

BOOKMARK

The magazine of the UMass Amherst Libraries

Issue 8
2023

W.E.B. Du Bois

1868 – 1963

LIVE AND BELIEVE IN LIFE



NEW!

A Timeline in the W. E. B. Du Bois Center

"My dream was that in
and promoter of the idea of a
a happy place, a truly New
England even in the dark
in its history with a country of
black citizens and English
return. The dream
pursued in the papers
filled dark through the
center which I have known
clear and bright light
in the north. Many times
my dream with others, I
the hills held a blue place and
red earth and they looked up
in the night and saw
what was not the neighborly
world. The people were
of English descent with
black blood and with a
large majority of black and
German descent in the
at last."



We Ask the Experts

(Hint: It's the Students)

Secrets of the Science & Engineering Library

Unlocking the Power of OPEN

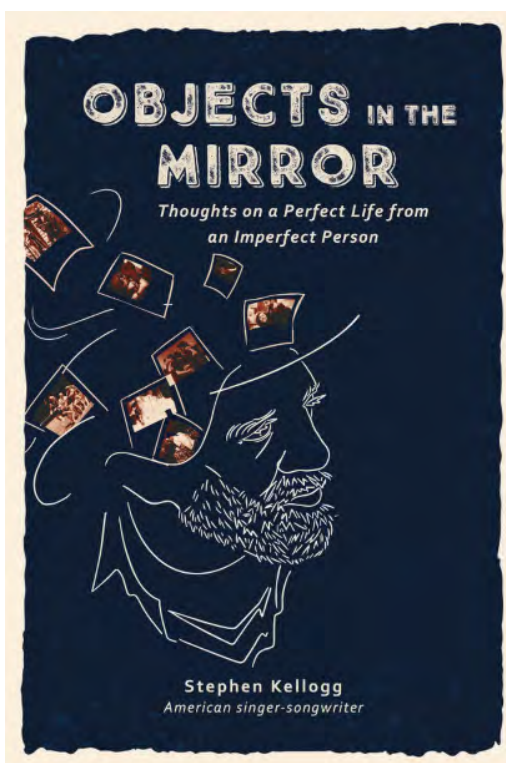
Words & Music

An evening with
singer-songwriter and author

STEPHEN KELLOGG '98

FRIDAY, SEPTEMBER 22, 2023
7:30 P.M.
BOWKER AUDITORIUM

**Join the UMass Amherst Libraries and the Fine Arts Center as we welcome
a celebrated and beloved alumnus back to campus for a very special event.**



Singer-songwriter Stephen Kellogg '98 has been wowing audiences on campus and across western Massachusetts since his days as a UMass student in the late 1990s. Kellogg stayed connected to the university and the region during the ensuing decades while building a national following with his roots-rock songwriting, engaging stage presence, and extensive touring. Kellogg and his band the Sixers—which includes fellow alums Boots Factor and Kit Karlson—notably returned to campus in 2010 to make a video featuring the UMass Minuteman Marching Band for the song “Shady

Esperanto and the Young Hearts.” (The marching band, by the way, still uses the dance moves created for that video.)

For this event, Kellogg will take the stage with his guitar in one hand and a copy of his book in the other. *Objects in the Mirror: Thoughts on a Perfect Life from an Imperfect Person* is a collection of essays that explores what it means to be alive. Kellogg will discuss themes from the book, play some favorite songs, and connect with friends old and new. Call it a kind of homecoming. We can't wait to celebrate with you.

For info and tickets, visit:
bit.ly/stephenkellogg2023



ON THE COVER

The new Timeline in the
W. E. B. Du Bois Center;
L to R: Adam Holmes, Assistant
Director of W. E. B. Du Bois
Center; Nandita S. Mani, PhD,
Dean of University Libraries;
Chad Williams, PhD

DEAN OF
UNIVERSITY LIBRARIES
Nandita S. Mani, PhD

EDITORIAL DIRECTOR
Carol Connare

CREATIVE DIRECTOR
Leslie Schaler '81

CONTRIBUTORS
Carol Connare
Theresa Dooley
Kim Fill '01
Adam Holmes
Nandita S. Mani, PhD
Michael Mercurio
Jeffrey Rothenberg
Aaron Rubinstein '01
Annette M. Vadnais '99
Lauren Weiss
Caroline White

PHOTOGRAPHY
Ben Barnhart
Paulina Borrego
Joanna Chatman
Carol Connare
Ann Kardos
Leslie Schaler
Josh Silver
Samm Smith
John Solem
Lauren Weiss

PRINTER
Hadley Printing

BOOKMARK
is the magazine
of the UMass
Amherst Libraries.

Dear Friends,

This August I will mark one year in the role of Dean of University Libraries at UMass Amherst. Naturally, I've been reflecting on this initial year, and I can say that I'm truly proud of the work we have done, especially around student success. In this issue, you will see articles about the incredibly inspiring student research and scholarship recognized through the Undergraduate Sustainability Research Awards, as well as how we are working with students to co-create spaces and programs.

In keeping with our goal to advance justice, equity, diversity, and inclusion (JEDI) in the Libraries, on campus, and in our community, I want to draw your attention to the articles focused on the ways this goal informed the development of our JEDI Overdrive ebook collection, as well as inspiring work on two open-access chapters for a book on JEDI in academic libraries, each of which was written by a collaborative group of Libraries employees. There are also pieces on the development of an open access collaborative and on the Libraries' collaboration with poet and professor Abigail Chabitnoy to deepen our collection of Native American and Indigenous Studies (NAIS) material. Please take a moment to view the 28th Annual Du Bois Lecture online so you don't miss the riveting talk in which Chad Williams details the archival discovery that led to his recent book, *The Wounded World: W. E. B. Du Bois and the First World War*.

Shortly before this issue went to press, I returned from a week in Japan with Kalpen Trivedi, Vice Chancellor for Global Affairs, and Ashley Krause, UMass Education Abroad advisor, during which time we visited UMass Amherst's partner school, Hokkaido University. Our two institutions are linked by the efforts of William S. Clark, third President of UMass Amherst (then known as the Massachusetts Agricultural College), who traveled to Hokkaido in 1876 at the request of the Japanese government to assist in the founding of the Sapporo Agricultural College. Much as the Massachusetts Agricultural College grew into UMass Amherst, the Sapporo Agricultural College grew into Hokkaido University, and I was delighted to learn about the work and legacy of our partner school. I look forward to sharing more as our partnership deepens.

Nandita S. Mani

Nandita S. Mani, PhD
Dean of University Libraries



L to R: Ashley Krause, Education Abroad
Advisor; Nandita Mani, PhD, Dean of
University Libraries; Kalpen Trivedi, Vice
Chancellor for Global Affairs.





4
Zen in the
Libraries



5
Honoring Daniel Ellsberg

7



City Nature Challenge



8 Founders Day



10 28th Annual W. E. B. Du Bois Lecture
We return.
We return from fighting.
We return fighting.



12 Unseen Labor
Embroidery exhibit highlights the work of metadata and cataloging librarians



16 We Ask the Experts
(Hint: It's the Students)



20 Unlocking the Power of OPEN



24 Secrets of SEL (Science & Engineering Library)



28 Greetings from the 14th Century

Fresh Faces & New Directions

The Libraries' welcome staff with skills to transform services



In May, **Rachel Caldwell** joined the Libraries as **head of academic engagement**. She'll lead our team of liaison librarians for the arts, business, humanities, and social sciences, who provide research assistance and instructional services for students, faculty, and staff. Rachel joins us from the University of Tennessee Knoxville where she has worked since October 2010. She was most recently their scholarly communication librarian for the honors and scholars programs, and undergraduate research.



In June, **Jennifer Chaput** takes on the role of **data services librarian** leading the Libraries' efforts to provide high-quality programming and services to faculty, researchers, and students in the management of research data throughout the research lifecycle. Jennifer will coordinate and manage the services provided for measuring research impact and other data-related activities. Previously, Jennifer was the STEM librarian at University of Connecticut Libraries.



In July, the Libraries welcomes **Ryan Clement** as **associate dean for data, digital strategies, and scholarly communication**. Ryan will provide leadership and management to re-envision data services and current workflows to build on the foundation of support for technology services, emerging scholarship, and engagement in the research enterprise. Ryan comes to UMass from Middlebury College where he was the data services librarian. He has bachelor's and master's degrees in information science from the University of Michigan, and a second master's from Temple University.

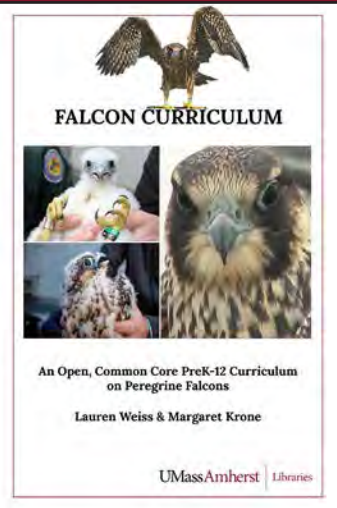


Margaret Youngberg joined the Libraries in May as the **discovery and eResources management librarian**. Most recently she managed teams that build and maintain digital repositories (Islandora and Archipelago) at Born-Digital, and her past experience ranges from public libraries and government contracting operations to childcare and accordion sales. Margaret is also an avid folk dancer and cookbook collector.



