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Spring 2023

Library Development Review 2021-2022

University of Tennessee Libraries

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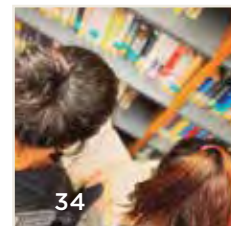
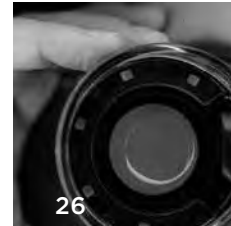
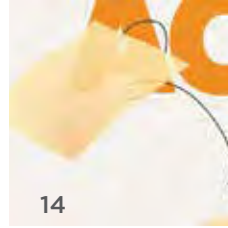
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University of Tennessee Library Development Review 2021-2022



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We have much to be grateful for in looking back at our many accomplishments since our last edition, and much to look forward to in the coming year.

I feel fortunate to be a member of the UT Libraries and the University of Tennessee. Our strengths are so numerous I will just summarize them at a very high level:

- *Our collections (print, electronic, and primary) are strong and growing.*
- *Our programs and events are engaging, well attended, and award winning.*
- *The state of our budget is one of the healthiest in the nation.*
- *We continue to attract and hire great candidates.*
- *We regularly see our colleagues advance in their careers with awards, promotions, and new opportunities here and elsewhere.*
- *Across the board, we bring a high degree of expertise and a strong service ethic to our jobs on a daily basis.*
- *Our spaces remain welcoming, up to date, and safe.*
- *We always have new and exciting spaces in the works.*
- *We have a strong donor base.*
- *We are highly regarded across campus.*

What about challenges?

The future is never guaranteed, but I believe, as an organization, we're just about as well positioned as we can be for the foreseeable future.

Because of COVID-19, the equivalent of a generation of students have experienced the library in a very different way, or perhaps even not at all. Online engagement has seen us through the past two years, and we will continue to use digital tools in new and effective ways. However, the University of Tennessee remains a residential campus. Throughout

the pandemic we have heard from students (and their parents) how they value and want an in-person learning experience. Our challenge will be to continue to use the lessons we learned during the pandemic to provide online support when it's best for our patrons—but also continue to provide in-person and hybrid options where they make sense.

How about the longer term?

I don't believe we face any challenge not shared with the campus as a whole. Most challenges originate from forces external to the campus—things such as changes in the economy, the politics of the day, demographic shifts, new trends in higher education, etc. In many ways, these are concerns faced by all of higher education.

I tell our staff often (and I take this as a guiding maxim in my life) that the best thing any of us can do to prepare for whatever challenges might come our way in the future is to continue to do our jobs to the very best of our abilities.

When thinking about challenges, I often recall a quote from one of my favorite works of literature, J. R. R. Tolkien's *The Lord of the Rings*—and specifically the first volume in the trilogy, *The Fellowship of the Ring*. In a pivotal scene deep in the mines of Moria, Frodo bemoans his fate and all the dangers he and his friends are facing. He and Gandalf share this exchange:

“I wish it need not have happened in my time,” said Frodo. “So do I,” said Gandalf, “and so do all who live to see such times. But that is not for them to decide. All we have to decide is what to do with the time that is given us.”

In this “time that is given us,” upholding our tradition of excellent service and support for the university is paramount. We will also uphold core traditions for libraries and librarianship, as well as academic and intellectual freedom.

What else are we doing to prepare for the future?

Preparing a new strategic vision is important. This new vision is being created through an inclusive process (more than 50 individuals in the libraries have volunteered to help in this effort).

Strategic planning processes do not always have the best reputation for being a worthwhile use of time. I've been involved in a lot of these processes in my time, and I've seen processes transform organizations, but sadly, I've also seen processes resulting in a long report soon left on a shelf or in a filing cabinet to never be seen again.

In my experience, broad engagement is a key difference between a process shortly forgotten and one with a lasting impact.

Another important attribute of a meaningful strategic reset is its alignment with the larger organization.

Being aligned with university priorities, and demonstrating that alignment in obvious ways, helps to communicate our value to all of the Vol community.

I would also note what we are creating this time is not a new strategic plan but a strategic vision, which in the end should not require reams and reams of paper to communicate. One way the process of creating our vision is different from the making of a traditional plan is that rather than writing our own strategic priorities, we're taking those of the university as our own.

The language of the campus strategic priorities is general enough that they work quite well as our own strategic guideposts. The strategic vision subcommittees we've organized have been asked to produce both tactical and strategic activities we might implement to support the campus priorities. Another difference is that, at this point, I don't anticipate the need to write new mission or vision statements or a new set of guiding principles. The statements we created in our last process (Rise '22) are excellent and will adapt well to our new vision.

We've developed and launched a new diversity action plan and have been working in close collaboration with the Division of Diversity and Engagement, which has led a coordinated process across campus to create plans for all major units in the university. In my humble opinion, the development of the diversity action plans represents the most important overall effort on the part of the university to advance diversity in my 10 years here.

In support of the DAPs, the provost asked each of the deans to select their own priorities for 2022, drawn from their own unit's DAP. I've shared these before, but here they are again:

- *Develop an equitable library collection access strategy to deepen and extend the university's connection to Tennesseans and the world*
- *Apply inclusive language and accessibility standards to content and services available through the library's online presence*
- *Preserve important materials from underrepresented organizations and community archives to support research outcomes leading to the creation of a just, prosperous, and sustainable future*

- *Provide inclusive training, consulting, and learning formats responsive to the needs of learners with consideration for what this means for both in-person and online venues*
-

In the coming year, we will hear more about innovative and pioneering work by the Open Topics Group, which is developing our access tenets and principles as well as an open access communication plan. With the ultimate goal of creating broader public access to scholarly publications, this group is setting standards for the terms and conditions of our licensing and purchasing agreements. These efforts are in the spirit of our land-grant mission and the university's commitment to benefiting as many Tennesseans as possible.

This year we saw the return of many in-person events. I mentioned at the outset that our events are popular and even award winning. I hesitate to single out any one event because they are all so wonderful, but one that really moved me was this year's *Boundless: Artists in the Archives* performance, which featured the Knoxville-based hip-hop artist Joseph Wood, aka Black Atticus. He drew on collections in the Betsey B. Creekmore Special Collections and University Archives (and more specifically the Dr. C. S. Boyd Photograph Collection) and material from the Beck Cultural Exchange Center for one of the most moving pieces in this series to date. He created a hip-hop song, and a spoken-word piece is in the works. Please enjoy his original work at volumes.lib.utk.edu/boundless/black-atticus.

On May 9, we hosted a small event at the Beck Cultural Exchange Center for donors, partners, and supporters of the Beauford Delaney archive, an extraordinary collection that came to the libraries earlier this semester. In attendance and speaking

were René Kesler, president of the Beck; Derek Spratley, attorney and Beauford Delaney estate administrator; Stephen Wicks, curator of the Knoxville Museum of Art; and Chancellor Donde Plowman. Randy Boyd, UT System president, could not attend in person but provided recorded remarks. This small event is the first of many opportunities we will have to partner across campus, within the community, and around the nation and even the world on topics related to the modernist painter Beauford Delaney. We'll hold a larger event in the spring or fall of 2023 to publicly celebrate the collection.

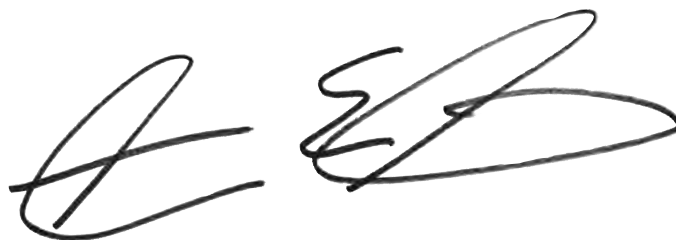
At the end of every spring semester we experience two wonderful traditions, which are also two of my absolute favorite events—the Spirit Awards and the latest installment of De-Stress for Success.

I love the Spirit Awards because they provide a chance to celebrate our wonderful library staff and faculty in a fun and engaging event. For the first time in two years, we were able to celebrate together in person with breakfast and a ceremony at the Baker Center. I enjoyed celebrating our award winners and the accomplishments of all our library staff and faculty.

De-Stress for Success is now a 10-plus-year tradition supporting our students during one of the most stressful times of the semester: final exams. Perhaps best known for the HABIT dogs (aka “puppies in the library”), De-Stress promotes the well-being of our students by providing helpful and fun activities and information on how to stay healthy and whole during a busy and demanding time. Like the Spirit Awards, this semester’s event was noteworthy because we were able to hold activities in person. The theme was *Do You Believe in Magic?* and the event included crafts and activities based in fantasy and fairy tales—such as potion making, fairy gardens, wand designing, and

a Dungeons & Dragons game night. Activities were held at Hodges, Pendergrass, and DeVine Libraries.

These are just a few highlights of the past year, and a little peek at the coming year. As I mentioned at the outset, I feel so fortunate to be a part of the libraries and this university. A Big Orange thank you to all who support us, and another to our terrific library staff. Success in life is never a solo effort—it takes a team. And together we make a terrific team.



Steven Escar Smith
Bruce and Nancy Sullivan Dean of University
Libraries & the University of Tennessee Press



Beauford



BY STAFF OF THE BETSEY B. CREEKMORE SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES

This year the University of Tennessee Libraries acquired a collection that will give scholars, artists, and community members new opportunities to understand 20th-century art, African American history, and queer history—with one brilliant Knoxville-bred artist at its center. That artist is Beauford Delaney (1901-1979), widely considered one of the major modernist painters of the 20th century.

Delaney's personal archive of correspondence, sketches, notes, writings, and other materials is now in the Betsey B. Creekmore Special Collections and University Archives thanks to the library's generous donors and the decades-long efforts of key players in the preservation and cultivation of the Knoxville community. Those critical stakeholders include the Beck Cultural Exchange Center, the Knoxville Museum of Art, Beauford Delaney estate administrator Derek Spratley, and Delaney's brother Joseph Delaney—also a world-renowned artist, with holdings at UT and the KMA as well as New York's Museum of Modern Art and the Smithsonian American Art Museum. This story of the collection's journey from Paris to the UT Libraries is deserving of its own article, which we hope to provide at a later date.

Beauford Delaney was born into a religious and community-minded family in Knoxville. (The stories of the Delaney family members are notable in their own right, meriting far more space than can be given here—but historians and students can learn a lot from seeing Knoxville through the Delaney family's eyes, especially since African American history in the South has often been overlooked.)

Delaney showed promise as a young artist. His skills were cultivated by venerated Knoxville educator and advocate Charles W. Cansler as well as popular local artist Lloyd Branson. With Branson's encouragement and assistance, Delaney moved to Boston in 1924 to continue his education in art. When he relocated to

New York City in 1929, the Harlem Renaissance was under way. In New York and later in Paris, Delaney attracted awed admirers and found many friends in the art world and within literary circles.

One of the strengths of the collection is Delaney's correspondence with close friends such as James Baldwin and Henry Miller as well as others from the art world and the Harlem Renaissance. Other gems include the artist's sketchbooks and notebooks, filled with artistic studies and incisive observations of the world around him.

Funding for the acquisition of this extraordinary archive was made possible through the generous support of Natalie and Jim Haslam, Ann and Steve Bailey, UT's Office of the Chancellor and Office of the Provost, and endowments provided by donors to the UT Libraries.

The UT Libraries' acquisition of the Delaney archives, together with the Beck Center's Delaney family papers and the Knoxville Museum of Art's major holdings of the painter's art, establishes Knoxville as an international destination for Delaney scholars and enthusiasts.

Before making the library's newfound trove of materials available to the public, work must be done to properly ensure the ongoing safety and accessibility of items. This includes conservation work, description, and arrangement. The collection is currently around 40 linear feet (or about 40 banker's boxes). The UT Libraries has added staff to expedite this work while providing the quality of care this vitally important material deserves.

An Interview with Alex Sabau, Assistant University Archivist

Alex Sabau joined the Betsey B. Creekmore Special Collections and University Archives in May 2022. Interview conducted by Jordan Smith, graduate assistant in the Libraries' marketing and communications department and a recent graduate of UT's School of Information Sciences.

