's racial wealth gap and barriers to business ownership for underrepresented groups. If passed, the anti-DEI legislation introduced in Kentucky will render outreach and engagement initiatives like this illegal. I could be personally sued for pursuing DEI-related work as an employee of a public university despite the academic freedom that is supposed to be guaranteed as a faculty member. Universities, as "the true bastion of free thought" (Schreiner 2024), are being destroyed by governments outlawing evidence-based education that seeks to ensure curriculums and classrooms are inclusive of people who were not even permitted to attend our public universities less than eighty years ago. It is a scary time to be a librarian, an educator, and an American, as our freedom to be an educated society is under attack.

Small Acts of Resistance in Everyday Librarianship Practices

Mary Elizabeth Schiavone, Beloit College

In the past few months, I have been reminded many times that I work in a state that has introduced anti-DEI legislation and that those sentiments can be further reaching than is immediately recognizable. Since I work at a private college, my library would have been less directly restricted by the recently

introduced Wisconsin legislation; however, our staff felt genuine fear that the anti-DEI sentiment would eventually sweep our campus.

The biggest impact this has on my work is the questions it raises: How will these sentiments affect our students, even if the legislation does not pass or would not directly name us? What will we do if our programming causes a negative reaction within our community? How can we best reach students? How can we get students involved without unintentionally forcing them into public forums that might become unsafe?

These questions continue to weigh heavily on my mind, especially during the 2024 election cycle. As such, I have been reflecting on what seemed to work last semester and how we can adjust it for this semester. The biggest strategy we have is weaving DEI ideas into every aspect of library practice: using tenets of Universal Design for Learning (UDL) in instructional design for classes and library workshops, finding diverse examples when teaching, and expanding our collection to represent better the different identities that make up our campus. We also lean into our campus community: collaborating with student groups to make book displays that reflect their identities, showing up at campus events so students get to know us outside of the library, collaborating on social media content with other campus units to increase our reach, and using our campus mission statements to support the programming we offer. We have also found success in passive programming: leaving bookmarks, pins, and other handouts out for students to grab without having to sign up for or even actively participate in an event. Above all, we have learned to be agile in both our planning and during outreach, so I'm hopeful that we will find new ways to engage and support our students, even in the tougher semesters.

Laying Low vs. Actively Defending DEI in Libraries

Michelle M. Nolan, University of Florida

Statewide anti-DEI reactionary politics have caused a palpably chilling effect on Florida higher education. I work in a large academic library system at a public R1 university where librarians are fortunate to be in tenure-track faculty assignments within an established faculty labor union, offering us many protections from retaliation regarding academic freedom. Nonetheless, I have observed a significant shift in our libraries towards a culture of anticipatory obedience, where colleagues fear the most draconian interpretations of the law will be enforced and act accordingly. As much as my colleagues have expressed wanting to continue doing DEI-focused outreach, the prevailing sentiment seems to be that we must weather the storm and stay off the radar of those who truly mean to eliminate DEI programs from public higher education. As a library system, we have responded in some ways with self-censorship, such as rebranding existing initiatives to decenter DEI using whitewashed language like "community" or "inclusive excellence." In other ways, we have simply taken our collective foot off the gas.

In March 2024, the University of Florida eliminated all positions related to DEI, closing the entire Office of the Chief Diversity Officer and dismissing thirteen full-time workers across the institution. Other campus initiatives (such as the "anti-racism" website launched after the murder of George Floyd) and offices (such as the multicultural inclusion center) have quietly disappeared (McClung 2024). While the greater university pulls back from DEI, students are looking to our library spaces as places of safety and comfort amidst a hostile learning environment. They are looking to library workers to see how our dedication to DEI holds up against state pressure to comply or self-censor. I think students are also judging how true our public commitments to DEI were

in the past when they were celebrated rather than demonized. Last year, I helped to organize a teach-in event in our main library space focused on Black history and curriculum banning across the state. Faculty supplied the space, but students took the lead in choosing speakers and running the event (Gaer 2024). It was the most successful library program I have ever organized and demonstrated that students want their voices heard in their library spaces. I encourage all library workers facing state repression to find similar ways to get creative and have our students' backs because it is more important than ever for libraries to remain the loudest defenders of marginalized students and intellectual freedom.

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