Above and Beyond the Caw of Duty

There was a falcon flyover in May to salute **Lauren Weiss**, **associate editor, digital content** for the Libraries. Weiss, in collaboration with colleagues, developed the recently released UMass Amherst Libraries *Falcon Curriculum: Open, Common Core PreK-12 Curriculum on Peregrine Falcons*. The Curriculum was awarded third place in the Massachusetts Department of Higher Education Faculty Open Education Resources Awards. Weiss received a \$500 prize and was honored at an event in Worcester; each winner was judged to have "gone above and beyond the call to create, adapt, or adopt OER for academic use."





Japanese Garden Photography Brings Zen to the Libraries

William Corey was an American photographer who became one of the most respected photographers of traditional Japanese gardens—gardens designed to create a serene environment highlighting the beauty of nature. Japanese gardens are characterized by simplicity, naturalness, balance, symbolism (a stone lantern might reflect enlightenment; a bridge might represent the journey between worlds), and capture the changing seasons.



Corey, who died in 2008, had refurbished and adapted a century-old large format (8 x 20 inches) camera to take photos on a massive scale. He would study the scene, position his camera with care, and capture the full impact of the gardens using a very long exposure, practically bringing the viewer into each landscape. Corey's widow, Reimi Adachi, donated Corey's lifework to the Robert S. Cox Special Collections and University Archives Research Center, including his negatives, prints, Japanese art books, and his camera equipment. Corey's prints are now on display in both the Du Bois Library and the Science and Engineering Library.



L to R: Consul General of Germany to the New England States, Dr. Sonja Kreibich and Nandita S. Mani, PhD, Dean of University Libraries.

The German Connection

In February, the Library hosted a visit by the Consul General of Germany to the New England States, Dr. Sonja Kreibich. Before her posting in Boston, Kreibich served as the Head of Division for Pan African Issues, Southern Africa, and the Great Lakes from 2018–2022, where she engaged with Germany's colonial history, especially in Namibia. She has a keen interest in the work of W. E. B. Du Bois and applying his work to issues today.

Kreibich met with Nandita S. Mani, PhD, Dean of University Libraries, and Vice Provost for Global Affairs, Kalpen Trivedi, among others, then

visited the W. E. B. Du Bois Center to learn more about its work. The visit concluded with an exploration of the Du Bois Papers, housed in the Robert S. Cox Special Collections and University Archives Research Center, many touching on Du Bois's time spent in Germany as a graduate student in the 1890s.

Kreibich returned to campus in late April to celebrate the installation of a 12-foot segment of the Berlin Wall painted by famed French artist Thierry Noir, as part of a week of exhibitions and events related to the impact of the structure that divided Germany's capital for three decades.

“We honor you for a lifetime of truth-telling that demonstrates how dissent can be the highest form of patriotism and citizenship.”

Honoring Daniel Ellsberg

In January, UMass dignitaries bestowed an honorary degree to Daniel Ellsberg. As one of the nation's foremost political activists and whistleblowers, Ellsberg, who is 92, has been deeply engaged with the Libraries and the campus since 2019, when, impressed by the Libraries' commitment to social justice, he chose to make the Robert S. Cox Special Collections and University Archives Research Center (SCUA) home for his personal and professional papers.

Chancellor Kumble Subbaswamy honored Ellsberg's devotion to public service by saying, “We honor you for a lifetime of truth-telling that demonstrates how dissent can be the highest form of patriotism and citizenship.”

The Ellsberg collection at the Libraries, consisting of more than 500 boxes of material, documents the threats posed by nuclear weapons, the expansion of U.S. imperial



Honorary degree recipient Daniel Ellsberg

ambition, the Vietnam War, Watergate, the proliferation of state secrecy, freedom of the press and First Amendment rights, the struggle for a more democratic and accountable foreign policy, and the challenges of civic courage and nonviolent dissent.

Moments of Grace



L to R: Jeffrey Rothenberg, Executive Director of Development for the Libraries, Cody Keenan, Nandita S. Mani, Dean of University Libraries, Marty Meehan, President of the University of Massachusetts, Joseph Kennedy III.

Below, L to R: Joseph Kennedy III, Cody Keenan.

In Boston in May, author Cody Keenan recalled his work as President Obama's chief speechwriter in a conversation with Joseph Kennedy III, the U.S. special envoy for Northern Ireland. Library donors heard about behind-the-scene moments in the White House detailed in Keenan's *New York Times* bestseller *Grace: President Obama and Ten Days in the Battle for America*.



Spoiler Alert: It’s (Almost) All about the Trees

Undergraduates tackle trash, solar sites, impact of green walls and deforestation, and how to build an outdoor classroom of hope

“The trees are in trouble,” writes **Madeline Fabian ’23** in **“The Oak & the Mailbox.”**

“The U.S. Forest Service reported an estimated 36 million trees lost annually in urban/community areas between 2009 and 2014. This equates to around 175,000 acres of tree cover loss, or about 208 Central Parks each year, while impervious cover like pavement increased at 167,000 acres per year.”

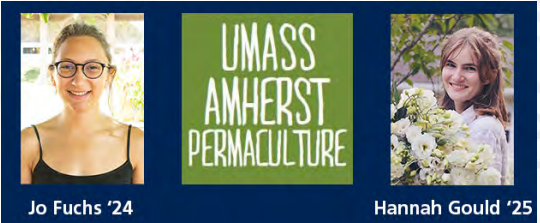
Fabian’s paper focuses on a stately old oak tree near her dorm, with a mailbox located behind it. The life of the tree becomes a launching point to consider the role of trees in combating climate change and their vulnerability to it, as well as the ways they contribute to well-being.

“Even in the Northeast, trees are at risk,” writes Fabian. “Here in Massachusetts, around 5,000 acres of forest are lost each year, equal to about half the size of Provincetown.” Whether pests, or “human construction projects, even well-intentioned environmental ones like solar farms or wind turbines, threaten the health of nearby trees ... the list of threats is unrelenting.”

Max Feldman ’24 also researched the plight of trees. In **“A Carbon Conundrum: Siting for Solar Energy Generation,”** Feldman asks us to look beyond the obvious math. “An acre of solar panels ... reduces approximately 144 to 166 times more carbon dioxide per year than an acre of forest.” But, Feldman writes, “there are other arguments that are not so ‘clear cut,’ if you’ll pardon the pun,” such as the role of forests in carbon sequestration and the positive impacts of new trees. He calls on solar planners to explore alternative sites such as old landfills, parking lots, and farmland.

In **“Trash Talk: Rethinking the Notion of Waste,”** **Shivaangi Salhotra ’26** points at things trees depend on, like air and groundwater, that are being dangerously polluted by trash. Salhotra’s paper outlines the forces at play allowing the Global North to send its trash to the Global South.

Salhotra’s paper asks difficult questions, such as “What does it mean to send our waste elsewhere, so we no longer have to see it? Correspondingly, what does it mean to build these structures of unworthiness near and on lands where people live? Are they, too, worthless?”



Diverse native plants, trees, and shrubs are part of a proposed **“Community Classroom of Hope” (CCOH)**. **Jo Fuchs ’24** and **Hannah Gould ’25** call for a new residential permaculture garden program at UMass, centered in the North residential area. With a foundation based on “earth care, people care, and fair share,” and working toward creating an environment that prioritizes health and well-being, using permaculture design, the program “will create spaces that promote diversity, creativity, and inclusivity through intentional plantings and structures.” Fuchs and Gold, both students in the Stockbridge Sustainable Food and Farming major, propose this classroom as a solution for the “feelings of hopelessness, loneliness, and pessimism that affect college students.” The CCOH is slated to be completed in 2023.

How to bring the positive effects of trees and nature into built environments? Despite the long history of green walls, “only recently have we begun to quantify their benefits and exploit them through intentional design,” writes **Nathaniel Wright ’23** in **“Thermal Efficiencies of Green Walls in Building Structures in the Northeast United States.”**

Wright investigated the thermal performance of green walls on buildings by constructing walls and reading over 60 academic papers related to their thermal insulative benefits to write a literature review. Wright found that “existing literature widely agrees that green walls are passive energy saving tools, and in some cases, they can be extremely effective at regulating heat flow in building envelopes. However, given the complexity of these systems, there is a lack of data on the many variables involved and their interactions,” writes Wright. Despite being more complex than green roofs, “green walls offer more potential in the available surface area offered and have stronger social impacts as they are more visible.”

Every year, the Libraries' Undergraduate Sustainability Research Awards promotes in-depth understanding of sustainability topics, research strategies, and the use of library resources. Five winners were honored in April and awarded a \$1,000 scholarship, thanks to a generous donor to the UMass Amherst Libraries' Sustainability Fund. The winning research papers can be read in ScholarWorks@UMassAmherst. The annual competition is open to all enrolled undergraduates.



This year marks the fourth year that the University Libraries have sponsored the City Nature Challenge in western Massachusetts. Melanie Radik, librarian in the Science and Engineering Library, spearheaded organization efforts with an information guide and workshops. Co-organizer Lynn Harper is a conservation planner, retired from the MassWildlife Natural Heritage & Endangered Species Program. The counties participating were Berkshire, Franklin, Hampden, and Hampshire.



