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Libraries Are Forever If We Continue Our Mission

Free public libraries are something that can often be taken for granted; however, this has not always been true. Throughout most of history, reading collections of books was the province of private individuals. Founding fathers such as John Adams and Thomas Jefferson had large libraries, but access was limited, by and large, to the owner and a few select friends. Benjamin Franklin, however, had a better idea. Free public libraries where citizens could avail themselves of a free education and self-improvement. An expansion of this idea was done by late nineteenth century social reformers and free public libraries came to be seen as a great leveler of society. Poverty, and recently ethnicity, were no longer a barrier to the accessibility of knowledge. Organizations such as the American Library Association and UNESCO have championed what some have called “the freedom to read.” Franklin Delano Roosevelt, in his Four Freedoms speech to Congress in January of 1941, stated that “As men do not live by bread alone, they do not fight by armaments alone.” Humans need that little something extra to make their lives meaningful. Having the right to read almost anything on the Internet has become a fundamental right. We must not take this right for granted. While the Internet has vastly expanded the spread of “information,” some see it as a replacement for books, magazines, and libraries. Budget cutters often have seen libraries as a low priority. Health care, transportation, and housing

are important priorities when compared to books and magazines. What the cutters don’t realize is that the very vastness of the Internet only makes the need for those with digital knowledge more valuable. We must continue to campaign for longer hours, more staff, better buildings, faster Internet connections, and a larger budget for our collections. Can we keep our libraries open from 7 a.m. to 10 p.m. seven days a week? Perhaps we should try. Libraries are not just storehouses that keep culture alive, but essential elements of a modern free society.

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Public Libraries and School Libraries: Partnerships to Support Truth in History

The oft-repeated admonition that those who don't know history are doomed to repeat it, has never had more meaning than in these current times.¹ It has become increasingly clear that students need a solid foundation in history based on truth and clear, documented facts, unfettered by stereotypes or bias. This concept may be best supported by exposing students to collections of diverse resources and historical documents, as may be found in a combination of both public and school libraries. Using both types of library resources will more fully support efforts to develop students' information skills, research and information gathering. For North Carolina students, the development of this foundation can be supported by the efforts

can public libraries and public schools work together to accomplish and enhance this goal? The answer rests with the skills and knowledge of both professional school librarians and public librarians. The specific expertise of each of these professional librarian groups can support the students, making students' study and exploration richer and more meaningful.

Professional Skills of Librarians: School and Public

The school librarian knows what is required in each grade level and subject area, and is prepared to collaborate with teachers, sharing strategies, resources, and emerging technologies. These key partners identify and provide support for diverse student information

and determine the authority of sources.

The teaching of ethical research practices and accurate documentation is of primary concern at this point in the education of students.⁴ It is essential that school librarians play a strong role in the teaching of practices to determine not only the reliability of resources, but also the ethical use of those resources. As early as primary school, students must begin to evaluate the immense amount of information that is available today. B. J. Hamilton, in 2009, stated correctly that "We are at a critical moment in our profession, and we need to seize this moment to collaborate with our learning communities as leaders in interpreting and teaching information literacy."⁵ The time to address these needs is early in the primary years. Both school and

“It has become increasingly clear that students need a solid foundation in history based on truth and clear, documented facts, unfettered by stereotypes or bias.”

of both school librarians and public librarians in sharing resources to accurate information.

In the public school system, teachers specifically address the teaching of North Carolina history in grade levels 4th and 8th, although teachers in other grade levels also contribute to this topic as it relates to their instructional content and needs. According to educator guides from the North Carolina Department of Public Instruction, the goal is to teach North Carolina history thematically, with chapters covering geography, people, and changes over time in the state's society, politics, culture, technology, demographics, and economics.² How

needs and model multiple strategies for students and other teachers to use for locating, evaluating, and ethically using information for specific purposes. They engage students in authentic learning, making use of digital tools and resources. Many students, however, need in-depth instruction on how to evaluate the contents and validity of certain digital tools and websites.³ Therefore, a critical component at this juncture of the teaching and learning process involves skills leading to the evaluation of the resources and technologies that are to be made available. School librarians must concentrate on helping students distinguish between fact and opinion,

public librarians are able to design and support inquiry-based information literacy mentoring to help students inquire, think critically, and gain and create knowledge that is true and reliable.

For public librarians, the knowledge of concepts, principles, and techniques of reference and user services supporting access to relevant and accurate recorded knowledge and information to individuals of all ages and groups are integral parts of their skill set. They have practice in techniques for retrieving, evaluating, and synthesizing information from diverse sources for equally diverse users. Their knowledge related to the teaching and learning of

concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information clearly supports collaborative partnerships with classroom teachers.⁶

Access to information can be further expanded when students use the public library in addition to their school library. The public library often is able to purchase materials that would not be supported in the school setting due to the specific nature of the resource or for other reasons, and yet these resources can greatly enhance the historical inquiry of those students. The reference materials and user services available in public libraries can provide access to relevant and accurate recorded knowledge and specialized information to which these students may not otherwise have access.

Former President Obama's ConnectED Initiative to broaden the impact of libraries in building powerful partnerships to improve education outcomes, has increased attention and resources for this effort.⁷ Together the school librarian and public librarian can provide students with a tantalizing mix of increased resources, support, and technology for inquiry-based learning.

Connect Ed Challenge

The ConnectED Library Challenge is part of an initiative for communities throughout the country to create or strengthen partnerships so that every child enrolled in school can receive a library card and have access to the books and learning resources of America's public libraries. The initiative, "designed to enrich K-12 education for every student in America," calls upon library directors to work with their mayors or county executives, school leaders, and school librarians. The project was developed with Institute for Museum & Library Services direction and support.⁸

Schools and Public Libraries Supporting Each Other: Projects, Partnerships, and Tools

Before discussing current networking efforts between public and school libraries, it is important to remember prior efforts during the 1980s and 1990s that paved the way. During this productive period, North Carolina libraries, coordinated by the State Library of North Carolina and the North Carolina Department of Public Instruction, were encouraged to enter into regional cooperatives and partnerships in so-called Zones of Cooperation (ZOCs) initiatives throughout the state. These included, but were not limited to, the North Carolina Information Network (NCIN), North Carolina Wise Owl, the Wilson County Networking Project, the Neuse Regional Library's Electronic Network Project, and CLEVE-Net (Cleveland County).⁹

Donna Shannon's 1991 study supported the need for cooperation among school and public library systems. Shannon confirmed that school libraries were unable to meet all the information needs of their students. Shannon found that commitment and communication were two essentials in developing and sustaining cooperative relationships among school and public libraries. In order to take full advantage of resources and to optimally meet student needs, it is helpful to form interactive partnerships between school libraries and public libraries.¹⁰

Now there are a number of different initiatives, state- and nation-wide that support partnerships between public and school libraries for the benefit of students and teachers, expanding the resources that students may access. The table below includes some of the current resources available that will be of interest to North Carolina librarians, educators, and others. Further

information about these and other initiatives will be shared later.

The initiatives and examples following can be replicated, or modified, to fit libraries across the state and country (see table 1).

ONE Access

Charlotte Mecklenburg Public Library (CMPL) and Charlotte-Mecklenburg Schools have a long history of working together as educational partners. This relationship was formalized in 2014 with a memorandum of understanding between the two agencies that led to the creation of the position of Educational Partnerships Manager for the CMPL. In 2015, the ONE Access (One Number Equals Access) initiative launched, allowing CMS students to use their student ID numbers as a CMPL account number, thus giving them seamless access to a world of information. Since then, more than 190,000 CMS students have interacted with CMPL using their ONE Access accounts.

This partnership was intended to provide access via CMS Student Portal to curriculum-supported content with the Library's Digital Branch; greater use of social media to promote Library resources to students, teachers, and families; and increased engagement with parents to improve understanding and use of ONE Access resources for student success, especially online classes, tutoring, ESOL support, and more.¹¹

WOW Card Initiative

Gaston County Public Library features a way to reach students with the WOW Card Initiative. This acronym for "Without Walls," is an initiative that gives every public school student in Gaston County a free digital library card to access the digital resources of the Library. WOW is enabling the access to valuable library resources for

Table 1 Initiatives that support partnerships between public and school libraries

Name of Resource	URL	Maintained by	Description	Especially Notice
NCPedia Educator Resources	https://www.ncpedia.org/educator-resources	North Carolina Government & Heritage Library at the State Library of North Carolina	Page especially for K-12 teachers, based on North Carolina's online encyclopedia	Links to NC Curriculum, Lesson Plans, and Fun Activities
DigitalNC: North Carolina's Digital Heritage	https://www.digitalnc.org/	North Carolina Digital Heritage Center, part of the North Carolina Collection at UNC Chapel Hill.	A gathering place for materials contributed by cultural heritage institutions statewide	Links to Yearbooks, Newspapers, Images, and AV on the top page.
Education at the State Archives	http://archives.ncdcr.gov/Educators	State Archives of North Carolina	Materials especially appropriate for K-12 teaching and learning	Information for Educators link, http://archives.ncdcr.gov/Educators/Information-For-Educators , and Resources and Tools link, http://archives.ncdcr.gov/Educators/Resources-and-Tools-for-Education , for teaching suggestions and lesson plans.
North Carolina Digital Collections	http://digital.ncdcr.gov/	State Library of North Carolina & State Archives of North Carolina	Over 90,000 historic and recent photographs, state government publications, manuscripts, and other resources.	Links to Civil War, Time Periods, and Places on top page.

thousands of students to achieve educational success. An example showing how one school, Holbrook Middle, provided access to the WOW card can be found at the school website, <https://www.gaston.k12.nc.us/holbrook>.¹² This initiative extends the online resources of the public library to students who cannot travel to the headquarters or branches of the CMPL.

N.C. Kids Digital Library

The N.C. Kids Digital Library is a project led by the State Library of North Carolina and the N.C. Public Library Directors Association. Library users across North Carolina have free access to 16,000 e-books and other online materials for kids. This ready access provides students with materials even when schools are not in session.¹³

Pilot Mountain Elementary School Project

Pilot Mountain Elementary School

featured an ALA-sponsored project led by award-winning librarian Amy Harpe, titled “Everybody Has a Story,” to support students in recognizing people and overcoming stereotypes by comparing stories from different perspectives.¹⁴

“My hope is that students will look at people for their story and not their stereotype, think about their community in new ways, be good stewards of their culture and their history, and learn more about their town as well as the world,” said Amy Harpe, the school’s media specialist and the program’s lead creator. This project won recognition from the American Library Association for teaching students about cultural and historic preservation both locally and globally.¹⁵ The public library, with its History Rooms and Genealogy Resources, offers a unique set of data and documents to help students learn about their own areas and cultures.

Public library patron Jennifer Dickenson discovered that “patrons can use Ancestry.com to research their family trees. I even found a copy of my grandfather’s draft card from World War II. They also have digital copies of area high school yearbooks available to view. I found my mother’s high school senior yearbook! One patron let the center borrow some old negatives that had belonged to her mother. It was a fascinating glimpse into the life told in pictures and how they lived back in those years.”¹⁶

These materials may not have been available through any other source if the public library had not collected them and made them accessible to the public. So often public libraries collect, preserve, and make available unique artifacts or documents that reflect the culture of the area served. These Special Collections house the life-time collections from key members of the community, including rare or one-of-a-kind

documents to help students learn about the unique history of their area.

It is evident that school librarians need to educate students on the available resources that may be found in the public library to support projects like “Everybody Has a Story,” and many other areas of interest. Librarian Amy Harpe shared an excerpt from local public librarian Anna Nichols regarding the project: “One of the indicators of the enormous success of this program has been that students come into the public library with their parents seeking more exposure and information regarding the topics they’ve studied. We have answered questions, had stimulating conversational exchanges and provided copious materials on the topics of the arts, culture, language, and local persons of interest, food, town architecture, musicians, and a host of other topics that have piqued the minds of our third graders. It has been a delight to share photographs and writings from our local history room with youngsters and their families.”¹⁷

Limitless Libraries

Nashville (TN) Public Library and Metro Nashville Public Schools have partnered to create the Limitless Libraries cooperative to improve school libraries, resource sharing, and student access to learning materials. These digital resources and databases support students with a range of materials and specialized materials.¹⁸

Implications for School Librarians and Public Librarian Partnerships

In schools there is often a separation of grade levels, departments, and subject matter that prevents serious interaction. Conversely the school librarian is uniquely positioned to see all areas and has the necessary skills to lead in the teaching of digital literacies

in all areas. These librarians also understand that engaging students in authentic and meaningful projects or research can support the understanding of digital literacies. It is important to identify the location of these resources and make efforts to put students in contact with them. Therefore, taking students to public libraries and using resources specifically aimed at areas of interest to the student will meet this need and provide students with opportunities to dig deeper and gain greater awareness of issues.

Since public libraries may provide a range of resources, print, or web-based, for use that students in schools have not yet encountered, introduction to those resources is needed. Public librarians who are prepared to teach students and other stakeholders can share how to use those resources. Explicit instruction will result in optimum use of resources whether digital or print.

School librarians and public librarians find huge opportunities to co-design instructional units, drawing upon the skills and strengths of each other. This supports the public libraries with stakeholder use and supports the school librarian with enhanced strengths, resources, and support. Integrating the public library resources with the school’s needs through preparation, planning, and collaboration is a win-win for all. Those students, who will be adults, will learn more about the public library and what is available and will more likely grow up to be supporters of the public library. Librarians must take advantage of this and advocate for all.

The goal for both groups of librarians is to enhance students’ ability to discover. Librarians will serve as facilitators for this discovery. Their role involves creating and managing meaningful learning experiences and stimulating students’ thinking through the use of a wide range of resources.

When librarians encourage student use of both school libraries and public libraries we can expect to see:

- Improved access to resources unavailable in school libraries
- Increased equity in terms of student access to varied materials
- Improved academic success
- Increased student engagement and literacy
- Increased knowledge of resources to support life-long learning
- Learning is extended beyond the classroom with access to more resources

All of these points mentioned above are reasonable to expect, but the second point regarding increased access may be one of the most significant for socio-economically disadvantaged and at-risk students. Public libraries are often described with the phrase “the great equalizer.”¹⁹ Having access to the broad variety of materials unlikely to be found in the school library will “level the playing field,” increase equity, and provide public school students the same advantages for research and reading that other students may have.²⁰

Conclusion

The partnerships between public librarians and school librarians, making optimum use of resources will serve to make education deeper, more meaningful, and will facilitate life-long learning. Understanding resources and how to use them will help students through all future educational opportunities and experiences and will support their lifelong learning.

With access to multiple resources, students will be exposed to more North Carolina history, geography, politics, culture, technology, demographics, and economics. The expanded exploration by students will help them to discern truth and reality. The ability to think critically with an eye and ear to the

facts will serve these students and the greater community well. There is no one better equipped to lead students in a deep and accurate study of North Carolina history than skilled professional librarians, school and public. Educators in schools, working collaboratively in partnership with public librarians is a “win-win” situation for all.

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A Ground-Breaking Collaboration in the Great Depression: Elizabeth C. Morriss of North Carolina (1877-1960) & Edna Phillips of Massachusetts (1890-1968) and Their Experimental Reading Study on Adult Beginners (1935)

The circumstances of the first meeting of an adult educator, Elizabeth C. Morriss, a widow from North Carolina in her mid-fifties, with a librarian, Edna Phillips, a single woman from Massachusetts in her mid-forties, were most promising. Both were active in their respective fields, Morriss in the field of adult elementary education, and Phillips in the field of library adult education. Despite their years of experience, they were both pursuing degrees in Adult Education from Teachers College, Columbia University in New York City, perhaps to get credentials that would certify them as recognized leaders in their field.

They met in a Problems in Adult Education seminar, where they decided to collaborate in a study to assess needs and evaluate materials for adult beginners in reading, writing, and speaking English. It is likely that Phillips saw in Morriss the experienced mentor she needed at this point of her career and, conversely, that Morriss saw in Phillips an enthusiastic protégé and research partner. The two became a team and determined to undertake together an experimental reading study on the reading of adult beginners for which they received a grant from the American Association for Adult Education, the funding arm of the Carnegie Corporation.¹

The Investigators: Morriss & Phillips

Before their fortuitous first meeting, Elizabeth C. Morriss had gained a local reputation supervising and directing the Community Schools for Adult Beginners of Asheville, Buncombe County, North Carolina, and a national reputation from working on several committees addressing illiteracy and its eradication.² Edna Phillips, the Supervisor of Work with Racial Groups of the Massachusetts Free Public Library Commission, had gained a reputation for working with immigrants to learn to speak, read, and write English and to prepare them for the naturalization process leading to full U.S. citizenship.³

Both Morriss and Phillips had been concerned with the lives of adult beginners, both foreign- and native-born of all ethnicities. They soon discovered that evening elementary school administrators and teachers in New York City faced similar problems with the individuals in their classes. A conference of Morriss and Phillips with two New York City evening school administrators resulted in a decision to include the evening school students of the same types as those encountered in Massachusetts and in North Carolina, specifically, foreign-born and native-born, both white and African American, all on educational levels ranging from fourth to eighth grade.⁴

The Service Study

The study was in the combined Library Adult Education/Adult Elementary Education field. The study used the terms librarian and adult educator interchangeably. The first decision of the investigators was whether to use regular research methods or the “service study,” another term for case study. The service study was chosen because of the large scope of the problem, the small amount of time available for the study, and the simplicity of the procedures to implement the study. The service study was designed to recognize a problem, define it in specific terms, and collect data needed to investigate the problem. The service study would allow the researchers to make assumptions regarding the implications of the problem. Ample time was needed to consult relevant sources, plan and implement the investigation, interpret the findings, and draw conclusions. The investigators realized the limitation of the service study, that, even though the data were valid, the results of the study might not be reliable in other settings.⁵

The service study was set up in two evening elementary schools in New York City: Public School No. 157, served by the George Bruce Branch Library; and Public School No. 89, served by the 135th Street Branch. The forty-four men and women in Public School No. 157 participating in the

study included eight nationalities. The sixty in Public School No. 89 were all African American men. The total number of participants from the two evening schools was 104.

Three additional experimental centers were established in other cities: the Morton Street School in Newark, New Jersey, served by the Newark Public Library, supplied eighty-three men and women chosen from a mixed group of African Americans and five European nationalities. In the State Street School of Springfield, Massachusetts, served by the Springfield Public Library, the forty-nine men and women chosen for the study were predominantly foreign-born, representing six nationalities. The U.S. Industrial Reformatory in Chillicothe, Ohio, served by its own institutional library, provided seventy-four native-born men, African American and white. These three cooperating sites provided 206 volunteer participants, men and women, native-born, and foreign-born.⁶

Reading Placement Tests for Participants

Preliminary procedures for the experimental study included (1) compiling, with the aid of advisory experts, an experimental list of books of probable interest to adult elementary students; (2) developing an Interest-Finder to determine the reading interests of the study participants; (3) preparing reading tests on three levels of difficulty: easy, less easy, difficult (classified respectively as A, B, and C); and (4) securing the actual books for the participants to read.

After the reading tests had been administered and the Interest-Finder had supplied the criteria for the selection of books, the actual reading of the books began. Book reviews were discussed individually with the participants and also the ranking of the topics

on the Interest-Finder in order to discover whether actual preferences had been recorded accurately.⁷

All of these activities became more extensive than originally envisioned and planned. The original investigators were given permission and funds to add a third investigator, Marion V. Morse, formerly Union Superintendent of Schools, Berkshire County, Massachusetts, and then Supervisor of City Schools, in East Chicago, Indiana, along with eight clerical assistants. As methods were developed in the New York City experiment centers, they were forwarded to the three cooperating centers in Newark, Springfield, and Chillicothe. All data from the three cooperating centers were sent to the New York City central laboratory for recording, analyzing, and interpreting in relation to the data from the two New York City centers. Each of the cooperating centers recorded and maintained its own data for use in the local situations.⁸

Advisory Committee for the Study

An important element in the initial planning of the study was the realization that the solution for the independent reading problems of men and women of limited education could only be solved through the cooperation of many agencies concerned with the welfare of the participants. Leaders in many organizations were asked to serve as members of the Advisory Committee. These included, but were not limited to, the American Association for Adult Education, the American Library Association, the National Association of Book Publishers, the Adult Education Department of the National Education Association, the National Council of the National Board of Motion Pictures, the Council of Adult Education for the Foreign-Born, the U.S. Department of Justice, Bureau

of Prisons, the U.S. Office of Education, and the University of Chicago.⁹ Guidance for the study was also gained from preliminary reading and study of research articles of William S. Gray and Ruth Learned Munroe as well as those by Douglas Waples and Ralph W. Tyler.¹⁰

Interest-Finder & Student-Purpose List

The Student-Purpose List, based on the Interest-Finder responses on specific interests and purposes of the student participants, included Self-Improvement (95 titles), acquaintance-ship with experiences of broad human interest (52 titles), and recreation (12 titles). The Student-Purpose List also included references to articles and books by professionals in the reading and adult elementary education fields (45 titles, including two sources by Morriss and one source by Phillips).¹¹

Very few books or articles could be located with content suited to serve the purposes indicated by the individuals participating the experiment. There were two types of literature which seemed best adapted to meet the purposes of the participants: (1) simplifications of books (particularly fiction or biography) with content of universal appeal, (2) and direct expositions of scientific, practical, and semi-technical information in magazine articles and newspapers that were applicable and appealing to the participants.¹²

Findings

The most significant conditioning factors in the ability of students to appreciate the reading material offered them resulted from an understanding of their cultural background and social status. Three distinct types of background received careful attention: that of the African Americans, who had grown up in the United States, but

were still socially and economically depressed; that of the native-born white Americans, particularly with regard to the U.S. Industrial Reformatory participants, whose experience

joint field of literacy and elementary education for adult beginners. Morriss and Phillips's study based on a two-year collaboration at Teachers College, Columbia University has not received the

remained a lifetime member of the National Education Association. She died July 16, 1960, in Selma, Alabama, where she was born.¹⁵

“*Morriss and Phillips's study...has not received the attention it deserves. Their study laid the groundwork for other studies of the literacy and elementary education needs of adult beginners, both foreign- and native-born.*”

had been gained mainly in agriculture and mining; and that of new Americans, or immigrants, whose experience had been gained in other countries, and who were for the time being trapped in an awkward position with regard to understanding U.S. social, civic, and economic laws and customs.¹³

Implications of the Study for Publishers & Authors of Texts for Adults

The significance of the findings for publishers, authors, and printers was that there existed an immense book market practically untouched. For thousands of adult beginner readers there were available only a handful of satisfying books—a fact only too well-known to adult educators. The problem of furnishing these men and women with satisfying reading materials had been a baffling and seemingly insurmountable problem. Practically none of the many elements involved in the study had been determined experimentally. Almost nothing had been scientifically established in regard to this problem.¹⁴ Morriss and Phillips's study opened the way for many new materials and avenues of teaching adult beginners in reading.

Rarely do researchers unknown to each other come together to produce such a ground-breaking study in the

attention it deserves. Their study laid the groundwork for other studies of the literacy and elementary education needs of adult beginners, both foreign- and native-born. The study proved that there was a need for more appealing books, articles, newspapers, and newsletters for adult beginners in reading and writing, as well as basic information on U.S. customs, laws, etc. for the foreign-born population in preparation for the citizenship application process.

Morriss's Later Years

After finishing her education at Columbia University, Morriss returned to Raleigh in 1936. She served from 1936 to 1940 as director of the Adult Education Division of the North Carolina Department of Public Instruction and the Works Progress Administration. On August 21, 1940, she resigned as director of the North Carolina WPA Education Program, but continued as director of the North Carolina Adult Education Division of the Department of Public Instruction.