When did you start/complete your master's program?

I started my master's program in information sciences (MSIS) at UTK in fall 2020 and am graduating in spring 2022.

What motivated your decision to get a degree in information sciences?

I actually decided I wanted to pursue information science in my undergrad at UT. I was a freshman exploratory student in one of the university's FYS [First-Year Studies] 101 classes during my first semester on campus when I took a career profile test offered through the career development office here on campus. One of my results indicated that I would work well in libraries, and everything clicked in that one moment. I had always been a regular at my local public library, with an intense love of reading and learning. As soon as I saw the result, something inside of me instantly knew that's what I wanted to do.

When you started the program, did you intend to go into academic libraries? What was your dream field?

Growing up, I was always interested in the arts. I see myself as a multimedia artist, so I decided to pursue information sciences as a minor in my undergrad. I majored in art history since I knew I would ultimately be getting my MSIS, and then I could combine my interests of art and librarianship to work in various types of institutions. Originally, I was most interested in working in museums, galleries, and libraries. It wasn't until a classroom visit to this very Special Collections in my second year of undergrad that I knew I wanted to work in an archive/special collections. As soon as I was in the classroom, I was like, "This is exactly what I want to do." I then asked the outreach librarian in the session—Allison McKittrick, who is now the campus librarian at

Pellissippi Strawberry Plains—how I could work here, and she told me experience in the library profession was most important. I instantly began checking our library website waiting for any student postings to pop up that I was interested in. Luckily for me, a couple weeks later there was a posting for an SLA [student library assistant] position at Special Collections, and I immediately submitted my application. I was absolutely set on getting that first position.

How long were you with UT Libraries as a grad student?

So as stated above, I started out at Special Collections as an undergraduate SLA in May of 2019, marking this May as the third year I've been at Special Collections. That first year at Special Collections was my last year of undergrad. The more time I've spent in my position, the more I fell in love with the department and the work I was doing. Since I knew I was going to get my master's, I got a lot of help from my supervisors to apply to the MSIS program here at UTK, and then spring of 2020 I applied for my GRA [graduate research assistantship] at Special Collections and got it. Eventually I also got a third position at Special Collections as a GSLA [graduate student library assistant] that I worked simultaneously as my GRA. So basically, I worked at the UT Library and Special Collections as a grad student for two years, the duration of my program. When I saw a full-time position posted this past winter I was so excited. I'm thrilled to be working here full time, although it is a bit surreal to be in a position I've been working towards for the past five years.

What has it been like to make the transition from a grad student position to an official role?

The transition from grad student to an official role has been relatively smooth. A lot of the responsibilities of my current position were tasks I was assigned as an SLA, GRA, and GSLA: things like reference work, working on the reference desk, and creating Lib Guide tutorials for the department. There is a whole different administrative side I wasn't privy to as a student, but getting to learn it now has given me a lot of context and really enhanced the departmental knowledge and experience I had prior to my full-time position. It's funny how I thought I would have so much more time to work on my projects, but now it feels like I have just as little time as I had as a student worker!

What is your favorite collection? Favorite item?

It's so hard to pick a favorite collection. I have a couple. One of my favorites is the *Radical Faerie Digest*, which is essentially a gay country journal that began production in

the '60s or '70s and includes all sorts of incredible gay-centered art, poetry, literature, as well as just writing about sexuality. The journal also includes a focus on politics, sustainable farming, and even has a recipe section. It's such an empowering magazine, and as an art aficionado I really value the photography, art, and other illustrations that shed light on gay men's experience with love, sex, sexuality, nature, and so much more. My favorite items in rare books would have to be any one of our artist books. There's a fantastic one on the history of abortion starting in 3000 BCE up through the '80s that includes information about the social and cultural ideas surrounding abortion in recorded human history. For University Archives, I would have to say any collection including photographs on campus life and culture at the University of Tennessee. It's so nostalgic to look through the years and see all the different generations of students that have attended UTK and the cultural mark they have left on the institution. There're some really iconic shots from our collections in regards to social movements, fashion, student life, and then of course academics. UTK has such a rich history, which is one of the reasons why I was drawn to University Archives.

What does your day-to-day look like?

I don't think I have a typical day-to-day! Every day is unique and I love it. But I'll typically come in at 8:30, check my email and schedule to see what my day will look like, and see if there are any pressing concerns. I will typically take a couple of hours to answer some reference questions, depending on who they're from, and directing researchers to other archives with relevant collections if our department doesn't have what they are looking for. To answer reference questions, I go through the reference materials on our server, our digital materials, and our physical collections, depending on what the question entails. I also work on the Special Collections reference desk a couple times a week where I field general questions about visiting us as well as helping our patrons



access our materials, and anyone else that wanders in. Towards the beginning I was mainly working on completing all my orientation material for the department and university as a whole. Now I'm starting to work on some more administrative and back-end collections management of our University Archives materials and beginning to prep for a collection shift this summer in Special Collections. There's a lot of prep work to be done, so some of my time this summer will be heavily spent assessing our current collections in Hoskins, our current storage facility. I'll also be going into our online records and tidying them up, which is a lot of administrative work that will help me get familiar with our collections and workflow.

Why is outreach so important for special collections?

Archival materials and primary source documents offer such an introspective look into the past and challenge our perceived image of history and our current society. There is so much information lost to time. Archival materials help provide a tiny glimpse of our shared collective beliefs about the past, nuances to people's lives, past events, time periods, and cultures. Our materials are so valuable as well for promoting critical thinking, research, and teaching students how to evaluate biased sources, as all primary source materials are biased and a specific representation of the moment in which they were created. I think there's so much value in working with primary sources and archival materials, but so many people don't realize it because they don't really interact with history on a daily basis. When you interact with history you are challenging, or should be challenging, your preconceived notions of the past, and through that, our current notions about our place and purpose in our current lives, and that type of nuance in life is just critically important to having a well-rounded perspective in life.

Anything else to add?

I'm so grateful to be in my position and have the opportunities I have had to learn and grow in this department, and I'm excited to live through and see the opportunities this current position will offer to me. It's so special to be part of an institution that undoubtably preserves and shapes our university history, and I would really love to leave a positive and meaningful mark on this campus through my contributions in this position to the University Archives.



OPENING ACCESS

An illustration featuring two women in a light-colored, textured background. The woman on the right is wearing a purple top and a green skirt, reaching up towards the large orange letters 'OPENING ACCESS'. The woman on the left is wearing a yellow dress and is also reaching up. Several yellow paper planes are floating around the text, with curved arrows indicating their paths. The overall style is modern and artistic.

At the fall 2019 Library Council Retreat, our guest expert, Jeff Spies, spoke about why open access to research solves many of the challenges currently recognized in the sciences and scholarship more broadly, and—equally important—makes research more efficient, of higher quality, and more accessible and diverse. Spies (jeffspies.com) is a research technologist and methodologist as well as the founder of the 221B consultancy.

A three-day retreat was insufficient to fully articulate the principles that motivate the University of Tennessee Libraries when negotiating with vendors for our licensed electronic content. We decided to hire Spies to help us arrive at a unified understanding of our philosophy of access and develop a coordinated strategy for implementing those values in our processes and for engaging, educating, and leading the campus on this

issue. The COVID-19 pandemic slowed progress, but the Open Topics Group (Robin Bedenbaugh, Rachel Caldwell, Peter Fernandez, Elyssa Gould, Regina Mays, Holly Mercer, and Jennifer Mezick) met with Spies over the course of more than two years—in fact, the work continues.

Spies has stated, “One of my core responsibilities in taking on projects is to increase their probability of success. That probability increases dramatically with stakeholder buy-in at all levels. Buy-in increases with collaborative development as, rather than being buyers, stakeholders become sellers. The more stakeholders that can effectively sell your vision, the greater you can scale your work.”

To date, we have produced a set of tenets and principles—in effect, an internal decision-making document. In development is a communication plan that will outline how we will share these tenets and principles, and the decisions we have made as a result of their adoption, with our many diverse stakeholders. The communication plan is called Opening Research.

While the UT Libraries was developing our access tenets and principles, the Association of Southeastern Research Libraries was also developing licensing principles. ASERL’S recommendations, known as the ASERL Eleven, help guide member libraries in their negotiations with vendors. The ASERL Eleven complement the UT tenets and principles, and some similarities are to be expected: UT Head of Assessment Programs and Collection Strategy Jennifer Mezick chaired the ASERL Licensing Principles Working Group. She organized the group’s work, created draft documents, ensured the continuity of multiple principle drafts, identified principle language from external sources, led meetings, and kept the group on track. Head of Acquisitions and Continuing Resources Elyssa Gould served on the ASERL Licensing Principles Peer Review Group.

One example of alignment is *accessibility*. The first principle of the ASERL Eleven states, “ASERL seeks to ensure equitable access to information as a core ethical commitment, as well as a legal obligation.” ASERL is a founding member of the Library Accessibility Alliance—a multiconsortial organization that promotes equitable access to library services and electronic resources—and recommends looking to LAA for best practices in this evolving area.

The UT Libraries Principle 5 states, “UT institutional accessibility standards allow access by all people, regardless of physical or learning abilities.” The principle includes a corresponding point of negotiation:

Vendors demonstrate a commitment to accessibility

- Resources must meet the current institutional accessibility standards.
- If accessibility standards are unmet, the vendor provides and adheres to a transparent plan to meet those standards.

Our tenets differ from the ASERL Eleven in that the ASERL document provides suggested license agreement language for each of its principles, whereas the UT Libraries’ principles are aspirational. For example, the UT principles state, “If implementation of a given point is agreed to be impossible at the time of negotiations, we will work in partnership with the vendor to specify an incremental path toward alignment with our priorities.”

UT’s access tenets and principles articulate points of negotiation—that is, terms and conditions—with vendors. Ideally, every library vendor we work with would agree to every term and condition. But realistically, we are working incrementally toward alignment with our priorities.

While the tenets and principles were created by a group of librarians from the UT Knoxville campus, they have been embraced by librarians at every University of Tennessee campus. The UT System is now working to incorporate the access tenets and principles and the ASERL Eleven into system-wide master license agreements. The master agreement process dramatically streamlines library procurement by eliminating the need for each UT System entity to negotiate terms and conditions independently.

Both the ASERL Eleven and the UT Libraries philosophy of access address the *what* and the *how*. What are the issues libraries wish to resolve, and how can licensing language and points of negotiation help achieve the desired outcomes?

Opening Research, the communication plan, will share the *why*, laying out a compelling vision for UT Libraries and its many stakeholders. That plan will be far reaching and will begin to roll out in earnest in the 2022–23 academic year.

NO.1 / NO.2 / NO.3

TENNESSEE

Access is central to the UT Libraries mission to cultivate, disseminate, and preserve knowledge.

Barrier-free, equitable access to research, scholarship, and creative work lies at the core of UT Libraries' role as a steward of learning, scholarship, and community. To extend our reach into the campus and surrounding communities, UT Libraries relies on transparent, sustainable subscription and purchasing agreements. These agreements should protect our scholars and help UT Libraries support the University of Tennessee's commitment to open, public access.

Access to collections that reflect the diversity of our state and global communities helps all of us work together to shape a more just and prosperous future.

Providing access to research, scholarly work, and creative outputs remains central to UT Libraries' commitment to equity and inclusion. We seek agreements with entities that share our commitment to equity and inclusion and that allow the greatest number of researchers access to UT-authored materials.

Access to research, scholarship, and creative work supports UT's mission to advance the prosperity, well-being, and vitality of communities across Tennessee and around the world.

The University of Tennessee community seeks opportunities to both deepen and extend our connections with Tennesseans while expanding global engagement and impact. UT Libraries fosters public outreach and engagement at every opportunity. Our commitment to access allows us to serve diverse communities, including researchers, practitioners, and other groups who may lack access to scholarly research. By advancing access, we support discovery, creativity, and innovation while also creating high-quality, universally accessible educational opportunities.