Melanie Radik



Lynn Harper

The global event calls on current and aspiring community scientists, nature and science fans, and people of all ages and educational backgrounds to observe and submit photographic or audio evidence of wild plants, animals, and fungi using the free mobile app, iNaturalist, from April 28 through May 1. Identification of photographed species is crowdsourced from May 2-7, with results announced on May 8.

Official Final Numbers for Western Massachusetts

223
observers



2,976
observations



259
identifiers



811
species



Most observed plants and animals in western Mass.:
Red Trillium, Eastern White Pine, Wood Anemone, Eastern Red-Backed Salamander, Spring Peeper



Lto R: Photo 273329465 by Robert Wernerehl (CC BY-NC-SA); Photo 176640502, (c) Keweenaw Mountain Lodge, some rights reserved (CC BY-NC); Photo 272778912 by Eric M Powell (CC BY-NC); Photo 273213881, Public Domain, uploaded by Lynn Harper; Peter Paplanus/ Creative Commons/ Commons.Wikimedia.Org/Wiki/File:Peter_Paplanus_-_Spring_Peeper_(Pseudacris_crucifer)_(44981664574).Jpg

UMASS FOUNDERS DAY



Science and Engineering Librarian Paulina Borrego at the People's Science Fair



On Founders Day, April 28, the Libraries co-sponsored the People's Science Fair. The Science & Engineering Library hosted a table (top, left) promoting the Undergraduate Sustainability Award, City Nature Challenge, the Mass Aggie Seed Library, open science, and resources on Indigenous and other non-Western knowledge.



28th Annual W. E. B. DU BOIS LECTURE



Chad L. Williams, PhD, is the Samuel J. and Augusta Spector Professor of History and African and African American Studies, and Chair of the Department of African and African American Studies at Brandeis University.



We return.

We return from fighting.

*We return fighting.**

The forecast called for snow and ice on February 23, the date of the 28th Annual Du Bois Lecture and also the birthday of W. E. B. Du Bois. UMass Amherst announced that it would close for the day, and our speaker, Chad L. Williams, PhD, let us know he wanted to reschedule in-person, rather than lecture on Zoom. The reason became apparent from the opening line of his lecture, delivered one month later to a rapt live audience as well as many online viewers: The story of his book, *The Wounded World: W. E. B. Du Bois and the First World War*, originated in the W. E. B. Du Bois Library itself. Just over a week before the publication of his book on April 4, Williams wanted to visit the spot where it all began when he discovered six reels of microfiche hiding in the W. E. B. Du Bois Papers. These contained 700-plus scanned pages of Du Bois's never-finished

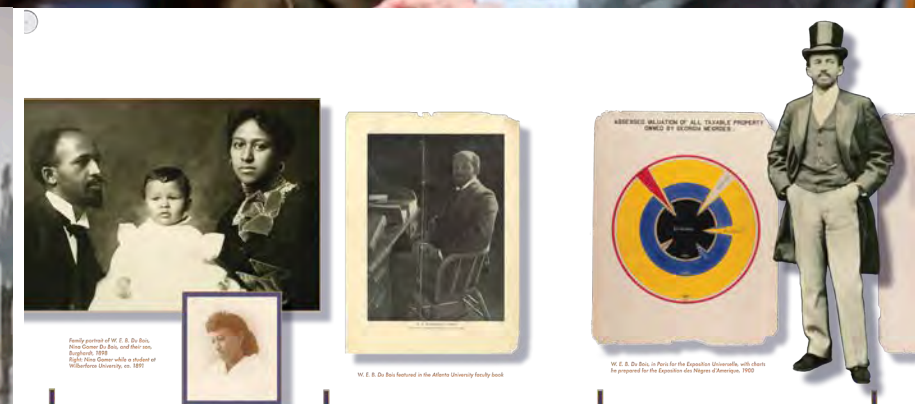
history of Black soldiers in the First World War. Williams's discovery in the Du Bois Library would lead him to the original files and supporting documents at Fisk University and to the subject of his book and lecture. In the lecture, Williams traced Du Bois's lifelong, but ultimately unsuccessful, efforts to complete what would have been one of his most significant works, and how the unpublished manuscript offers insight into Du Bois's personal and professional struggles to reckon with both the history and the troubling memory of the war, along with the broader meanings of race and democracy for Black people in the twentieth century. This story, and that of Williams's book, emphasizes the continued importance of the W. E. B. Du Bois Papers as a vibrant source of new information on this seminal scholar 60 years after his death.

Du Bois Center Donors

Araceli & David Alcidi; Donald L. Banks '74, Andrea Battle; Christopher Bentley '90; Paul Bergeron '81, Freeden Blume Oeur, Trupania Bonner, Andrew '98 & Miriam Bourke, Jo-Ann Bowen, Eric '75 & Lorraine Braxton, Dennis Bromery '88 & Linda Marston '75, PhD '89; Jesse Bucher; Leroy and Leslie Button '77, G'88, Alexis Callendar; Johnstone Campbell; Maribel Castaneda; Bill & Rika Clement; Andrew Cohn; Carol Connare; Jonathan G '22, '23 & Carolyn Crowley; Deborah Davis G '83, PhD '86; Samantha Davis PhD '22; Gina L. DeSantis '92; Roslyn Diamond '68; Joseph W. Donohue, Jr.; Mary V. Dougherty & William J. Lombardo '90; Maurice G. Eldridge G '76; Kim '01 & Bob Fill; Ronald Geary '77; Khuram R. Ghuman G '08; Donna R. Gouger '83; Paul R. Cowan '81; Alfred PhD '72 & Patricia Hartwell; Vaughn N. Hathaway, Jr. '79; Amit Hattimare PhD '22; Julie Haywood '80; Hoon Heo '04, G'08; Charlotte Holmes; Russell Howell; Calvin Johnson; Micah Kornfield '02, G'04; Audrey Larvey '70; Kimberly Laycox '08; Carolyn & James Leary; Allie Levin; Seton Lindsay; Jason Gregoricus '88; Jian Ma '17; Joseph '66 & Judith Mazurkiewicz; Lisa McLeod; Maura McMahon '94; Elizabeth Miller '13; Mary Joan & Michael Morris Sr. '63; Paul Murphy '73; Krista Navin '03; Joshua Schroeder '13; Eric Oches G '90, PhD '94; James A. Parrott '85; Sara Patey '09; Teresa Ramsby; Stephen Rosenfeld; Aaron '01 & Katie Rubinstein; Rebecca Rutledge Fisher; Sonia A. Sabnis; Martha F. Simpson '76; Jill '81 & Michael Stansky '80; Alan Swedlund; Andrew Warren '79; Reynolds Winslow; Caroline Yang; Aaron Yates G '22, PhD '27; Marcia & Russell Young '69.



Clockwise from top left: Chad Williams, PhD, speaking at the Du Bois lecture; audience, close-up of Du Bois timeline, Jonathan Klate looking at timeline.



In February, a timeline illustrating the life and legacy of W. E. B. Du Bois was installed in the Du Bois Center on Floor 22. Elizabeth Pols '78 designed the new exhibit in collaboration with Adam Holmes, assistant director of the Center.



To watch the recording, scan the QR code or visit:
bit.ly/2023duboislecture

UNSEEN LABOR

Embroidery exhibit highlights the work of metadata and cataloging librarians

By Ann Kardos, Metadata Librarian

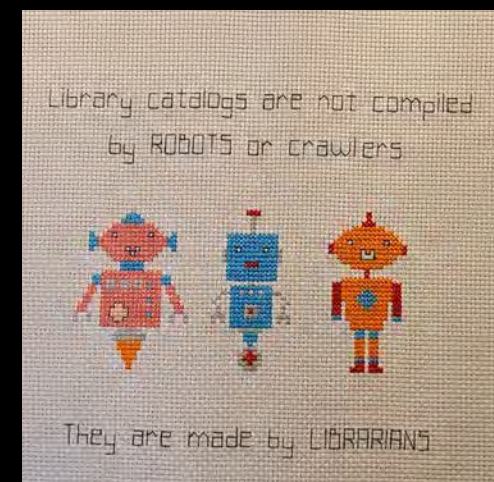


I'm an artist with an undergraduate degree in screenwriting and video production. I also paint, embroider, draw, and take photographs. I'm not a linear thinker. I do not follow instructions. When I got my library science degree, it was to be a museum librarian. I did that for a little while, caring for, arranging, and cataloging rare books and objects, but I eventually transitioned my career into academic metadata. I often wonder how I ended up spending my days production cataloging, batch fixing bytes of metadata, and applying (or writing) rules and standards. It's not something I ever imagined myself doing.

The pandemic gave me some space to examine my work, and I decided to approach it from a different angle. I wanted to infuse my work with my art because I believe that art evokes an emotional response to a topic that a chart or rule or standard can't replicate.

Using this idea as my theory, I set out to engage other metadata librarians in an artistic endeavor to explain our work. I posted a call on three metadata and cataloging listservs in the summer of 2021. I was specifically seeking metadata creators who embroider, and I was surprised to receive a great response. I asked potential contributors to examine their stories and experiences of unseen labor in our work, and to stitch it on a piece of fabric no larger than 15 x 15 inches. The stitched pieces submitted to the project would then be put on display in the Science and Engineering Library during the spring 2022 semester.