In July 1941, Morriss retired after a career of twenty-two years as teacher and administrator in North Carolina. She was the very first state employee to retire under the provisions of the new State Employees and Teacher Retirement Act enacted by the 1941 North Carolina General Assembly. She

Phillips's Later Years

After returning to Massachusetts from New York, Phillips served as librarian of the Sawyer Free Library in Gloucester, Massachusetts, from 1934 to 1939. From October 1945 through October 1948, the American Library Association Committee on Work with the Foreign Born (1918-1948) under the leadership of Phillips accelerated the process of transition from an organization promoting programs for the Americanization of immigrants into an organization working for the improvement of international and intercultural relations and reading for all Americans, native-born whites and African Americans and New Americans. From 1939 until her forced retirement in 1962 at the age of seventy-two, Phillips served as librarian of the Morrill Library in Norwood, Massachusetts. She died at the age of 78 in 1968.¹⁶

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INFORM
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Writers Camp @ ZSR: Camping, Writing, and Publishing in the Library!

Our story begins in Las Vegas, where a pair of librarians decided to take a chance and roll the dice on a phenomenal outreach opportunity that would attract, inspire, engage, and ultimately connect community members with their library. Of the 41 million individuals who visited Las Vegas in 2014, 18,626 of these visitors were librarians, who had descended upon the city famous for its bright lights, spectacular entertainment, and games of chance for the 2014 American Library Association conference.

For the conference's opening session, organizers invited game designer and author Jane McGonigal to be the keynote speaker. Ms. McGonigal stated that globally there are more than 1 billion gamers (i.e. individuals who spend one or more hours in a day gaming) (Womack, 2014). After sharing findings from research studies on employees feeling disengaged in their jobs and how emotional resilience can be improved through gaming, she suggested constructive gaming could potentially affect challenges facing the world. She posited to attendees, "What if libraries were the place for solving these epic challenges?" (Womack, 2014). McGonigal proceeded to discuss Find the Future, a game that she created in conjunction with the Centennial celebration of the New York Public Library (NYPL). Held overnight inside of the main branch of the NYPL, 500 players, armed with their laptops and smartphones, participated in an interactive game whereby they followed clues to uncover valued library artifacts which would

serve as prompts for creative writing projects (New York Public Library, n.d.). The event culminated in the creation and publication of a unique volume of participant essays, which was added to the Library's collection (New York Public Library, n.d.).

Sitting in the opening session's audience were two librarians from the Z. Smith Reynolds Library (ZSR) at Wake Forest University (WFU), a private institution located in Winston-Salem, North Carolina. After hearing about McGonigal's Find the Future game, ZSR's Instruction & Outreach Librarian and the Cataloging Librarian for Nonprint Resources turned to each other and said, "We need to do something like this at our library!" They immediately began discussing which WFU campus constituents they should approach about assisting them in hosting a similar scholarly but fun event at ZSR. Excited about exploring this idea when they returned to work, the two librarians were definitely not going to adhere to the city's famous motto of "What happens in Vegas, stays in Vegas."

ZSR, which is the largest of WFU's three libraries, supports the teaching and scholarly endeavors of both the faculty and students within the University's College of Arts and Sciences, School of Business, Graduate School of Arts and Sciences, and Divinity School. Moreover, ZSR has a successful track record in developing branded programming to promote awareness of faculty and student research to the greater WFU community, and has allowed its 170,000 sq. ft. building to be utilized as an additional space on

campus in which to host library-sponsored, fun activity programs for students (Burris, McCallum, & Keener, 2016; Womack, Smith, & Lock, 2015).

Hearing about the Find the Future game at ALA Annual 2014 inspired the two librarians to transform McGonigal's concept into a similar academically engaging and fun event for WFU students, especially those who enjoy creative writing. They recognized that the planning, organizing, and hosting of such an event would require buy-in and assistance from campus constituents across WFU. They especially wanted the event to generate tangible outcomes not only for ZSR but for the event's participants as well. One potential outcome discussed was the creation and publication of a book of students' writings inspired by University artifacts housed in ZSR's Special Collections and University Archives. The student-authored book would be cataloged and housed in ZSR's general collection and in its Special Collections.

Campus Landscape

In 2014, a group of ZSR librarians were conducting a yearlong study (designed for the ACRL Assessment in Action program) to identify the success factors that were most important to students. Through survey tools and focus groups, WFU students were asked to rank the importance of several identified success factors categorized under the areas of "Academic Achievement," "Academic Engagement," "Social and Residential Life," and "Life Satisfaction and Development."

The study results indicated that academic achievement and obtaining good grades were considered by students to be “their greatest measure of success,” whereas “exploring areas outside of [one’s] major concentration or interest” -- a success factor categorized under “Academic Engagement” -- received the lowest overall ranking (Z. Smith Reynolds Library, n.d.). Interestingly, the results from the year end surveys, developed by WFU’s Office of Institutional Research, ranked “a satisfying social life” as most important by students (Z. Smith Reynolds Library, n.d.). The ZSR research team correlated WFU’s first-year students’ declining interest in studying abroad, found in the HERI (Higher Education Research Institute) Freshmen Survey of 2014, as additional proof of decreased importance of academic engagement to student success as indicated by students.

This scan of the campus landscape revealed an opportunity for ZSR to develop and offer academically engaging programs for students, complementing ZSR’s established repertoire of fun programs and scholarly events. Even more important, such a program would provide “students who seek educational or engaging ways to spend a Friday evening among stimulating like-minded individuals an opportunity to do so...”

Idea Incubation

After returning from Las Vegas, these two librarians set up an informal meeting of what would later become the core of the Writers Camp Committee. The project’s implementation was tabled for a year as the ZSR Library was beginning a search for a new Dean, and more time was needed to allocate necessary resources to ensure the program’s success. It was agreed to revisit the idea in Summer 2015 with a plan to host the event in Spring 2016. The

Instruction and Outreach Librarian used this year to develop the project, create a timeline, identify campus partners, and find funding opportunities. The name “Writers Camp @ ZSR”, using “Camp” as a verb, was selected to convey the overnight portion of the event.

In Summer 2015, the Words Awake 2 conference was announced. This conference brings alumni authors back to the University to engage with other authors and current students around writing. This was the perfect tie-in to our event, and Writers Camp was announced as part of the lead up to the Words Awake 2 conference. This committed the event coordinators to the timeline to host an event in Spring 2016. At the same time the event was announced, the Instruction and Outreach Librarian was meeting with each campus partner and finalizing the composition of the Writers Camp Committee. The committee consisted of twelve people from six campus partners. There were six representatives from the ZSR Library, two representatives from the Wake Forest Writing Center, and one each from Digital Publishing, the University Press, the Office of Personal and Career Development, and the Words Awake 2 Conference.

Each committee member played an important role in the success of the event. Even before the first complete committee meeting in Summer 2015, conversations with the various constituencies on the committee helped in the development of a project planning document consisting of action items, logistics, required resources, and budget information. These conversations also fostered buy-in to the project. Additionally, discussions with another faculty member on campus, involved in publishing a series of student authored critical media studies, offered insight into the process, informing the

committee that the largest single budget item would be the cost of hiring a professional copy-editor for the book.

Pulling It All Together Summer 2015

By the time the complete Writers Camp Committee met in Summer 2015, there was a project management document, timeline, proposed budget, and initial work had begun on a grant proposal to the Provost’s Office to fund the event. The committee agreed on three goals for the program

- Engage students in a fun and scholarly event.
- Showcase Z. Smith Reynolds Library Special Collections.
- Publish a book, catalogued with participants as authors, housed in Special Collections of the Z. Smith Reynolds Library and participate in the Words Awake 2 conference.

Having clear goals was key to the success of the event. As librarians at ZSR have learned, scope creep is real, and without clear goals, it is easy for an event to be co-opted. When changes to the event were proposed, the committee could refer back to these goals to ensure the event stay true to its purpose. After these goals were established, the committee began planning in earnest for an event that was only six months away.

The grant proposal to Provost’s Fund for Academic Innovation was completed and submitted, offering three different funding levels for consideration: one that funded the entire event, the cost of the copy editor and the cost of printing the book for the participants; one that removed the copy editor from the budget; and finally, one that removed both the copy editor and the printing of the book. After discussions between the Provost’s Office and the grant committee, Writers Camp @ ZSR was fully funded.

Table 1 Budget for Writers Camp 2016

Item	Est. Cost	Actual Cost
Marketing: Ad in OGB	\$100.00	\$67.50
Marketing: Coffee Mugs	\$200.00	\$322.00
Afternoon reception--SCA	\$200.00	\$102.00
High quality printing and binding for 5 books	\$500.00	\$200.00
print-on-demand quality printing for ~75 books	\$750.00	\$500.00
coffee and snack to serve during the all-nighter	\$100.00	\$45.28
breakfast (for morning celebration ending event)	\$100.00	\$91.00
Pizza during event	\$150.00	N/A
Writing Center tutor hours	\$160.00	\$200.00
Copy Editor	\$2,000.00	\$2,000.00
Subtotal	\$4,260	\$3,527.78
10 % cushion	\$410	\$0.00
Total	\$4,670	\$3,527.78

Fall 2015

By September, the Writers Camp Committee was hard at work, meeting regularly, assigning and completing tasks, and initial marketing efforts for the event were underway. With grant funding in place, the next challenge was developing a website with all the information and the application process for the writers. The Web Services Librarian created the website, and the Instruction and Outreach Librarian took the lead on gathering and creating the content for the site. Committee members from the Writing Center helped compose the application for Writers Camp, and the committee reviewed the website before it went live.

With the website and event application ready, the committee began marketing the event via social media, flyers, and an ad in the student newspaper. Over the course of a month 41 student applications were received, doubling the number of anticipated participants! Most submitted applications included a writing sample, which was an option on the application, but not a requirement. Interestingly, a wide variety of academic majors were represented in the applicant pool-- including students

majoring in Psychology, Art, Politics and International Affairs, Economics, Computer Science, History, Biology, Philosophy, Sociology, French, Communications Studies, and Mathematical Economics. After a group of Writers Camp committee members reviewed the applications and writing samples, the group agreed to accept all 41 applicants. Acceptance emails were shared over the Thanksgiving Break in hopes of creating a more momentous reveal that the student could share with their families. Student authors were asked to commit to the event before the semester break in December.

Spring 2016

January was a busy month. With only a few weeks before the event, participants were contacted to confirm their participation and share more details about the event, including information on the opening reception and keynote speaker to kick off the event. Librarians attending ALA Midwinter reached out to vendors for schwag for the event. Graduate assistants from the Writing Center were scheduled to work the event, and volunteers were solicited from the Library staff to work part or all of the overnight event.

In the weeks leading up to the inaugural Writers Camp @ ZSR event, there were several tasks to manage and complete. Committee members worked to confirm the attendance of our opening reception guests-- namely, the Wake Forest Demon Deacon, the university's mascot and Jenny Puckett, Wake Forest Alumna, distinguished faculty member, and Wake Forest historian, who gave the opening kickoff address. Like a pep rally before the big game, the opening reception provided an opportunity to cultivate spirit and enthusiasm for the event that resonated with program participants and student writers.

A call for volunteers within ZSR Library was made to invite other library staff that were interested in contributing to, and engaging with, the event. The additional volunteers were available to help with set-up of the event and provide extra assistance with any potential unexpected challenges. Volunteers were also tasked with taking photographs of the program during the event.

The Writers Camp Committee also worked to gather and reserve all required equipment for the event, including public announcement equipment and whiteboards for signage. Program refreshments and materials for the Relaxation Station were also acquired, including catered food for the opening reception, pizzas for a late-night meal, various snacks, coffee and assorted beverages. Writers Camp "schwag bags" were also assembled. These gift bags included various writing supplies (pens, post-it notes), water bottles, and a customized Writers Camp coffee mug.

Arrangements were made for graduate student tutors from the Wake Forest University Writing Center to be on hand and available to assist with any editorial needs that the student writers required during the program. These tutors were compensated from



Every student author and Writers Camp committee member received a customized Writers Camp @ ZSR mug.



Jenny Puckett, WFU historian and distinguished faculty member, opens Writers Camp 2016 with her presentation, "Going Down the Rabbit Hole" in the ZSR Library's Special Collections Reading Room.

the Provost grant funding that was awarded for this program. The week before the event, a Google Drive folder was created to hold each of the Writers Camp students' works, which created an easy and accessible way for students to share their work with Writers Camp coordinators, Writing Center tutors, and copy editor for the project.

Day of the Event

On Friday, January 29th, Writers Camp committee members and student writers were excited to participate in the first ever Writers Camp @ ZSR Library event! The morning and early afternoon allowed program coordinators to double-check all necessary supplies and confirm participation from volunteers. Our pre-planning documents, attention to detail and organized timeline really assisted in keeping everything running smoothly leading up to the start of the program.

At 3:00 pm, the Opening Reception commenced, and Writers Camp student authors and committee members met in the Library's Special Collections Reading Room. Author and distinguished faculty member,

Jenny Puckett, provided a brief presentation entitled "Going Down the Rabbit Hole" to inspire and motivate student authors and the Demon Deacon was on hand to generate enthusiasm.

During this Opening Reception, student authors were matched with their Wake Forest artifact, that would serve as the inspiration for their creative works. After this brief opening reception, student participants were free to adjourn before the program began in earnest at 7:30 pm.

As the student authors returned to ZSR Library on Friday evening, eager for the start of the Writers Camp program, committee members and volunteers were ready for the event to unfold! Program coordinators had spent the previous hour setting up for the event and addressing any last minute arrangements. Since the entire library was open to a select group of students, Writers Camp coordinators chose to implement a robust check-in system to greet each student participant, distribute program gifts and materials, and emphasize expectations for program attendance (we instructed participants

to inform one of the program coordinators if they decided to leave at any point). Additionally, an after-hours library chat service-- called the 'Writers Camp Hotline'-- was made available to all campers and remained open during the duration of the event and was monitored by event coordinators.

At 7:00 pm, Dr. Ryan Shirey, Director of the Wake Forest University Writing Center, opened the event with encouraging remarks and seasoned advice to guide the evening's writing experience. This portion of the program was captured and shared on the Library's Instagram channel, and program coordinators were pleasantly surprised when New York Time's best-selling author and Wake Forest University alumna, Emily Giffin, commented on the post.

Soon after Dr. Shirey's opening remarks, students collected their materials and scattered throughout the library to begin their writing process. Program coordinators observed students setting up in a variety of different library spaces, including private study rooms, comfortable reading chairs, and collaborative work spaces.

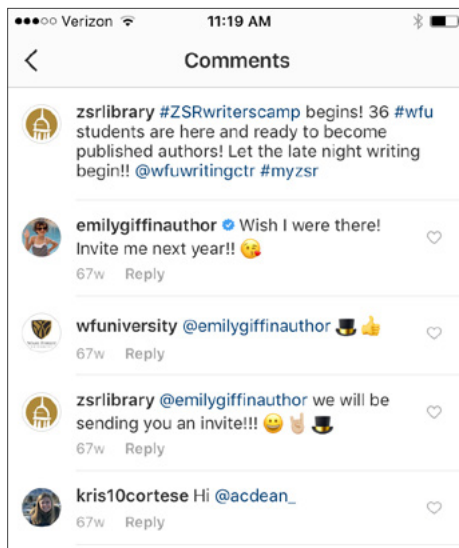


Writers Camp Instagram post

Occasionally, student writers would return to the Library's Atrium for a coffee or snack refill, to ask a question or share an idea with a program coordinator or one of the Writing Center tutors, and/or to take a quick break from writing to recharge and commiserate with friends. At midnight, a pizza break was provided by the Office of Personal and Career Development and student writers were invited back to the Atrium.

As the evening progressed, editorial requests and activity with the Writing Center tutors began to pick up around midnight through 2:00 am. Several student writers took advantage of having their work proofed at different stages of their writing process.

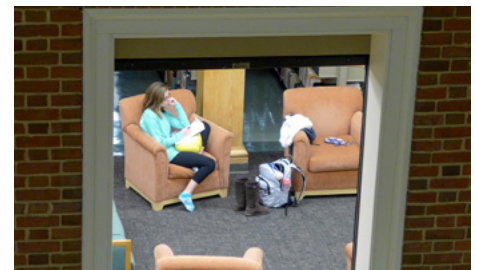
While some students continued their writing throughout the entire duration of the event, about half of the participants chose to leave the event after they had completed their work, with plans to return for the celebratory biscuit breakfast to close the event.



The event was shared on ZSR Library's social media channels and committee members were pleasantly surprised to see WFU Alumna and New York Times best-selling author Emily Giffin comment on the event.



A Writers Camp author hard at work, writing late into the evening.



Setting up camp in the Reynolds wing! A student author sets up for a long night of writing.



These student authors enjoyed being in the company of other writers while they worked throughout the evening.

Although students were encouraged to continue writing throughout the evening, they were allowed time after the end of the event to continue working on their pieces before final submissions would be due.

After the Event

Once the event had concluded, the work began in haste for post-production of the student writing. Writers Camp Committee members were asked to read the completed student work

and the committee chair hired an experienced copy editor, to finalize the text and format the book. Additionally, an introduction, dedication, author biographies, and a "trigger warning" were included in the final draft. The trigger warning was incorporated after it came to the committee's awareness that one of the student writing included explicit content. In responding to this particular piece of student writing, the Writers Camp Committee sought advice and counsel from

University academic leaders, including the Dean of the Library, Associate Provost, and the Associate Dean/Director of the Wake Forest Scholars Program. In keeping with our professional values of librarianship (as outlined in ALA's Library Bill of Rights) promoting intellectual freedom and challenging censorship of artistic license, the Writers Camp Committee decided to keep the work intact, in its original form, and include a brief trigger warning to alert readers to the content, in case they wished to avoid engaging with the text.

To gauge feedback from the student writers, a post-event survey was created and shared. From the event survey, 19 of the 34 student participants reported:

- An overall satisfaction with the Writers Camp program (63% of respondents reporting a high satisfaction with the program)
- Meeting the goal of engaging students in “a fun and scholarly event” (84% of student respondents)
- Meeting the goal of showcasing ZSR Library Special Collections and Archives (94% of student respondents)
- A recommendation to involve student writers in the final editing processes before publication of their work
- A recommendation to make spending the night in the library optional (which it was)
- The special collections artifact prompts were unnecessarily limiting to their creative process (even though they were optional)

A call was made to all Writers Camp participants and committee members to submit proposals for the title of the Writers Camp publication and the title, *Wake the Artifacts: Student Writing from Wake Forest University's Special Collections* was chosen.

Finally, once the complete draft was finalized, the Writers Camp Committee worked with the ZSR Library's Special Collections department to make “special editions”, and the book was added to the library's rare books collection. Records for the print and electronic book versions were uploaded to OCLC and the ZSR Library's online catalog. Library Partner's Press provided print copies for each Writers Camp participant and committee member.

Lessons Learned

The Library plans to leverage what was learned from the first event to both streamline and improve Writers Camp @ ZSR 2018. By using the ADDIE Model: Analysis, Design, Development, Implementation, and Evaluation, the library identified elements of the original project that were extraneous. Survey responses revealed that an opening ceremony, programmed writing breaks, and “schwag” or gift bags are not valued by the students, but assistance from the Writing Center tutors late in the evening, a branded coffee mug, and a print copy of the book were all highly valued. Additionally, these writers didn't need the brainstorming exercises or distractions we had planned for them. They were there to write!

As the Library determines the elements students valued most, staffing for the event can also be improved and streamlined. Many staff arrived early on the day of the event, preparing for both the event and the opening reception, then stayed overnight, working almost 24 hours. By removing the opening reception, and dividing up duties, staff working the overnight portion of the event can come in later and those working the opening of the event can leave earlier in the evening, reducing both the number of staff needed, and reducing the number of hours worked.

The 2016 event was \$1000 under budget, and by removing costs students didn't find valuable, another \$2500 will be cut from the budget for 2018. Finding funding for a \$1000 event will prove easier than funding a \$4500 event. Funding continues to be an ongoing challenge, and long range plans include finding a permanent source of recurring funding for this biennial event. The Library's development officer is working on a crowd-funding approach to raise these funds. Leveraging the student feedback received from the post-event survey will allow the librarians to design an even more successful event for 2018.

The Next Chapter

As Writers Camp concluded, and the books were distributed and the surveys were reviewed, the Library realized this event could be the first step in creating a community of student writers, with the Library as their hub. Writers Camp has led to a series of other outreach events at the ZSR Library that focus on student writing outside of the classroom. In addition to making Writers Camp a biennial event, the Library has also started hosting events during National Novel Writing Month, branded as “WaFoWriMo” where many of the same students who participated in Writers Camp can return to ZSR and work on their personal writing projects while getting support from the University Writing Center. Additionally, the Library has hosted the first of what will be a series of Wikipedia-Edit-a-Thons called “Writing Stories, Righting History.” where students can edit or create Wikipedia entries for members of groups underrepresented on Wikipedia.

What began as an idea shared between colleagues at an ALA Annual Conference keynote presentation flourished into a unique programming

opportunity at an academic library to offer students the chance to become published authors. Writers Camp is a special example of outreach in ZSR's culture. The addition of academically engaging events to ZSR's repertoire of outreach aligns with one of the University's goals to foster an academic community, and increase academic engagement outside of the classroom. To meet this goal, a community of campus partners, across disciplines was essential to move the project forward. Also required was a culture of innovation-- a willingness to embrace new opportunities without fear of failure.

The program coordinators were pleasantly surprised with the number of engaged participants and the level of enthusiasm for this student program. This experience confirmed the presence of a group of active, diverse student writers on campus who benefit from creative programming, support and encouragement for their literary pursuits outside of the classroom. From the solicited feedback, student participants applauded the program's value and expressed a need for continuing opportunities to cultivate a network of student writers. In that spirit, Writers Camp has inspired a series of continuing programs for student writers on campus.

Writing is often seen as a solitary

activity, and this event allowed solo-practitioners to find a community of like-minded artists. This experience has reminded us once again of the transformative power of libraries to foster creativity and artistic inspiration, while building communities of practice.

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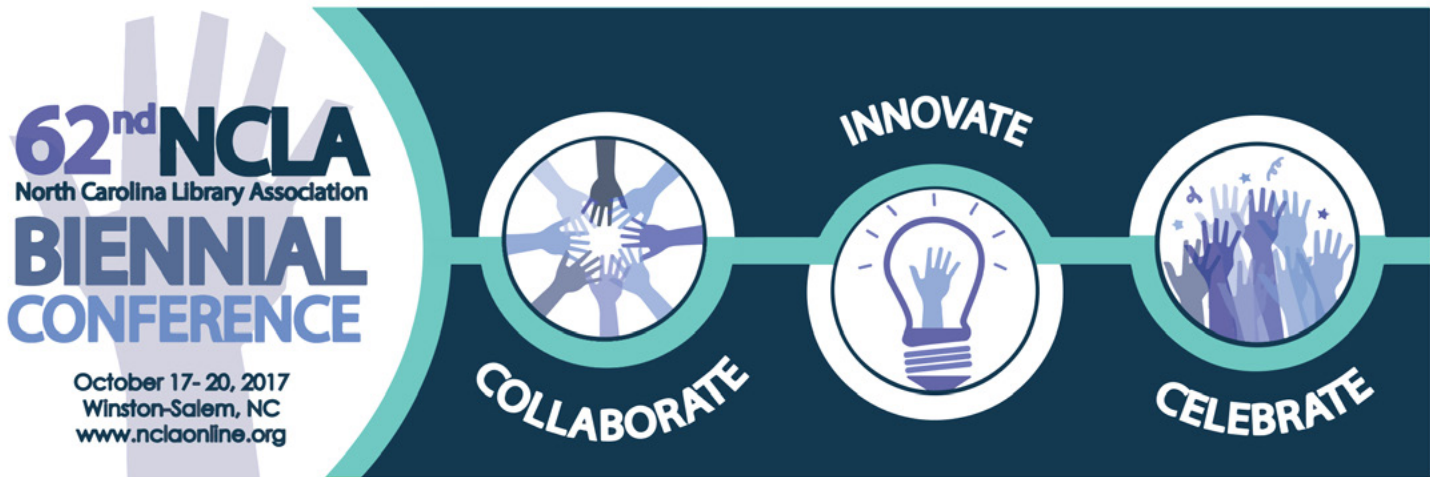
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62nd Biennial Conference: Biennium Reports

Librarians Build Communities Biennial Report for 2016-2018

Librarians Build Communities partnered with Second Harvest Food Bank of Northwest NC for a three day food drive held during the 2018 NCLA Conference. Through the generosity and goodwill of attendees, we were able to raise \$1,400 that will directly benefit the residents of Winston Salem and the surrounding counties.