LIBRARY STATS 2021 - 2022

Surveys and Statistics: Evaluating the Libraries in a Changing Environment

READ

Total physical volumes: 2,550,395
Total e-books: 1,440,934

LEARN

Participated in library classes: 9,600+
Instruction sessions: 524+

VISIT

Hodges: 1,293,712
DeVine: 27,161
Pendergrass: 48,000+

USE

Physical item circulation: 32,628
Electronic resource usage: 6,000,000+

RESEARCH

Research assistance: 8,600+
TRACE downloads: 2,728,582

BY LOUIS T. BECKER


“In his book *The Five Laws of Library Science*, S.R. Ranganathan sets out as his first law “Books are for use.” A library that does not serve the needs of its community is missing its purpose. We can build an amazing collection of physical and electronic resources, house them in a monumental building in the center of campus, and recruit outstanding staff to maintain it all, but if libraries are not solving problems for our users, we are not fulfilling our mission.

The UT Libraries tracks the usage of our materials and services on a regular basis—a snapshot of those statistics can be seen on this page—but we also seek to check in with our community from time to time and look at their more intangible impressions of the libraries.

On an increasingly virtualized campus of more than 40,000 students, faculty, and staff, it would be difficult to talk with everyone directly. Instead, we use online surveys to gather opinions from samples of the campus population. The exact form of the survey has varied, but we have been seeking campus opinions on library services and spaces approximately every other year since 2000. In addition to the warm fuzzies we get from consistently high approval ratings (76 percent of respondents indicated satisfaction with overall library service this year) and reassuring comments, the surveys give us a view of student, faculty, and staff priorities and point out areas for improvement.

This year’s version of the survey was emailed to 5,146 faculty, students, and staff in Knoxville or in associated distance and extension programs in February. The 1,481 responses tell us how often our patrons used the physical libraries and online services, how important they found various services, how satisfied they were with those services, how informed they felt about them, and whether they would recommend the libraries to a colleague or student.

This survey, like those of 2017 and 2019, was based on Measuring Information Services Outcomes (*misosurvey.org*), a survey instrument and protocol developed and run by statisticians at Bryn Mawr College and used by hundreds of colleges and universities to evaluate their libraries and information technology services.



The MISO organization provides us with a standard bank of questions and technical support to ensure that the survey is delivered to the appropriate number of people for our campus population. A team from across the libraries worked with me to customize the survey for our needs, making sure we were asking the questions needed to support our strategic planning while not overburdening the Volunteers who were taking time to give us feedback.

Responses began to arrive as soon as the invitation to the survey went out. Some students and staff wrote back to say that, because they hadn't visited Hodges Library, they didn't feel qualified to answer the survey. I politely encouraged them to complete the survey anyway—the goal is to hear from as many parts of our community as possible, and we want to serve our virtual patrons as well as habitual users of our physical spaces. Others wrote back to thank us for consulting them and to ask questions about our services. One person responded with an extensive apology for having lost a book. (I connected them with Public Services to take steps toward an appropriate replacement.)

Students and faculty, while rating the UT Libraries and its staff positively overall, have diverging priorities. Undergraduate students in particular engage with Hodges Library as a study space: of 502 undergraduate respondents, only 20 claimed never to have visited Hodges. (It is quite likely that nonvisitors chose not to respond to the survey.) Nearly 40 percent of undergraduate respondents reported using quiet work space in the libraries on a weekly basis, and more than 60 percent called quiet work space and physical comfort in the library very important—a higher percentage than for library service overall. While a similar percentage rated quiet work spaces and group study spaces as satisfactory, physical comfort in the library was also the area most in need of improvement: 26 percent of undergraduate respondents and 15 percent of graduate student respondents rated its importance more highly than they rated their satisfaction. Spaces were the most common subject of free text comments and suggestions for improvement from undergraduates. We are more than a supportive study space for our students, but the survey is clear that this is a priority for them.

Faculty, on the other hand, listed databases, access to online resources, and OneSearch (the libraries' catalog

and resource discovery system) as the most important and most frequently used services. Based on the results of past surveys, we did not ask faculty as many detailed questions about library spaces, but only 30 percent of faculty respondents called library meeting rooms and classrooms very important. A majority reported visiting the libraries only once or twice a semester or not at all.

Graduate students occupy a middle ground between faculty and undergraduates. Access to online resources is crucial for this diverse group, which includes some students who are enrolled in entirely virtual programs from around the globe. Eighty-four percent of graduate student respondents reported using online resources from off campus, and just under half indicated doing so weekly. Twenty percent of on-campus graduate student respondents reported never having visited the library, but more than half reported using quiet work space in the libraries at least once. In the words of one student, "I liked that they are supporting graduate students more with the newly opened graduate commons in Hodges." Other comments sought expansion and increased access to dedicated graduate carrels and space. Another student explained, "I never study in the library because the study areas are too small to accommodate all the students that go there." While acting on these requests would require long-term planning and construction, they point to the value of the renovations we have already made and indicate that we should pay attention to opportunities to improve the functioning of spaces we already have.

The pandemic accelerated our longstanding move toward electronic resources and made it much more visible to our users. In 2017, 47 percent of faculty respondents rated our physical collection as very important; in 2022, only 37 percent attached that level of importance to physical materials. E-book collections, on the other hand, have risen in both importance (61 percent of faculty respondents called them very important in 2022, compared to 47 percent in 2017) and satisfaction (60 percent of faculty respondents reported satisfaction in 2022). There's still some room for improvement: 18 percent of faculty respondents and 10 percent of respondents overall rated e-book collections as more important than satisfactory this year.

Pandemic-related changes may have had some negative impacts on students' impressions of the

libraries. Undergraduates' views of the importance of overall library service declined: only 52 percent of undergraduate respondents rated it as very important this year, down from 64 percent in 2019. When we asked undergraduates how informed they felt about various aspects of our services, just over half said they felt informed or very informed about our research and reference services, and only 41 percent reported feeling informed about who to contact for their library needs.

Knowledge of our advanced technology offerings like the Studio workstations, 3D printing, and the virtual anatomy table was limited to a quarter of respondents. It's difficult to feel enthusiastic about things you've never heard of. As one respondent commented, "[T]here were things I didn't know about until I took this survey." Other comments requested tutorials and orientation sessions for library users. Opportunities for library orientation were curtailed during the pandemic, and we're continuing to adapt our instruction programs to today's evolving hybrid of in-person and online education. Helping students see our resources as well as our spaces is an area for improvement.

Many of the broad trends that appear in these surveys are not especially surprising. The value of the survey program is the ability to confirm with a wider circle of the community the fragmentary impressions we get from individual interactions or observations. Broad surveys also give us a chance to see combinations of factors that might not be visible in single interactions. The survey instrument asked for a variety of information that allowed us to compare the demographics of the respondent groups with the university population as a whole. As in previous years, more women responded to the survey than we would expect based on the gender balance of the university population. We also noticed that higher percentages of women than men rated library services overall as very important and rated specific services as satisfactory, particularly among undergraduate and faculty respondents. It's difficult to tell exactly what's behind this gendered view of the libraries, but it is a piece of background information revealed by the survey.

The disparate importance of the libraries to women is reflected in another study we conducted during the fall of 2020. With many students attending online, we had an opportunity to get a different view of the value

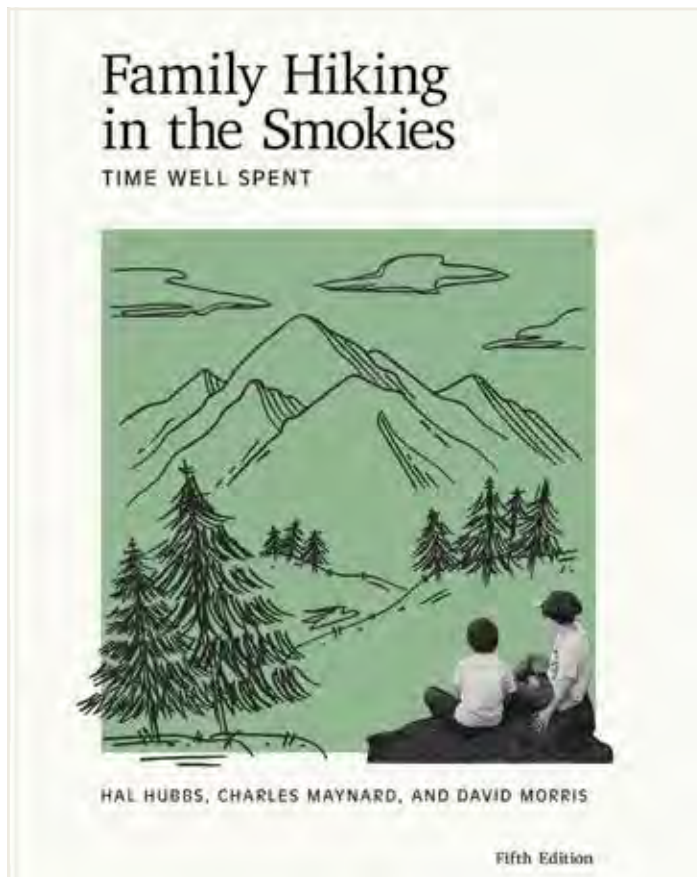
of library spaces than the usual survey program allows. With the cooperation of the School of Communication Studies, we surveyed 435 undergraduates from a variety of majors about their use (or lack thereof) of library services and spaces, and received each student's permission to track their cumulative GPA across the semester. Some students attended classes in person, some attended online but visited campus—the use of the library to attend online classes was particularly valued by some of these students—and some were entirely distant from campus. Among those groups, we found that women who reported visiting the library had, on average, a higher cumulative GPA at the end of the semester than women who did not, regardless of how they attended their classes. Men did not show the same correlation between library visits and higher grades, but men who lived on campus or visited campus averaged higher cumulative GPAs than those who were entirely off campus. While the particular nature of that midpandemic semester and the relatively small number of students we were able to track prevent us from making very broad claims, it seems that women have some grounds for viewing the libraries as very important to their success.

The UT Libraries wants to help each member of the university community engage with our resources and succeed, and our assessment program is one way we can engage with our users and gauge our own success. Individual comments or conversations can raise important issues—and we do value all of the comments we get, whether as part of a survey or through any other medium. Surveys can help us understand how those individual bits of concern or praise are reflected in the university community's understanding of the libraries.

THE 2021-2022 YEAR IN REVIEW

Over the past year, the UT Libraries balanced in-person and virtual events to stay connected with friends, donors, and community members.

On September 21, we streamed a conversation with Hal Hubbs, Charles Maynard, and David Morris, authors of *Family Hiking in the Smokies: Time Well Spent*. UT Press recently published the fifth edition



of their guidebook to the best trails for hiking with children in the Great Smoky Mountains National Park. Maynard told our audience, “[The hikes] were all

kid tested. We took our kids on every single one of these.” Katie Cate, the author of a children’s book set in the Smokies, who hikes and camps with her own two-year-old and four-year-old, served as moderator for the livestream event. She posed questions submitted by members of the virtual audience and elicited lots of recommendations on the best trails for children. The event was part of our *In Conversation* series of chats with UT Press authors.



Our first in-person event of the year was a pregame tailgate party held on the balcony of the Paul M. and Marion T. Miles Staff Lounge with a spectacular view of the stadium, Knoxville’s skyline, and the mountains beyond. On November 13, a beautiful fall Homecoming Saturday, the John C. Hodges Society welcomed longtime donors and members of our Scholars’ Circle to the ninth annual tailgate at the Hodges Library. It was an opportunity for library supporters to mingle with library faculty and staff and experience the sights and sounds of game day.



Illustrators and editorial cartoonists Paige Braddock, Marshall Ramsey, and Danny Wilson joined us for a virtual panel discussion on February 10. They spoke about the process of creating artworks inspired by the experiences of those who lived through the tragic Chimney Tops 2 wildfires in the Great Smoky Mountains in 2016. Their artworks are being featured in public programming and exhibits, a digital exhibition (rfta-artists.lib.utk.edu), and a print catalog from UT Press—thanks to a grant from the National Endowment for the Arts’ Our Town program, which funds projects that strengthen communities through artistic and creative engagement. Wildfire Recovery through Art and Public Memory is the second initiative of the UT Libraries, the City of Gatlinburg, and the Anna Porter Public Library that seeks to promote healing from the devastating impact of the wildfires. An earlier collaborative project, *Rising from the Ashes*, recorded and preserved the oral histories from which Braddock, Ramsey, and Wilson drew their inspiration.