Metadata is not often seen as creative work. I think many metadata librarians, myself included, struggle to describe our work in a way that is meaningful and understandable to our colleagues, or to others outside libraries. While we can quantify it, and numbers can be meaningful to administrators and budget-crunchers, it's difficult to imbue numbers with passion, significance, or a true understanding of what metadata work supports in a library. To help my colleagues understand metadata work that is not visible or obvious, I wanted to find a way to communicate about what I do visually, and I wanted to think differently about my approach to my work as well.



Ultimately, my goal was that this project, named *Unseen Labor*, would serve as an educational tool for metadata outreach. The exhibit was a success, engaging both students and my colleagues from across campus. It was heartwarming to receive emails from students who told me they learned something about metadata and its function in a library. As a follow-up, I hosted two informational interviews with students who wanted to know more about my work, and we explored if it could be a career option for them. It was really encouraging to reach students this way and to teach them about my work.

Additionally, I had some meaningful conversations with colleagues who saw the exhibit. They were often surprised by the emotions conveyed in some of the pieces. I've also been told by viewers of the exhibit that they didn't expect there to be so much creativity in the work of metadata. These responses confirmed my belief that as metadata librarians and catalogers, we haven't been talking about our work in ways that other people can understand, using descriptions of rules and standards or complex workflows. How do we help others understand our "cataloger's judgment?" In my mind, a cataloger's judgment is a bit like art because it's the thing that gives us true personal connection to the piece we're cataloging. But as it is invisible, it's not something that can be shown to someone who doesn't work with metadata.

Following the exhibit, I'm now exploring the idea that art is an innovation tool that helps people imagine, problem-solve, and experiment, and I'd like to study its application to metadata. Personally, my creativity is what helps me analyze a workflow and see all the moving parts and pieces. I break things apart in my mind and sprawl them about like a yard sale. My creative mind is what allows me to embrace change, whether that's a new technology or a



new workflow, because I have no fear of failure. Each new thing is a new opportunity, and each new opportunity leads me somewhere. When I make art, I think differently about the things I'm making my art about. I know this journey has been an empowering experience for many of the contributors as well, and they have used their art to reexamine their own work and how they explain metadata and cataloging at their own libraries.



Unseen Labor includes 37 pieces of embroidery and cross-stitch made by cataloging and metadata professionals from 19 states, and one each from Canada and the United Kingdom. Each piece tells a story about metadata or the workers who create it. The exhibit has taken on a life of its own. After it was on display at UMass Amherst from January to May 2022, it traveled to Memorial University of Newfoundland and was on display from September to December 2022. From there, it went to Minnesota State University, Mankato, where it was on display from March to May 2023. Upcoming dates:

August 2023-June 2024:
California State University, Fresno

Fall 2024-Winter 2025:
Kentucky and Illinois, TBD

Online exhibition catalog: <https://openbooks.library.umass.edu/unseen-labor-exhibit/>.



We Ask the Experts (Hint: it's the Students...)

by Lauren Weiss

Five first-generation undergraduates walk into a library...

It sounds like the beginning of a joke, and truth be told, there is a great deal of humorous banter occurring amongst the group. They've been tasked with critiquing the floor directories in the W. E. B. Du Bois Library elevator lobbies, and so far, their commentary regarding unexplained acronyms and heavily skewed text-to-image ratios rivals a Comedy Central roast. The lack of supporting visuals on the design even causes

one student—a Library employee, no less—to whip out their phone in disgust and advocate for a complete overhaul with an interactive touch-screen replacement, found online for a couple hundred bucks.

While their hot takes draw snickers from the group and its facilitators, the students' input is no laughing matter. It's part of a co-creational approach to systems and spaces called participatory design, which emphasizes viewing users as stakeholders and including them in the design process.

"Students use campus facilities in a different way than we do as staff," says Suenita Berube, data analyst at the Libraries and co-creator of the participatory design group. "They can be extremely helpful in guiding us and providing feedback on what we do. They also crave community, and groups like this give them a sense of empowerment and belonging."

Berube and her colleagues, Annette M. Vadnais '99, student success and outreach librarian, and Sarah Fitzgerald, assessment and planning librarian, always knew they wanted to consult students about the design of library spaces. When they heard about the University of Washington's success with student focus groups, they reached out to the school and were connected with Scott W. H. Young and Hailley Fargo, two participatory design experts who travel to libraries across the

country to present the value of this data and show how to set up such programs.

For Berube, Vadnais, and Fitzgerald, the focus was first-generation undergraduates: students who are the first in their families to attend college.

"From our combined experience with data, it showed that first-gens who use the Libraries had higher rates of retention and graduation," says Vadnais, who is herself a proud first-generation UMass alumna. "We wanted to hear from these students specifically about their experiences with the Libraries and get their input on what would help other first-gen students."

The co-creators carefully planned a nine-session workshop where participants learned about the Libraries and decided collectively on a final project that would help other first-generation students navigate the Libraries' resources, services, and spaces. Participants were compensated for their time and provided with lunch. The invitation to students to participate received an overwhelming response; after reviewing all applicants, facilitators chose a diverse six-student cohort representing different class years and majors.

For many of the participants, it was their first experience with participatory design and also the Libraries themselves. The sheer size of the Du Bois Library, with 27 active floors, is in and of itself intimidating for many students, regardless of college experience; add to that the unfamiliarity, uncertainty, and, to some degree, otherness that first-generation students commonly feel, and it becomes easy to understand the barriers.



"I think that first-gen students might be apprehensive to ask for help more than other groups of students," one participant wrote in their survey answers. "I know that is the case for me. That can manifest itself in thinking that I don't have the same needs as others, because I think of myself as an outsider."

Berube, Vadnais, and Fitzgerald made it their mission to change that for their first student cohort, starting with group bonding activities, like designing and sharing personalized trading cards, to build a sense of trust and community.

"We can't stress enough the importance of the icebreakers," says Vadnais. "We need the students to become comfortable around each other and us so that they feel comfortable giving honest feedback later on in the sessions. It also helps them to meet other first-gen students like themselves and feel a sense of belonging."

In addition to community-building, the students toured the Du Bois Library and were asked to complete

"My collage was mainly focused on the library making me feel welcomed and able to do my work, comfortable, being able to learn. I like that there is a cafe, many study places, nice people to help, tons of resources. The view is also really good. It helps me forget about other things."



Photo top L to R: Mariana Passos '25; Grayson Tyler '26; Naomie Iffetayo '23; Carlos Pereira '23; Eowyn Vucci '26.

activities based on what they learned from the two-day workshop, and which were customized to find out how these students experienced the campus Libraries. For example, during one session, students were asked to make collages demonstrating how they wanted the Libraries to make them feel. Another session involved imagining the Libraries as a type of vehicle.

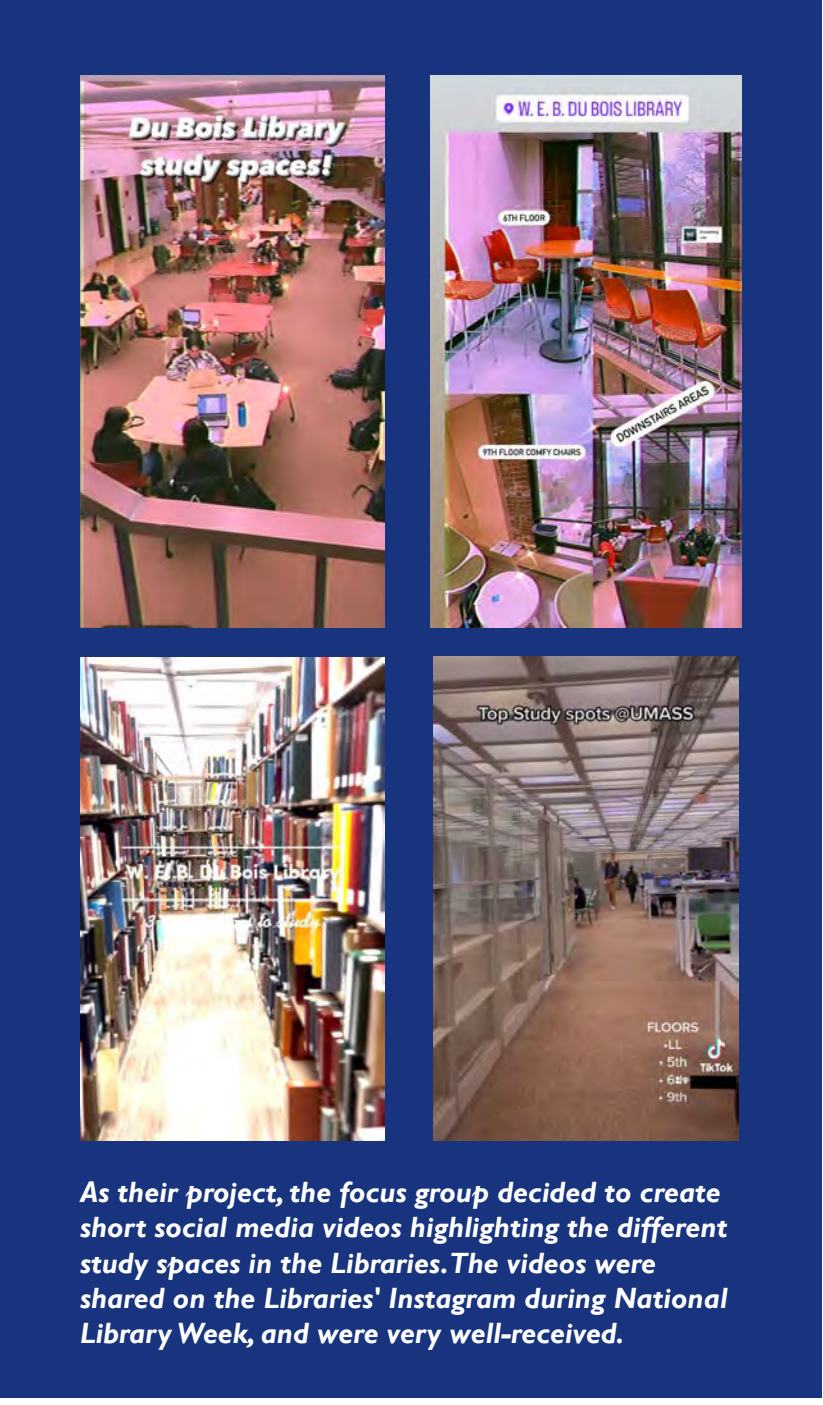
When it came time to select the final project, the students voted to develop social media content to increase awareness of Library study spaces.