Rase McCray

NCLA Technology and Trends Round Table Biennial Report 2015-2017

The members of the 2015-2017 TNT Executive Board were as follows:

- Chair: Jenny Dale, UNC Greensboro
- Vice Chair/Chair-Elect: Julie Raynor, High Point Public Library
- Secretary/Treasurer: Kate Hill, UNC Greensboro
- Director: Suvanida Duangodom, Wake Tech Community College
- Director: Sarah Arnold, UNC Chapel Hill
- Immediate Past Chair: Kathy Shields

The group met on March 9, 2016, to discuss the transition from Google Groups to Wigigio for member communication. We also discussed plans for two webinars to be offered in April and Summer 2016. Finally, we brainstormed ways to utilize our blog as an outreach resource to our members. We also discussed to find a way to promote TNT at the upcoming technology workshops being offered by the State Library in March-May 2016.

The group met on July 21, 2016, to make plans for upcoming fall webinars and to review topics for the upcoming "Free Fridays" blog series. We decided to send out a poll to the members requesting webinar topics for the fall. We continued the series through the summer, and then chose to reduce it to the last Friday of the month in Sept. 2016.

In July 2016, we voted to provide an "in-kind" sponsorship for the upcoming Leadership Institute.

In December 2016, we were faced with searching for a new member communication tool again, and we decided to poll our members about our two best options: Mobilize and TidyHQ.

January 20, 2017, we met and decided to go with TidyHQ for our

new communication tool and to commit to sponsoring 4 sessions for the upcoming 2017 NCLA Conference in October. We also discussed topics and presenters for our next webinar.

We put out a call for conference session proposals in late January 2017 with a submission deadline of March 1, 2017.

In February 2017, we began our Tech Event Tuesday emails to stay in touch with our members, while highlighting Tech-related events from our Tech Events calendar. We continued this project through the year.

We met on March 6, 2017, to decide on our NCLA Conference proposal submissions and the upcoming webinar in April.

We met on May 30, 2017, to finalize our Conference sessions and to add a sponsorship of a pre-conference session: "Keepin' it Regular! Covering the uses of Regular Expressions."

August 23, 2017, we met to talk about Officer Elections, Conference giveaways, and details about our conference activities.

We presented a short blog series on "Top Conference Tech Tools" in October 2017, to help members prepare for the upcoming conference.

2017 NCLA Conference activities

Technology and Trends had a table in the registration area and used our iPad *SpinningWheel* app to give away TNT-branded items. We staffed it in between sessions and during the lunch hours. We had over 40 people sign up on our Interest sheet.

Conference programs

Tuesday, Oct. 17: Keepin' It Regular

Have you ever been asked to sort a list of card catalog entries by date? Or been asked to find all the email addresses on a page? Or maybe someone sent you a text document of the names of a thousand people and wants you to put it into a spreadsheet sorted by last name? If any of these things have happened to you, you probably want to do something better with your time. Well, regular expressions to the rescue! Join us in this Pre-Conference session to talk about a tool available in many text and word processors that will boost your efficiency and make you look like a genius, all while you're brewing your coffee.

Wednesday, Oct. 18: Active Learning Strategies for Librarians Working with Online Courses

Librarians are constantly evolving to be relevant in an increasingly online environment. Higher education is also moving more courses online (whether blended, asynchronous, or synchronous). This means that instruction and liaison librarians in higher education need to be able to adapt their materials and instructional sessions for online courses and programs. This session will touch upon themes of instructional technology, free tech tools for librarians and libraries, digital content, accessibility, and more.

Thursday, Oct. 19: So Many Users, Not Enough Time: Large Scale Usability Testing Methods

This presentation discussed the process that Appalachian State University Libraries used to measure and test website usability during its recent redesign and migration to a new Drupal theme. Attendees will learn techniques for surveying and testing more users without greatly compromising the richness of data collected.

Friday, Oct. 20: Library Systems at the Crossroads: Contemplating Kismet?

As library systems/platforms and related technologies continue to emerge, consolidate, and evolve, the landscape seems to be changing faster than ever. Where are we headed? What is on the horizon? Which path should we be on? Join us for a guided open forum to discuss integrated library systems & platforms, discovery services, user-centered design and web usability, integration with learning management systems, and more.

Also at the Conference, we held our Business Meeting on Thursday afternoon. We elected officers for two positions: Vice Chair/Chair-Elect, and Director.

The TNT Executive Board for the 2017-2018 Biennium will be: Chair: Julie Raynor, High Point Public Library

Vice Chair/Chair-Elect: Chad Haefele, UNC Chapel Hill Secretary/Treasurer: Kate Hill, UNC Greensboro Director: Sarah Arnold, UNC Chapel Hill

Director: Amanda Glenn-Bradley, UNC Asheville Immediate Past Chair: Jenny Dale, UNC Greensboro

The Executive Board discussed what its priorities would be for the upcoming biennium, including a more permanent member communication tool, engagement with members through offering guest blog spots, and in-person workshop(s) during the off-conference year, and focusing programs on digital information literacy.

Webinars

- February 18, 2016, Title: "Advocating for Usability"
- April 19, 2016, "Title: Getting Hyped for Hoopla!"
- June 29, 16, Title: "Exploring Films on Demand: Streaming Video from NC LIVE"
- August 2016, Title: "Getting Productive with Trello and Evernote"
- November 29, 16, Title: "Going Beyond Tools: Looking at the Big Picture of Instructional Design and How to Leverage Open Educational Resources (RefWorks)"
- February 13, 2017, Title: "Polling in Education"
- April 27, 2017, Title: "Introducing the NC Kids Digital Library!"
- September 8, 2017, Title: "Google Drive for Instruction: Leveling Up with Add-Ons"

Julie Raynor, Technology and Trends Roundtable Chair

Public Library Section 2015-2017 Biennium Report

The Public Library Section of NCLA had a very successful and productive biennium fulfilling its mission of uniting NCLA members who have a particular interest in public libraries.

Opportunities were created for sharing and learning new skills and for discussing issues of importance to all public libraries in North Carolina while fulfilling the goals of NCLA. Programs in both the non-conference and conference years helped the Section meet these goals.

Public Library Section 2015 - 2017 Executive Board:

- Chair: Decca Slaughter
- Vice Chair: Sandra Lovely
- Secretary: Arthur Erickson
- Director: Laura Highfill
- Director: Lindsey Shuford
- Past Chair: Billy King

Public Library Section 2015 - 2017 Planning Council:

- Morgan Paty: Chair, Adult Services Committee
- Dr. Robert Burgin: Chair, Awards Committee
- Marian Lytle: Chair, Circulation & Customer Service Committee
- Rachel Webb: Chair, Collection Management Committee
- Jennifer Daugherty: Chair, Genealogy & Local History Committee
- Don Dwiggins: Chair, Marketing Committee
- Joan Sherif: Youth Services Section Liaison
- Meg Smith: Youth Services Section Liaison
- Jeffrey Hamilton: Ex Officio, State Library of NC
- Martha Sink: Webmaster

2015 NCLA Conference, Greensboro, NC

The Public Library Section hosted a wine and cheese reception for bestselling author Diane Chamberlain and presented the William H. Roberts Award to Meryle Leonard, Library Outreach Service Manager for Charlotte-Mecklenburg Library. The Section's committees presented 8 programs during the conference on topics ranging from genealogy triage and circulation issues to fan fiction readers' advisory and starting a makerspace with very little money.

2016 Fabulous Friday Mini-Conferences

PLS planned, organized and hosted 3 "Fabulous Fridays" mini-conferences across the state to promote conversation, networking, and continuing education opportunities for public library staff. These mini-conferences are day-long events that include a Welcome, Keynote, lunch, and at least 3 consecutive concurrent sessions per mini-conference day. PLS committees

created, organized, and presented programs of interest to public library staff. State Librarian Cal Shepard and NCLA Vice President Michael Crumpton provided Keynote speeches for the mini-conferences. The mini-conferences were scheduled to be held on 3 consecutive Fridays at the end of September and in early October 2016, in High Point, Asheville, & Fayetteville respectively. Both the High Point and Asheville mini-conferences were held as scheduled.

However, Hurricane Matthew came inland and we were not able to hold our last mini-conference in Fayetteville, NC, due to flooding and hurricane damage to that area. All registrations were cancelled and monies were refunded to those scheduled to attend the Fayetteville Fabulous Friday Mini-Conference.

2016 Leadership Institute

The Public Library Section sponsored the Portfolios (\$500) used by the participants in the 2016 Leadership Institute.

2017 NCLA Conference, Winston-Salem, NC

The Public Library Section and its subcommittees presented 10 conference programs for the 2017 NCLA Conference. Topics included: "Connecting with Tourists: Public Libraries providing information, services, and a welcoming place for the traveler"; "2018-2020 NC LIVE Resources for Public Libraries"; "Join the Movement! Movement-Based Programming in Public Libraries for Fun and Physical Literacy"; "The Art of Creativity at Your Library"; "I Didn't Know They Do That at the Library: How-To Package and Market What You're Already Doing"; "Kawaii Time! Learn to Make Super-Cute Felt Creatures and Turn Up Your Storytimes!"; The 3-Ring Circus of Circulation";

"Finding Your Social Media Voice"; "A Crash Course in Reader's Advisory"; & "What the Helix? Genetic Genealogy Essentials for Librarians." PLS also co-sponsored two author luncheons: "The Lost Book of the Grail," featuring local author Charlie Lovett & "Diversity in Children's Literature," featuring children's author Kelly Starling Lyons.

Finally, PLS hosted a wine and cheese reception where the William H. Roberts Award for Distinguished Library Service was awarded to Rene King Crump of Gaston County Public Library. Overall, PLS presented and contributed to 13 NCLA 2017 Conference Programs, which is an honorable accomplishment!

Incoming 2017-2019 Public Library Section Executive Board

- Chair: Jason Rogers
- Vice Chair: Sandra Lovely
- Secretary: Arthur Erickson
- Director: Laura Highfill
- Director: Lindsey Shuford
- Past Chair: Decca Slaughter

Decca Slaughter

Archives Committee

The Archives Committee has worked diligently over the last biennium. With regular visits to the State Library, where the unprocessed collection is located, the committee was able to process and organize approximately three quarters of the sixty boxes of the unprocessed collection of NCLA archival records. At the end of this biennium, 2017, the past chair, who has been serving on the committee for the last five years, will step down as chair, but will remain on the committee to support the incoming chair. Although the majority of the collection has been organized and processed, there are still some parts of the collection that need attention. During the

last working visit to the State Library, the committee noticed several boxes of NCLA archives material tucked away in the corner of the site. Once again, the incoming committee will have to start with organizing and processing backlogged material as opposed to starting fresh with current material.

Chair, Denelle Eads

Paraprofessional Association: Two Year Review

October 2015

Executive Board for the biennial were:

- Cathy Wright, Alamance County Public Library, Chair
- Beth Lyles, Perry Memorial Library, Vice Chair
- Tamara Faulkner, Hickory Public Library, Secretary
- La-Nita Williams, Smith Library, High Point University, Treasurer
- Brandon Stilley, Joyner Library, East Carolina University, Region 2 Director
- Laura Chapman, our 2015 Meralyn G. Meadows Conference Scholarship winner accepted the opportunity to become our Region 4 Director. She is from Jackson County Public Library in Sylvia, NC.

2016

Cathy Wright, our chair, was made aware of the Azalea Coast Library Association first day long conference to be held in April. She contacted the organizer and check on the possibility of NCLPA sponsoring a table with materials and any other assistance needed. Lisa Coats, the chair of ACLA, responded and agreed it would be a great idea.

Our next executive board meeting was held in Wilmington, N.C. on Feb. 12, 2016. Though snow was

falling, we did make it. We discussed having other board meetings in different areas of the state and inviting area library staff to our meetings to make NCLPA more visible. Brandon Stilley resigned as Region 2 Director.

We also had our last Snack and Chat with the New Hanover County area libraries. We had staff from UNC-W and their public libraries. The turnout was small as it had been in previous attempts. There was a question of whether or not to continue with the Snack and Chats. We did talk with Lisa Coats, chair of the ACLA, and we discussed coming to the conference which would be held on April 22nd.

In mid-February, Brandy Burnette from Catawba County Public Library, Newton, NC, agreed to become our Region 3 Director. Our regional map was updated with the changes.

Unfortunately on April 21, Cathy Wright resigned as Chair, therefore placing Beth Lyles as the new chair.

The ACLA conference was attended by La-Nita Williams on April 22nd. She and her sister, Geneva Headen, manned the NCLPA table at the event.

NCLPA was not very active during the spring. During the summer, Beth and I decided to contact former chair Jackie Cornette to advise us on re-organizing our roundtable. Her leadership during her tenure had been outstanding.

During that meeting, I became chair-elect and Jackie graciously became Treasurer. Our biennial board was:

- Chair: Beth Lyles
- Chair Elect: La-Nita Williams
- Secretary: Tamara Faulkner
- Treasurer: Jackie Cornette.

I attended the NCLA executive board meeting at Durham Tech in October and Beth was unable to attend. Conference theme of

Collaborate, Innovate, and Celebrate was discussed. Now as chair elect, I would be responsible for organizing NCPLA conference activities.

2017

Amy Whitmer resigned from the conference scholarship committee in January.

Beth was unable to attend the NCLA executive board meeting in High Point on January 22.

Due to Beth Lyles' health issues, she was unable to perform many of her duties. She did send me any information needed to us to keep us informed.

Our next executive board meeting was in March as we began discussing the upcoming conference. The NCLPA logo would be changing due to NCLA wanting to have a standard logo for all the sections and roundtables.

Elections were held for the upcoming 2017-19 executive board. The remaining meetings were focused on conference planning. We sponsored two sessions and a lunch. Due to the change in our logo, our brochures and handouts were revised. We look forward to having a successful two years.

La-Nita Williams
Current Chair NCLPA

Reference and Adult Services Section: Biennial report for 2015-2017

During the 2015-2017 biennium, the Reference and Adult Services Section hosted a panel session/webinar featuring RASS members who attended the Leadership Institute, a webinar series on Trends in Reference, and an online discussion, called Buzz Sessions, for RASS members. Featured speakers included Katy Webb, East Carolina University; Anne Masters, Charlotte Mecklenburg Library; Emily Leachman, Central Piedmont Community

College; Anthony Holderied, Environmental Protection Agency RTP Library; Carl Leak, Winston-Salem State University; Taylor Abernethy, Environmental Protection Agency RTP Library; LaTasha Jones, Fayetteville State University; India Sawyer, Fayetteville State University; Jan Whitfield, Fayetteville State University; and Scott Goldstein, Appalachian State University. RASS co-hosted a workshop at Elon University with the Government Resources Section on using government resources, specifically HathiTrust.

Additionally, RASS held in-person general membership meetings at the biennial conference and the RASS/GRS workshop. An online general membership meeting was held as well. At the 2017 conference, RASS sponsored a Current Trends in Reference panel session featuring Emily Leachman, Central Piedmont Community College; Heidi Buchanan, Western Carolina University; and Kate Engelbrecht, Charlotte Mecklenburg Library.

Jeanne Hoover

NCLA Marketing Committee Biennial Report for 2016-2018

The Marketing Committee for NCLA saw a large amount of change and positive growth over the past biennium. Stephanie Willen Brown, Director of the Park Library at UNC-Chapel Hill, stepped down as Chair in December of 2016 and Joel Ferdon, Reference Librarian for the Davie County Public Library, was appointed the new Chair by Rodney Lippard in March of 2017.

Since March of 2017, several committee members moved on to larger opportunities. A large shout out goes to Paul Foster of Catawba County Government who took the position of

Communications & Marketing Strategist for Catawba County in the County Manager's Office. Paul was a driving force for the Marketing Committee in the creation of new logos and other graphic marketing materials and he left us in October of 2017. Thank you for all that you did, Paul!

Hannah Norcutt, Reference Librarian at the Ridgeview Branch of the Hickory Public Library, joined the marketing team in late 2017 as layout and design specialist and social media developer.

In the wake of Paul leaving the Marketing Committee, the committee was fortunate enough to have Alyssa Wharton, Evening Desk Manager for the Digital Media Commons at UNCG, and Hollie Stephenson-Parrish, Director of Communications and Marketing for Jackson Library at UNCG, join the team as graphic designers.

The Marketing Committee supported the efforts of the Conference Publicity Committee for the 2017 NCLA Conference through additional social media presence and support.

Many thanks go out to Marketing Committee member Jennifer Lohmann of NoveList and her supervisors for donating a subscription of Library-Aware to the Marketing Committee. With this very powerful marketing tool, the committee has been able to start a monthly eNewsletter that goes out to all members. The newsletter is a robust collection of updates and program information that keeps the membership in the know about what is going on throughout the state.

The Marketing Committee continues to search for a Social Media Coordinator to join their team to help build a stronger social media presence to better target more members and keep them informed.

Many thanks go to the rest of the members-at-large for their input and

work: April Everett, Kim Parrott, Lisa Shores, and Laura McShane.

Joel Ferdon

Roundtable for Ethnic Minority Concerns

The members of the 2015-2017 REMCo Executive Board were as follows:

- Chair: Shamella Cromartie
- Vice-Chair/Chair Elect: Jewel Davis
- Secretary/Treasurer: Iyanna Sims
- Co-Director: Forrest Foster
- Co-Director: Maxine Days

2015-2017 Highlights

REMCo hosted the Recruiting Underrepresented Populations to the Library Profession-Next Steps event. The event featured Linwood Webster as the keynote speaker, a panel discussion with current library school students and recent graduates, a panel discussion with librarians on recruitment and retention of underrepresented populations, and breakout sessions with registrants.

REMCo began the Culture Conversations with REMCo webinar series and hosted the following webinars:

- "Race in the Professional Workplace," featuring Dr. Adia Harvey Wingfield.
- "Libraries and Social Justice: A Conversation with Sheila Kennedy."
- "Imposter Syndrome: A Conversation with Joyce Roche."
- "Let's Talk About Power: Why Diversity and Cultural Competence are Important to LIS," featuring Dr. Nicole Cooke.

For the 62nd Biennial Conference, REMCo sponsored and hosted the following:

- "Starting Basic Genealogy: How Can We Find the Skeleton's in the Closet," a pre-conference workshop with

presenters Marcellaus Joiner, Jamane Yeager, and Dr. Vincent Henrich.

- "#WeNeedtoFindDiverseBooks," a conference session featuring Jewel Davis.
- "REMCo Author Luncheon," featuring author Carole Boston Weatherford and illustrator Jeffrey Weatherford.

2017 Roadbuilders Awards were presented to:

- Dr. Amelia Gibson, Library Education
- Beatriz Guevara, Public Library
- Brenda Linares, Special Library
- Iyanna Sims, Academic Library
- Kecia Hopper, School Library

The current members of the 2017-2019 REMCo Executive Board are:

- Chair: Jewel Davis
- Vice-Chair/Chair Elect: Marcellaus Joyner
- Secretary/Treasurer: Iyanna Sims
- Co-Director: Brittany Champion
- Co-Director- Arnetta Girardeau

Jewel Davis

Distance Learning Section: Biennial report for 2016-2018

NCLA Distance Learning Section (DLS) was founded in Spring 2017 by Samantha Harlow, Online Learning Librarian at UNC Greensboro and Nora Burmeister, Online Learning and Eresources Librarian at Central Carolina Community College (CCCC). DLS had an introduction meeting to discuss programming and ideas for the group in June 2017 hosted at UNC Greensboro in Greensboro, NC. This section also met at the NCLA 2017 Conference to officially elect our executive board:

- Chair: Samantha Harlow
- Vice-Chair, Chair-Elect: Nora

Burmeister

- Secretary/Treasurer: Elizabeth Dobbins (replaced Kyle Denlinger)
- College and University Representative at Large: Rachel Sanders
- Community College Representative at Large: Grace Sharrar
- Public Libraries Representative at Large: Michelle Osborne
- School Libraries Representative at Large: Lori Sands

We also discussed programming ideas for Spring 2018. We took over the hosting of "Webinar Wednesday" from NCLA College and University Section (CUS), a webinar series on library resources and topics hosted by international librarians on a variety of subjects. This webinar series had 11 sessions in 2017-2018. We are currently recruiting new hosts to schedule the next year. We hosted an in-person meeting in May 2018 at UNC Charlotte in Charlotte, NC. We are currently running a virtual brown bag lunch, virtual conversation series through Webex called "DLS Discusses!" where NC librarians can virtually discuss online learning topics. As of May 2018, NCLA DLS has 32 members. For a full view of our board and activities, please visit the NCLA DLS website (<http://www.nclaonline.org/dls>).

Sam Harlow

Government Resources Section: Biennial report for 2015-2017

Executive Committee for 2015-2017:

- Chair: Michele Hayslett, University of North Carolina, Chapel Hill
- Vice-Chair/Chair-Elect: Renée Bosman, University of North Carolina, Chapel Hill
- Secretary/Treasurer: Rebecca Freeman, University of South Carolina, Lancaster

- Web Manager: Jennifer Smith, Elon University
- Past Chair: David Durant, East Carolina University

Our biggest event of the biennium was the section meeting during the non-conference year. In 2016, this was held as a one-day meeting and workshop co-sponsored with the Reference and Adult Services Section. It was June 29th 2016 at Elon University and featured two programs in addition to section meetings. Valerie Glenn (HathiTrust Digital Library) provided an overview of the Trust's collections and services, and demonstrated search techniques. David Durant (ECU) gave a presentation entitled "HUAC Investigates North Carolina: How Federal Documents Can Help Uncover State and Local History."

GRS also hosted 23 webinars in the Help! I'm an Accidental Government Information Librarian series. This continues to be a popular program, drawing a national audience. Topics this biennium ranged from UN data to legal research basics to promoting government information in your community. A complete list of topics and recordings can be found at <http://www.nclaonline.org/government-resources/help-im-accidental-government-information-librarian-webinars>.

At the close of the biennium, we elected officers for the 2017- 2019 term:

- Chair: Renée Bosman, University of North Carolina, Chapel Hill
- Vice-Chair/Chair-Elect: Rebecca Freeman, University of South Carolina, Lancaster
- Secretary/Treasurer: Rebecca Forbes, State Library of North Carolina
- Web Administrator: Jennifer Smith, Elon University

Renée Bosman

Membership Committee : Biennial Report, 2015-2017

The NCLA Membership Committee began the 2015-2017 biennium operating under new guidelines adopted by the NCLA executive board directing that the Membership Committee be comprised of the four NCLA directors, each elected to represent a specific segment of the state – Eastern, Central/Triangle, Piedmont, and Western.