Environmental philosopher Kathleen Dean Moore delivered the 2022 Wilma Dykeman Stokely Memorial Lecture on March 3. It was the second virtual installment of the lecture—sponsored jointly with the Friends of the Knox County Public Library and held annually since 2007—which celebrates the legacy of writer Wilma Dykeman Stokely and advances her cherished causes of environmental integrity and social justice.

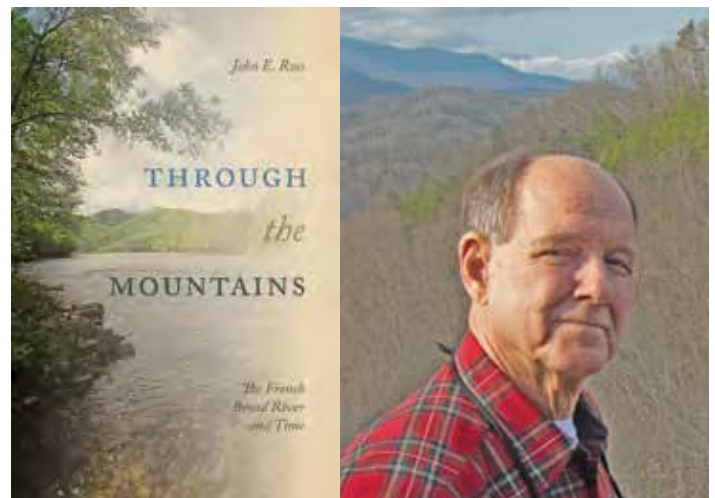
Moore asked the audience, “What does it mean to love the world? . . . What does that love ask of us in a time of the greatest peril and the greatest promise the world has ever seen?” Her lecture eloquently wove together the harsh truths of environmental devastation, an account of lessons learned, and a



call to action. Following the lecture, Chrissy Keuper, news director at WUOT, UT's National Public Radio member station, interviewed Moore about her latest book, *Take Heart: Encouragement for Earth's Weary Lovers*. "It's not offering hope; it's offering courage," Moore said of *Take Heart*. "Because between hope and despair there's this moral ground that we call integrity. . . . The question people come to is always *What can one person do?* And the answer to that, I think, should be stop being one person, you know. Join up with other people. . . . There are people already out there who are doing brilliant things."

On April 5, UT Press hosted a lecture and book signing with John E. Ross, author of *Through the Mountains: The French Broad River and Time*, and Robert Hatcher, professor emeritus of geology. At the event in Hodges Library, Ross spoke about the human settlements that have followed the French Broad watershed. He and Hatcher explained how we have learned that the Appalachian Mountains are *not* the world's oldest mountain chain.

The distinctive topography of the Appalachian Mountains is not the result of a single upheaval some 260 million years ago, followed by gradual erosion over the eons. The present-day Appalachians were instead uplifted a mere 5 to 10 million years ago—the latest of at least three mountain ranges to occupy this space on the North American continent. That geological history is part of the vast story presented in *Through the Mountains: The French Broad River and Time*.



Readers can find videos and recaps of these events—as well as announcements of upcoming events—on our Speaking Volumes blog at volumes.lib.utk.edu.

BY MARTHA RUDOLPH AND ANNAMARIE RUSSELL



BOUNDLESS

BY CHRIS DURMAN

The Betsey B. Creekmore Special Collections and University Archives are recognized by researchers from all over the world for their research value. But the successes of the UT Libraries' project known as *Boundless: Artists in the Archives* prove that the historic materials collected and safeguarded by our archivists can serve as inspiration for contemporary artists, too.

Started in 2017, *Boundless: Artists in the Archives* commissions artists local to East Tennessee to come into the Betsey B. Creekmore Special Collections and University Archives, to explore the holdings therein, and to select items—or an entire collection—to serve as inspiration for their own art. The artist then creates art inspired by our special collections and debuts their work to the UT Libraries community at a virtual, in-person, or hybrid event.

Although each of the previous *Boundless* artists, the current artist, and the short list of anticipated future artists are all musical artists, the *Boundless* steering

committee envisions the project as including artists working in other genres. But we plan to sustain the current focus on musicians until we have recorded a sufficient number of tracks to enable a full album release. We're nearing the halfway point of that overarching project!

Knoxville-based rapper and spoken-word artist Black Atticus, who is also known as Joseph Woods, is the fourth *Boundless* artist. In addition to being active in the Knoxville hip-hop scene for over a decade, Black Atticus is a founding member of the Good Guy Collective, a group of like-minded artists who have come together to share tools and resources to create music. While the Good Guy Collective has been successful in working together to release the music of their various members (including Black Atticus), Black Atticus has also been very much in demand as a guest artist who—with his distinctive voice and words—adds immensely to any project he undertakes.

For his work on *Boundless*, Black Atticus found inspiration in a collection of photographs that form part



of the Photographs of Tennessee Cities Collection, in a separate collection of photographs included in the Dr. C. S. Boyd Photograph Collection, and in the collections held by the Beck Cultural Exchange Center, a Knoxville organization with a mission “to be the place where Black history and culture are preserved, nurtured, taught, and continued.” Black Atticus chose to focus on Black-owned businesses and the disruption to them caused by the urban renewal projects of the 1950s and 1960s. Those projects built new roads and city infrastructure through areas of town that had been neighborhoods and business districts, including the Black business district near the area of town now known as the Old City. There, in constructing the James White Parkway, the city tore down and displaced many once-successful Black-owned businesses. Many of those businesses never recovered.

On the evening of March 31, Black Atticus presented his *Boundless* work to a gathering of library friends, staff, and interested members of the public. Everyone was excited to be back in the library for the first in-person *Boundless*

event since the start of the pandemic. Over appetizers in Hodges Library’s Jack E. Reese Galleria, Black Atticus mingled with attendees that included members of our John C. Hodges Society, library employees, and music-loving members of the local community—including former *Boundless* artist Marcel Holman. The audience then followed Black Atticus down the hall to the Lindsay Young Auditorium for the performance. After being introduced to the crowd, Black Atticus explained some of his inspirations for the spoken-word poetry and the hip-hop song he created for *Boundless*, “Seed 2 Sun.” He performed it along with a few other works before launching into the informative question-and-answer session that concluded the evening. Many attendees came up afterward to talk to the artist. Black Atticus took the time to speak with each guest wanting to ask him a few more questions or simply wishing to congratulate him for a job well done.

“What I hope to do is to share, for not just the audience but even for the future, that we don’t really tackle the big WHY as to why we should have an archive. Why keep an archive? Why have access to it? How does it actually



connect the Libraries with the present day? Why we should have it beyond the clichés, right? ‘You got to know where you’ve been to know where you are going.’ No, no. You’ve got to go past that. How does it enrich you personally?

“And so my interest in telling the story or focusing on the story of Black businesses is because I’m currently a Black business owner in this area. And, for me personally, knowing more about what others before me have gone through has personally empowered me in a way that I can never really display in a picture or a painting or anything. There’s a higher sense of pride that I thought I already had. But now there’s even more.

“I feel that that can translate no matter what your story is or what you’re looking up. History has proven that a people that knows themselves tends to fare a whole lot better in their community, in their choices and decisions.”

As we have done for other *Boundless* artists, a video including the song has been posted to our Speaking Volumes blog (volumes.lib.utk.edu/

boundless/black-atticus). In the video, Black Atticus mentions an unforeseen benefit he received from working with the Betsey B. Creekmore Special Collections and University Archives—a newfound appreciation of the value of archives and archivists.





THE ART OF PRESERVATION

BY CLAIR MORRIS

UT's cinema studies program is projecting 16mm films in classrooms for the first time in many years.

In the fall 2021 semester, Louisa Trott, associate professor and cinema studies librarian, started to bring UT Libraries' film projector to classes, teaching students how the mechanisms work and showing artistic films.

Trott is no stranger to finding lost things to preserve. From 2010 to 2016, she was project manager for the Tennessee Newspaper Digitization Project, part of a nationwide effort to provide online access to historical US newspapers.

One of the great successes of Tennessee's project was documenting the existence of more than 200 African American-run newspapers, including titles published in the state as early as 1865—most, sadly, with no surviving copies. Trott recently published an article on the topic on the National Endowment for the Humanities website ([neh.gov/blog/documenting-lost-african-american-newspapers](https://www.neh.gov/blog/documenting-lost-african-american-newspapers)). “By documenting the existence of newspapers that have no known surviving copies, we can create a fuller picture of our newspaper history,” she writes. “This is particularly important for communities that are underrepresented in library and archive holdings.”

The National Endowment for the Humanities has recently funded a project that will search for missing and overlooked African American-run newspapers on a national scale.

Trott—who, along with her master's degree in information sciences, holds a master's in film

archiving—has a passion for preserving cultural artifacts. She was co-founder and co-director of the Tennessee Archive of Moving Image and Sound (now part of the Knox County Public Library). She enjoys teaching about historical photography and filmmaking techniques at international conferences, family day at McClung Museum, and in university classrooms.

UT's collection of film reels, Trott discovered, was not used for several years. There are approximately 250 reels of 16mm film in storage at UT Libraries, many of which are not cataloged. A full inventory was completed in spring 2022 by information sciences practicum student Blake Wahlert. Within the collection are about 40 films that Trott refers to as the “Modern Art Collection” because they had previously been used by professor Norman Magden for his course, Film and Modern Art. After Magden retired in 2014, the collection was most likely not used until Tim Hiles, assistant director of the School of Art, revived the Film and Modern Art course in fall 2021.

Trott would make almost weekly trips to an auditorium on campus to show students the projector and screen a film. Among the classes she visited was the revamped Film and Modern Art class.

Trott notes that the class reception of the screenings was enthusiastic and that many of the students could point out the differences between watching film and watching digital video. They were fascinated with how the projector worked and watched Trott thread the film into the projector.

“They would give me a little round of applause,” Trott says.

In addition to the university’s collection, faculty teaching film classes are able to rent 16mm films from the Museum of Modern Art’s circulating collection. Several films are rented at UT each semester, and one of Trott’s goals is to utilize this service more often. Trott notes that she has colleagues in different parts of the country wanting to know more about projecting films in the classroom and that UT is giving students a unique experience by doing so.

“I desperately wanted to show film,” Trott says. “[The students’ experiences are] the kind of thing that is like the icing on cake.”

As one of the students who saw the film projection in action, I can attest to how different it made the film-viewing experience. Even in a graduate-level class, many of the students have grown up with cassettes, VHS, or DVDs. We are unable to picture a time of home videos on anything before VHS, or anything outside of a movie theater using film projectors. Most of us had never seen the inner parts of a film projector and had no idea how they work.

I specifically remember Trott apologizing for the sound; it’s true that we had to strain our ears more than usual to hear the film over the whirring of the projector, but my classmates all agreed that the ambience of the projector made the film more enjoyable and that it was anything but a hindrance to the experience. When we later pulled up digital

videos during subsequent classes to analyze specific scenes, the feeling was not the same.

Our class had several days over spring semester where we would watch a film on the projector, and those were days we were all excited for. One film I remember in particular is *Frank Film* (1973) by Frank Mouris, which uses magazine cutouts and overlapping audio to depict the autobiography of Mouris in terms of consumerism, family, and emotion. It was very intense, with so many different images and sounds going on at once that every classmate had unique things that stood out to them.

It got me thinking about the art of editing physical film—I know how to use and have used video editing software, but now I understand how it is nothing compared to the physical cutting and moving Frank and Caroline Mouris did for *Frank Film*. I did not get that same hard-hitting feeling when we watched it on YouTube in later classes to draw back to certain scenes; watching it digitally felt flatter.

Both the film archives and the newspaper identification program showcase how uncovering hidden parts of history gives UT the opportunity to open doors for students, faculty, and the community alike.