“I think it’s important because first-gen students might not know about study areas available to them,” says one participant. “I know for a long time, I exclusively studied and did work in my room, and it felt incredibly isolating.”

“As a first-gen student, everything may be new to you,” another participant adds, “but finding good spaces can make you feel like you belong.”

That sentiment is exactly why Vadnais and Berube were eager to dive back in to take a closer look at spaces and belonging. Joined by Lauren Weiss, associate editor, digital

“My collage reflects my experience with libraries and my expectations of libraries. For me, the library is a place to broaden your horizons academically and culturally. It is within libraries that I have encountered new ideas that forced me to question and refine my beliefs. I think that owes itself to the even playing field that exists within libraries. Everyone has a voice at the library, especially those who are oppressed elsewhere.”



As their project, the focus group decided to create short social media videos highlighting the different study spaces in the Libraries. The videos were shared on the Libraries' Instagram during National Library Week, and were very well-received.

content, and a collaborator on the Libraries Outreach Series, they formed a new focus group with the primary goal of revamping RECESS, a new study-break space on Floor 2 of the Du Bois Library. RECESS, which stands for Recharge, Engage, Connect, Energize, Support, and Succeed, serves as a place where students play board games, engage in arts and crafts, and congregate with friends. It’s also a hub for the weekly Libraries Outreach Series and collaborative events with student groups.

Since RECESS was opened in the fall of 2022, use by students has outgrown the limited amount of secondhand furniture available in the space, particularly for popular events such as craft nights and bingo. With enthusiastic support from Nandita S. Mani, PhD, Dean of University Libraries, they were given the opportunity to collect student input to inform a remodel of the space, truly making it a place by and for the students.

That task was not one the focus group students took lightly. Amidst the casual atmosphere, snacks, and occasional bursts of laughter, they diligently sketched out visions of RECESS at its full potential, with gaming consoles, an arts and crafts corner, ping-pong and air hockey, and even an expression wall.

While this won’t be the final or definitive word on the space, it charts a course for incorporating student input to help continually co-create a library that serves them; one that will continue to be transformed by the unique experiences and needs of its student stakeholders.

UNLOCKING the Power of OPEN

How to create better course materials and give them away for free

by Carol Connare and Theresa Dooley

The majority of college students cannot afford the basic materials they need for their courses. In the fall of 2020, 65 percent of students skipped buying a textbook due to cost, even though 90 percent reported that they worried it would negatively impact their grade.

What's the deal?

From the 1970s through the mid-2010s, textbook prices increased at three times the rate of inflation. While this steep curve has leveled off in the past few years, the cost of textbooks and other required course materials remains out of reach for many students. Open textbooks—free materials written and released under an open license—provide an opportunity to help students save money and create pressure for more affordable options to exist in the marketplace.

Since 2011, the Libraries have championed open textbooks and led the campus in their adoption, awarding Open Education Initiative grants annually to faculty creating their own open educational resources, or OERs. Studies show that every dollar invested in these grants saves students at least ten times that amount. According to Open Education Librarian Theresa Dooley, “There are major benefits to using open materials in teaching, including increasing affordability and accessibility and creating a sense of belonging on campus. But converting a course to open is often a heavy lift for faculty, who are already stretched thin.” Dooley continues, “The care and expertise that go into

finding, adopting, remixing, and creating these materials are indicative of the innovation that's transforming higher education today. The OEI is a way for us to support and incentivize that extra work by faculty.”

Here are a few examples of how it works.

Congratulations, Graduate?

The Libraries pay about nine million dollars annually to license tools, databases, and other materials for every current campus user; unfortunately, that licensing agreement means students lose access to these valuable resources when they graduate. For example, in courses such as Geospatial Information Systems (GIS) Programming; Cartography and Geovisualization; Geocomputation; and Spatial Decision Making and Support, most classes are currently taught with ArcGIS, expensive proprietary software that is built into the students' cost through fees. Continued access after graduation becomes prohibitively expensive, so most can no longer use resources they were educated with. To address this situation, professor Seda Salap-Ayca was awarded \$5,000 for converting materials into open-source modules accessible to students after they graduate. (See page 23)

Enrollment: 83 students.

THE BOTTOM LINE: Annual savings of \$46,500; savings per student: more than \$500 in software costs and tools they can access whenever they need them, forever.

“

Finding out we have to pay an extra few hundred dollars each year on top of tuition was very surprising and disappointing, especially following the excitement of being accepted into a college. For me and some of my friends, it's gotten to the point of ‘which resources can we afford right now?’ There are a lot of initiatives pushing for more affordable tuition, but not as many pushing for affordable textbooks. The OEI is just one of the many steps that need to be taken to make education more affordable. Although educators may not have much time to dedicate to making OERs, the impact they have on the lives of students is unimaginable. Paying large amounts in tuition is a burden in and of itself; being forced to pay for materials on top of that makes education that much less accessible to those who don't have the luxury of easily accessible funds.”

– Megan Joyce '26



What Does Open Mean?

OPEN ACCESS: free for anyone with internet to access online.

- Digitized (but not necessarily free to reuse and remix), or partially digitized works.
- To publish an open access work, faculty are often faced with an article processing charge (APC), which can be thousands of dollars. The SOAR Fund (Supporting Open Access Research Fund) helps offset these costs.

Examples:

ScholarWorks@UMass Amherst, a digital showcase of the research and scholarly output of members of the UMass Amherst community.

CREDO, the digital repository of the Robert S. Cox Special Collections and University Archives Research Center; many digitized unique collections are available online, but many materials are not digitized so a campus visit is necessary to access, and some materials are redacted.

OPEN SOURCE: uses coding that is not proprietary.

Examples:

Github, an open-source repository
Slic3r, 3D printing software

OPEN EDUCATIONAL RESOURCES (OER): materials can be remixed, adapted for new needs, edited, reordered, combined with other material, and more.

Examples:

Falcon Curriculum
UMass Amherst Writing Program
Student Writing Anthology
Tutt* a tavola! Volume 1



L to R: Legislative Aid Lily Stowe-Alekman; Massachusetts State Representative Mindy Domb; Megan Joyce '26; Open Education Librarian Theresa Dooley, at a MASSPIRG press conference. A student group with textbook affordability as one of their pillars, MASSPIRG recently released a report recommending Universities invest in OER grant initiatives, like at UMass Amherst.



Physics for Everyone

Physics lecturer Heath Hatch was awarded \$10,000 to adapt an open physics textbook and to create accompanying assignment banks that other educators will be able to use and adapt, including translating it into another language, if they wish. Hatch is already planning on creating a new textbook for another physics class.

Enrollment: 1,000 per year.

THE BOTTOM LINE: Annual savings of \$466,140; savings per student: \$233.

Teaching Teachers about OER

Jacqueline Castledine, University Without Walls department head, saw an opportunity to introduce open educational practices among UWW faculty who frequently serve low-income, single parents who are often the first in their families to attend college. They proposed to fully transition the “Experiential Reflections of Leadership” to OER. Armed with a \$5,000 grant, Castledine began by finding materials and using them as additional resources and adding them into the learning management system. Their long-term goal is to compile them into an open book on the Pressbooks platform, and to expand OER use to other UWW classes.

Enrollment: 50 students per year.

THE BOTTOM LINE: Annual savings of \$13,000; savings per student: more than \$250.

¡Hola Oportunidad!

Traditional Spanish curriculums often exclude localized dialects and leave students from Spanish-speaking households in doubt of their language abilities. Professor Meghan Armstrong-Abrami was awarded \$6,000 to create a Spanish textbook for Massachusetts Heritage Speakers (students who speak Spanish at home).