The Membership Committee communicated in person and electronically throughout the biennium to discuss ways to engage new NCLA members, let them know that their membership is important to the organization, and to keep them engaged, especially during non-conference years when membership tends to drop.

To that end, the Membership Committee developed a process for contacting all new NCLA members with a

formal welcome email, which includes information about NCLA, how to get involved, and contact information. Each committee member contacted new members from his/her region. The value of access to the NCLA listserv was emphasized, and committee members offered assistance in ensuring that new members were on the list serv as soon as possible after joining. This new endeavor received positive feedback from a number of the new members.

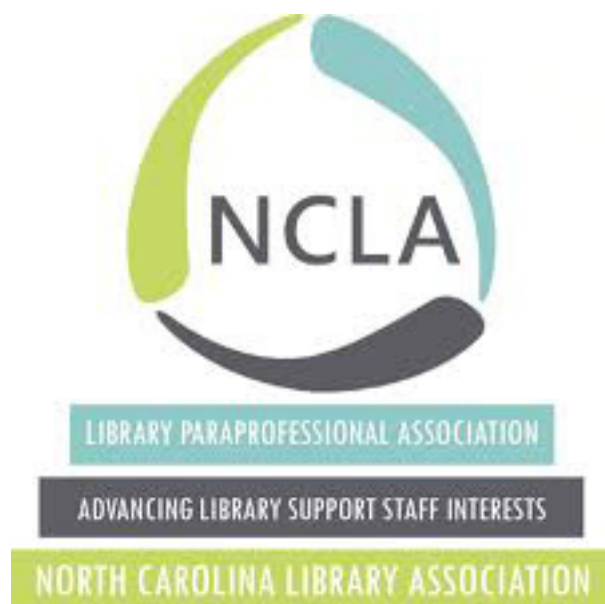
In 2017, the Membership Committee worked with the NCLA Revenue Committee to explore the possibility of amending the existing dues structure. After much research and discussion, the Membership and Revenue Committees recommended a slight increase in dues for most levels of NCLA membership, with the bulk of increases applicable to librarians with

the highest income level. The new dues structure was scheduled to go into effect with the next biennium.

At the 2017 NCLA conference, the Membership Committee presented the following awards:

- The North Carolina Library Association Distinguished Library Service Award was given to Ruth Ann Copley (Davidson County Public Library).
- The North Carolina Library Association Life Membership Award was given to Kathy Winslow (North Carolina Wesleyan College) and Susan Nutter (North Carolina State University).

Michael Crumpton



Master's Paper Abstracts Summer 2016 - Spring 2017

Summer 2016

Vincent N. Carrasco, M.D. Title. Electronic Health Record Usability Studies - Out of the Mainstream? A Master's Paper for the M.S.in Information Science. July, 2016. 26 pages.

Advisor: Javed Mostafa

This study addresses the notion of information silos as it applies to the health informatics community. It asks the question: do authors, who have published on EHR usability testing in the health informatics literature, participate in the greater discourse of scientific communities that have a long history of usability and human factors engineering? Publications associated with the Association of Computing Machinery (ACM) and the Institute of Electrical and Electronic Engineers (IEEE) are known for their rigorous standards based testing methodologies.

Michael I Chen. User-Enacted Determinants of Presence: Sound Effects and Feedback in Multiplayer Console Gameplay. A Master's Paper for the M.S. in I.S. degree. August, 2016. 116 pages. Advisor: Brian W. Sturm

A 1 x 2 multivariate analysis of covariance was conducted to assess the influence of auditory feedback on presence in Super Smash Bros. Brawl. 41 participants were assigned to a gameplay treatment condition of muted audio or sound effects only. Dependent variables were measured by the Self-Assessment Manikin, ITC-Sense of Presence Inventory, and Temple Presence Inventory. Covariates included familiarity with controls, visuo-spatial working memory, the Immersive Tendencies Questionnaire, recent gameplay experience, computer opponent difficulty level, age, sex, and handedness. A significant multivariate effect of treatment condition was observed, but further results were inconclusive. Possible explanations and reliability analyses are discussed.

Nicola C. L. Gafinowitz. Contextual Analysis of eGranary Implementation in sub Saharan countries. A Master's paper for the M. S. in I. S. degree. August, 2016. 69 pages. Advisor: Mohammad H. Jarrahi

Users encounter information and communication systems (ICT) within situated, dynamic contexts with political, economic, infrastructural and socioorganizational elements. Demand for eGranary's offline library of digital content continues to grow in parts of the world that lack Internet access, particularly at schools and universities. But uptake is scattered and inconsistent,

and the library's impact on localized communities and its wider effects, e.g. on pedagogy, are poorly understood. This study analyses interviews with eGranary intermediary agents active in four sub Saharan countries. These Mediators reveal some of what is known about the context of eGranary adoption, adaptation and the issues that stakeholders negotiate in the process. This provides background understanding for future contact with eGranary end-users

Contextual characteristics identified include: reliability of technology and power supply; power-saving trends using smaller hardware and content structure; institutional and user preference for pre-tailored and/or local content; and desire for improved collection searchability.

Anne Ligon Harding. Beacon Technology in Public Library Mobile Applications: a Case Study of a Project at the Charlotte Mecklenburg Library. A Master's Paper for the M.S. in I.S degree. July, 2016. 39 pages. Advisor: Dr. Bradley Hemminger.

This paper presents a case study of the development, launch, and assessment of a mobile application incorporating iBeacon technology at the Charlotte Mecklenburg Library. The iBeacon protocol, along with other "beacon" technologies, has enjoyed success within the retail sector as a platform for proximity marketing, and is drawing interest from libraries as a means of providing digital enhancements to visitor experiences within physical library spaces. The application launched at the Charlotte Mecklenburg Library was assessed positively by library users in comparison to an earlier mobile application that duplicated features of the Library's website, although users expressed dissatisfaction with the push-messaging features present within the application. A set of best practices for incorporating beacons and other location-specific technologies in mobile applications is included for use by technologists and administrators in libraries and other cultural heritage institutions.

Deborah J. Hirsch. Readers' Advisory in North Carolina Public Libraries: Does Database Access Matter? A Master's Paper for the M.S. in L.S. degree. July, 2016. 55 pages. Advisor: Claudia Gollop

One tool that public library staff use for readers' advisory is NovelList, which until 2014 was accessible to North Carolina's public librarians and patrons through a public-private partnership known as North Carolina Libraries and Virtual Education

(NC LIVE). In 2014, NoveList along with other databases were dropped from NC LIVE due to financial constraints. Public library systems in North Carolina were surveyed to investigate the impact of losing access to NoveList via NC LIVE. 95% of respondents indicated that RA is either extremely or very important to the mission of their library system. The only readers' advisory tool ranked higher than NoveList was personal knowledge of the library's collection. Seven interviews with public librarians support the findings and demonstrate the continued resourcefulness of NC's public library professionals.

Amelia W Holmes. A Latent Content Analysis of Access Restriction Concepts in Archival Processing Manuals. A Master's Paper for the M.S. in L.S degree. July, 2016. 27 pages. Advisor: Jacqueline Dean

This study describes a latent content analysis of processing manuals used at U.S.-based college or university members of the Association of Research Libraries who currently use Aeon software from Atlas Systems. The purpose of the study was to assess the range of concepts present in archival processing manuals related to access restriction statements in finding aids.

Mary M. Howell. Kids who code: a systems analysis of visual programming interfaces used to teach programming concepts to K-12 students. A Master's Paper for the M.S. in I.S degree. July, 2016. 54 pages. Advisor: Bradley M. Hemminger

This study is an in-depth evaluation of interfaces used by six interviewed educators to teach K-12 students how to code. Through examination of these discovered interfaces and interviewees' experiences with them, their utility and effectiveness for coding education is analyzed. The study reveals that much of an interface's utility relies upon the information needs of the specific educational environment. It also reveals that an interface's effectiveness, as defined by the educators interviewed, has less to do with relaying specific programming concepts and more to do with creation, exploration, student interest, and fun. The results of this study may be of help to educators interested in starting coding education programs, and need to find an interface that fits their students' needs.

Die Hu. A Study of Cluster-based System for Information Exploration. A Master's Paper for the M.S. in I.S degree. October, 2015. 30 pages. Advisor: Javed Mostafa

Researchers always need to find publication to support their study. Traditionally, researchers will search in an information retrieval system where researchers input a query and obtain a ranked list of retrieved results. However, traditional information retrieval systems cannot help researchers if they are in anomalous state of knowledge. Due to linguistic barriers or lack of knowledge in a field, researchers may be unable to specify a query and

thus, unable to do an efficient and effective publications search. A clusterbased information retrieval system will be designed to resolve the problem by presenting a topic map. The purpose of this study is to see whether such a system could help researchers in exploring information.

Nnenna Ibeanusi. Understanding Geographic, Temporal, and Multi-Dimensional Trends Using Visualization in Health Care. A Master's paper for the M.S. in I.S. degree. July 11, 2016. 46 pages. Advisor: David Gotz

This study sought to determine whether utilizing visualization in health care would allow a wider audience of health professionals to understand geographic, temporal, and multidimensional trends in health data. A visual analytics tool was developed in Tableau that allowed users to dynamically and interactively interact with the tool in order to understand the impact of ACA Medicaid expansion. Data from the County Health Rankings & Roadmap was used (Rankings Data). The tool was made available to 5 participants who all had a connection to health care. An evaluation of the tool was conducted to determine if a visual analytics approach was useful in understanding geographic, temporal, and multidimensional trends and communicating health analytics information through the form of a use case. This study concluded that visualization was in fact an effective means through which to help a variety of users to understand geographic, temporal, and multidimensional trends.

Sunhwa Park. Impact of Information Communication Technology Use on Students' Mathematics Performance. A Master's Paper for the M.S. in IS degree. April 1st, 2016. 61 pages. Advisor: Arcot Rajasekar

This study aims to present data mining process and findings based on data sets of Program of International Student Assessment conducted by the Organization for Economic Cooperation and Development (OECD). The primary research questions are: 1) Does Information and communication technologies (ICT) use of 15-year-old students in five different countries/regions that ranked a top five in Program of International Student Assessment (PISA) have positive effect on their mathematics performance controlling for other independent variables such as Mathematics self-efficacy, Mathematics self-concept, Socio-economic status and Teacher support? 2) Which independent variables have positive impact on students' mathematics performance when other independent variables are held constant? The study found that Internet use has statistically significant positive effect on student's mathematics performance while video game use has statistically negative effect on student's mathematics performance. Both higher Mathematics self-efficacy and Mathematics self-concept have statistically significant positive effect on student's mathematics performance.

Tara Pressley. Serious Mental Illness, Public Libraries, and Homelessness: Understanding Public Librarians' Interest. A Master's Paper for the M.S. in L.S. degree. June, 2016. 59 pages. Advisor: Claudia Gollop

The purpose of this study was to demonstrate the perceptions that public librarians have of their user populations with regard to people who are experiencing serious mental illness and the relationship to homelessness. Library association email listservs from multiple states across the U.S. distributed a questionnaire to their members that addressed these topics. The results found that a large number of public librarians experience concerns about violence in these populations and the impact that the presence of such users upon other users. Public librarians would be interested in learning more about serious mental illness with the goal that awareness about serious mental illness would help them in their interaction with library users who are experiencing serious mental illness. They expressed openness to trainings about serious mental illness. Such trainings would include liaisons with community agencies that work to help who are experiencing serious mental illness.

Haoyang Yan. Patterns of Emoji Use for Individual Twitter Users: An Exploratory Analysis. A Master's Paper for the M.S. in I.S degree. July, 2016. 60 pages. Advisor: Ryan Shaw

This paper provides a new perspective of looking at emoji: Users. On 100 Twitter users represented by emojis from 200 tweets, an exploratory analysis is conducted to find patterns of emoji use for individual users. We use k-means clustering, principal component analysis and hierarchical clustering on different distance measures, with special focus on outlying users with unique using patterns. Our findings could give insights of how the ways people use emoji converge and diverge, show hidden connections between emojis, and help people better understand this novel language in the digital era.

Winter 2016

Taylor G. Abernethy. Assessing the State of Metrics Demonstrating Value in a Government Special Library. A Master's Paper for the M.S. in L.S degree. November, 2016. 37 pages. Advisor: Rebecca Vargha

Libraries regularly collect statistics in order to understand and communicate the value of products and services to stakeholders. These statistics, also known as metrics, can incur quantitative or qualitative data and can fall into one of five categories: input measures, process measures, output measures, outcome measures, or impact measures. Outputs, such as the number of books circulated or attendees to a webinar, are the most common, but outcomes, such as how a class helped streamline a patron's workflow, are the most desired. The monthly statistics collected

in a government special library were gathered and classified according to their conformity to one of these types of performance measures. The library collected the most output metrics, followed by inputs, then outcomes. While metric diversity is beneficial, suggestions for how to improve the evaluation procedures and gain more outcomes and impacts are discussed.

Erica R. Brody. A Content Analysis of Patient Education Materials across the Continuum of Care: Consistency and Accessibility. A Master's Paper for the M.S. in L.S degree. November, 2016. 52 pages. Advisor: Mary Grace Flaherty

Health care increasingly requires complicated self-care regimens that demand patients and family caregivers learn about unfamiliar topics and practices to support their recovery. Due to the prevalence of low health literacy, patient education materials must comply with health literacy standards so that all patients understand how to take care of themselves. This content analysis examines the quality and consistency of patient education materials used at a large academic medical center to inform self-care of burns, tracheostomy, and peripherally-inserted central catheters. The Patient Education Material Assessment Tool (PEMAT) was used to evaluate thirteen patient education materials from inpatient, outpatient, and home health settings. PEMAT scores were associated with the presence of visual aids and document source. Consistency of materials was greatest among documents describing self-care for burns. Study methods employed may be used as a foundation for assessment of additional patient education materials.

Luke Brown. Perspectives on International Students' Use of Davis Library at the University of North Carolina at Chapel Hill. A Master's Paper for the M.S. in L.S. degree. November, 2016. 63 pages. Advisor: Claudia Gollop.

International students are an expanding population at universities in the United States. It is important that academic librarians understand the information needs and unique challenges of this patron group and address their needs accordingly. This study explores international students' use of Davis Library at UNC-CH from the perspective of both academic librarians and international students. The study employed semi-structured interviews with three academic librarians at Davis Library and ten international students who have used Davis Library. The responses demonstrated areas in which the library is serving international students effectively and ineffectively, and it illustrated some of the challenges these patrons face in locating resources within the library.

Ryan Burch. Failure to Search: A Look at Searching as Related to User Emotion, Search Skill, and Confidence. A Master's paper for the M.S. in I.S. degree. November 2016. 97 pages.

Advisor: Jaime Arguello

This study describes a survey of participants on Amazon Mechanical Turk as they attempted to complete tasks and their thoughts as related to them. The tasks were designed to be nearly impossible for the participant to complete and were designed to test user frustration when not being able to find relevant information on a topic. Perceived participant emotion, search skill, and knowledge of the topic was determined through the use of two questionnaires which were administered before and after the task was completed.

Stephanie R. Carreira. *Feminine and Masculine Characteristics in Young Adult Fairy Tale Retellings: The Differences in Female Protagonists from the Original Fairy Tales and Young Adult Retellings.* A Master's paper for the M.S. in M.L.S. degree. November, 2016. 40 pages. Advisor: Sandra Hughes-Hassell

Many studies have shown the stereotypical characteristics of female protagonists in the original fairy tales. Many characters are passive, and rarely show any masculine characteristics. For today's young adults, retellings of fairy tales are popular topics for teens to read and they want to be able to relate to the characters and stories found within. Using a modified version of the Bem Sex Role instrument, this quantitative content analysis compares the female protagonists in five selected fairy tales to their counterparts in five young adult fairy tale retellings from recent authors. Have the female protagonists stayed more feminine or do they portray more masculine qualities? Are roles still gender biased, or have they become neutral? This study explored the changes that retellings of fairy tales have taken towards addressing gender stereotypes.

Karl E. Germeck. *On the Road Again: Planning the Transfer of an Academic Transportation Research Library's Archival Collection to University Archives.* A Master's paper for the M.S. in L.S degree. December, 2016. 54 pages. Advisor: Rebecca Vargha

So much of project planning is circumstantial. Even after the approval of a formal project proposal or plan, an unsuspecting shift in environmental factors can often alter or redirect a project's original objectives, goals, and purpose. In the face of such change it is not uncommon for members of a project team to find themselves, in a sense, "on the road again," re-evaluating and perhaps even re-envisioning the course and direction of a project. Project planning practiced in this way—as a continuous process as opposed to a single, linear stage completed prior to a project's launch—provided the small, one-person transportation research library at the University of North Carolina Highway Safety Research Center (HSRC) with a manageable way to plan and keep project documentation during a three-year period,

from 2013 to 2016, that saw tremendous change to the library and its larger role at HSRC. This report documents the process of composing a project plan for transferring HSRC Library's archival collection of original research manuscripts, publications, and ephemera to UNC-CH University Archives and illustrates one way a project planner might create and keep project plan documentation within small and single-librarian environments.

Omar Kashef. *Developing a System for Collecting, Storing, and Displaying Information for the Development Finance Initiative.* A Master's paper for the M.S. in I.S. degree. November, 2016. 60 pages. Advisor: Stephanie W. Haas

This master's project was developed for the Development Finance Initiative (DFI), a program of the School of Government (SOG) at The University of North Carolina at Chapel Hill. The goal of this master's project was to build a website to assist DFI track key project metrics, compare projects through those metrics, and develop an internal knowledge base that could lead to evidence-based practices for the redevelopment of a distressed community. Moreover, this master's project is part of the greater push for standardization in DFI's workflow and describes how an organization under twenty employees can develop a system for collecting, storing, and displaying key project metrics to better document the impact of the organization's work.

Maria S Ramirez. *Content Analysis of Digital Oral History Collections in Africa, Australia, Europe, and North America.* A Master's Paper for the M.S. in L.S degree. December, 2016. 60 pages. Advisor: Ron Bergquist

Over the past sixty-eight years, oral history interviews have emerged as valuable primary sources of research by capturing nuanced perspectives of the past. Proponents argue that the enduring value of these resources stems from their ability to fill the gap in archives by giving voice to those who have been historically marginalized in society. For much of the twentieth century these voices remained silent, as archivists struggled to provide access to these unique acquisitions. The digital revolution has ignited new hopes that technology can resolve the problems of access to oral history collections. This paper aims to shed light on how oral histories have been presented in the digital interfaces of several collections from Africa, Australia, Europe, and North America. By examining the content that is available to users worldwide, a clearer image of the priorities and standards used in this new era of oral histories will be revealed.

Lester J Smith III. *Information Behaviors of Ethical Hackers.* A Master's Paper for the M.S. in IS degree. December, 2016. 54 pages. Advisor: Barbara Wildemuth

Ethical hackers emulate the processes of cyber-criminals in controlled settings in order to test the security posture of their

clients. One common part of this process is testing the susceptibility to social engineering. This study explores the information seeking habits of Ethical Hackers during the reconnaissance phase of a social engineering attack in order to better understanding the strategies involved in cyber-crime.

Eight ethical hackers with social engineering experience were interviewed using contextual inquiry. Participants were asked to walk through their process for gathering information in two-three social engineering scenarios as well as asked to describe the scenario they most often encounter. The study revealed a semi-structured, cyclic approach to information gathering that used many of the same tools as everyday life social search. The results of this study should help businesses and individuals better understand the risk of posting information in public forums.

Shun Sun. Evaluation on a Visual Analytical Tool Used to Help Reduce the Unconscious Selection Bias Generated During High-Dimensional Data Selection. A Master's Paper for the M.S. in I.S degree. December, 2016. 49 pages. Advisor: David Gotz.

Data sets collected in the real world usually contain large amounts of features, many of which are interdependent with each other. The number of dimensions that can be shown concurrently with modern visualization techniques often does not match the number of features contained in the dataset, and this discrepancy can lead to selection bias undetected. This paper presents an advanced visualization system designed to enable sample bias detection introduced during the high-dimensional data selection and visualization, and to support the bias reduction using a sample-reweighting algorithm. A detailed description of the system's web-based interactive user interface is provided. In addition, the results from an 11-participant user study on the system are presented, which demonstrate the effectiveness of the system in practice.

Jeanne Marie C. Tan. Does This Icon Tell Me This Site Is Secure?: A Study Of User Perceptions. A Master's Paper for the M.S. in I.S degree. November, 2016. 44 pages. Advisor: Ronald E. Bergquist

This research examined how people perceive current site connection indicator icons and corresponding informational message statements found in six web browsers. The paper begins by providing some background of the research area as well as an overview of the site connection indicator icon and informational message statement. An online survey was also conducted, which asked participants to best match statements from the informational messages with site connection indicator icons. The main finding of this research was that based on the wording of the informational message statements, participants often chose corresponding site connection indicator icons in a manner similar

to how web browser developers paired the site connection indicator icons and informational message statements. This provides evidence that web browser users perceive the informational message statements as generally matching the site connection indicator icons that represent them.

Zhenwei Wang. Developing and Evaluating the Internet of Things System for Room Management on Campus, a Usability Perspective. A Master's Paper for the M.S. in I.S degree. November, 2016. 48 pages. Advisor: David H. Gotz

This paper aimed to evaluate the existing room management system on School of Information and Library Science, UNC Chapel Hill, and suggested a new room management system that has all the features of the existing system and, based on Internet of Things technology, allows users to find the room by themselves with the help of the mobile app that interacts with Bluetooth beacons. The newly developed mobile app is then evaluated by usability inspection and usability test on a few test subjects. The test showed that new functions come with the mobile app is efficient in providing new features that are useful when booking and checking the room for more information. The author concluded that the new system could be helpful for users to manage room booking by themselves and offered further development suggestions to the system.

Spring 2017

Elizabeth C Bates. The Prevalence and Origins of Contemporary and Historic Photographs in Wikipedia Articles. A Master's Paper for the M.S. in L.S. degree. April, 2017. 60 pages. Advisor: Denise Anthony

Cultural heritage institutions are increasingly engaging with Wikipedia to improve its content and reach out to new audiences. This exploratory study investigates the frequency of photographs and historic photographs embedded as illustrations in Wikipedia articles. A random sample of 500 articles was examined, in which roughly half of all articles lacked any illustrations; 128 articles, or 26% of the sample included photographs; of those, only 26 articles, or 5% of the sample, included historic photographs. Sources are examined to determine where these photographs originated, and suggestions are made for future research into related factors and potential automation using software to collect data.

Elizabeth R. Blackwood. Mapping the Modern Data Librarian: Maintaining Competence in a Changing Digital Research Landscape. 43 pages. Advisor: Rebecca Vargha

Using semi-structured interviews, this study describes how varieties of data librarians in North Carolina stay up-to-date in their fields. As data based research and decision-making has

become ubiquitous within academic communities, librarians have been required to gain new technical and interpersonal skills to help them in navigating data related patrons and tasks. The study documents the specific strategies and techniques that participants use to provide useful service to patrons and continue learning over changing learning environments. These strategies and the experiences that the participants use for professional development could be applicable to library schools that are open to adjusting curriculums in order to support greater data literacy and data-related skills among their new graduates. The study makes several specific recommendations for library schools based upon the data gathered from participants' remarks.