Finding Music by Black and Latinx Composers

BY KATHRYN SHEPAS

I woke up one morning in the summer of 2020 ready to start my work day from home. I poured my coffee, went outside to my porch swing, and scrolled through Facebook. While scrolling, I was stopped by a petition from students in UT's School of Music calling for all student recitals and concerts to include works by underrepresented composers. This petition prompted a meeting of staff at the George F. DeVine Music Library and a discussion of how our library could assist with the music students' initiative.

We decided to review the music library collection to identify composers who were not represented in our holdings of musical scores. This was the perfect project for student library assistants, who at the time were also working from home. Our SLAs created a spreadsheet of works by underrepresented composers that were recommended for purchase. Thus the rebuilding of a more inclusive score collection began.

By the time we returned to campus in the fall, new works had been added to the collection. But students did not know how to access the scores, nor did they even know that we were adding these new works. This motivated us to take our composer demographics project to the next level by creating a local collection tag: "Music by Black and Latinx Composers" to make scores more discoverable through our search engines.

Music Library staff and student library assistants browsed dictionaries of African American, Black, and Latinx composers, collecting information on

each composer and noting works that were already in our collection. Once all the information was gathered, the library was able to add the new collection tag to individual scores, making them easily discoverable by the advanced search function in OneSearch, the UT Libraries' catalog. Any new works ordered began to have the local collection tag added.

Now music students can search our collection online—by musical instrument—to find works by underrepresented composers to add to their recital programs. School of Music students and colleagues have been receptive to the local collection.

We had the opportunity to give a panel presentation with the Black Musicians Alliance, a UT student organization, and we presented a lightning talk at the Southeastern chapter meeting of the Music Library Association promoting the new socially conscious collection tag. We have highlighted the local collection during library instruction sessions and outreach events. For students majoring in performance, we create guides to library resources specific to each instrument. Each of these guides now includes instructions for finding resources on Black and Latinx composers. All new acquisitions can be viewed on the library website.

With the help of students, library staff, and music faculty, the George F. DeVine Music Library is continually expanding the use of the tag, now a year old. Our collection will continue to serve students, faculty, and the community, while hopefully effecting necessary change within the musical canon.



In Memoriam: Allen Wier

Professor Allen Wier passed away on December 4, 2021, after a brief illness. He taught in the UT Department of English for 20 years and was honored with the John C. Hodges Chair for Distinguished Teaching. After his retirement in 2015, he continued to teach at Murray State University, where he held the Watkins Endowed Visiting Professorship. While others have eulogized Allen and his achievements (most spectacularly perhaps in novelist Richard Bausch's essay in the *Los Angeles Review of Books*, "'Our Time Together': Remembering Allen Wier," available at lareviewofbooks.org/article/our-time-together-remembering-allen-wier), my purpose here is to illuminate how, in addition to his many tasks as a writer, teacher, and scholar, Wier played a variety of roles in helping University of Tennessee Press further its mission. As a form of remembrance, I want to showcase Allen as an example of the many ways that the press and scholars collaborate to create high-quality books. In Allen's case, at various times he served as an editorial board member, as an outside peer reviewer for manuscripts, and as an author.

Allen served as an editorial board member for two three-year terms starting in 1999. Editorial board members are invited to join based on their scholarly or creative experiences that overlap with UT Press's areas of specialization. Potential members are selected by press staff. Service on the board is approved by the prospective member's department chair and academic dean. The duties of members consist of reading manuscripts and proposals prior to three annual meetings, critically analyzing outside reviews the press has commissioned on those manuscripts and proposals, and recommending or rejecting contracts for them.

Like many board members, Allen claimed that this was one of the most enjoyable service obligations he had ever performed as a UT faculty member. While he had broad expertise in several fields in which we publish (particularly Southern literature and American studies), he could be surprised by something he knew nothing about. Here is an excerpt from a 2001 report on a proposed biography of novelist Davis Grubb: "Although I am familiar with the film *Night of the Hunter*, I did not know it was based on Davis Grubb's novel. Since moving to Tennessee, I've been learning about Appalachian writers. I had not heard of Davis Grubb at all until I read this proposal. Now, I intend to read some of his fiction. Once the author writes and publishes his book, fewer readers will remain as ignorant of Grubb as I was. Apparently, the author has uncovered a good deal of previously unknown material, and he seems the perfect scholar to undertake this study. The University of Tennessee Press seems the perfect publisher for the completed book."

After his time on our editorial board, Allen read and evaluated many manuscripts, particularly works of creative nonfiction, as a peer reviewer for the press. Since the press is small and its acquisitions editors lack formal training in the particular subjects it publishes, editors rely very heavily on the evaluations of peer reviewers. Allen's reports went beyond simply judging the merits of a particular proposal or manuscript, often offering deep engagement, supplying suggestions for improvement, and even musing on the creative process itself.

For example, in the last 11-page, single-spaced report he completed for the press, a few months before his death, Allen observed, "Overtly or not, all good writers draw their readers into the premises of a book. A reader willing and

eager to suspend disbelief may be hooked by the end of the first paragraph, even the first sentence, and beginnings may be disproportionately important because they usually establish the point of view, voice, and setting. This is especially true of short stories, but with a book-length narrative the reader makes his or her own preparation, and the writer has more time to teach the reader how to read this particular work. Like the come on for a con, the beginning of any book lures in the reader by getting his or her attention. The first few words break a silence."

Even when he recommended against publishing a manuscript, he was always respectful of its author and rendered heartfelt and useful judgments that would benefit the press and the author. In this way, he exemplified the peer-review process that distinguishes university press publishing from other forms of publishing.

A few years ago, Allen approached us about publishing a new collection of stories, which eventually came to be called *Late Night, Early Morning: Stories*. While he had written a sprawling 600-page novel, *Tehano*, years before, Wier was equally well known for his carefully crafted, sometimes very concise short fiction. In the words of novelist Michelle Richmond, "In *Late Night, Early Morning*, Allen Wier offers daringly intimate, beautifully honest portraits of families, lovers, and friends. Wier's tenderness toward his characters and his unflinching examination of grief live side by side with moments of laugh-out-loud humor. Traversing the landscape of the South and of the heart with dexterity and purpose, this book cements Wier's place among the very best of Southern writers."

The press's unique status as a content provider that produces little content of its own makes it deeply dependent on the contributions of editorial board members, peer reviewers, and, most of all, authors. In rare instances, individuals are capable of wearing all three of these hats with equal aplomb—and Allen Wier was one of those precious few.

BY SCOT DANFORTH

SCOT DANFORTH IS THE DIRECTOR OF THE UNIVERSITY OF TENNESSEE PRESS.

STUDENT ENGAGEMENT

Student engagement in the university is a critical factor in student success. The COVID-19 pandemic has affected a generation of students who began their university lives in a completely online environment and then entered university spaces with social distancing protocols and other restrictions in place.

It hasn't taken long for those at the university who are dedicated to teaching, learning, and academic support to realize that students experiencing university life in this environment are less engaged. Research has long shown that students engaged in university spaces and services do better, make better grades, and are retained at greater levels. Recognizing this need for connection, the university and the libraries intentionally began focusing on student engagement to welcome students and help them feel part of the university.

In re-establishing in-person student engagement experiences, we began our planning with the tested approaches of past years. What we did not expect was a shift in values for incoming students experiencing university life through the lens of a pandemic. The

most notable change was a preference for hands-on activities such as arts and

crafts. While virtual reality and online gaming are still very popular choices for student engagement, there was a noticeable interest in playing in person. As a result, many engagement activities offered through the libraries have shifted focus to provide more hands-on activities.

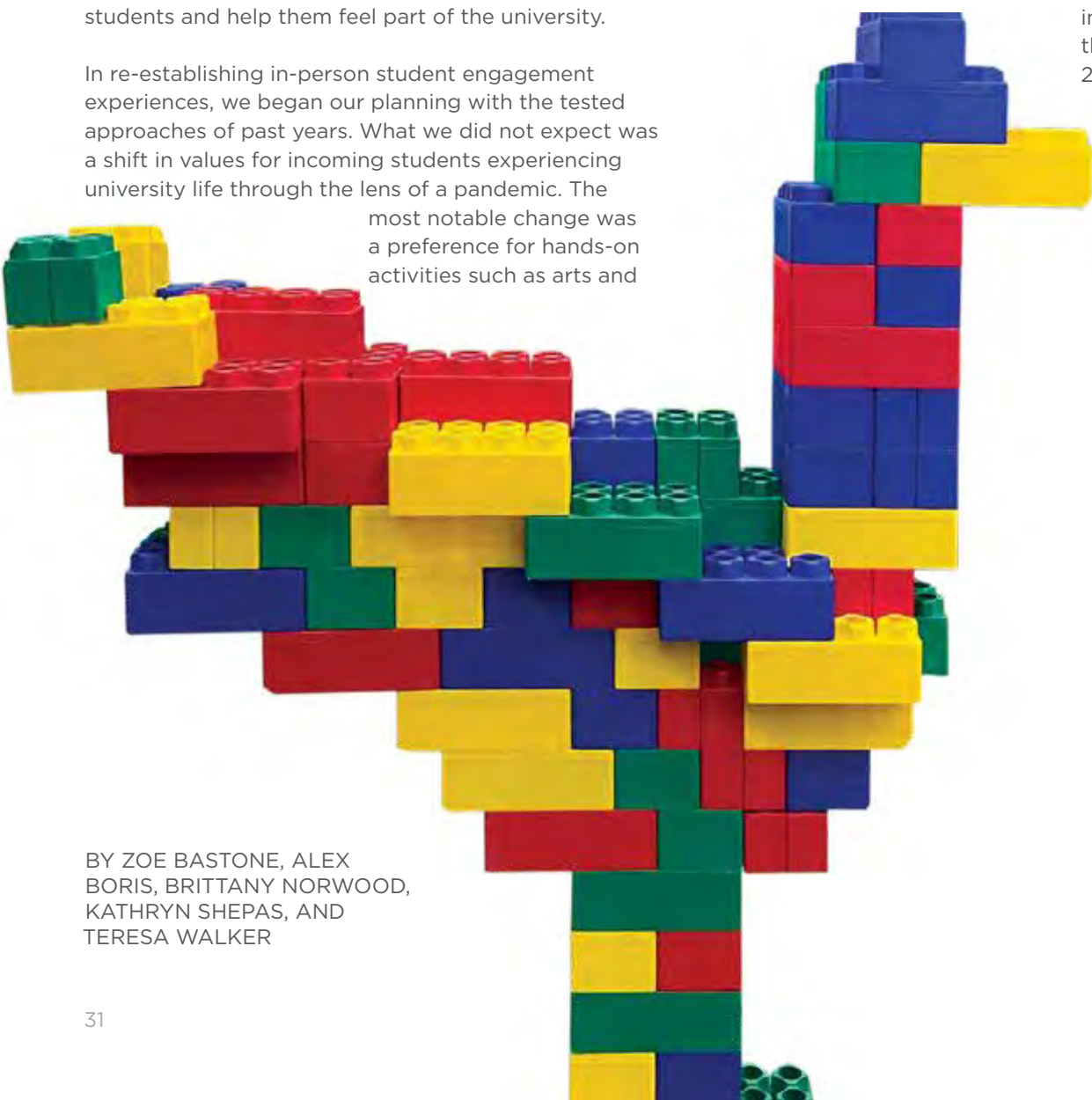
The following examples of engagement across our branches reflect an emphasis on togetherness, inclusivity, and renewed interest in arts and crafts. Research studies and magazine articles written since the beginning of the pandemic corroborate our own observations. A 2021 study funded by the National Institutes of Health reports that the strongest predictors of arts and crafts engagement during the pandemic have been found among younger adults aged 18-29.¹

In response to the ever-changing situation of the pandemic, the way UT Libraries planned outreach and engagement opportunities changed as well. Here

are examples of the innovative programming that took place over the 2021-22 academic year.