Armstrong-Abrami’s proposal includes collaborative partnerships with Springfield, Northampton, Holyoke, and Chicopee high schools, as well as with Holyoke Community College, which received the Remixing Open Textbooks Through an Equity Lens from the Massachusetts Department of Higher Education.

Enrollment: 30 students per year.



THE BOTTOM LINE: Annual savings of \$9,500; savings per student: more than \$300.



My Open Educational Resources Journey

“Since 2019, I’ve been teaching hybrid GIS courses at UMass Amherst. But nothing prepared me for the challenges of fall 2020 when everything went completely remote. It was a terrifying time, especially since students lacked access to the entire campus, which includes the software, hardware, and libraries needed for the course. I spent the summer of 2020 grappling with ideas on how to help my students overcome these obstacles.

It was then that I realized the need for a long-term solution to this problem and began exploring Open Educational Resources (OER) opportunities. Students need access to accessible and open-source material throughout the semester, beyond the limitations of traditional textbooks. While students aren’t directly paying for the software, learning management systems, or tools we provide, these resources are all part of the cost of their education.

To begin this journey, I revamped one of my existing courses—Spatial Decision Making and Support—and converted it into modules that are accessible and free for our students. This new content will be updated regularly and available as interactive lecture notes, videos, code breaks, and discussion boards on a publicly accessible repository. All the tools will be platform-independent, which means they can be run on any operating system.



The topic videos will be uploaded to YouTube and linked to the main course web page, and their captions will be edited and embedded in the videos, while transcripts will be provided for screen-readers. Programming examples will be retrieved from GitHub course repositories.

This is just the first step in a much bigger journey. I’m grateful for OER, which has been a game-changer for me. It has enabled me to pursue a direction that I’ve always been eager to explore but never had the chance to. And it’s not just me—my students, Catherine Shea ’22, ’26PhD, and Sophia Gendreau ’22, ’26PhD, are also contributing to this project, editing videos, adding image alt text (text read aloud by screen readers and indexed by search engines, and displayed on a page if an image fails to load) and working on discussion notes. I couldn’t be prouder of their efforts.

This journey of creating accessible and open-source material has been challenging, but it has also been incredibly rewarding. I’m excited to see where this journey takes us, and I’m grateful for the support of my students and the OER community. Together, we can make education more accessible and equitable for everyone.”

—Seda Şalap-Ayça, PhD, Department of Earth, Geographic, and Climate Sciences University of Massachusetts Amherst at Mount Ida, Newton, Massachusetts

Extra! Extra! Get Your Free Information Here!

Open Textbook Library was started so that faculty could find open textbooks in one place. It is a comprehensive referring tool that points to open textbooks by a variety of authors and publishers.

MERLOT Collection provides access to curated online learning and support materials and content creation tools, led by an international community of educators, learners, and researchers. It is made up of over 91,000 materials in 22 different material type categories. You can browse or search the learning materials.

Mason OER Metafinder (MOM) is a real-time federated search for OER content.

Openly Available Sources Integrated Search (OASIS) is a search tool that aims to make the discovery of open content easier. OASIS currently searches open content from 115 different sources and contains 440,380 records.

ScholarWorks@UMassAmherst is a digital showcase of the research and scholarly output of members of the University of Massachusetts Amherst community. The ScholarWorks repository is administered by the UMass Amherst Libraries and serves as a permanent digital archive for these scholarly materials.

Directory of Open Access Journals (DOAJ) is a unique and extensive index of diverse open access journals from around the world, driven by a growing community committed to ensuring quality content is freely available online for everyone.

Open Massachusetts is a public higher education repository.

Top Secret(s)

Discover the hidden charms of the Science & Engineering Library

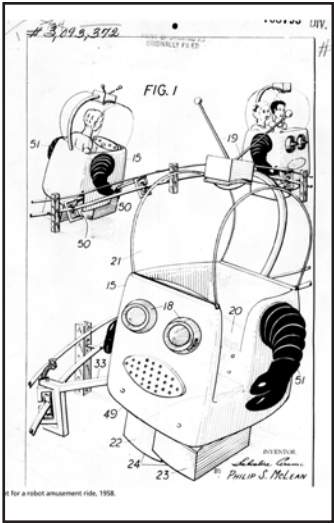
On the sprawling 1,450-acre flagship campus, the Science and Engineering Library (SEL) is a hidden gem. It's tucked away in the northeast low-rise building of the Lederle Graduate Research Center; its second floor entrance and lack of an exterior sign make it a challenge to find at first. Once discovered, it provides an oasis to thousands of students and faculty that regularly seek out its welcoming vibes, dedicated staff, and unique resources.



The Science & Engineering Library (SEL) currently serves 13,342* undergrads and 3,359* graduate students enrolled in the colleges of Nursing; Computer and Information Sciences; Natural Sciences; Engineering; and the school of Public Health and Health Sciences—just over half of all students enrolled at UMass.

1. Innovation Station

Do you have an idea for a better light bulb? SEL is home to one of only two designated Patents and Trademark Research Centers (PTRC) in the state, along with Boston Public Library, and one of about 80 in the U.S. The PTRC librarian answers questions regarding the patent and trademark processes and can assist in helping you learn patent and trademark searching by appointment. For more info visit: guides.library.umass.edu/ptrc



SEL receives new plant patents every month, which are filed and stored in the Plant Patent Room, dedicated to showcasing and making plant patents accessible in bright green filing cabinets on the third floor.

3. Fun & Games

The SEL Board Game Collection holds a variety of board games that bring a bit of science to game playing. Although no knowledge of science is necessary to play, you might find yourself in possession of a few more bird facts after playing Wingspan, or a better idea of programming after playing Quirky Circuits. These games were chosen to connect with our science and engineering patrons, and we have a game for every subject, from astronomy to zoology. Just like anything else we select for the Libraries collections, these games were chosen because they are highly rated by experts in the field—which means, players! SEL hosts a game event once a month during fall and spring semesters, open to all to learn the games and meet new people. Members of the UMass community may borrow the games for in-library use at any other time SEL is open.



4. Window and Wall Murals

Students are amazing! They have decorated the windows and walls of the library!

Above left: Neeharika Karanam '25; Left and above right: Haknyeong Hong '26PhD; Below: SEL Board Game Collection.



2. Plants & Seeds

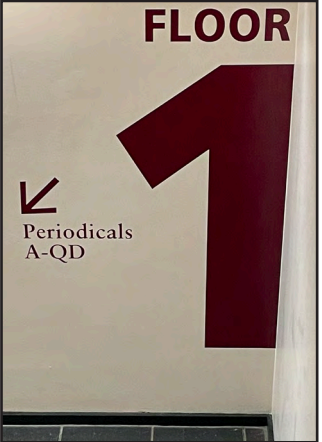
Open to all, the Mass Aggie Seed Library on the third floor is a place where community members can freely borrow resources, build skills, and contribute their knowledge and their seeds back to the broader community. In addition to collecting and distributing organic, open-pollinated, and heirloom seeds for free to any interested patron, the Seed Library offers informative handouts, workshops, equipment for loan, and even puzzles and artwork on exhibit in this beautiful, colorful corner of the library.



On the first floor of SEL, presiding over a quiet corner that someday could become an accessible entry-level portal to the library, are two ancient Mauritius hemp plants. They came to SEL when the Morrill Biological Science Library merged with the Engineering Library in 2004 and have been with us ever since. "They're older than the hills," said one long-time librarian. But don't get too close—they are prickly!



Neeharika Karanam '25 in front of a hemp plant.



5. Compact Shelving

SEL compact shelving has been retrofitted with manual hand cranks! This resolves a malfunction with the previous electronic motors that kept many of the bound periodicals difficult to reach. No longer! Drop by the lower level of SEL and try out the new hand cranks and explore.

Left: Retired science librarian Naka Ishii checks out the new system.

*2022 OIR Numbers



6. Space to Think

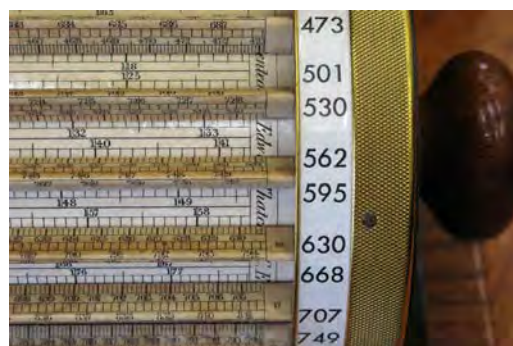
From needlework about metadata (see story page 12) to seed saving and library science (right), SEL hosts exhibits throughout the year, and some items are permanently on display. Need SPACE to study? Find the NASA memorabilia permanently displayed in the second-floor study area. Given by Paul R. Murphy '73, the memorabilia include signed photos of John Glenn and Alan Shephard, as well as a publicity photo and stamp of the 1969 Moon Landing honoring the Apollo 11 crew. Another item on display worth checking out is the Thacher's Calculating Instrument, a cylindrical slide rule, which was patented in 1881 by Edwin Thacher, a civil engineer, to assist in his calculations when designing railway bridges.