Holly E Broman. Public Libraries: Serving Children with Autism Spectrum Disorder and their Families. A Master's Paper for the M.S. in L.S degree. April, 2017. 61 pages. Advisor: Amelia Gibson

Persons with autism spectrum disorder (ASD) are a growing population that public libraries serve. This study sets out to discover what children with ASD use their public library for and what they would like the library to change or improve in order to best serve them. Eight children with ASD and their families were interviewed for this purpose. Results showed areas where public libraries are serving children with ASD effectively and ineffectively and pointed to a greater need for universal design.

Rose A. Buchanan. "It was Definitely not in a Folder Labeled 'Indian'": Informationseeking Behaviors of Archival Users Interested in Native American Collections. A Master's Paper for the M.S. in L.S. degree. April, 2017. 84 pages. Advisor: Denise Anthony.

Few studies have focused on the information-seeking behaviors of archival users interested in particular cultural communities. But as community and social history are growing areas of research, it is important that archivists investigate how users identify and access relevant materials within their holdings. Of particular consideration are researchers interested in Native American communities. Collections related to Native Americans are not only dispersed across multiple indigenous and non-indigenous archives, but frequently described in ways that reflect inaccurate and outdated colonial ideologies. In this exploratory study, six archival users interested in Native American collections were interviewed about their information-seeking behaviors and research challenges. Findings from these interviews suggest several strategies for making Nativelated collections more discoverable and accessible in culturally appropriate ways. Each of these strategies depends on creating and sustaining cooperative, collaborative, and mutually beneficial partnerships with Native communities.

Gordon F. Chadwick. Hey Siri!: A Study of Everyday Information Seeking Among Frequent Users of Intelligent Personal Assistants. A Master's Paper for the M.S. in I.S. degree. April, 2017. 55 pages. Advisor: Rob Capra.

This study used diaries and interviews to examine everyday information seeking behaviors among a group of frequent users of intelligent personal assistants. All participants completed diaries and met for a brief interview following the completion of their diaries. Diary responses captured real life examples of intelligent personal assistant usage, while interviews focused on general perceptions of intelligent personal assistants. Participants frequently used their intelligent personal assistants to find factual information but often expressed reluctance to ask assistants questions that would be difficult for the assistants to answer well. Many assistant uses were for repetitive and frequent types of information needs. Participants expressed mixed opinions about the appropriateness of intelligent personal assistant use in social situations. Some, though not all, of the findings of this study confirm the findings of other research in the growing body of research on intelligent personal assistants.

Erin Dickey. "Her Own Version of History": A Case Study of the Guerrilla Girls Oral Histories at the Archives of American Art, Smithsonian Institution. A Master's paper for the M.S. in IS degree. April, 2017. 63 pages. Advisor: Ryan Shaw Broaching issues related to archives' ethical obligations to participants, transcripts as derivative documents, and web publication of archival materials, this case study explores the development of web access policies in oral history archives by examining the complications that emerged during the Archives of American Arts' (AAA) transcript review and web publication of a set of oral history interviews conducted in 2007-2008 with the Guerrilla Girls.

Using program documentation and interview and questionnaire data from current and former Archives staff members as well as from a user of the Guerrilla Girls material, this study compares the AAA's standard processes for oral history collection to the process of collecting the Guerrilla Girls interviews. Study participants discussed lessons learned from decisions made regarding web access to those interviews. Findings from this study bear a potentially transferrable relationship to policy review for oral history collections, archives' donor/patron relations, and web access to oral histories.

Yunhui Fan. Music Mood Classification Based on Lyrics and Audio Tracks. A Master's Paper for the M.S. in I.S degree. April, 2017. 36 pages. Advisor: Jaime Arguello

Music mood classification has always been an intriguing topic. Lyrics and audio tracks are two major sources of evidence for music mood classification. This paper compares the performance

between feature representations extracted from lyrics and feature representations extracted from audio tracks. Evaluation results suggest text-based classifier and audio-feature-based classifier have similar performance for certain moods.

Bethany D. Greene. An Investigation of Perpetual Access Rights to Electronic Resources at The University of North Carolina at Chapel Hill. A Master's paper for the M.S. in L.S. degree. April, 2017. 37 pages. Advisor: Christine Stachowicz

This is an investigation of perpetual access rights and archival provisions for licensed electronic resources at The University of North Carolina at Chapel Hill. Perpetual access refers to post-cancellation access to e-resources. Archival provisions specify the format of perpetual access to these resources. E-resources, including e-journals and databases, make up the majority of many libraries' collections budgets. Tightening budgets may force librarians to make the difficult decision to cancel large e-journal packages or other subscribed resources. Negotiating strong perpetual access clauses into license agreements ensures continued access to these resources. In addition, provider participation in thirdparty archiving services allows for long-term preservation and access. This investigation examines the state of perpetual access and archival provisions for licensed e-resources at UNC-Chapel Hill.

Rebecca L. Greenstein. Fixing a Hole: Discerning Usage Patterns of Datasets in an Open Access Data Repository. A Master's Paper for the M.S. in L.S. degree. April, 2017. 54 pages. Advisor: Denise Anthony

In recent years, the federal government has mandated that data produced using federal funds be made available to the public. This, and the recent surge in the amount of data produced and the size of datasets, have made the pressure to share data ever the more urgent. Data can be shared using open access repositories, which can be institutional or domain-specific. In the social sciences in particular, data sharing is unique because of the various sources and types of data produced. This paper examined the usage patterns of the datasets in one social science repository based on production date. It found that the average number of download statistics for each year was remarkably consistent, but the data were extremely skewed. Further analyses could look at usage patterns based on topic/keyword, non-use of datasets, or time of usage of particular datasets.

Adam J. Griggs. Ongoing Services in the Digital Humanities: A User Assessment of Project Vox. A Master's Paper for the M.S. in L.S. degree. May, 2017. 48 pages. Advisor: Ryan Shaw

Digital Humanities scholars have not traditionally been focused on the overall usability of their online projects or how users perceive these resources. As a result, Digital Humanities is in

danger of leaving out users voices entirely. This presents an opportunity for libraries, as partners, to add value to digital scholarship by assessing the extent to which Digital Humanities resources are meeting the needs of its users.

The following study is a qualitative user assessment of Project Vox, a Digital Humanities initiative that provides pedagogical and research materials on underrepresented philosophers from the early modern period. Through interviewing six philosophy professors, this user assessment takes into account humanists' existing workflows, investigates their usage and the usability of the site, and finally examines how they perceive some of Project Vox's practices and the broader Digital Humanities landscape.

Elizabeth J. Hannigan. Current Records Management Challenges at North Carolina State Agencies & UNC System Campuses. A Master's Paper for the M.S. in I.S. degree. April, 2017. 48 pages. Advisor: Helen Tibbo.

This study describes the results of interviews with eleven Chief Records Officers at North Carolina state agencies and University of North Carolina System campuses. The interviews were conducted to identify records management challenges and factors influencing public records management at these institutions.

The interviews revealed that timely records disposition and electronic records management were the two most common records management challenges. Additional factors influencing records management were employees' level of records management knowledge, the role and responsibilities of the Chief Records Officer and the level of legal and institutional support the records management programs received. Overall, Chief Records Officers believed they had strong records management programs and adhered to the instructions of the North Carolina Department of Natural and Cultural Resources.

Daniel Hawkins. Low Cost 3D Modeling for Cultural Institutions. A Master's paper for the M.S. in L.S. degree. May 2017. 19 pages. Advisor: Ryan Shaw

This paper accompanies a project website, www.re3dan.com. The website consists of workflows for using 3D Scanning and Photogrammetry to create and display 3D models of objects from cultural institutions. It includes workflows for the Matter and Form 3D Scanner, the photogrammetry programs Agisoft Photoscan and Visual SFM, the mesh repair programs Meshmixer and Meshlab, and the online display tool Sketchfab. The paper describes the process of choosing these tools, building the website, and the changes made to the site based on feedback from users.

Erika Henderson. The Effects of EvidenceBased Practice on the Changing Role of School Librarians. A Master's paper for the M.S. in L.S. degree. April, 2017. 55 pages.

Advisor: Sandra HughesHassell

The decline in the number of school librarians throughout the United States could have far reaching consequences for students and teachers. In an increasingly digital environment, many believe the school librarian to be an antiquated concept. The development of exceptional library programs through the use of evidencebased practices cements the role of librarian as valuable instructional and resource partner. The role of the librarian in shaping the attitudes, knowledge, and perceptions of stakeholders directly affects the perception of value. The purpose of this research was to investigate the role of the school librarian in implementing evidencebased practice through semi structured interviews. Nowhere is this more important than in school libraries where building a strong library program will begin with collecting and disseminating empirical evidence. Interviews revealed that school librarians are participating in collecting and sharing data, but it does not have the same qualities of rigorously methodical science. Library science is, at its core, a social sciences and librarians have managed to create a model for collecting data that applies to the environment where they are teacher, instructional partner, information specialist, and program administrator. The ambivalence regarding whether the collection of data by school librarians should be labeled 'evidence based practice' remains uncertain.

Stephanie Y. Hsieh. Comparing First Impressions of Display Clutter Between Cultures. A Master's Paper for the M.S. in I.S degree. May, 2017. 54 pages. Advisor: Robert Capra

Clutter is an aspect of web aesthetics that has come to the fore in recent years as the research community works toward a fuller understanding of what clutter is and how it affects users' perceptions and performance with interfaces. In this paper, I examine the possible effects of cultural background on users' first impressions of display clutter in website designs. The study was conducted using a series of five-second impression tests that asked participants from two distinct cultural groups to view a set of screenshots encompassing multiple levels of clutter, as measured by a JPEG file size measure. Results showed some effects from cultural background on perceptions of clutter, raised some issues with the cross-cultural applicability of the objective JPEG measure's ability to predict subjective judgments, and provide some evidence that organization is a key distinguishing factor between visual complexity and clutter.

Melissa M. Hyland. Supporting Legal Scholarship: Exploring Law Library Services for Student-Edited Law

Reviews. A Master's Paper for the M.S. in L.S degree. April, 2017. 50 pages. Advisor: Leslie Street

Legal scholarship is unique amongst nearly all disciplines because it is edited and published through student-run law reviews and journals rather than through the traditional peer-review and editing processes. The student-edited law review system has been in place for over a century and serves two purposes: (1) to act as a vehicle for legal scholarship and (2) to serve as a learning opportunity for American law students. Law reviews are cited by practicing attorneys, judges, and legislators, and these publications have helped to shape the current state of American law. However, law students who serve as staff members on these journals often receive little training and support from legal institutions and faculty. This research paper explores the types of services that academic law libraries are providing for staff members of student-edited law reviews and journals and seeks to identify emerging best practices and areas for further expansion of services.

Chana Kraus-Friedberg. A Bookstore in a Library (1935-1965): The Bull's Head Book Shop and the History of Recreational Reading in US Academic Libraries. A Master's Paper for the M.S. in L.S degree. April, 2017, 41 pages. Advisor: Helen Tibbo

Since academic libraries began to open their doors to students in the late 19th to early 20th century, librarians have engaged in nearly continuous discussion of the college student's need for leisure reading materials, the broad benefits of reading such material, and the declining rate of American literacy. Given that budget is one of the most frequently cited obstacles to providing browsing collections or leisure reading materials in academic libraries today, understanding strategies used by librarians in tight times in the past may be informative for present-day academic librarians. This thesis addresses whether/to what extent the incorporation of the campus trade book store, the Bull's Head, into the university library at the University of North Carolina-Chapel Hill in 1935, at the height of the Great Depression, was one such strategy.

Stephen G. Krueger. Diversity and Inclusion Education at the School of Information and Library Science at the University of North Carolina at Chapel Hill. A Master's Paper for the M.S. in L.S. degree. April, 2017. 44 pages. Advisor: Dr. Claudia Gollop

This study was conducted for a master's paper at the School of Information and Library Science at the University of North Carolina at Chapel Hill. The project assessed the diversity and inclusion education available to SILS master's

students. The sample consists of course titles, descriptions, and syllabi from a two-year period (August 2015 through May 2017). The method used was content analysis, using a coding scheme based on existing literature as well as language and concepts found in the sample. It is hoped that the results provide a current depiction of the role of diversity and inclusion in the master's degree at SILS.

Casey D. Lanier. *Everything Has Changed: The Depiction of the September 11, 2001 Terrorist Attacks in Historical Fiction for Young Adults*. A Master's Paper for the M.S. in L.S. degree. April, 2017. 51 pages. Advisor: Dr. Brian Sturm

This study utilizes content analysis to examine 19 historical fiction novels for young adults, ages 12-18, which address the September 11, 2001 terrorist attacks. This study was conducted to identify any important trends regarding publication and supplemental information included in the sample, the scope of 9/11 described in the selected texts, and the diversity of the protagonists in each novel, and their connections and responses to the 9/11 attacks.

Increasing numbers of 9/11 related historical fiction novels for young adults are being published that are better researched and offer readers a broader scope of the day's events than earlier works in this genre. While white characters are most prominent, diversity is becoming more common over time, as well as the desire to portray the stories of characters that were directly affected by the terrorist attacks. Protagonists' multifaceted grieving cycles have been a hallmark of this genre throughout time as well.

Meggie A. Lasher. *Logging In to Life: Examining the Digital Divide through the lens of ELIP and Library as Place*. A Master's Paper for the M.S. in L.S. degree. April, 2017. 70 pages. Advisor: Dr. Amelia Gibson.

This study aims to understand how individuals who participate in basic computer classes navigate life within the digital divide. Much of the literature available about the digital divide and literacy takes a reductionist focus on the abilities of those learning how to use computers. This study incorporates the literature and frameworks from *Everyday Life Information Practices* and *library as place* to inform the direction of the study. The goal of the study was to examine the information practices of older adults in computer classes and gain insight on how they have developed strategies to live in a technology centric world. Overall, the study found that these individuals are creative and resilient when it comes to navigating the digital divide. The implications of this study can be applied to future understandings of the library as a learning place, a positive approach to LIS research, and accessible and adaptable system design.

Haoyang Li. *Amazon Product Reviews Helpfulness Prediction*. A Master's Paper for the M.S. in IS degree. April, 2017. 43 pages. Advisor: Jaime Arguello

E-commerce business become successful by offering people convenient online experience as well as providing tens of thousands of crowd-sourced reviews that are written by customers and users about their experiences and opinions regarding the products or the services they paid for. For an online shopping website, such as Amazon.com, it is very important to recommend high-quality product reviews to the website users because customers make decisions based on what they read from the reviews. However, there are simply way too many reviews out there, and it would be a dreadful task for anyone to read them all. In this paper, we try to build a logistic regression model that can than predict helpfulness of reviews.

Ying Liang. *Yelp Rating Prediction with Sentiment and Topic Models*. A Master's Paper for the M.S. in I.S. degree. May, 2017. 42 pages. Advisor: Jaime Arguello

Online reviews have been widely used for sentiment analysis tasks, for example, sentiment polarity prediction. In this paper, I address the rating prediction problem, using Yelp reviews. A star rating, in most cases, agrees with its review sentiment, which makes sentiment-words a reasonable solution for this task. Topics in reviews, on the other hand, are also likely to influence rating prediction. For example, for a restaurant, a customer may think it has a 5-stars service but the food is just 3-stars. So overall, that customer might give that restaurant a 4-stars rating. Using this idea, in this paper, I investigate whether topics, in addition to sentiment, are helpful in rating prediction task. I incorporated topic model with sentiment model and observed performance improvement.

Natalia Lopez. *Supporting Library Departments through Data Visualization*. A Master's Paper for the M.S. in L.S. degree. April, 2017. 22 pages. Advisor: Lorin Bruckner

Supporting Library Departments through Data Visualization sought to demonstrate the power of data visualization in supporting library departments' potential to leverage internal data and improve communication and decision-making processes. In collaboration with the User Experience and Research and Instruction department at Davis Library –UNC Chapel Hill and the Southern Historical Collection Wilson Library – UNC Chapel Hill, I developed a series of visualizations after conducting a needs assessment of department. For Davis Library, I developed a series of visualizations analyzing user engagement with UNC Library LibGuides in effort to support their annual content review and for Wilson Library, I developed a series of visualizations to support digitization planning efforts.

Skyler E. Marker. Supergirls and Wonder Women: Female Representation in Wartime Comics. A Master's paper for the M.S. in L.S. degree. May, 2017. 70 pages. Advisor: Rebecca Vargha

This paper analyzes the representation of women in wartime era comics during World War Two (1941-1945) and Operation Iraqi Freedom (2001-2010). The questions addressed are: In what ways are women represented in WWII era comic books? What ways are they represented in Post 9/11 comic books? How are the representations similar or different? In what ways did the outside war environment influence the depiction of women in these comic books? In what ways did the comic books influence the women in the war outside the comic pages?

This research will closely examine two vital periods in the publications of comic books. The World War II era includes the genesis and development to the first war-themed comics. In addition many classic comic characters were introduced during this time period. In the post-9/11 and Operation Iraqi Freedom time period war-themed comics reemerged as the dominant format of comics.

Glenna L. Matteson. Stepping out of Our Bubble: Developing Actively Diverse Collection Management Policies for Youth Literature. A Master's Paper for the M.S. in L.S. degree. April, 2017. 56 pages. Advisor: Sandra Hughes-Hassell.

Collection development is at the core of library services. With growing awareness of diverse communities and the lack of diverse representation in literature and the publishing industry, it is essential that librarians create collection development policies that accurately and effectively advocate for diversity and representation within a library collection. This is especially imperative for youth librarians, who are serving patrons going through a process of identity development and have the potential to be deeply harmed by inaccurate portrayal of their communities.

This study examined how librarians can use collection development policies and ongoing education to curate diverse collections. The study consisted of four semi-structured interviews with librarians and professionals in fields of children's literature, some of whom are also members of marginalized populations, exploring topics of diverse literature, specific factors librarians should be aware of, and the language participants would like to see explicitly addressed in collection development policies.

James T. McLees. Examining the Cultural Accuracy of Masculine Performances Displayed By Diverse Comic Book Superheroes. A Master's Paper for the M.S. in L.S. degree. March, 2017. 63 pages. Advisor: Brian Sturm

Superheroes are a huge commercial tent pole in today's pop cultural landscape. Their representations are part of the fabric of our culture, and the superhero concept comes with a history

of hyper-masculinity and extreme gender expression. This paper explores three superheroes' recent comic iterations – Hawkeye, Black Lightning, and King Tiger – to evaluate the cultural accuracy of the hero's performance of masculine identity. The comics were coded by the researcher, and each was intercoded by a member of the race of the hero in question. While culturally accurate masculine elements were present in all character's performances, culture is not central to their masculinities and the hegemonic ideal is still a heavy influence on all.

Rachel V. Meeks. Weathering the Storm: A Systematized Review of Public Library Disaster Literature. A Master's paper for the M.S. in L.S. degree. April, 2017. 28 pages. Advisor: Mary White

This study was conducted in order to uncover ways in which public libraries help their communities before, during, and after hurricane events. A systematized review of the literature found in six Library and Information Science and Health Sciences databases revealed public libraries offer services that contribute to the user's fulfillment of multiple needs. Results from twenty full-text articles were categorized and four themes were identified: physical needs, emotional or mental needs, logistical needs, and information needs. By identifying how these public libraries have provided outreach in their communities during hurricane events, other libraries will have the opportunity to learn from their experiences.

Het R. Mehta. Quantitative Analysis of Physician language and Patient language in Social Media. A Master's Paper for the M.S. in IS degree. April 2017. 33 pages. Advisor: Stephanie W. Haas

There has been significant work in extracting medical related information from clinical notes and EHR records. With the increasing use of social media tools for healthcare purposes, there is an abundance of patient generated data with valuable information. Recent studies have focused on extraction of useful information from patient generated content. Healthcare professionals also use social media platforms for various purposes. Existing clinical NLP tools are specialized in processing biomedical literature and clinical texts. For efficient processing of social media text, it's important to analyze it's linguistic characteristics. In this paper the difference between language used by physicians in weblogs and the language used by patients in health discussion forums is analyzed by determining the frequency of usage of MetaMap concepts, affect words and named entities by both the groups. The results show that patient language differs from physician language in these aspects. So the existing clinical NLP tools require additional functionalities for automatic processing of text.

Ian G. Moore. How Can I Help You? : An Examination of the Chat Reference Interview as Performed at the University of North Carolina – Chapel Hill. A Master's Paper for the M.S. in L.S. degree. April, 2017. 48 pages. Advisor: Casey Rawson

The purpose of this study was to examine the effectiveness of the chat reference interview as performed by the libraries at the University of North Carolina – Chapel Hill. Chat transcripts containing were purposively selected from two periods, October 1 – 21, 2015 and March 1 – 21, 2016. These two periods were selected in order to give the study a view of chat reference as conducted by staff at different points in training and with different levels of experience. These transcripts were analyzed according to a series of questions, in order to determine whether or not the reference interactions resulted in the satisfaction of a patron's information need. Through this analysis, it was determined that the reference interview as performed at UNC is effective, but incomplete implementations of the interview create significant barriers to the successful completion of reference interactions.

James A. Moore Jr. Balancing Power with Responsibility: How Academic Libraries Balance Web Analytics and Patron Privacy. A Master's Paper for the M.S. in I.S degree. April, 2017. 70 pages. Advisor: Barbara Wildemuth

This paper describes an exploratory study that was conducted to determine how academic libraries use Google Analytics, and how they balance the implementation of Google Analytics with their patrons' privacy. UNC System Library websites were surveyed to determine whether or not they utilized Google Analytics. The privacy policies of the 13 websites that ran Google Analytics were examined to determine whether their privacy policies contained language disclosing the presence of Google Analytics on the library website. In addition, interviews were conducted with employees from five of the libraries to determine how those libraries employ Google Analytics on their websites and how they balance the employment of Google Analytics with the privacy of their patrons. Four out of the five libraries reported actively using Google Analytics, but only one of those five library websites contained a privacy policy with explicit language pertaining to the website's use of Google Analytics.

Lisa M Neubert. *Mimesis Matters: Young Adult Restorying of the Literary Canon.* A Master's Paper for the M.S. in L.S degree. April, 2017. 60 pages. Advisor: Sandra Hughes-Hassell

This exploratory study examines webseries adaptations of classic literature created by young and new adults under the age of twenty-five. A web survey was conducted in an attempt to discover: why young adults are creating these series; how they are choosing which texts to adapt; why the series seem to be focused on youth of marginalized identities; and why they are

being hosted on interactive, social media platforms. The paper explores facets of identity development, representation, and restorying in the context of these series and their creators.

Colin R Nickels. LibTechRex: Building a Library Technology Recommendation System. A Master's Paper for the M.S. in I.S. degree. March, 2017. 18 pages. Advisor: Chad Haeefele

This paper describes a needs assessment and system design process to support technology lending purchase decision making. Personal interviews with five librarians and one paraprofessional were conducted to gather both feature requirements and an understanding of the current workflow. This paper details the results of this investigation in terms of system needs. It describes features that would support this difficult decision process. It also includes many design diagrams and models that present both the current and proposed workflows.

Joshua A. Olsen. A Critique of the Postmodernist Project in Libraries. A Master's Paper for the M.S. in L.S degree. April, 2014. 23 pages. Advisor: Ram Neta

There is a concerning development occurring in today's libraries stemming from a complex intellectual history and fed by contemporary identity culture and politics. This is the increasing hold that a class of ideas is having on the underpinnings of librarianship: namely, those ideas commonly styled 'postmodern.' The effect that postmodernist thinking has had on libraries is threefold: It gives the profession a theoretical stance about knowledge that is unfit for accomplishing the emancipatory aims of the library; undermines the pursuance of libraries as a public good; indulges an unreasonable skepticism about authority in general.