BY ZOE BASTONE, ALEX BORIS, BRITTANY NORWOOD, KATHRYN SHEPAS, AND TERESA WALKER

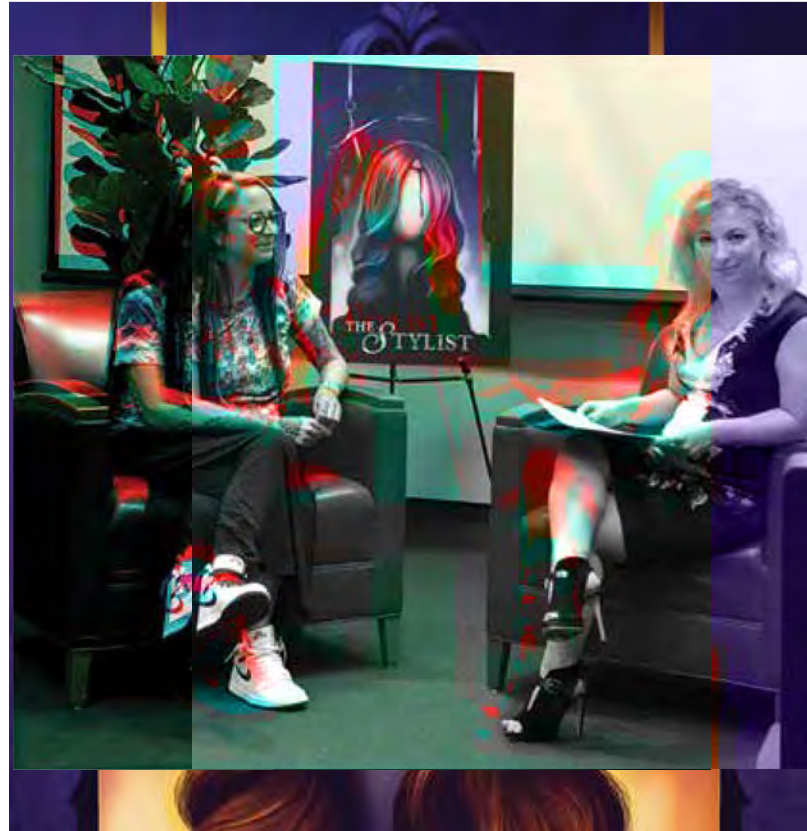
1. Hei Wan Mak, Meg Fluharty, and Daisy Fancourt, "Predictors and Impact of Arts Engagement during the COVID-19 Pandemic: Analyses of Data from 19,384 Adults in the COVID-19 Social Study," *Frontiers in Psychology* 12 (April 26, 2021), 626263, <https://doi.org/10.3389/fpsyg.2021.626263>.



WOMEN IN HORROR

As the university began shifting back to in-person events, UT Libraries wanted to pilot larger outreach programs. The Women in Horror Celebration was one of the first tests to gauge interest in library events. Taking place throughout October, Women in Horror was a multifaceted program meant to bring awareness to the discrimination faced by women working in the horror genre and to shine a spotlight on those creators to better support their work. Events included an exhibition showcasing works created by students, faculty, and staff. There were also four film screenings, interviews with author Lisa Morton and director Jill Gevargizian, an exhibit created in partnership with Betsey B. Creekmore Special Collections and University Archives, and a scavenger hunt.

With many people feeling uncomfortable attending in-person events, the event was hybrid in nature. Nearly all in-person activities had a virtual component. For example, both interviews were livestreamed and uploaded to the UT Libraries' YouTube channel (youtube.com/user/UTKLibraries), and all films screened were purchased in a hard-copy format so members of the UT community could check them out and watch them outside of the screenings.



LEISURE READING

Used by students, faculty, and staff, the leisure reading collections at John C. Hodges and Pendergrass Libraries served an important role in outreach and engagement efforts. These robust collections of new and well-regarded fiction and nonfiction titles promote recreational reading, stress relief, and exposure to diverse stories and perspectives. To highlight these collections, the *Shared Shelf* blog (libguides.utk.edu/leisurereading/sharedshelf) was launched. Each month, *Shared Shelf* publishes a review of one title from either the Hodges or Pendergrass leisure reading collection. The two libraries collaborated to create themed book displays throughout the year that emphasized different areas of the collection, with themes like Banned Books and Women's History Month.



DE-STRESS FOR SUCCESS

Finals week can be stressful on students, so the UT Libraries help assuage this stress with De-Stress for Success events. This year themed de-stress events were planned across the campus library branches, with the fall theme *The Great Indoors* and the spring theme *Do You Believe in Magic?* The themes focused on showcasing different aspects of each branch library. Pendergrass was able to showcase its outdoor collections during *The Great Indoors*, and Devine featured its extensive fantasy music collection during *Do You Believe in Magic?* Activities included Lego building, fairy jar making, and potion creation, and students asked for more programs involving crafting.



THE GEORGE F. DEVINE MUSIC LIBRARY

The George F. DeVine Music Library was on a mission to connect with returning and incoming students through welcome letters and its existing Music Library Thematic Display Series. The series, primarily researched and created by graduate student library assistants, changed monthly and helped build new and existing relationships with students by providing an engaging activity and showing the resources at their disposal.

The DeVine Music Library's October display, featuring Steinway pianos and the UT School of Music's All-Steinway School recognition, was by far the most engaging postpandemic activity for students. The GSLAs created an amazing, informative, and engaging display showing the history and maintenance of Steinway pianos as well as piano pedagogy and repertoire through library materials. In addition to a multitiered display and trifold exhibit, the staff and students made a piano out of cardboard, paper, and tablecloths. Students were able to decorate a key of the piano after exploring the exhibit and taking a short quiz.

While the display didn't reach its goal of 88 decorated keys, the 58 decorated keys were great. Students enjoyed showing off their personality and creativity by decorating a key. The Steinway piano was a fun and engaging activity that gave students a chance to meet the library staff and explore the library and its resources. Later in the year, the music library hosted a hip-hop artist contest highlighting its CDs and resources on East and West Coast rappers. It also participated in the De-Stress for Success program.

David Lankes, a librarianship professor at the University of Texas, says, "Bad libraries build collections, good libraries build services, and great libraries build communities." Student engagement is a way for UT Libraries to build relationships with students as well as faculty, staff, and the community. The DeVine Music Library has engaged students in learning opportunities, research, and resources, and it will continue to build its community by looking for new ways to connect with students and assist them while providing that welcoming space. The library is nothing without the community, connection, and relationships—both internal and external.

As the needs of students shift, the libraries will strive to shift with them. From creating more crafting programming to showcasing our extensive collections with themed book displays, the library continues to grow with its community. The 2021-22 academic year posed some new challenges with programming, but UT Libraries succeeded in creating informative and engaging programs to welcome students, faculty, and staff back to campus.





“Thank you for helping to advance the mission of the UT Libraries through advocacy, volunteerism, and philanthropic support.”

When I accepted the position of director of advancement for the University of Tennessee Libraries, I thought I understood what the job entailed. After all, since I had been working in advancement for the university since 2007, I often visited the library as a staff member, and I already knew many of our supporters and board members.

There are benefits to being an internal candidate accepting a new role at the university: you already have access to the necessary programs and software, and, most importantly, you know where to park and buy lunch! But I did not yet fully understand how the libraries serve as a link for so many within and outside of the university community.

One of the first UT Libraries philanthropists I met was longtime UT Knoxville donor and UT Health Science Center alumnus Fred O. Stone. Fred had made prior gift-in-kind donations to the Betsey B. Creekmore Special Collections and University Archives. He also appreciated the role university archivists play in assessing and caring for our most rare and precious collections. To ensure that special collections remain cared for by the most experienced professionals, Fred created the UT Libraries' *first* endowed position, the Dr. Fred O. Stone University Archivist. This contribution is something Fred had already been considering, and I was grateful to have the opportunity to work with him on finalizing the details of this transformative gift. Even though Fred is not an alumnus of UT Knoxville, he recognized the vital role of UT's archives in preserving a record of the past as well as supporting teaching and research.

One of the first projects I had the chance to work on from start to finish was securing funding to purchase the personal archive of Knoxville-born modernist painter Beauford Delaney. Dean of Libraries Steve Smith and other library staff members had already been in discussions with representatives of the Delaney Estate about the possibility of this archive becoming available for purchase. It was their rapport that allowed us to vie for this important collection. With internal support from the Provost and Chancellor's Offices, we were already halfway toward our goal. The additional commitment of generous supporters Natalie and Jim Haslam and Ann and Steve Bailey allowed us to secure the purchase. Capitalizing on our partnerships with the Beck Cultural

Exchange Center and the Knoxville Museum of Art, we plan to leverage our collective Delaney holdings to establish Knoxville as the destination for Delaney historians and enthusiasts. Our next goal is working to secure resources to appropriately process, preserve, and share the archive so it can meet its full potential as a resource for scholars and artists, near and far.

In the second half of the academic year, I had the opportunity to work with Bruce and Nancy Sullivan of Nevada. While Bruce and Nancy are both graduates of UT Knoxville, they studied in different colleges. After graduation, both found success in their respective fields. Bruce and Nancy attribute much of their success to the education they received at UT and look fondly upon their time here—which also happens to be where the two met and fell in love. Since they graduated from different colleges, they wanted their gift to make an impact that would be meaningful to as many students as possible. Naturally, they thought of the libraries. Ultimately, they decided to establish an endowed position, the Bruce and Nancy Sullivan Dean of University Libraries and the Press. Not many university libraries can boast an endowed Dean of Libraries; the Sullivan's gift will serve as a mark of excellence for the university and the libraries, now and in the future.

Additional activities I wish to highlight from my first year include: working with our passionate and dedicated John C. Hodges Society board, hosting our first fundraising event for UT Press, serving on the libraries' "Volunteer Experience" strategic visioning group, and developing campaign priorities with our faculty/staff Library Council. I, like so many of you, am inspired by the UT Libraries' ability to bring together people from within and outside of our campus community. Today's library is so much more than it was when I was a student, and undoubtedly with your help it will continue to evolve to better serve the needs of future students.

BY STACY PALADO

A LEGACY OF GIVING

As I complete my term as chair of the John C. Hodges Society Advisory Board, I reflect upon what my time with the advisory board has meant. In some ways, I feel that my numerous experiences with the University of Tennessee have led me to this point. I began my relationship with the university as a graduate student, where I earned a master's degree in College Student Personnel and Counseling. I spent many years in higher education in various colleges and universities and returned to UT in 2003.

As an educator, I have always had a great deal of respect for libraries and the impact they can make on our youth. As is often said, "No one graduates from the libraries, but no one ever graduates without the assistance of the libraries." The UT Libraries and our wonderful library staff provide necessary academic resources and support for students, faculty, staff, alums, researchers, and learners of all ages. Through community programming and access to physical and digital collections, UT's libraries (Hodges, DeVine, and Pendergrass) serve not only our university community but local schoolchildren and researchers.

As the former senior director of planned giving for the UT System, I had the great pleasure of working with our most passionate and generous supporters as we explored various ways to make their gifts. Many shared a common thread in their belief and passion for the value of higher education and the important role our libraries play for the university.

All these experiences have impacted my own philanthropy. As a UT alum, UT retiree, and former fundraiser, there was no doubt that I would give back to the university. As I reflected upon how I wanted to give back to the university, the decision was simple. The UT Libraries provides one of the most far-reaching gifts I could offer my alma mater.

Thank you for joining me in supporting the UT Libraries. Your generous gift is not only an investment in our current students and community but an investment in the future. Thank you for being such a good friend of the libraries.

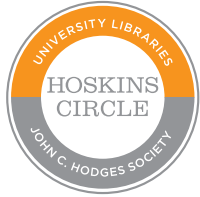
With gratitude,
Linda Natiello Friedland
Chair, John C. Hodges Society Advisory Board

A handwritten signature in black ink that reads "Linda Natiello Friedland". The signature is written in a cursive style and is positioned below the typed name and title.

JOHN C. HODGES

SOCIETY

UNIVERSITY LIBRARIES



James D. Hoskins Legacy Circle

The James D. Hoskins Legacy Circle honors our friends who have included the University Libraries in their estate plans or other deferred gift arrangement. These gifts help to sustain the library by establishing collection, service, and scholarship endowments to continue a legacy of support for the University Libraries. Following is a list of friends who made gifts before June 30, 2022. If you have included the University Libraries in your estate plans or would like information on how to do so, please contact Stacy Palado, Director of Advancement, at 865-974-0055.