Below: Thacher's Calculating Instrument



Gifted by Anne McIntosh in memory of her husband and emeritus professor Robert E. McIntosh, the slide (A scale) consists of two folded and graduated logarithmic scales; each scale from 100 to 1,000 is divided into forty parts of equal length. Thus, the number of exposed sides of the bars equals the number of parts of the logarithmic scale on the slide. The bars have upper and lower lines; the lower lines are each one of the forty parts of the logarithmic scale and are in contact with the slide underneath. The upper lines feature an extended scale of square roots.



Above: closeup of Thacher's Calculating Instrument

7. Schweet Schwag

Earbuds, notebooks, notepads, and rulers, oh my! Librarians bring these and other goodies to their information literacy classes and are always spreading the word about SEL!



Title: Science and Technology of Library Science: Past, Present, and Future	
Author: Jaime Taylor, Curator	
Due Date:	Borrower's Name
Feb. 6	Science and Engineering
through	Library
July 31	
2023	
April 7	RECEPTION
1-3 PM	In conjunction with the
	Seed Library

Below: Entrance to SEL, Floor 2, Lederle Lowrise



8. Women in STEM Homage

Portraits of women scientists devoted to serve as role models in their fields of science, technology, engineering, and mathematics (STEM), made by female illustrators and commissioned by the Nevertheless podcast, are available for free download in eight different languages. SEL staff chose to display the free posters on the third floor to help raise awareness of their achievements and inspire a new generation of girls and women in STEM.



9. Floors Galore

You wouldn't know it when you walk in, but SEL has four floors of space and materials to support our hardworking STEM students. The basement has bound periodicals and oversize materials. The first floor is dedicated to bound periodicals and is a dedicated quiet study floor, with windows overlooking the new pedestrian walkway between Lederle and the Physical Science Building. The second floor, where the main entrance is located, is the go-to spot for checking out materials, printing papers, or students meeting their peers to study. It also includes group study rooms and the Learning Studio where classes take place. The third floor, which houses the monograph collection, is the largest area in SEL dedicated to study, with rolling white boards and tables and chairs galore!



SEL Learning Studio



10. Night Owls Welcome

Open until 10 p.m. during spring and fall semesters.



Compiled by SEL staff



Second floor study area

Greetings from the 14th Century

This partial Mamluk Qur'an from the 14th Century is an exciting addition to the Robert S. Cox Special Collections and University Archives Research Center's (SCUA's) growing Medieval and Early Print Studies collection. The volume of 53 leaves makes up juz' 16, one of 30 divisions of the Qur'an, all equal length and meant to help reading the Qur'an in its entirety in a single month. Juz' 16, known as Qala 'Alam, spans three chapters and includes the Israelites' exodus and crossing of the Red Sea.

This juz', along with the other 29, were probably created for a member of the Mamluk courts, and since the Mamluk empire occupied a region that overlaps modern Egypt, it's likely the Qur'an was created there. The manuscript features fine muhaqqaq calligraphic script, gold borders, and exquisite decoration including arabesque designs, medallions, and gold rondels. While not SCUA's first Islamic manuscript, the Mamluk Qur'an represents a continued effort to diversify our rare book collections, particularly the Medieval and Early Print Studies teaching collection.



New Collection Expands Diverse Voices

The Libraries recently added resources that address the needs of the community in deepening our understanding of the challenges in achieving justice, equity, diversity, and inclusion (JEDI) in our lives. This collection is available to the campus community through a new online platform for the Libraries, OverDrive. (OverDrive may be familiar to many as the online ebook and audiobook catalog available from their local public libraries on the Libby app.)

Library staff members on the OverDrive JEDI Collections Group selected the initial offerings, choosing works that speak to the realities of being minoritized or marginalized, whether in race, gender, sexual orientation, disability, mental health, and more. It also offers works that provide guidance, advice, and practical actions to address iniquities both in workplaces and in people’s lives. The group drew on the expertise available across campus, such as the UMass Office of Equity and Inclusion, the UMass Stonewall Center, and the UMass JEDI Collaborative, to inform choices.

“Our selection takes a holistic approach to information on how we may all integrate JEDI into our lives, our work,

and our recreation,” wrote group members Isabel Espinal, humanities research services librarian; Michael Mercurio, executive assistant to the dean of university libraries; Deborah Place, borrowing specialist; and Melanie Radik, science and engineering librarian. “Inclusion of popular works speaks to representation: It is important for people to see themselves in genres and stories that were once dominated, or still are dominated, by the majority. We intend this collection to encompass accessible content that sparks interest across the community, as well as scholarly works that address the teaching, research, and workplace goals of the university.”

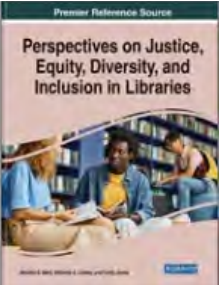
The collection supplements ongoing efforts. All Library selectors are charged with selecting books in their fields using a JEDI lens. The Libraries continuously collect in support of communities and academic fields such as African Studies, Afro-American Studies, Latin American, Caribbean & Latinx Studies, East Asian Studies, Judaic & Near Eastern Studies, Native American & Indigenous Studies, Spanish & Portuguese Studies, and Women, Gender, Sexuality Studies. The Libraries also have assigned liaisons to groups such as Disability Services, the Stonewall Center, and the Center for Multicultural Advancement and Student Success (CMAS).

Writing the Next Chapter

Library Authors Contribute to Book on Justice, Equity, Diversity, and Inclusion in Libraries

Two teams of UMass Amherst Libraries authors contributed Chapter 1 and Chapter 9 of the forthcoming book, *Perspectives on Justice, Equity, Diversity, and Inclusion in Libraries*, edited by Nandita Mani, PhD, Dean of University Libraries, and published by IGI-Global.

Librarians Isabel Espinal, Kate Freedman, Anne Graham, and Maria Rios wrote Chapter 1 on a case study of a program to support library staff who identify as Black, Indigenous, and Persons of Color (BIPOC) using a historical lens, and the spirit of W. E. B. Du Bois as a through-line to contextualize the Libraries’ JEDI initiatives. Chapter 9, co-authored by Carol Connare, Jennifer Friedman, Adam Holmes, Nandita Mani, and Michael Mercurio, addresses why the Libraries have made JEDI a core component of its mission to embody a holistic “One Library” philosophy.



Perspectives on Justice, Equity, Diversity, and Inclusion in Libraries examines how JEDI initiatives and actions have been incorporated into all aspects of librarianship and various types of libraries. The book serves as a collection of exemplary cases across all settings of librarianship to showcase how this work is being implemented and to provide commentary on implications and future opportunities for growth. Covering key topics such as community, ethics, and inclusive spaces, this premier reference source is ideal for administrators, policymakers, academicians, researchers, scholars, practitioners, librarians, instructors, and students.

Both chapters will be available as open educational resources (OERs) in recognition that OERs contribute directly to justice, equity, diversity, and inclusion by eliminating traditional barriers to both publication and access, enabling free generation and dissemination of information.

Indigenous Poetry and Poetics

The Libraries have received a mini grant of \$5,000, drawn from the Andrew W. Mellon Foundation grant awarded to Five Colleges, Inc., under the name “Gathering at the Crossroads: Building Native American and Indigenous Studies at the Five College Consortium.” The terms of the mini grant stipulate that the funds be used to purchase books or other resources to support a specific faculty member whose work is rooted in or related to Native American and Indigenous Studies (NAIS).



The faculty member identified for this grant support is Abigail Chabitnoy, an award-winning poet and assistant professor in the MFA Program for Poets & Writers. Chabitnoy is a Koniag descendant and member of the Tangirnaq Native Village in Kodiak, Alaska, and is the author of *In the Current Where Drowning Is Beautiful* (Wesleyan, 2022),

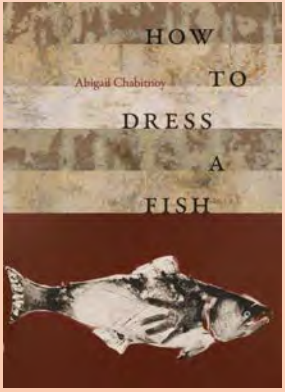
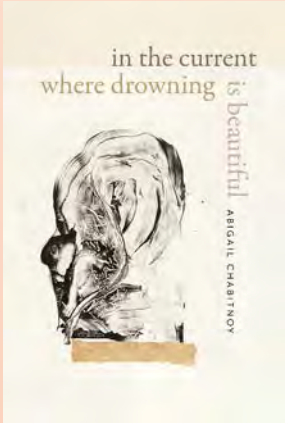
How to Dress a Fish (Wesleyan, 2019; winner of the 2020 Colorado Book Award for Poetry), and the illustrated chapbook *Converging Lines of Light* (Flower Press, 2020). Following the announcement of the awarding of the grant, Professor Chabitnoy met with Nandita S. Mani, Dean of University Libraries; Isabel Espinal, area studies librarian for NAIS; Kat Berry, head of Information Resources Management; and Michael Mercurio, executive assistant to the dean, to begin thinking through the possibilities for using the grant funding. In keeping with her focus on Indigenous poetry and poetics, Professor Chabitnoy will purchase poetry collections and craft books by Native American and Indigenous writers and practitioners to enhance the Five College holdings on these subjects.