Natalie Ornat. Reading for your Life: The Impact of Reading and Writing During the Siege of Sarajevo. A Master's paper for the M.S. in L.S. degree. April, 2017. 53 pages. Advisor: Brian W. Sturm

In the spring of 1992, the city of Sarajevo was surrounded by nationalist Serb troops and bombarded with shells, bullets, and terror for four long years. Isolated from the world, Sarajevans found a refuge and a freedom that took them beyond their circumstances: they read, they wrote, and they survived. This paper examines how these activities impacted the mental, physical, and spiritual survival of Sarajevans during the war. Diaries, memoirs, personal histories, letter collections, and oral histories are analyzed for what they may reveal about the value of reading and writing during this time of crisis. What we learn from these accounts is that even during the most trying times, activities such as reading and writing give us a space for control and self-preservation. This paper strives to learn about the power of literacy and writing from those who faced adversity in wartorn Sarajevo.

Allie Rachel K. Outhouse. Genrefication: Introducing and Explaining the Exponential Trend. A Master's paper for the M.S. in L.S. degree. March, 2017. 86 pages. Advisor: Dr. Brian W. Sturm

This study is a content analysis presenting and summarizing the existing online documentation concerning the topic of genrefication. Genrefication is the organization of public and or school libraries' collections by subject heading rather than according to the Dewey Decimal Classification (DDC). This is a heated controversial trend dating back to the 1890s. However, little has been added to the professional conversation since 2013. This paper seeks to lay a foundation for an informed discussion on the topic by culminating the existing information up to 2017 in a single location for introduction and further research and or discussion. It highlights the contributing factors enabling genrefication's continued existence and success despite the lack of additional professional publications on the topic.

Alena A. Principato. Perspectives on Presentation and Perception of UNC Libraries on Admissions Campus Tours. A Master's Paper for the M.S. in L.S degree. April, 2017. 60 pages. Advisor: Brian Sturm

This paper examines the presentation and perception of the libraries by tour guides at the University of North Carolina at Chapel Hill during Admissions campus tours for prospective students and families. Perspectives from tour guides, librarians, and admissions staff are considered through an analysis of tour observations and interviews with library and admissions staff. Tour guides' statements about the libraries varied, sometimes containing misperceptions and inaccurate claims, but for the most part indicating that they viewed the libraries as positive and valuable places. This paper discusses the value of collaboration between academic libraries and admissions departments to ensure that guide training incorporates useful and relevant information about the library that will aid prospective students in (1) understanding the library's role on a university campus, (2) feeling welcome and comfortable in the library space, and (3) envisioning themselves using the library and taking advantage of library spaces, collections, services, and staff.

Jessica M. Rayman. Millennials' Approach to Preserving Digital Photographic Collections. A Master's Paper for the M.S. in L.S degree. April, 2017. 41 pages. Advisor: Denise Anthony.

Cameras are included as a standard piece of equipment on many electronic devices, which make it increasingly easier for people to document their lives with photographs as moments occur. As a result, personal photographic collections continue to grow in size, and assume a wealth of complications related to an individual's ability to manage the size of their collection and

considerations for preservation. The purpose of this study is to determine the long-term preservation techniques of the personal digital photographic collections of the Millennial Generation, and to inform archivists and others involved with memory institutions about the ways this generation thinks and acts upon the preservation of these collections. The population for this study was chosen using a nonprobability, convenience sample of students and employees between the ages of 18 and 37 at the University of North Carolina at Chapel Hill. The data was collected using an anonymous multiple-choice survey.

Debahutee Rout. What are the Important Information Needs of Faculty, Staff, and Current Students with Regards to the SILS Website? A Master's Paper for the M.S. in IS degree. May 2017. 82 pages. Advisor: Robert Capra

This research study aimed at studying the SILS website and understanding if the current design catered well to the needs of three user groups; faculty, staff members, and current students. An online survey questionnaire was created and sent to the listserv of the three user groups. Out of the 58 responses that were received, 17 were MSIS students, 18 MSLS, 2 BSIS, 5 Faculty, 4 were staff, and the rest chose to remain unidentified. Participants were asked about their usage, level of satisfaction, level of difficulty, and kinds of issues they faced, their opinions and feedback regarding various sections of the SILS website along with the embedded pages within. The responses suggest that although participants were fairly satisfied with the website, there were areas that could be improved in the site's navigation, deeply embedded links, and inconsistent information.

Erin E. Ryan. Self-published books: Will they be preserved, or lost to the mists of time? A Master's Paper for the M.S. in L.S degree. May, 2017. 95 pages. Advisor: Paul Jones

This exploratory study describes the results of a survey of 39 self-published writers who were contacted through several North-Carolina-based writers' groups. The survey was intended to determine background about the platforms and formats they used as well as the importance these writers placed on the preservation of their work, asking whether they had lost files or had tried to get their work into libraries. Follow-up interviews with four writers who took the survey feature their reflections on being an "indie author," including their methods for finding an audience, how they learn information about self-publishing, and the challenges and benefits they have experienced from the process.

The study begins with a literature review that includes interviews with two librarians and a small publisher in North Carolina. The study concludes with a number of implications for further research, as well as a discussion of the major finding that publicity equals preservation.

Ronald B. San Martin. Someone Saved Gabriel's Horn: Musical Instruments in Cultural Heritage Institutions. A Master's Paper for the M.S. in L.S degree. April, 2017. 73 pages. Advisor: Steven Weiss

Archives, libraries, and museums focused on performing arts have collected musical instruments alongside traditional archival materials in order to connect patrons with the tools musicians and composers utilize to shape cultural legacies. This mixed-methods study illuminates how cultural heritage institutions apply basic archival functions (appraisal, arrangement, description, access, and preservation) to musical instruments. Representatives from four such institutions were interviewed: Three archives (The Institute of Jazz Studies, the Rock & Roll Hall of Fame Library & Archives, and the Louis Armstrong Archives) and one museum (The Metropolitan Museum of Art). Simultaneously, a survey was distributed to archivists, with respondents detailing their experiences and philosophies related to archiving musical instruments. Issues discussed by those interviewed and surveyed included the importance of a well-defined collecting policy, an access policy that makes holdings available to users while ensuring that the artifacts accessed are subjected to minimal potential damage, and approaches to instrument preservation.

Kodi C. Saylor. One-on-One: Learning the Art of Research Consultations. A Master's Paper for the M.S. in L.S degree. April, 2017. 54 pages. Advisor: Dr. Claudia Gollop

Research consultations are meetings between a patron and a librarian during which the librarian attempts to assist the patron with their information or research need. Many academic libraries have implemented research consultation services as part of the suite of reference services that their libraries offer. Outside of the reference interview model created for the traditional reference desk setting, no model has been put forth to provide guidance to librarians attempting to learn how to perform a research consultation, which can differ significantly from traditional reference desk interactions because of their intensive and personal nature. The ultimate goal of this study is to investigate how the librarians who provide research consultations learned their craft both in terms of their ability to conduct the more technical aspects of a research consultation and their ability to manage the affective elements of the research consultation.

Grace S Sharrar. Are Course Pages Useful? Getting Beyond Implementation and Usability. A Master's Paper for the M.S. in L.S degree. April, 2017. 42 pages. Advisor: Chad Haelele
Academic Librarians have been creating research guides since the 1950s. These resources were design to help patrons become familiar with the basics of a subject or discipline. Research guides evolved into course pages, which provide resources related to a single course. This study considers students' perceptions, and

how that effects their intent to use the course page in the future. The study seeks to answer the question, does students' perception of usefulness, interactivity, ease-of-use, attitude, and satisfaction effect their intention to use course pages?

The method used for this study is adapted from the Technology Acceptance Model which looks for correlations between perceived usefulness, interactivity, ease-of-use, attitude, satisfaction, and intention to use. 47 undergraduate students from the University of North Carolina, Chapel Hill, responded to an online survey. These findings will help determine if student perceptions match the findings from previous studies regarding the usability and implementation of course pages.

Katherine E. Shaw. Visualizing Gender Diversity in Technology. A Master's Paper for the M.S. in I.S. degree. April, 2017. 28 pages. Advisor: David Gotz

This paper describes the design and development of a website to introduce the problem of gender diversity in tech through narrative data visualizations. It combines three publicly available datasets describing the demographics of technologists in high school, university, and industry, presenting them together to provide a full picture of how badly underrepresented women are in tech fields. Viewers can interact with detailed visualizations of each dataset to explore their own questions, without the analytical expertise necessary to analyze the raw data. The data visualizations are supplemented with narrative explanations of the relevant academic literature, so that even viewers without background knowledge can interpret the data in the correct context. The website is available online at <https://thekatheri.net/tech-ladies>.

Olivia M. Siragusa. Facebook and Twitter in Public Libraries: Are North Carolina Public Libraries Selling Themselves as Community Information Providers in the Face of Social and Environmental Disasters? A Master's Paper for the M.S. in L.S degree. April, 2017. 29 pages. Advisor: Ron Bergquist

This paper examines how well North Carolina public libraries use Facebook and Twitter to portray themselves as community information providers in the face of social and environmental disasters. As technology connects people more and more on a daily basis, public libraries are continuing to connect themselves to patrons as well by using social media to extend, and even create, new services that they would not have been able to twenty years ago, or at least not as well as new technologies and software are allowing them to now. However, in the face of community strife, emergencies, disasters of a social, environmental, political, or economic nature, can public libraries use the power through alternative avenues to reach out to their communities and provide as unbiased resources as possible?

William T. Sutherland-Keller. *Nomadic Sharing: Information Infrastructures in the Sharing Economy. A Master's Paper for the M.S. in I.S. degree. April, 2017. 51 pages. Advisor: Mohammad Hossein Jarrahi*

This research examined the role of information infrastructures in decentralized contexts of the sharing economy. The community studied was a group of nomadic workers known as digital nomads. An investigation of three online forums was conducted and elements of emergence and generativity were identified in the community's patterns of sharing and access across information infrastructure.

Valerie R Szwaya. *Archival Activism in Action: Exploring Collaboration Between Traditional Repositories and Community Groups. A Master's Paper for the M.S. in L.S. degree. April, 2017. 74 pages. Advisor: Denise Anthony*

This paper examines the nature and scope of collaborations between institutional archival repositories and community groups. Seven community-based archival research initiatives were chosen and examined, including: Historically Black Towns and Settlements Alliance, Documenting Ferguson, D.C African Archives Project, Black Metropolis Research Consortium, Institutional Archives on Women and Architecture, Eighth Air Force Archive, and the Saints at War Project. Interviews with the professionals at these initiatives helped the researcher to identify perceptions regarding how the partnerships form, the activities performed by each of the participants, how materials were collected and maintained, and the long-term sustainability of these efforts. This research has numerous implications for the archival profession, including both benefits and barriers to collaboration. Archivists at other institutions can look to this research when attempting to democratize collecting practices and develop lasting partnerships with surrounding communities.

Rebecca L. Tatum. *Finding the Special in Special Librarians: An Analysis of Their Inspiration, Education, Career History, and Job Satisfaction. A Master's paper for the M.S. in L.S. degree. April, 2017. 133 pages. Advisor: Rebecca B. Vargha*

This study aims to develop a deeper understanding of the individuals who are special librarians. In order to create this defining view into special librarianship, a secondary analysis of the Workforce Issues in Library and Information Science (WILIS) was completed. Comparisons were made between special librarians and librarians who work in traditional library settings to determine significant patterns and differences.

Through statistical testing, the areas of inspiration, education, career history, and job satisfaction were explored. Despite their similarities, the two librarian types differed with their motivations and valued job characteristics. Special librarians would often value job qualities uniquely available in special libraries, like

flexible career options and opportunities for advancement while they were less inspired by the service-oriented aspects of traditional librarianship, like helping others and making a difference in society. Results from this study create a clearer definition of who special librarians are and what makes them so special.

David M. Tenenholtz. *A Complex Web: Upgrading to Linked Data in Digital Repositories. A Master's paper for the M.S. in I.S. degree. April, 2017. 55 pages. Advisor: Ryan Shaw*

As libraries, archives, and museums ("LAMs") adopt linked data for purposes of enhancing their bibliographic and authority metadata, the technologies around digital repositories also are similarly changing course to model digital objects using linked data standards such as RDF. This study explores the digital repository community's engagement and perceptions of linked data modeling. The study is split into two phases consisting of a web survey and semistructured interviews. Qualitative analysis of the data summarizes key characteristics of the community of practice, and open problems in transitioning to linked data in the redesign of the Fedora storage and preservation architecture commonly used in digital repositories. Other areas of discussion include the perceived concerns in cross-walking MODS to RDF, as well as the community's recommended implementation of the Portland Common Data Model (PCDM).

Junjie Wan. *A Web-Based Database Management System. A Master's Paper for the M.S. in I.S. degree. April, 2017. 51 pages. Advisor: Robert Capra.*

This project develops a web database management system for Gfeller Center at the University of North Carolina at Chapel Hill. This system allows users to upload and download structured data in terms of specific requirements.

The Gfeller Center works on research that studies the health condition of athletes. Researchers have collected a large amount of data from previous studies and they keep collecting data as the research goes on. The researchers need tools to help manage and organize the data and need advanced functionality to support their research. Therefore, this project helps to develop a web database system to manage data according to the requirements of the researchers in Gfeller Center. The system development includes requirements analysis, functionality analysis, and interface design. Finally, this project proposes a plan for usability testing to evaluate the system.

Hannah Wang. *"Where the Rubber Meets the Road": Self-Audit in University Digital Repositories. A Master's paper for the M.S. in I.S. degree. April, 2017. 52 pages. Advisor: Helen Tibbo*

This study examines the use of trusted digital repository tools and standards for self-audit in digital repositories. While there

has been increasing attention given to external audit and certification of trusted digital repositories, there has not yet been a cross-institutional study of repository self-audits.

Describing a series of semi-structured interviews with six information professionals employed at six university digital repositories, this study examines these repositories' experiences with self-audit. The study explores the tools that are being used for self-audit, how self-audits are conducted, and the value of self-audit to repositories and their stakeholders. Findings from this study provide some insight into the current state of self-audit in digital repositories, and the paper also suggests areas for improvement and future research in this field.

Sarah C Williams. Subject headings friend or foe?: Cataloging diverse YA books in public libraries. A Master's Paper for the M.S. in L.S degree. April, 2017. 28 pages. Advisor: Sandra Hughes-Hassell

Diversity and inclusion are hot topics in the world of education and libraries are in a position to be at the forefront of this movement given their close relationship with the public. Having diverse books in a library collection is one part of ensuring a more diverse and inclusive space. Teens and young adults are readers who greatly benefit from having diverse materials available to them. To examine whether or not diverse YA books are available and searchable via subject headings two public libraries in North Carolina were examined. The subject headings

assigned to 60 chosen YA books proved to be a sufficient and easy way to search for and find these materials. Despite being able to find these diverse books via the catalog there are still ways to improve the way libraries are organizing their materials on the shelves to ensure diverse books can be found.

Megan Wolff. What is Good Programming and How Do You Know?: An Examination of the Assessment Criteria of Teens and Teen Librarians in Young Adult Programming.. A Master's Paper for the M.S. in L.S degree. April, 2017. 77 pages. Advisor: Brian W Sturm

This study describes interviews of adolescents between the ages of thirteen and nineteen attending teen programs at public libraries in southeastern North Carolina and of the teen librarians running those programs. The interviews were conducted to determine the different assessment criteria used by teens and teen librarians when assessing teen programs in public libraries.

Subjects at six different teen programs at four public libraries were used to explore the similarities and differences in assessment of teen programs. In these North Carolina public libraries, teens and teen librarians use both similar and dissimilar criteria to measure program success.

Looking for help with collection development?

If you want to expand your library's collection of novels set in North Carolina, you should visit the Read North Carolina Novels blog hosted by the North Carolina Collection at the University of North Carolina at Chapel Hill (<http://blogs.lib.unc.edu/ncnovels/>).

If your interest in North Carolina is more general, the North Carolina Collection at UNC-Chapel Hill regularly posts lists of new additions to their collection at this address: <http://blogs.lib.unc.edu/ncm/index.php/whats-new-in-the-north-carolina-collection/>.

New Opportunities, New Choices: Some Observations About Libraries in North Carolina

From the pages of *North Carolina Libraries* 45, no. 1 (Spring 1987): 21-26

This article is one person's assessment of librarianship and the issues that need attention now. It is not a review of the literature. The focus is North Carolina, but readers should generalize to other states and regions whenever their personal experience suggests that is appropriate. Some of the changes suggested may not seem like they would benefit women and minorities but, in our profession, all changes directly or indirectly affect these groups. If I exaggerate slightly and use other literary devices to make my points, I know that readers will be understanding and patient.

Concerns about employment, legislation, and other topics relating to the participation of women and minorities in society continue to attract scholarly, media, and political attention in this country. The range of topics addressed in this issue of *North Carolina Libraries* is evidence of the continuing concern. Evidence of interest abounds at the national level and in North Carolina. Evidence of action is somewhat more difficult to detect.

Key Terms and Concepts

It is useful to begin with definitions of terms that will further clarify what this article is about. "Minority" is a word that I think frequently is misused. Minority is a relative term, relative to whatever the majority is. In librarianship, men are a minority group. For our purposes, minority groups include Blacks, Native Americans, Hispanics, Asians and Pacific Islanders, persons

with visual, hearing, motor or mental impairments, and veterans. This definition may be unsatisfactory because some ethnic, racial, and cultural groups are not present in large numbers in North Carolina and because of the other groups included in the definition.

A newer and more helpful concept is that of representativeness which, if applied in North Carolina libraries, suggests that our work force should be representative of the diverse population in our state and region and therefore, representative of the clientele we serve. Civil service and other public sector units cannot claim organizational responsiveness without a representative work force. Affirmative action to achieve representativeness can be effective. These ideas and others about the concept of representativeness in the civil service and its relation to equal opportunity and affirmative action are discussed in a thought-provoking article by Nesta Gallas.¹

One additional term should be clarified. "Change" is not only a positive concept but also a prerequisite to organizational responsiveness. Employees in libraries and other organizations often talk about the desirability of a stable work situation as if this were the equivalent of eternal peace and security. In fact, a stable organization is one that is changing at approximately the same rate as the factors in its environment (e.g. in the economy, the population) and as its competition (e.g. other municipal departments, computer centers). An organization that

does not change is not stable; it is out of touch and losing ground quickly. How nice for those old-timers who like to remind us that the more things change the more they remain the same, at least in relation to one another.

Obstacles to the Observer's Work

By now it should be clear that I believe that representativeness and change are necessary to maintain responsive, effective and stable library organizations. How are we doing in North Carolina? I do plan to answer the question but want to address two general problems that tend to impede analysis and progress. First, we do not have very much data about personnel resources in North Carolina libraries. We tend to know the gender of the directors and top administrators because their names appear in directories. This is useful information to which I will refer subsequently in a later section of the article; but the greatest chance for representativeness comes from the bottom of the organization and not from the top. We need to know something about the people who have been hired, during 1985 and 1986 for example, and how they compare in several ways with those who retired or otherwise left the organization during that same time period and with those who remain with the organization. This analysis would give us good data about the likelihood of change and its direction and, perhaps, is a better indicator of affirmative action as practiced by a library's current

leadership than are data for the entire library staff, many of whom may have been employed there for decades.

Because the largest number of library employees are not librarians but rather paraprofessionals and other technical and support personnel, we need to include this large and valuable group in our data collection. At a time when the North Carolina Office of State Personnel (OSP) and its Pay Systems Task Force are recommending changes in the pay plan to reflect the "prevailing labor market(s) with which the state competes for employees,"² we have no data to offer and no basis for knowing whether library staff members are likely to fare poorly or well when such data are available. Keep in mind that the Office of State Personnel sets salaries for library support staff employed by the sixteen University of North Carolina System campuses and for employees of the Division of State Library. The likelihood exists that the Office of State Personnel will collect data about library salaries in municipalities, private universities and corporations and use this to the possible detriment of another group of library staff members. Can we not find library staff who think it is important to study municipal and state civil service systems in North Carolina so that we can make our feelings known about the adequacy of job specifications and pay grades?

A second general problem is that the continuing emphasis on "types" of libraries is counterproductive because libraries vary as much or more by size than they do by type. In a multitype library environment, the emphasis can be on facilities, services, collections, personnel, and the like—areas in which both change and representativeness are more likely to occur and to be measurable. In North Carolina, we have talked about multitype networks and we are implementing a state network, but commitment to the concept is lacking.

As always, lack of commitment indicates lack of profession-wide consensus on goals, and the result is lack of funding.

It probably is helpful and only slightly risky to look at progress toward representativeness and change among basic types of libraries and library-related organizations in North Carolina. Those readers who are research-oriented and looking for a model or a continuum are bound to be disappointed with the level of analysis that follows.

First, the Good News

The good news is that university libraries and school libraries appear to be taking the lead in library development in North Carolina. As noted above, the matter of representativeness, as I have defined the term, is difficult to assess because data are not readily available. This is not to say that each university and school system does not collect data about its staff or would not make such data available if requested to do so.

If we expand the concept of representativeness as I would like to do, we would look at the filled professional positions in each library and ask some of the following questions: How many librarians have had experience working in states other than North Carolina? How many have worked in more than one type of library? How many different library schools are represented among the MLS graduates on the staff? Are there any staff members who were born in a country other than the United States? Are there Black employees on the professional or the support staff who are from New Jersey or the Midwest (for example) as well as from North Carolina or Georgia? If we look only at university library directors, then progress will be hard to detect. Among the six largest University of North Carolina System libraries and the two largest private university libraries, only one is directed by a

woman. (Hopefully, the number will double by the time this article appears in print.) At the assistant/associate director and department/branch head level, the mix is increasingly good, and women, but not Blacks, are well represented. For appointments made within recent memory (about five years), the quality of the appointees appears to be very high.

Among the historically or predominantly Black institutions, judgments about library development can be made by watching two key factors: the qualifications of a recently appointed director and the representativeness of the library staff. At present, only four of eleven Black institutions have female library directors. While the private Black colleges appear to be in a continuous struggle to remain in operation, the five institutions that are part of the University of North Carolina System are doing very well; four of them have new libraries or library expansions under construction or in the planning stage. Library development at these schools bears watching.

Representativeness among school librarians can be assumed because the group is so large in number. Because each library is small, the most practical units for analysis would be all the librarians in a school district, the eight Regional Education Center school media program consultants, and all the librarians (other than those at the regional centers) employed by the State Department of Public Instruction (SDPI). The qualifications and the number of school librarians will continue to increase through the efforts of SDPI, the North Carolina Association of School Librarians (NCASL), and the State Legislature.

How ironic that academic librarians, so often thought to be elitist in attitude, and school librarians, often ignored by their professional colleagues working in other settings, should be leader of

the library pack! These two groups are acting as if multitype library cooperation and networking are both real and desirable.

The universities, especially the sixteen University of North Carolina campuses and Duke University, will soon have operational online catalogs and circulation systems. Their bibliographic files are included in the North Carolina Online Union Catalog where they will be accessible to librarians and library users at many smaller libraries through dial access. High schools in the Charlotte/Mecklenburg County School System use OCLC for cataloging and their holdings are included in the statewide network. High schools in several areas of the state have expressed interest in terminal access to the online catalog at a nearby University of North Carolina campus. These activities are happening at a time when proposals for school-college partnerships are being put forward by education critics and planners. In this state, a recent report about the professional preparation of teachers makes several recommendations for strengthening the relationship between the public schools and teacher education programs.³ Libraries are not mentioned in the report, but any librarian reading it will find much to think about in terms of work to be done. Our own literature is addressing the same topic, especially as it becomes increasingly clear that each school library cannot hope to have the resources needed to support fully the professional needs of teachers and other school personnel, the increasingly complex and comprehensive curriculum requirements of the Basic Education Plan, and the necessary range of bibliographic instruction programs. Academic libraries open ninety hours or more weekly with specialized collections, staff with expertise in many subject areas, and a full range of facilities are valuable partners for school libraries, especially high

school libraries. The benefit to the academic libraries will come from sharing ideas and experiences and from working with colleagues who are knowledgeable about curriculum materials and about teaching.