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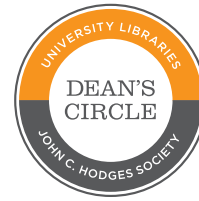


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If you have questions or would like more information about establishing or supporting an endowment, contact:

Stacy Vadala Palado, Director of Advancement

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James Douglas Bruce Endowment
English

Hugh and Margaret Crowe Library Quasi-Endowment
Sociology, urban and regional planning

Kenneth Curry Library Endowment
English and American literature, the arts, philosophy, classics, and history

Durant DaPonte Memorial Library Endowment
American literature

Richard Beale Davis Humanities Library Endowment
Humanities

Clayton B. Dekle Library Endowment
Architecture

Audrey A. Duncan and John H. Fisher Library Endowment
for the Humanities
Humanities

Roland E. Duncan Library Endowment
Latin American history

Dr. Harold Swenson Fink Library Endowment
Medieval history

Dr. Stanley J. Folmsbee Library Endowment
Tennessee and American history

Hodges Books for English Endowment
English

Paul E. Howard Humanities Collection
Library Endowment
Humanities

Thomas L. James Library Endowment
English

Mamie C. Johnston Library Endowment
English

Jack and Dorothy McKamey Humanities Collection Library
Endowment
Humanities

Edward J. McMillan Library Endowment
Religious studies

Elijah Moore Religious Studies Endowment
Religious studies

Flora Belle Moss and Bessie Abigail Moss Endowment
Humanities

John C. Osborne Memorial Library Endowment
German literature and languages

Charles and Elnora Paul Library Endowment
History and English literature

John L. Rhea Library Endowment for Classical Literature
Classical literature

Norman B. Sayne Humanities Library Endowment
Humanities

Dr. and Mrs. Walter Stiefel Library Endowment
Romance languages

Tennessee Tomorrow Humanities Library Endowment
Humanities

Charles A. Trentham Library Endowment
Religious studies

United Foods Humanities Library Endowment
Humanities

Bill Wallace Memorial Library Endowment
Religious studies

Helen B. Watson Library Quasi-Endowment
Music and art

Lindsay Young Library Endowment
Humanities

Collections—Science and Technology

Agriculture and Veterinary Medicine Library Endowment
Agriculture

William Waller Carson Library Endowment
Engineering

Frank M. Dryzer Library Endowment
Mathematics/physics

Carolyn W. Fite Library Quasi-Endowment
Microbiology, biochemistry, cellular and molecular biology

Armour T. Granger Library Endowment
Engineering

Wayne and Alberta Longmire Library Endowment
Monographs, journals, and audio/visual materials

Stuart Maher Memorial Technical Library Endowment
Chemistry, physics, engineering

Department of Mathematics Library Endowment
Mathematics

Adrian Barry Meyers Library Quasi-Endowment
Mathematics, computer sciences, science, biology, or engineering

Tillman and Kimberly Payne Endowment
Agriculture and veterinary medicine

Dr. C. D. Sherbakoff Library Endowment
Botany

R. Bruce Shipley Memorial Endowment
Engineering

Collections—Social Sciences

Renda Burkhart Library Endowment
Business and accounting

Ira N. Chiles Library Endowment for Higher Education
Higher Education

Human Ecology Library Development Endowment
Human ecology

Kenwill Inc. Cartographic Information Center Endowment
Map library

Phillip W. Moffitt Library Endowment
Psychology

College of Social Work Alumni Library Endowment
Social work

Frank B. Ward Library Endowment
Business

Special Collections

Dr. Bill and Carol Bass Library Endowment
Special Collections

Wallace W. Baumann Quasi-Endowment
Special Collections

Margaret Gray Blanton Library Quasi-Endowment
Special Collections

Margaret Graeme Canning Library Endowment
Special Collections

Great Smoky Mountains Regional Project Endowment
History of the Smoky Mountains

Mary Ann Hagler Library Endowment Fund for Theater History
Special Collections

William Elijah and Mildred Morris Haines Special Collections
Library Endowment
Special Collections

Angelyn Donaldson and Richard Adolf Koella Historical
Documents Endowment
Special Collections

John E. and Mary Poitevent Redwine Endowment for the
Great Smoky Mountains Regional Project
History of the Smoky Mountains

Special Collections Library Endowment
Special Collections

Dr. Fred O. Stone Library Endowment
Special Collections

Dr. Fred O. Stone University Archivist Endowment
Special Collections

Judith D. Webster Library Preservation Endowment
Preservation

Collections—Undesignated

Reba and Lee Absher Memorial Library Endowment

Lalla Block Arnstein Library Endowment

Violet C. and James M. Blake Library Endowment

Tutt S. and Elizabeth Bradford Library Endowment

Max S. Bryan Library Endowment

Betsey Beeler Creekmore Library Endowment

William E. and Leona G. Crunk Library Endowment

Elizabeth and R. B. Davenport III Library Endowment

Nancy R. and G. Mack Dove Library Endowment

Mildred G. and James E. Fair Jr. Library Endowment

John B. Fugate Library Endowment

Thomas D. Gambill Library Endowment

Henry A. Haenseler Library Endowment

Roswitha Haas Preservation and Acquisitions Endowment

Natalie Leach and James A. Haslam II Library Endowment

J. C. Hodges-UTK Alumni Library Endowment

H. Wheeler and Gladys Hollingsworth and John N. and Joanne
Hughes Library Endowment

William H. Jesse Library Staff Endowment

Bill and Rena Johnson Endowment

Dr. and Mrs. A. H. Lancaster Library Endowment
Jack and Germaine Lee Endowment
Library Acquisitions General Endowment
Library Collections Quasi-Endowment
Alberta Longmire Library Endowment
Men's Athletics Department Library Quasi-Endowment
Angie Warren Perkins Library Endowment
Rotary Club of Knoxville Endowment
B. Schiff Family and Betty J. Weathers Endowment
Jack Ross Shelton Library Quasi-Endowment
John J. and Carol C. Sheridan Endowment
John and Janie Sitton Library Endowment
J. Allen Smith Library Endowment
McGregor Smith Library Fund Endowment
Walters Library Endowment
Guy C. Youngerman Library Endowment

Excellence Endowments

Mr. and Mrs. Lytle A. Absher Library Endowment
Anonymous Library Quasi-Endowment
Caroline Perry Cleveland Library Quasi-Endowment
Ellis and Ernest Library Endowment
Franz/Myers Family Library Endowment
Hamilton National Bank Library Endowment
A. H. Lancaster Library Friends Lecture Endowment
Dr. and Mrs. A. H. Lancaster Visual Services Library Endowment
Library Employee Development Endowment
Library Technology Endowment
Edwin R. Lutz Memorial Library Endowment
Lois Maxwell Mahan Library Quasi-Endowment
Bernie B. and Helen Martin Memorial Endowment
Dwight McDonald Library Endowment
Medbery Library Endowment
Harvey and Helen Meyer Endowment
Mitchell-Jarrett Library Endowment
Lucy S. Morgan Library Quasi-Endowment
Stanton and Margaret K. Morgan Libraries Endowment
Jack E. Reese Library Endowment
Lawrence C. Roach Library Endowment
William K. Salmons Libraries Endowment for Faculty Development
Louise and Aileen Seilaz Memorial Library Endowment
John W. and Janie D. Sitton Library Endowment
McGregor Smith Library Endowment

Otis H. and Mary T. Stephens Library Endowment
Florence B. and Ray B. Striegel Library Endowment
Bruce and Nancy Sullivan Library Deanship Endowment
Mary Weaver Sweet Quasi-Endowment
Valley Fidelity Bank Library Endowment
Virginia Westfall and Josephine Ellis Library Quasi-Endowment
Ronald H. Wolf Library Quasi-Endowment
Dixie Marie Wooten Endowment

Programmatic Endowments

Tennessee Rising: Women in Research and Development Certificate Program Endowment

Service Awards

Red and Theresa Howse and Jim and Betty Papageorge Library Scholarship Endowment
Paul M. and Marion T. Miles Library Employee Incentive Award Endowment
Paul E. Trentham Sr. Library Staff Award for Exemplary Service Endowment
UTK Library Friends Service Endowment

BOOKS, CHAPTERS, AND OPEN EDUCATIONAL RESOURCES

Michelle Brannen, Peter Fernandez, Thura Mack, and Molly Royse. “Diversity Conversations: Enabling Libraries to Serve New Communities.” *In Building Community Engagement and Outreach in Libraries*, edited by Kathryn Crowe and Joanne Helouvry. Vol. 43 of *Advances in Library Administration and Organization*. Emerald Publishing.

Adam Brennan, Jamie Holmes, **Calantha Tillotson**, and Sarah Whittle. *The Insiders: Information Literacy for Okies Everywhere*. Online Consortium of Oklahoma, 2021.

Christopher Eaker. Open Research Toolkit (open educational resource). Center for Open Science.

ARTICLES

Christina S. Barroso, Kathy C. Brown, David Laubach, Marcy Souza, Linda M. Daugherty, and **Melanie Dixon**. “Cat and/or Dog Ownership, Cardiovascular Disease, and Obesity: A Systematic Review.” *Veterinary Sciences*.

Louis T. Becker, Elyssa M. Gould, and Jennifer A. Mezick. “Assessing the Value of Library Resources for Renewal Negotiations.” *Qualitative and Quantitative Methods in Libraries*.

Teresa U. Berry and Jeanine Williamson. “Using Open Calais to Identify the Research Areas of Engineering Faculty.” *Issues in Science and Technology Librarianship*.

Rachel Caldwell and Robin N. Sinn. “What’s Your Tier? Introducing Library Partnership (LP) Certification for Journal Publishers.” *Commonplace*.

Melanie Dixon and Niki Kirkpatrick. “A Preliminary Inquiry into the Use and Management of 3D Virtual Anatomy Tables within Libraries.” *Tennessee Libraries*.

Brianne Dosch. “How Academic Liaison Librarians Can Self-Assess—And Why They Should.” *Elsevier’s Library Connect*.

Elyssa M. Gould and Jennifer A. Mezick. “Communication between Technical Services and Subject Librarians: An Exploratory Study.” *Technical Services Quarterly*.

David Ratledge. “Supporting Technology for the University of Tennessee Libraries during the COVID-19 Pandemic.” *Tennessee Libraries*.

Grace Therrell. “Does Anybody Have a Map? Organizing, Prioritizing, and Planning as a New Academic Librarian.” *Tennessee Libraries*.

Louisa Trott. “Documenting Lost African-American Newspapers.” National Endowment for the Humanities blog.

Louisa Trott. “The Start of the Rainbow: Possibilities of Color Motion Photography for the Amateur.” *Color Culture and Science Journal*.

Amy Ward and **Calantha Tillotson.** “Sister Professions: Tips to Build a Thriving Partnership with Your Community Library.” *The New Social Worker*.

PRESENTATIONS

Louis T. Becker. “Library Value during the Pandemic: Spaces, Virtualization, and Student Achievement.” Poster presentation to the virtual Southeastern Library Assessment Conference.

Robin A. Bedenbaugh, Sarah Johnson, Paris Whalon, and Christine White. “For Your Reference: A Livestream Series Focused on Information and Media Literacy.” Presentation to the 2022 Tennessee Library Association Annual Conference.

SELECTED SCHOLARLY WORK FROM OUR FACULTY

Robin A. Bedenbaugh and Christine White. “For Your Reference: A Livestream Series Focused on Information and Media Literacy.” Virtual presentation to the 2021 Library Marketing and Communications Conference.

Dania Bilal, Jiangen He, **Anchalee Panigabutra-Roberts**, Clara M. Chu, and Soo Young Rieh. “The Shift: Transforming Libraries through Artificial Intelligence.” Presentation to the 2022 Tennessee Library Association Annual Conference.

Adam Brennan, Jamie Holmes, **Calantha Tillotson**, and Sarah Whittle. “Making an Open Information Literacy Textbook: A Case Study in OER Collaborations Among Four Academic Librarians.” Presented to the 2022 Oklahoma Library Association Annual Conference.