Below is a poem by Abigail Chabitnoy, published in the latest issue of *Paperbark Magazine*, which is co-sponsored by the Libraries, and made possible by generous donors to the Libraries’ Sustainability Fund.

Abigail Chabitnoy FOLLOWING FISH

“I dreamed I was human, but not sure it was possible.”
—Rosmarie Waldrop, “Composing Stick” (*Gap Gardening*)

*They carried the one who did not wish to marry
to an island of her own making
where she bore her companion children
who would avenge the might of her father.*



Disciplined, the owl ceases to be as quickly
you turn your head.

Only ordinary rodents in the brush
puffed up by the ease

with which shadow overtakes the foot
fall. Not, after all, a fox. Though

the right cat might be a bear. You might be
wolf or cousin

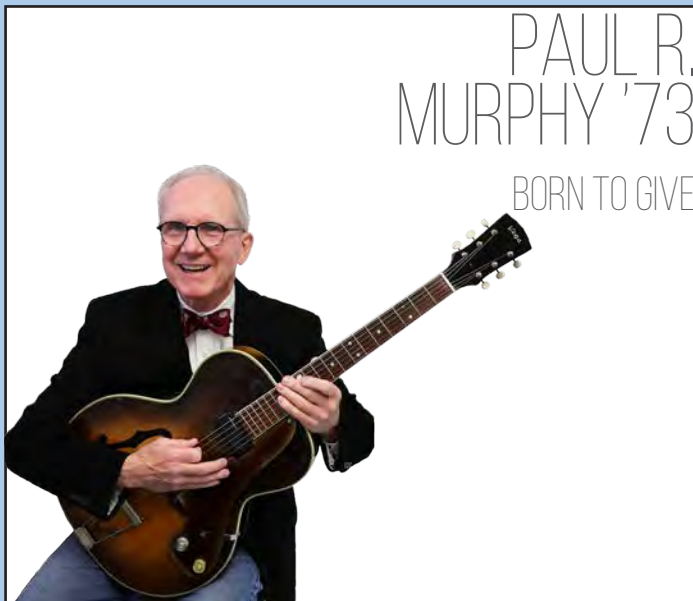
dog yet, Angyaqciq. All those curls.
Why not. Born in exile

you are parcel and burden enough and not so
distant
they too have been sighted swimming.

I will cut you as many soles require[d]
from my waste
to sail where we are going.

BORN TO GIVE

PAUL R. MURPHY '73 has donated nearly every shape and size of gift imaginable to support the Libraries, from funds to purchase copies of *The Souls of Black Folk* by W. E. B. Du Bois for student use, to actual coins. The Paul R. Murphy Numismatics Collection includes 709 sets of coins, as well as 4,779 coins and medals, among other related items. Additionally, to honor his parents, who instilled a love of music in their children, Paul established the Margaret E. & Joseph G.W. Murphy Music Fund, and has given countless gifts of musical scores, DVDs, CDs, and books on jazz, which comprise the Paul R. Murphy Jazz Collection.



Paul is passionate about UMass Amherst and has donated treasures and ephemera spanning its founding and history, as well as established a planned gift to create the Paul R. Murphy Special Collections and Archives Fund. He is also a proud participant in #UMassGives, the campus's annual two-day online fundraiser, reaching out to fellow alumni to encourage their support and even sponsoring challenge and march gifts during the campaign to incentivize new and recurring donors. Paul says of his generosity: "I attribute my success in life to the lessons learned from my parents and the wonderful education I received at UMass Amherst. I am in a position now to give back to the campus and the Libraries in appreciation for my successes."

Born and raised in Boston, Paul attended Boston Public Schools, graduating from Roslindale High School. While at UMass, he lived in Thatcher House in the Quad, was a floor counselor, and participated in house government and intramural sports. Many of his professional pursuits have been in the realm of service: Murphy is an Honorably Discharged Veteran of the States Navy Reserve; he worked as a tax examiner, a middle school teacher at Sacred Heart School Roslindale, and as the Executive Director of the Parkway Boys and Girls Club in West

Roxbury Mass. He worked for Merrill Lynch, and retired as an associate vice president for AECOM, U.S.A.

"The Libraries are the center of the university both physically and academically," says Paul, who served as a member of the Friends of the Libraries Board of Trustees.

"What better way to support the development and growth of the Libraries and its central mission to the campus, and to help foster research opportunities, collections, and facilities for generations to come?"

—C.C.



The image above was inspired by Bruce Springsteen's album *Born to Run* (left).



Love Birds

KATHLEEN GWIAZDA '72, FROM CHICOPEE, AND ALAN GAUTHIER '70, FROM SPRINGFIELD, met at UMass in the fall of 1968 when both were on the student senate. Kathleen represented John Quincy Adams dorm, and Alan was treasurer. Alan was campaigning for re-election in the spring of 1969, going from dorm to dorm asking people for their vote. When he knocked on Kathy's door to ask for her support, he also asked her on a date—to the St. Patrick's Day parade in Holyoke. (She said yes!)

Memories from that time include hanging out at the Student Union, studying together in the library (located in Goodell Hall at the time), attending homecoming concerts, Saturday afternoon football games, swimming at Puffers Pond, and Friday nights at The Pub in Amherst—with \$.25 drafts! They married on June 30, 1973.

What's the secret to their long marriage? They say, "Don't sweat the small stuff. Put yourself in your partner's shoes. Always have in mind that you are working together towards common goals. Talk about the goals you have in your life together. Never forget the feelings that brought you together in the first place, value your partner for their good characteristics, tell them that you do, and realize that everyone has flaws."

Finding interests that you both share helps keep the cement strong that holds your union together. Showing interest in your partner's hobbies (even if it's not your cup of tea) occasionally is important too. But falcon-watching is an activity that everyone can enjoy!

Alan discovered the Falcon Cam about 10 years ago and shared the link with family and friends. "Watching the goings-on in the nest on our laptops soon replaced the



morning crossword puzzle. Our favorite falcon antics are feeding times and watching the hatchlings exercise their bodies and their curiosity on the way to becoming independent. We also find it cool that peregrine falcons mate for life and share responsibilities."

To make a gift online visit:
library.umass.edu/giving

or

Mail a check to:
**UMass Amherst Foundation
Memorial Hall
134 Hicks Way
Amherst, MA 01003-9270**

"We are grateful to those who work hard on the care and research of these beautiful birds of prey and to those who keep the camera up and running—educating us about these fascinating creatures. Our daughter surprised us with a donation to the Falcon Cam in honor of our 50th anniversary, and it was such a meaningful gift! We are hopeful that others will consider donating to the Falcon Cam to honor a friend

or loved one for a special occasion or just because it's a feel-good thing to do."



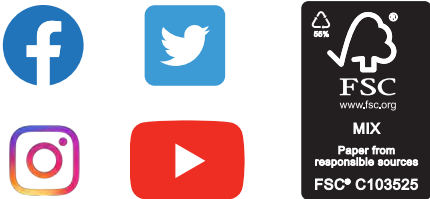
Kozen-ji from the Gardens of Yamagata collection.

William Corey, courtesy of the Robert S. Cox Special Collections and University Archives Research Center.

See page 4 for more information.

W. E. B. Du Bois Library
University of Massachusetts Amherst
154 Hicks Way
Amherst, MA 01003-9275
www.library.umass.edu/giving

NON PROFIT
ORG
U.S. POSTAGE
PAID
AMHERST, MA
PERMIT NO. 2

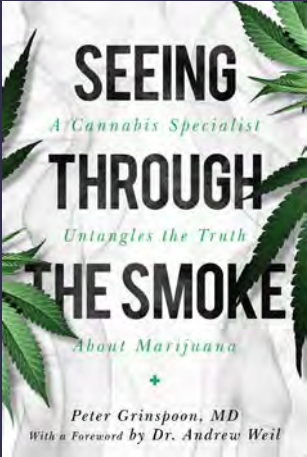


Save the Date



A Cannabis Conversation

Primary-care physician and cannabis specialist Peter Grinspoon, M.D., and law professor and legal scholar Jay Wexler, J.D., discuss their latest books, *Seeing Through the Smoke: A Cannabis Specialist Untangles the Truth about Marijuana* and *Weed Rules: Blazing the Way to a Just and Joyful Marijuana Policy*, and share their thoughts on cannabis, medical science, historical perspectives, public policy, community, and positive social change.



UMass Homecoming Weekend
Friday, November 3, 2023
4-6 pm
Old Chapel
UMass Amherst

Following the conversation, books will be available for purchase and signing.
Light refreshments will be served.



When Enfield, Massachusetts was identified as one of the towns to be razed and submerged to build the Quabbin Reservoir in the early 1930s, resident Bob Wilder and his family carried a horticultural memento to their new home. While its origins are obscure, Bob had childhood memories of this distinctive yellow, puce, and purple flower thriving in their kitchen garden. As part of his family archive, he saw to it that a few rhizomes the Libraries now refer to as the "Enfield Iris" were planted in the Oswald Tipppo Sculpture Garden at the Du Bois Library. The Robert W. Wilder Papers reside in the Robert S. Cox Special Collections and University Archives Research Center.