Other areas of mutual interest to school and academic libraries are the increasingly creative uses of microcomputers for library management and instruction and for listing and scheduling films and other audiovisual materials and equipment, programs for gifted and talented students, and a willingness to experiment with electronic mail and telefacsimile services. Shared interests make shared staff development programs possible—a real boon to librarians not located in the major metropolitan areas.

Approaching Good News

The more visible and stronger leadership role for the Division of State Library should be good news for North Carolina librarians. The State Librarian has used every opportunity to fill open positions in such a way that representativeness among the staff is increasing. Recent hires have come from good experience in other parts of the country and from several different library schools. Best of all, the organization is becoming more functional with less emphasis on type-of-library consulting. Also contributing to improving the environment for multitype library cooperation are efforts to include school and academic library participants in various networking efforts while these are still in a planning or pilot project stage of development. Meetings with representatives of the University of North Carolina Library Directors Council (an advisory group for the Vice President for Academic Affairs), with OCLC officials, and with SDPI Media and Technology Services staff have, I think, produced both the good will and the broad political base necessary for

legislative approvals and appropriations. Greater State Library involvement in projects that show cooperation among state agencies and benefits to many parts of the state enhances the reputation of the Division and the Department of Cultural Resources in the minds of elected officials. Progress of this kind should not be underestimated.

If there is one group of State Library activities that never seems to change, evolve, or otherwise inch forward, it is those activities concerned with public libraries. The problem is that, in North Carolina, public libraries apparently are defined narrowly as being municipal (city, county) libraries. The federal government defines "public library" much more broadly to mean "a library that serves free of charge all residents of a community, district, or region, and receives its financial support in whole or in part from public funds."⁴ This broader definition seems to include school, academic, and community college libraries located within publicly supported systems and institutions. Consider this. Citizens in need of materials, facilities, or subject expertise are more interested in getting what they need from the most convenient source in which they have confidence. They don't care about jurisdictional disputes, e.g. you can't come to my library because it is paid for by the higher education system and therefore serves only college students, faculty, and staff. (What about the spouse of the faculty member? Will the local "public" library and the college split the cost of providing service to this person?)

The point that I am trying to make is that it is contradictory for the State Library to promote multitype library cooperation while, at the same time, continuing to direct a considerable amount of its attention and money to city and county libraries. Perhaps the worst example of this practice is the

publication FLASH! which the State Library sends to "public" libraries only. Direct requests to be added to the mailing list have been turned down. In FLASH! and/ or in Tar Heel Libraries are announcements that indicate that information about grant programs, books withdrawn from the State Library and the like will be sent to "public library directors" or will be available to "public libraries." Other libraries want this information too, perhaps to suggest a joint project idea to a reluctant public library director. The time has come, I think, for the State Library to support libraries that (a) serve a broader range of users than their expected type-of-library clientele, (b) serve as a resource for other libraries and (c) participate in regional (bring back the ZOCs!) and/ or statewide multitype cooperative projects. Staffing at the State Library should be redirected accordingly. We need collection specialists and facilities planners, not consultants who arrive in a community that has a dozen libraries and visit only one.

Some of the News is Bad

If readers have any sympathy at all for the view that one weakness of the State Library is its historical commitment to being the Division of Public Libraries, then perhaps there will be no violence in response to the suggestion that city and county public libraries are the biggest obstacle to multitype library networks, to new roles for the State Library and to library progress in North Carolina generally. Strong words, I know.

Public libraries appear to lag behind other types of libraries in terms of representativeness. It is well known that only one of the seven largest public libraries in North Carolina has a woman as director. I suspect that many senior public librarians at the assistant/associate director and department/branch head levels haven't ever crossed the state

line to work in another library. Many have made only lateral moves within the state or have been in the same job for fifteen years or more. Surely most people reach a plateau in each job they hold, a point beyond which no substantial learning takes place and no new challenges are found. Absence of change is as bad for people as it is for organizations. At the very least, upward mobility of younger librarians is limited, and the best of the new professionals may leave North Carolina for another state. Without adequate information about the characteristics of library staffs, it is unknown whether minorities and other persons representative of the clientele served are present in reasonable numbers among public library staffs. As with academic libraries, the more visible public library positions do not seem to have the level of representativeness that would benefit our profession.

Without question, public libraries contribute greatly to the cultural, social and educational life in our state. Their staffs work under sometimes difficult financial and political constraints to respond to the needs of their communities. I do think, however, that there are three groups (for lack of a better word) associated with municipal public libraries that affect progress toward a more cooperative statewide library environment. These groups are trustees, Friends (especially the Statewide group), and the Public Library Directors Association. These groups, I think, promote public libraries to the extent that there is a negative effect on other libraries and on community attitudes toward multitype library cooperation.

Trustees rightly advise and support the library in its local area, but some trustees are overly enthusiastic in persuading local officials, businesses, and legislators to support projects that benefit only one library and, even that, on a temporary basis. At the state level, some of the pork barrel allocations to

public libraries may do more harm than good. If a local library cannot exist without a few thousand dollars obtained each year by a helpful state legislator, then that community's need and support for the library must be very weak.

Friends of the Library groups do a very good job for the public and academic libraries they support. It is the state and national organizations that concern me because they were founded to promote municipal libraries. Although some statewide Friends groups are changing to a broader emphasis, I continue to believe that libraries can do without them. The American Library Association also has made several efforts to help publicly funded libraries obtain support from business and industry and from other sources. Whether or not these have been fully or partially successful, I think that they serve mainly to distract attention from the need for strong, ongoing state and local level funding support for publicly funded libraries. A library "friend" must do more than raise money. Raising consciousness about library staffing and the need for services to all segments of the community would be a very friendly gesture.

Perhaps someone can explain why there is a Public Library Directors Association. Isn't the Public Libraries Section of NCLA adequate for the needs of public librarians, whatever their job titles?

A Candidate for Change

Surely the most change-resistant organization of them all is the North Carolina Library Association. It is our very own immovable object. If there is such a thing as imitation representativeness, NCLA has it. Rotating the presidency among type-of-library candidates is not only a contrived mechanism, but it also suggests that natural selection doesn't work, that the size of

the talent pool in each category doesn't matter, and that outstanding professional librarians must be interested in and knowledgeable about only the type of library in which they are presently employed. The rotation system is especially offensive because of the two-year term of office. Presumably, when a public librarian becomes president of NCLA, there cannot be another president from a public library for at least six years (eight if a special libraries section is added) even though the number of public librarians in North Carolina is large. Lack of representativeness is evident in other ways. Consider NCLA committee assignments. Why have some committees been chaired by the same person for long periods of time? Surely we have enough talent in the state to give new people a chance. Why have some people served on as many as five committees in a particular biennium when other members have never been invited to serve? Consider NCLA round tables. Many readers will remember how recently the NCLA leadership expressed the opinion that there was no need for round tables concerned with women in librarianship and with ethnic minorities.

The Futures Committee of NCLA presented a series of recommended changes to the NCLA Executive Board last fall. The Committee report has been sent to all members for their review. The report is very good and the changes recommended are the most basic changes needed to give NCLA new life. Nevertheless, early reports are that there is much resistance to change and much misinformation about the implications of the Futures Committee report. Not all of the present NCLA Board members are working in support of the needed changes. Perhaps it is inevitable that some of the people in charge now want to stick with the system that put them in charge. Meanwhile, some of the sections have good leadership and good

programs. They continue to serve their members and, except for financial matters, they have little reason to be involved with the NCLA superstructure.

Unsung but Heroic Participants

Special libraries in North Carolina are not mentioned as a group because so many of them are small and/or associated with a university library. All of the health sciences librarians are active in cooperative efforts and in professional activities. Representativeness for this group and for the private sector health industry libraries is managed by a minority group of sorts, librarians having one or more degrees in the sciences. The large special libraries associated with federal government agencies have participated in statelevel activities when these were compatible with agency mission and funding. Individual librarians give generously of their time in working with library education programs and in service on committees. Private sector special librarians usually are receptive to inquiries about a role in networking if placing their collection records in a public file is not required.

The community and technical college libraries and learning resource centers are fortunate to have employed some of the most outstanding librarians and library managers in the state. How these fine and talented people are able to triumph in such difficult work environments is a puzzle to me. Surely community college librarians operate in the most political, most poorly supported (institution and state agency level), and most undermanaged organizational settings in all of North Carolina. Nevertheless, some individual librarians have brought their institutions and their staffs into valuable roles in multitype library activities, e.g. the Western North Carolina Library Association, the Cape Fear Region

libraries. In the east and northeast, some of the community and technical colleges have provided a base for off-campus degree programs offered by East Carolina University and other universities, often without adequate support from the universities they serve. These relationships should strengthen as the value of the community college collections are more widely recognized, a process that will accelerate now that most of the bibliographic records from community college collections are part of the North Carolina online union catalog.

The Observer Concludes

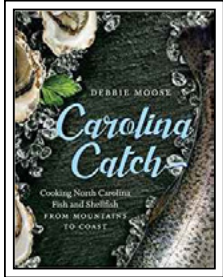
Without change and without representativeness in staffing, there is not enough energy available to get needed work done in libraries and in communities. All libraries have high visibility in whatever organizational setting they are in; the examples they provide with their staffing patterns, quality of management and planning, and statewide perspective will benefit our profession as well as other agencies of local, county and state government. Local officials and state legislators will be as impressed with our broader view of our mission as we think they are with our narrower one.

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North Carolina Books

Compiled by Al Jones



Carolina Catch: Cooking North Carolina Fish and Shellfish from Mountains to Coast

By Moose, Debbie.

Chapel Hill: University of North Carolina Press, 2018. 185 pp. \$35.00. Hardcover ISBN: 978-1-4696-4050-1. E-book ISBN: 978-1-4696-4051-8.

Debbie Moose is the author of several regionally focused cookbooks, including *Southern Holidays* and *Buttermilk*. *Carolina Catch*, her latest one, celebrates North Carolina fish and shellfish from the coast to the mountains through a series of sections, vignettes, and mouth-watering recipes. Moose advocates that locally sourced fish and shellfish be used for its freshness and availability and encourages the reader to substitute seasonally available, lesser known fish, for more popular ones.

The cookbook begins with a brief historical overview of how seafood has impacted North Carolina's culture and economy, introduces the reader to contemporary issues in the fishing industry, and provides a helpful list of resources for further information. The Best Basics section is a detailed, clearly written guide to selecting, storing, preparing, and cooking fish and shellfish of all types. The Think Seasonal section lists when wild-caught fish and shellfish are most plentiful in the state by season, describes the texture and taste of each

kind of seafood, and frequently recommends cooking methods as well as notes similarities in taste between types of fish. The recipe section is interspersed with six vignettes of local fishermen, fisheries, and organizations that highlight some of the environmental and political issues that North Carolina fishermen and fisheries face today.

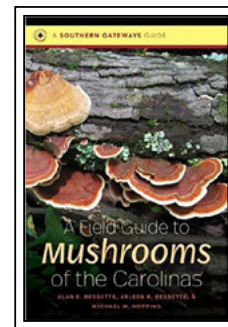
Ninety-six tantalizing recipes are the heart of the cookbook. Recipes are logically organized into appetizers, soups and salads, main dishes, and finally, sides, sauces, and sassy goodies. Each recipe occupies its own page which makes the cookbook easy to use in the kitchen. Recipes include a list of ingredients, easy-to-follow instructions, serving size, and in many cases, a list of alternatives to the main fish or shellfish ingredient to encourage the cook to experiment with seasonally available, local fish and shellfish. Attractively photographed, full-color dishes accompany some of the recipes while the well-organized index leads back to recipes by type of fish or shellfish, category of dish, and recipe name.

Novice cooks will benefit from the carefully written instructions for each recipe, while experienced cooks will enjoy adding the range and variety of fish and shellfish recipes to their repertoire. After all, who could resist recipes like Mini Crab Cakes with Mustard-Caper Sauce, The Asbury's Warm Kale Salad with Mountain Trout, Hatteras-Style Clam Chowder, or Grilled Amberjack Tacos with Summer Corn Salsa and Chipotle Mayo?

This cookbook would be a welcome addition to public libraries from the North Carolina coast to the mountains

because of its geographically wide-ranging fish and shellfish recipes. It would also make a great gift for cooks of all skill levels and for those of us who want to start adding more fish to our diets, but don't know how to begin. Bon Appetit!

Teresa LePors
Elon University



A Field Guide to Mushrooms of the Carolinas

By Alan E. Bessette, Arleen R. Bessette, and Michael W. Hopping.

Chapel Hill: University of North Carolina Press, 2018. 412 pp. \$30.00. Paperback ISBN: 978-1-4696-3853-9. E-book ISBN: 978-1-4696-38.

Mushroom lovers and collectors in North and South Carolina will eagerly adopt this new field guide as a trusted companion. The localized information allows readers to learn about and identify mushrooms from all of our states' regions, including the Blue Ridge Mountains, Piedmont, Southeastern Plain, Middle Atlantic Coastal Plain, South Atlantic Coastal Plain, and Cities, Towns, and Farmsteads.

Labeled drawings are useful in refreshing our knowledge of mushroom structure, and beautiful color photographs illustrate every specimen. Identification begins by using a color key,

followed by subgroups and mugshots. Identification keys guide users through questions that clarify fungal characteristics. A fascinating variety of mushroom groups includes the gilled mushrooms that most of us know, as well as stranger varieties like crust and parchment fungi, jelly fungi, stinkhorns, puffballs, morels, truffles, fungal plant pathogens, and many others. Scientific and common names are included. A glossary defines fungal colors and characteristics. The importance of using spore printing for mushroom identification is emphasized, including step-by-step instructions for this patience-requiring exercise.

In the company of a 6-year-old, I took this field guide for test run on my 25-acre farm in southern Alamance County. Summer is not peak mushroom season, but several rainy weeks seemed promising for a mushroom crop. The “Getting Oriented” and “Mushrooming Gear” sections of the book heightened my awareness for “seeing” and gave me a plan for transporting whatever we found. The 6-year-old, closer to the ground, was a better mushroom hunter! We found a brown and a red bolete and a colony of tiny, frail gilled mushrooms. The brown bolete yielded a fantastic overnight spore print, and I believe I correctly identified both boletes (though not the gilled mushrooms). A good time was had by all.

Though this guide offers information about the edibility of mushrooms, the publisher issues a disclaimer that information in this book should not guide mushroom consumption. Those who are looking for a culinary guide might choose instead *The Complete Mushroom Hunter: An Illustrated Guide to Finding, Harvesting, and Enjoying Wild Mushrooms*, 2015, by Gary Lincoff.

The Bessettes are professional mycologists and Hopping is an amateur mycologist and a member of the Asheville Mushroom Club. The book’s extensive references include seven earlier

books by A.E. Bessette, including his 2007 *Mushrooms of the Southeastern United States*.

This field guide would be popular on a “new books” display in public libraries, and content is technical enough to serve as a valuable reference in academic and botanical-garden libraries in both North and South Carolina.

Dianne Ford
Elon University



Print News and Raise Hell: The “Daily Tar Heel” and the Evolution of a Modern University

By Kenneth Joel Zogry.
Chapel Hill: University of North Carolina Press,
2018. 350 pp. \$39.95. ISBN 978-1-4696-0829-7.

This absorbing chronicle of the history of the Daily Tar Heel, the student newspaper of the University of North Carolina at Chapel Hill, captures the cultural, social, political, and historical events that influenced the campus from the newspaper’s start in 1893 as a publication of the Athletic Association through its next 100 years, with an epilogue that briefly brings the story to contemporary times. Zogry, a public historian with two published books on Vermont furniture and the history of the Carolina Inn, presents a striking look at how the Daily Tar Heel reported news and had an impact not simply on campus but also reached out to alumni, the state, and even the nation through its articles and editorials.

The text highlights the perspectives of editors throughout the

decades as they responded to events. Themes that run throughout the narrative are freedom of the press and free speech, academic freedom, and the influence of big-time athletics at a public university. The book emphasizes the role of the newspaper as it looked at how students were affected by local issues, such as growth of the campus, sports, and the impact of the university’s presidents and chancellors. Zogry’s engrossing description of broader statewide factors included the tension between liberal and conservative ideals and how they factored into legislation and funding concerns. Nationwide issues appear in decades of news coverage regarding war, McCarthyism, desegregation, civil rights activism, gender roles and identities, and calling out intolerance. Zogry aptly details the efforts of editors in addressing social and cultural issues in a public forum, and he acknowledges that perspectives varied and were not always consistent. Even knowing the outcome of events, the tension in Zogry’s writing makes the stakes feel current, as when he describes the experiences and articles by staff reporters and photographers on site in Birmingham during civil rights protests in 1963. News about sports and the athletics programs is a continuing topic throughout the coverage period with stories on scandals, alumni involvement, amateur status, and the shift from football to basketball as the preeminent sport on campus.

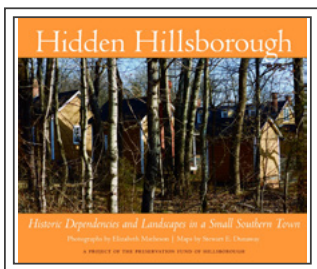
While the book concentrates on events as they unfolded, Zogry makes reference to the later professional lives of the editors, photographers, cartoonists, and staff, many of whom went on to careers with national newspapers and successful businesses, administrative and academic roles in higher education, and public lives as politicians. The influence of

the experiences of the students while serving on the paper extended well beyond their years on campus.

Photographs of newspaper content and key figures and events add context to the account of the newspaper.

This title is highly recommended for libraries with readers interested in North Carolina history, journalism, or the history of the University of North Carolina at Chapel Hill.

Christine Fischer
University of North Carolina at Greensboro



Hidden Hillsborough: Historic Dependencies and Landscapes in a Small Southern Town

By Elizabeth Matheson and Stewart E. Dunaway.
Hillsborough: Eno Publishers, 2017. 194 pp.
\$27.50. ISBN 9780997314434

Histories have been published for numerous towns in North Carolina, but few, if any, have their sole focus on historic dependencies and landscapes that have made up a town over time. *Hidden Hillsborough* presents readers with an exploration of these dependencies and how they were used and viewed during the early history of one of North Carolina's most storied and well-known towns.

A project of the Hidden Hillsborough Committee and sponsored by the Preservation Fund of Hillsborough, *Hidden Hillsborough* was created to interpret, provide documentation for and educate current and future generations on the dependencies that are scattered around

Hillsborough. The scope of work is from 1754 – when Hillsborough was founded – to 1915, and includes dependencies located in the National Register Historic District along with the adjacent National Register properties on the immediate outskirts of the town. This book contains 123 photographs captured by photographer and Hillsborough native, Elizabeth Matheson, and is accompanied by maps by Stewart E. Dunaway and informative essays on the dependencies by various contributors.

A brief history and explanation of the historical importance of the town of Hillsborough in the first chapter is a thoughtful segue to the next six chapters, which explore dependencies pertaining to daily life in one's own dwelling. These include kitchens, slave houses, smokehouses, spring and well houses, barns, as well as a chapter compiling icehouses, dining rooms, laundries and outhouses. Readers will begin to understand the thought behind creating these outbuildings, such as constructing a separate kitchen facility from the main living quarters to "lessen the danger of a cooking fire spreading to the main house," as well as to "accentuate the divide between those who were served and those who did the serving" (p. 19).

The remainder of the book explores the community and public dependencies that relate to public life: trees and gardens, streets and pathways, offices, school buildings, and cemeteries. Readers will discover that the trees and gardens were planned at the time of Hillsborough's founding to "evoke a gracious setting for a new town" (p. 92), the well-known "Dark Walk" path along the Eno River that was depicted on postcards during the twentieth century, and the high number of prestigious schools that attracted children of state officials, doctors and lawyers.

Also of note were the law offices that were located on residential properties as an addition to many homes – many of

which played a part in American history. For example, Chief Justice Thomas Ruffin prepared many landmark opinions in his law office, such as those on the treatment of slaves and of judicial independence. In addition, two former North Carolina governors, William Graham and David Swain, met in Graham's law office to discuss the arrangement of an early surrender of Raleigh to General Sherman.

Hidden Hillsborough, a unique historical look at southern life, is an excellent addition to any libraries wishing to add to its North Carolina history collections.

David Miller
Farmville Public Library



Redemption: Carolina Basketball's 2016-2017 Journey from Heartbreak to History

By Adam Lucas, Steve Kirschner & Matt Bowers.
Chapel Hill: University of North Carolina Press, 2017. 214 pp. \$35.00. ISBN 978-1-4696-3211-7.

When the final whistle blew on the basketball court in Houston, Texas, in April 2016, Justin Jackson, Joel Berry II, and Theo Pinson felt heartbreak, but also made a collective vow that they would return to the national championship game in 2017 and win a championship for the UNC Tar Heels. In *Redemption: Carolina Basketball's 2016-2017 Journey from Heartbreak to History*, Adam Lucas, Steve Kirschner, and Matt Bowers chronicle the UNC Tar Heel basketball team's effort to turn "defeat into victory" by winning

the championship in 2017, one year after suffering a heartbreaking loss in the 2016 campaign to Villanova University. By doing so, they accomplished the same feat as UNC (1982 and 2017), Duke (1991), and Kentucky (1998).

Ultimately, Lucas, Kirschner, and Bowers structure their book by including key victories of the regular season (accompanied by color photographs and player quotes) as well as facts about the 2016-2017 UNC basketball team and Coach Roy Williams. Specifically, readers will encounter the following features: memorable events of the season such as the “Late Night With Roy” program, the team trip to Ft. Bragg to practice in front of the troops (October 2016), and a visit from President Barack Obama to the UNC campus (November 2016). Also, there’s a special section for Coach Roy Williams’s coaching highlights: (2007 Naismith Hall of fame inductee and the first coach to win three NCAA national championships at his alma mater) and UNC player profiles (Justin Jackson becoming the 14th player to win ACC Player of the Year honors and Kennedy Meeks being one of six UNC players to start in two different NCAA title games during the 2016 and 2017 seasons). The authors do not include any index or extensive bibliography in the book, but do include color photographs and mention specific player recollections about the 2016-2017 basketball season.

Adam Lucas is a columnist for *GoHeels.com*, the official website of Carolina Athletics. In addition to *Redemption: Carolina Basketball’s 2016-2017 Journey from Heartbreak to History*, he has written, *Carolina Basketball: A Century of Excellence*. Steve Kirschner is Senior Associate Athletic Director for Communications at the University of North Carolina. Matt Bowers is Associate Director of Athletic Communications at UNC Chapel Hill. Lucas, Kirschner,

and Bowers have co-authored *Led by Their Dreams* and *One Fantastic Ride* which detail the 2005 and 2009 national championship teams, respectively.

This book is intended to help readers gain a glimpse into the emotional journey of the UNC men’s basketball team as they traveled from heartbreak to redemption. Because of its specific scope and subject matter, *Redemption: Carolina Basketball’s 2016-2017 Journey from Heartbreak to History* would be suitable for inclusion in any academic, public, or special library with a collection focusing on North Carolina sports history.

David W. Young
University of North Carolina at Pembroke



Dream of a House: The Passions and Preoccupations of Reynolds Price

Alex Harris and Margaret Sartor, eds.
Staunton, VA: George F. Thompson Publishing,
2017. 151 pp. \$40.00. ISBN: 978-1-938086-49-6.