Rachel Caldwell. “Library Partnership Certification for Journal Publishers.” Keynote panelist for *Aligning Library Business Practices and Library Values* at the 2022 virtual Electronic Resources and Libraries (ER&L) Conference.

Rachel Caldwell and Robin N. Sinn. “Evaluating and Supporting Open Content Programs.” Webinar presentation at the LYROpen Fair (LYRASIS).

Rachel Caldwell and Robin N. Sinn. “Identifying Smaller Publishers with Values-Aligned Practices through Library Partnership Certification.” Panel presentation to the Library Publishing Forum Virtual Preconference.

Shaina Destine, Javiette Samuel, and Sherley Cruz. "University of Tennessee Division of Diversity and Engagement: A Model for Building Capacity, Incentivizing DEI Work, Minimizing Invisible Labor, and Expanding Career Pathways." Presentation to the Faculty Women of Color in the Academy Conference.

Shaina Destine, Madalyn Wasilczuk, Carla Laroche, and Sherley Cruz. "The Misinformation of Gen Z." Presentation to the National Conference on Race and Ethnicity in American Higher Education (NCORE).

Melanie Dixson and **Niki Kirkpatrick**. "Revealing Anatomy: An Exploration of the Utilization and Management of Virtual Anatomy Tables in Libraries." Poster presentation for the Medical Library Association 2022 Annual Meeting.

Melanie Dixson and **Niki Kirkpatrick**. "Revealing Anatomy: An Exploration of the Utilization and Management of Virtual Anatomy Tables in Libraries." Virtual poster presentation for the AAMLA Presentation Recap (African American Medical Librarians Alliance).

Melanie Dixson, **Niki Kirkpatrick**, Bethany Ledyard, and Drew Borucki. "Bringing Anatomy to Life with the Anatomage 3D Virtual Anatomy Table and Visible Body." Presentation at Big Orange STEM Saturday (BOSS).

Brianne Dosch. "Finding Available Data Related to Sensitive Topics." Webinar presented to the 2021 ICPSR (Inter-university Consortium for Political and Social Research) Biennial Meeting.

Brianne Dosch and **Monica Ihli**. "What Does the Reference Interview Accomplish and How Does that Translate to Data? A Model for the 'Data Interview' in Libraries." Virtual presentation to the 2021 Southeast Data Librarian Symposium.

Rachel Fleming-May and **Brianne Dosch**. "Where the Rubber Meets the Road: Operationalizing Your Variables for Effective Assessment." Presentation to the 2021 Charleston Conference.

Amie Freeman, **Elyssa M. Gould**, and **Jennifer Mezick**. "Building a Ladder to Access." Presentation to the NASIG 37th Annual Conference.

Elyssa M. Gould and **Jennifer Mezick**. "Implementing Cyclical Renewal Assessments." Virtual presentation to the Electronic Resources and Libraries Conference.

Elyssa M. Gould and **Jennifer Mezick**. "Taming Cerberus: One Library's Tactics to Gain Control of the Collections Monster." Presentation to the 2021 virtual Tenn-Share DataFest.

Meredith Hale. "Increasing the Accessibility of ARLIS/NA's Video Content." Virtual presentation to the Art Libraries Society of North America (ARLIS/NA) Southeast Conference.

Meredith Hale. "Rising from the Ashes: Striving Towards Accessibility and Multilingual Description." Presentation to the Art Libraries Society of North America (ARLIS/NA) Annual Conference.

Meredith Hale and Hannah Fountain. "Wikidata Joins the Authority Team: Establishing Coaches' Names in Digital Collections." Presentation to the 2022 Tennessee Library Association Annual Conference.

Meredith Hale and Noah Lasley. "Digital Library of Tennessee (DLTN): An Overview and Update." Virtual presentation to the Tenn-Share DataFest.

Nathalie Hristov. "Lost in Translation: Canons of Western Music and the Role of Music Libraries in their Dissemination." Presentation to the 2022 International Association of Music Libraries Congress, Prague, Czech Republic.

Nathalie Hristov and **Chris Durman**. "Gottfried Galston's Studienbuch: The Musical and Pedagogical Legacy of an Artistic Genius." Poster presentation at the 2022 International Association of Music Libraries Congress, Prague, Czech Republic.

P. Judy Li and Li Zhang. "Reaching Out and Getting Connected to Where Engineering and Entrepreneurship Meet." Poster presentation to the 2022 Special Libraries Association Conference.

Thura Mack. "The Commission for Blacks and Its History of Advocacy." Invited presentation to the UT Commission for Blacks.

Thura Mack. "A Decade of BOSS (Big Orange STEM Saturday) at UT." Presentation to the Office of Diversity and Engagement Conference.

Thura Mack and Chloe Freeman. "Learn about Your Neighbor: Communities Collaborating through Tennessee Libraries." Presentation to the 2022 Tennessee Library Association Annual Conference.

Thura Mack, Chloe Freeman, and Tiffany Collins. "Intersections: Reading STEM in Tennessee Elementary Schools." Presentation to the 16th Annual Southeastern STEM Education Research Conference.

Thura Mack, Chloe Freeman, **Molly Royse**, and **Megan Venable**. "Launching Cultural Collections Beyond the Library." Virtual presentation to the Tenn-Share DataFest.

Thura Mack, Lynn Hodge, and Nick Kim. "Building Community through Open Tasks and Inclusive Online Teaching." Virtual presentation to the Innovative Teaching and Learning Conference, UT Teaching and Learning Innovation.

Thura Mack and **Molly Royse**. "Reaching Beyond the Libraries: Creating a Community Virtual Cultural Experience." Presentation to the TN-NAME Conference (Tennessee Chapter of the National Association for Multicultural Education).

Jennifer Mezick. "Open Access Agreements." Invited presentation to the Southeastern Library Association.

Joshua Ortiz Baco convened and co-presented a panel discussion, "A Computational Periodicals Unconference: Exploring New Opportunities for Critical and Collaborative Inquiry," at DH Unbound 2022, a virtual conference of the Association for Computers and the Humanities, and the Canadian Society for Digital Humanities.

Anchalee Panigabutra-Roberts, David W. Scott, and **Wanda M. Rosinski.** "Authority Toolkit Macro." Panel presentation to the 2022 Tennessee Library Association Annual Conference.

Kathryn Shepas, Ethan Graham Roeder, and **Nathalie Hristov.** "Hitting the Wall: Music Library Outreach in a Pandemic Year." Virtual presentation to the annual conference of the Southeastern Chapter, Music Library Association.

Kathryn Shepas, Ethan Graham Roeder, and **Nathalie Hristov.** "Representing the Underrepresented: Local Collection Reflects the Values of Music Students and Faculty at the University of Tennessee." Virtual presentation to the annual conference of the Southeastern Chapter, Music Library Association.

Julie Sweetkind-Singer and **Gregory March.** "Acquisition of World War II Captured Maps: A Case Study." Presentation to the Western Association of Map Libraries (WAML) Virtual Conference.

Julie Sweetkind-Singer and **Gregory March.** "World War II German and Japanese Captured Maps: The Army Map Service and Two University Libraries." Presentation to the Joint Map Societies virtual meeting, hosted by the Washington Map Society.

Grace Therrell. "Influencers, Info Lit, and Learning by Doing: Approaching Setbacks and Failures in the Semester-Long Classroom." Presentation to the LOEX 2022 conference.

Grace Therrell. "Journaling for Creative Organization." Invited workshop presented at the Library Instruction Tennessee retreat.

Calantha Tillotson and Amy Ward. "Building Equity by Infusing Contemplative Kindness: A Social Worker and Librarian's Shared Journey to Meaningful Mental Health Awareness Collaboration". Virtual presentation to the NSWM (Network for Social Work Management) Annual Forward Thinking Summit.

Louisa Trott convened and moderated a panel discussion, "Take It Outside: Challenges/Successes of Returning to In-Person Screenings," at AMIA 2021, a virtual conference of the Association of Moving Image Archivists.

Aidy Weeks, Ruby Nugent, **Melanie Dixon,** **Niki Kirkpatrick,** and Mayra Corn. "POC in LIS Cohorts." Virtual presentation to the People of Color in Library and Information Science Summit.

Ken Wise. "Just Enough Truth." A presentation to the symposium on Regional Globalism in the Tennessee Valley.

AWARDS, SERVICE, AND COMMUNITY ENGAGEMENT

Shaina Destine served as liaison to the UT History Department's Bridge program, an outreach program that helps students from underrepresented groups gain admission to history graduate programs.

The **George F. DeVine Music Library** was honored with an invitation to present an exhibit of resources and materials at *Global Asias* Community Day, March 19, 2022, at the Knoxville Museum of Art. Books, recordings, illustrations, and information about Chinese opera masks and Japanese instruments were on display for attendees who included the Consul-General of Japan. The program was offered in conjunction with KMA's exhibition *Global Asias: Contemporary Asian and Asian American Art from the Collections of Jordan D. Schnitzer and His Family Foundation.*

Meredith Hale is co-director for the Third Creek Greenway parkrun, a free weekly timed 5K run/walk. (parkrun organizes free, weekly community events around the world.)

Meredith Hale organized an Accessibility Edit-a-thon to improve the accuracy of video captions on the ARLIS/NA Kaltura Channel. The channel features videos of events sponsored by the Art Libraries Society of North America.

The University of Tennessee Libraries Diversity Committee and the Black Musicians Alliance collaborated on a panel discussion with members of the Harlem Quartet on March 22, 2022. Moderators included **Nathalie Hristov** from the George F. DeVine Music Library and Jasmin Power from the Black Musicians Alliance. The internationally acclaimed string quartet was on campus to perform at UT's annual Ready for the World Music Series.

Thura Mack is co-chair of the Poster Committee, Association for the Study of African American Life and History (ASALH) Annual Meeting and Virtual Conference, 2022.

Thura Mack received a mini-grant from UT's Division of Diversity and Engagement to support the Reading Design Challenge, a collaborative project between the UT Libraries and Willow Brook Elementary School.

Thura Mack and **Louisa Trott** served as judges for the 2022 East Tennessee History Day. The regional competition for students in grades 6-12 is part of National History Day, sponsored by the National Endowment for the Humanities.

Holly Mercer is chair of the Board of Governors of HathiTrust, a partnership of major academic and research libraries that preserves and provides digital access to scholarship.

Jennifer Mezick is At-Large Representative to the Knoxville Greenways Commission, 2020-2022.

She was appointed by Knoxville Mayor Indya Kincannon.

Jennifer Mezick is Vice President/President Elect of the Tenn-Share Board of Directors.

Jennifer Mezick led a working group hosted by the Association of Southeastern Research Libraries that set forth guiding principles for negotiations with publishers of electronic journals. The resulting toolkit, “The ASERL Eleven: Recommended Principles and Terms of Electronic Resource Agreements,” suggests model language for licensing agreements that protect the rights of authors and of libraries.

Anchalee Panigabutra-Roberts received an Institute of Museum and Library Services fellowship to attend the IDEA Institute on Artificial Intelligence.

Anchalee Panigabutra-Roberts was appointed to the American Library Association’s International Relations Committee.

Anchalee Panigabutra-Roberts was invited to serve on the Advisory Group of OCLC’s Entity Management Project.

At the invitation of the Asian/Pacific American Librarians Association,

Anchalee Panigabutra-Roberts gave a virtual presentation on “Asian/Pacific Americans in LCSH” (Library of Congress Subject Headings) to librarians at the Chicago Public Schools.

David Ratledge chaired the 2022 Core Christian Larew Memorial Scholarship Committee, American Library Association.

Anna Sandelli joined with colleagues at other universities to create the Library Writing Cooperative, a group that supports other library workers in sharing their research and writing. Their inaugural program, “First Draft Matchmaker,” offers nonjudgmental feedback and volunteer opportunities for new and experienced authors.

Paris Whalon received a fellowship from UT’s Office of the Provost to participate in the Research Development Academy. The program empowers tenure-track faculty from diverse and underrepresented backgrounds to advance their own agendas in research, scholarship, or creative activities.

Paris Whalon received a scholarship from UT’s Office of the Provost to attend the Faculty Women of Color in the Academy conference.