D*ream of a House: The Passions and Preoccupations of Reynolds Price* is a memorial to and a carefully curated glimpse into the life of the late prolific North Carolina author. Living at the same residence for close to 45 years before his death in 2011, Price amassed an eclectic art collection in his home that the editors Alex Harris and Margaret Sartor meticulously document and pair with excerpts from Price’s writings. Harris is a photographer, writer, and professor at Duke University and his other works include *Why*

We Are Here: Mobile and the Spirit of a Southern City, another documentary/photography based work of non-fiction. Sartor is also a photographer, writer, editor, and Duke University professor whose written works include books about photography (*What Was True: The Photographs and Notebooks of William Gedney*) plus co-editing a memoir (*Miss American Pie: A Diary of Love, Secrets, and Growing up in the 1970s*). Harris and Sartor’s experience shows in the care and craftsmanship seen in *Dream of a House*.

The title *Dream of a House* comes from one of Price’s poems of the same title that appears in its entirety in the book. The poem touches on themes of home and spirituality which are interwoven throughout the entire work. Adding to my initial impression of the book is the effect of the book jacket. The hardback cover is comprised of two photographs taken of some of Price’s art collection — one image on the front and another on the back. The cover jacket is opaque and somewhat obscures the details of the cover photographs, creating an effect like peeking into a window with a sheer curtain. This helps to create a dream-like aura that visually reflects the title of work and aids with setting the overall tone.

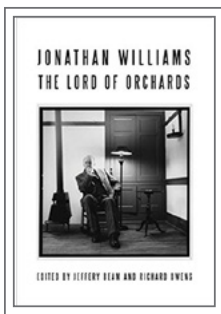
As mentioned above, the main text of the work is comprised of photographs taken by Harris of Price’s home and expertly paired with snippets of Price’s writings and past interviews. Seeing the intimate details of Price’s home, such as his collection of books, music, framed photographs of family and loved ones, the artwork he chose to adorn his walls gives readers a strong impression of what Price held dear. The words chosen beside each image help solidify the sensation of peeking into someone’s life through a window.

After the main text, there is a

concluding essay by Harris and an afterword by Sartor. Both pieces, especially Harris's essay, give context and further insight into Price's life, work, and passions by discussing more of Price's personal history and memories of him. The essay and afterword create a satisfying conclusion to the work.

Dream of a House is good for a general adult audience and would be ideal for those interested in the visual arts and Southern literary history. I would recommend this title for libraries interested in or already collecting works on photography, Southern writers, North Carolina writers, prominent North Carolinians, and any other works by Reynolds Price, since this title serves as an excellent supplement and bookend to his oeuvre.

Tiffany Henry
University of North Carolina at Greensboro



**Jonathan Williams:
The Lord of Orchards**

Jeffery Beam and Richard Owens, eds.
Prospecta Press, 2017. 496 pp. \$30.00.
ISBN 978-1-63226-087-1.

“Grit and vision seems to sum up the career of this strange man,” writes Ronald Johnson of Jonathan Williams, a member of North Carolina's Literary Hall of Fame. Williams who centered his life in Highlands, North Carolina, was a renaissance man. He was a poet, founder of the Jargon Society,

photographer, cultural anthropologist, collector, and gourmand. Anne Midgette in her selection in this collection described Williams's method of collection as “He approached the world with the attitude that there was many great things in it [the world] that not enough people knew about, and set about to find them, earning him the epithet, from Hugh Kenner, “The truffle hound of poetry.”

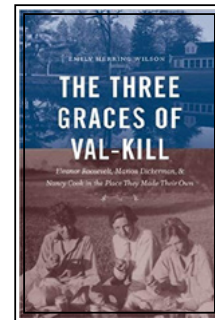
Born in Asheville, Williams attended Black Mountains College after dropping out of Princeton. While at Black Mountain College, he came under the influence of Charles Olsen. Williams started what would become Jargon there. Olsen's call for his students to go beyond the page with poetry appealed to Williams's eclectic nature. The Jargon Society published avant-garde poetry and discovered poets such as Denise Levertov, Robert Duncan, Basil Bunting, and others.

The book is a festschrift honoring the work and spirit of Williams. Divided into four sections, “Remembering”, “Responding”, “Reviewing”, and “Recollecting,” the book remembered and discussed Williams's contribution to poetry, photography, and culture. There are also photographs of Williams, his friends and various scenes. The entries are written by friends, colleagues, and artists Williams assisted and influenced. These entries paint a picture of Williams like he described the Lord of the Orchards in a one of his poems, “The Lord of Orchards/selects his fruit/in the Firmament's/breast. Williams selected the best from artists he searched out and encountered.

This book should not be read steadily cover to cover. It is a book that inspires and offers a way of looking at the world. Williams once said he wanted “poetry that has whang in it.” Reading and comprehension of such a book takes time. Literary scholars may read it steadily. Artists will read slowly to savor it.

Recommended for all libraries that collect literature about the Black Mountain College literary movement, books about North Carolina writers, members of the North Carolina Literary Hall of Fame, and libraries that want to inspire artists.

Robert Arndt
University of North Carolina at Pembroke



**The Three Graces of Val-Kill:
Eleanor Roosevelt, Marion Dickerman,
and Nancy Cook in the
Place They Made Their Own**

By Emily Herring Wilson.
Chapel Hill: The University of North Carolina Press,
2017. 222 pp. \$25.00. ISBN 978-1-4595-3583-6.

In *The Three Graces of Val-Kill: Eleanor Roosevelt, Marion Dickerman, and Nancy Cook in the Place They Made Their Own*, Emily Herring Wilson provides a fresh perspective on the role of female friendships in shaping Eleanor Roosevelt's life. The “Three Graces” of the title so dubbed by Franklin D. Roosevelt; and Eleanor Roosevelt's friendships and working relationships with Dickerman and Cook are central threads of the book.

The first chapter provides a sketch of Roosevelt's life that gives sufficient context to orient those familiar with Roosevelt, while also providing details to pique the interest of those who may be unaware of the breadth of her accomplishments. The following chapter gives an introduction to Dickerman and Cook, with brief biographical backgrounds and the establishment of their

connections to Roosevelt. Together, the three women were heavily involved in activism and politics in the lead-up to Franklin D. Roosevelt's 1928 election as governor of New York State.

In subsequent chapters, Wilson delves further into the three women's work in politics and activism, independence as a factor in their lives (both in thought and action), the complexities of the relationships between the three women, and other female friendships and relationships that helped shape Roosevelt's life. The theme of female agency is a critical force in the story, and it connects directly to the book's title. Desiring a space of their own, Roosevelt, Cook, and Dickerman built Val-Kill cottage on Franklin D. Roosevelt's family land in Hyde Park. The three women paid for the construction of the cottage themselves and contributed equally to the costs.

Wilson doesn't skirt away from the darker sides of Roosevelt's life, such as the difficulties she experienced--and contributed to--in her relationships with her husband, children, other family members, and friends. Wilson notes factors that led to the stereotype of Roosevelt as a "bad mother," and she delves into what is known about the breakdown of Roosevelt's friendships with Cook and Dickerman. But Wilson also provides context and modern perspective, touching on the unrealistic expectations set by society--and by Roosevelt herself--for women to "do it all."

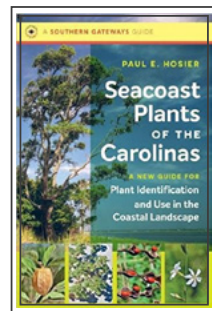
The book includes a timeline and index to help orient readers and a section of black-and-white photographs to provide visual context for people, places, and events. The author relies heavily on primary archival sources and provides notes and a selected bibliography for further reading.

Emily Herring Wilson resides in Winston-Salem and is a graduate of Women's College of the University of North Carolina (now The University of

North Carolina at Greensboro) and Wake Forest University. She is a poet and historian, with previous works that focus on women's lives, friendships, and experiences in the American South. She was the 2007 recipient of the John Tyler Caldwell Award for the Humanities, awarded by the North Carolina Humanities Council.

The *Three Graces of Val-Kill* is a reminder that some of the issues at the forefront of politics today--women's rights, civil rights, world peace, and improved healthcare for all Americans--are things that Roosevelt and her compatriots were fighting for during their time. The book will complement public and academic library collections, and it should appeal to readers with interests in historical views on female friendships and relationships, Eleanor Roosevelt's life, and the roles of women in politics during Roosevelt's time.

Anna Craft
University of North Carolina at Greensboro



Seacoast Plants of the Carolinas: A New Guide for Plant Identification and Use in the Coastal Landscape.

Hosier, Paul E.
Chapel Hill: University of North Carolina Press, in association with North Carolina Sea Grant, 2018.
ISBN: 9781469641430 (pbk) and 9781469641447 (ebook). \$28.00. 504 pp

Paul E. Hosier's *Seacoast Plants of the Carolinas* is an updated version of the classic written by Karl Graetz and first published by

North Carolina Sea Grant in 1973. Hosier, professor emeritus of botany at the University of North Carolina at Wilmington, provides essential information on plant life in the coastal zone the Carolinas (North and South).

The handy paperback guide includes detailed profiles of more than 200 plants, with color photographs, information about identification, value to wildlife, relationship to natural communities, propagation, and landscape uses. The guide includes background on coastal plant communities, including the effects of invasive species and the benefits of using native plants in landscaping; a section on the effects of climate change on the coast and its plants; and a list of natural areas and preserves open to visitors interested in observing native plants. The guide has a glossary and index that includes plant names and scientific terms.

This helpful guide should be in the reference as well as the circulating collections of all libraries (school, public, and academic) that serve patrons interested in the conservation of and landscaping with native plants. To quote Katherine Mitchell of the North Carolina Aquarium of Roanoke Island, "this long-awaited new edition will be a valuable resource for all those who love the North Carolina coast."

Al Jones
East Carolina University



Ralph Scott

MOOCs For Librarians

We are all familiar with the online college concept with its open web access and unrestricted enrollment opportunities. Massive Open Online Colleges, MOOCs for short, have become a popular way for a lot of people to study. Some 25 million people have enrolled in classes from traditional universities as well as new online start-ups such as Coursera, Future Learn, and EdX. While there are studies that show low completion rates for many of these courses, overall attendance has been good with the majority of these students being college graduates who want to “improve their skills” (Zhenghao September 22, 2015).

A number of these MOOCs (as well as complete MLS programs) are targeted for librarians and para-professionals. I have enrolled in a number of these courses to enrich my job skills. The first one I signed up for was a Future Learn class run by the University of Glasgow “Antiquities Trafficking and Art Crime.” This course was a lot of fun and really helped me in my work as a special collections librarian. Future Learn next suggested that I enroll in another University of Glasgow class entitled “Early Modern Scottish Palaeography: reading Scotland’s records. This course delved into reading the early hands of the Scottish court clerks. Most recently I completed a course taught by Keio University on “Japanese Culture Through Rare Books.” I have tried one Coursera class from the University Colorado/University Complutense Madrid “Deciphering Secrets the Medieval Manuscripts of Europe.” While

this course was interesting and I learned a lot, the assignments were difficult and the instructor provided little feedback. I also have taken courses sponsored by professional associations such as the Society of American Archivists class “Describing Archives: A Content Standard (DACs).”

An interesting MOOC of use to new librarians is David Lankes (Syracuse University) “New Librarianship Master Class” (<https://davidlankes.org/new-librarianship/new-librarianship-master-class-mooc/>). This class is divided into four weekly sessions covering the mission of libraries, pressures exerted by communities on libraries, continuity and changes in libraries over time, and the difference between sharing and lending. While this is typical of courses in librarianship MOOCs offer, other topics can be studied as well using this open course system: foreign languages, history, politics, literature. In fact almost any topic this is covered in the standard university curriculum can be found on a MOOC. An older pre-MOOC course system is also run by the Learning Company under the title of “The Great Courses” (<https://www.thegreatcourses.com/>). Founded in 1990 by Tom Rollins, Great Courses started out on VHS tapes and now uses primarily DVDs and web based delivery systems. Rollins claims on his web site that over 19 million courses have been taken since the company’s founding. Great Courses are like MOOCs only they lack in interaction you get with the regular classroom or online setting.

Library Schools would do well to incorporate a number of these courses into certificates of advanced study that could be marketed to professionals in a number of fields. In taking these courses themselves, librarians can gain insight into the issues that patrons face when attending MOOCs. I frequently see students at library computers online with various MOOCs. I’m better able to help patrons with problem with these courses having taken a number of them myself.

It is interesting to note that these MOOCs have become an extension of the Benjamin Franklin’s notion of a free public library system. These low or no-cost instruction platforms help to educate the citizenry and thus according to Franklin’s ideals create a better informed group of decision makers. MOOCs provide a new means of access to an education for library users that is independent of the traditional classroom setting and cumbersome bursar’s fees. Helping users view and use these MOOCs is something that every library can add to their service portfolio. The demand for MOOCs will increase the usage of web resources in libraries and as a result require libraries to increase their web presence and wi-fi services. Librarians needs to be up to speed on this type of learning, both through observation of patrons and via MOOC courses they have taken themselves. It will be interesting to watch this aspect of online learning and its transformation into educational delivery in the future.

William Joseph Thomas, Assistant Director for Collections and Scholarly Communications,
Joyner Library, East Carolina University

NC DOCKS at 10: A Conversation with Anna Craft

NC DOCKS is an acronym for North Carolina Digital Online Collection of Knowledge and Scholarship. The most visible part of NC DOCKS is a shared institutional repository available online at <https://libres.uncg.edu/ir/>. However, NC DOCKS is also a group of librarians from member institutions who cooperate to make the scholarly output of the University of North Carolina system more widely available. The member representatives meet annually to discuss and develop consensus on proposed interface enhancements and changes to guiding principles. The NC DOCKS group is led by Anna Craft, Coordinator of Metadata Services at Jackson Library, UNC Greensboro. Anna works to “integrate aspects of metadata and scholarly communications” by “coordinating institutional repository services and ensuring discoverability of the Libraries’ resources through accurate and adequate metadata description.”¹ Anna provided details about the origin and goals, staffing, services, and potential future plans for NC DOCKS.

The purposes of NC DOCKS—then, as now—are to “collect, preserve, index, and distribute scholarly works... in order to make [them] available to a global audience.”² UNCG’s Tim Bucknall recalls that the first meeting of the NC DOCKS group was May 1, 2007, at Jackson Library, UNC Greensboro. Representatives from UNCG, Appalachian State University, East Carolina



University, UNC Charlotte, UNC Pembroke, and UNC Wilmington came to discuss options for a low-cost, shared, and cross-searchable repository. “At that meeting,” he writes, “we focused on what kind of platform would work best. We looked at commercially hosted solutions (like Digital Commons), locally hosted open source products (DSpace at UNCC and ECU), and a UNCG-hosted custom build. The group decided that the custom build option seemed to offer the most value at the best price.” Representatives reached consensus at an August 28th meeting on shared principles and key features of a shared IR, and development began. Tim Bucknall and Richard Cox of UNCG’s Electronic Resources and Information Technologies division developed the NC DOCKS repository and continue to be involved in the project.

The NC DOCKS repository first went live in November 2008, nearly a decade ago, and was promoted to faculty beginning in January 2009. Under the leadership of library personnel from UNC Greensboro, NC DOCKS began with four other founding members: Appalachian State University, East Carolina University, UNC Pembroke, and UNC Wilmington.

Each of these founding schools provided funds of \$3,500 per year for three years to UNCG to offset the development costs, and all members now contribute a small annual maintenance fee. The group agreed to review NC DOCKS at the end of that first three-year period and determine collectively if NC DOCKS was worth continuing. Of course it was, and representatives have continued to meet on an annual basis.

At UNCG, there is no one who is dedicated 100% of the time to work on NC DOCKS; Ms. Craft devotes about ¼ of her time to it, including her role coordinating the member group, providing training, and serving as point of contact. Three Technical Services staff members devote roughly a third of their time combined to add theses and dissertations, check publisher permissions and add faculty publications. Outreach and promotion of NC DOCKS to UNCG constituents is a responsibility shared by a new library faculty member, liaison librarians and the Assistant Dean for Collection Management and Scholarly Communication. Librarians at member institutions are responsible for outreach to their campuses, verifying permissions, and depositing items.

According to Anna Craft, NC DOCKS was designed to facilitate full-text searching of materials through Google and the open web, with the understanding that those entry methods would be the primary access point for most users. The initial plan was to not create a complex, feature-rich NC DOCKS user interface, but instead to focus on getting the users quickly and easily into the content no matter where they started. In part, this choice affected the amount of customization each member school could expect, although the NC DOCKS repository can be browsed or searched across all institutions, and each member library also has a scoped, institutionally-branded interface for its own content.

The scope for included content that the group agreed upon includes the requirement that the work be complete and final versions of scholarly, research, or educational works by faculty of a member institution, or final versions of theses, dissertations, or equivalent cumulative works by students. Further, these items would be deposited (not metadata-only, or abstract-only), and contributed on a voluntary basis to be made freely available online, with the authors granting their institution's library a non-exclusive perpetual right to preserve and distribute the works.

Individual authors have a basic profile which includes their contact details, a brief biographical sketch, an image, and a list of included publications. The publication listing on the profile page includes the title, date, number of views, and brief description. The figure below illustrates a successful faculty profile with publications sorted by highest number of views.

One of the major expansions of service for NC DOCKS begin in the fall of 2012, as NC DOCKS formed a partnership with the Odum Institute at UNC Chapel Hill to provide a repository for research data. Members of

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Research interests: Emotion--Motivation/Goal Setting--Research Methods/Assessment--Self/Identity--Social Cognition--Creativity--Psychophysiology

There are 126 included publications by Paul Silvia :

Title	Date	Views	Brief Description
Objective self-awareness theory: Recent progress and enduring problems.	2001	37320	Objective self-awareness theory has undergone fundamental changes in the 3 decades since Duval and Wicklund's (1972) original formulation. We review new evidence that bears on the basic tenets of the theory. Many of the assumptions of self-awareness ...
Assessing creativity with divergent thinking tasks: Exploring the reliability and validity of new subjective scoring methods.	2008	23254	Divergent thinking is central to the study of individual differences in creativity, but the traditional scoring systems (assigning points for infrequent responses and summing the points) face well-known problems. After critically reviewing past scori...
Assessing creativity with self-report scales: A review and empirical evaluation.	2012	19694	This article reviews recent developments in the assessment of creativity using self-report scales. We focus on four new and promising scales: the Creative Achievement Questionnaire, the Biographical Inventory of Creative Behaviors, the revised Creati...
Openness to experience, plasticity and creativity: Exploring lower-order, higher-order, and interactive effects.	2010	16680	What are creative people like? Openness to experience is important to creativity, but little is known about plasticity, the higher-order factor that subsumes openness. College students (n = 139) completed measures of the Big Five and measures of crea...

the group had realized that changing expectations for sharing research data could not be adequately met by the NC DOCKS repository, as data sets may have multiple versions, additional metadata requirements, and differing citation requirements. To meet these needs and allow member institutions to focus on working with individual faculty members on data management planning, NC DOCKS entered a partnership with the Odum Institute at UNC Chapel Hill.

The Odum Institute agreed to create, host, and maintain a customized Dataverse data repository for NC DOCKS members at no charge to them.³ In return, NC DOCKS members agreed to mediate deposits of faculty research data, specifically those which could be shared widely and did not include protected health information, personally identifying information, or other data which would need to be restricted. NC DOCKS holds metadata records that link to Dataverse, and which can be used to link deposited publications and their supporting data. Member libraries report modest use to date, and that primarily by faculty who are early in

their data management planning. Some of the faculty members have specified Dataverse as their repository of choice in their sponsored research applications, but have not yet collected the data. Others may be using subject-specific data repositories. As researchers become accustomed to funder mandates for sharing research data and as member libraries onboard data services librarians, members hope that use of the NC DOCKS Dataverse will continue to grow. The figure above shows the home page for the NC DOCKS Dataverse, which is available online at <https://dataverse.uncg.edu/dataverse/ncdocks>.

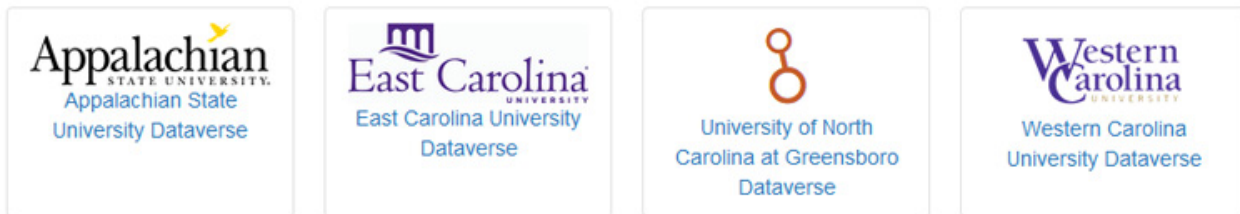
In addition to its mission to collect, preserve, and share the scholarship of its members, NC DOCKS' goals are also to raise awareness of open access on campuses, to help authors retain appropriate rights to their own scholarship, and to help member institutions demonstrate compliance with funder mandates for public access to publicly-funded scholarship. In support of these goals, NC DOCKS is exploring three initiatives: SHARE, ORCID, and MetaArchive.

NC DOCKS Dataverse

[UNC Dataverse](#) > **NC DOCKS Dataverse**

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NC DOCKS (NC Digital Online Collection of Knowledge and Scholarship) is an open-access database for collecting, preserving, and disseminating the scholarly and creative works of faculty and students for select University of North Carolina institutions. The NC DOCKS Dataverse contains data deposited by researchers working at affiliated institutions including Appalachian State University, East Carolina University, University of North Carolina at Greensboro, University of North Carolina at Wilmington, and Western Carolina University.



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SHARE is described as a “higher education initiative whose mission is to maximize research impact by making research widely accessible, discoverable, and reusable.”⁴ Founded in 2013 as a response to federal funders’ push toward public access to research publications and data, SHARE was developed by the Association for Research Libraries, the Association of American Universities, and the Association of Public and Land-grant Universities, and built by the Center for Open Science with support from the Institute of Museum and Library Services and the Alfred P. Sloan Foundation. In 2016, UNCG joined SHARE as a data provider as a test case. Since that time, there has been interest from additional NC DOCKS members, but SHARE has pulled back on adding providers while they work on a redesign of their service architecture. NC DOCKS will continue to monitor SHARE, especially in light of its commitment to public access.

Another initiative that NC DOCKS has been monitoring is ORCID. The Open Researcher or Contributor ID (ORCID) program, which launched in 2012, permits individuals to register for a unique identifier so that they can claim their scholarly products and funding awards.⁵ ORCID works with CrossRef to permit easy import of citation data for publications that have Digital Object Identifiers (DOIs). Since several major publishers and US federal funders have adopted ORCID, there has been more widespread interest on NC DOCKS member campuses. At their most recent meeting, NC DOCKS representatives agreed to add a field for ORCID numbers to author profiles.

The third initiative that NC DOCKS is monitoring is MetaArchive. UNCG joined this distributed digital preservation network in 2017 in order to preserve content from Digital Collections, and is considering adding content from NC DOCKS as well. The NC DOCKS

repository was built as a system for access—not a digital preservation repository, like MetaArchive, which provides distributed dark archives for member content, focused specifically on preservation. While not a preservation repository, NC DOCKS has implemented file fixity software Verisys, provides multiple backups of files, and is willing to migrate file formats if access file types change in the future.

In leading the NC DOCKS partner cohort, Anna and her colleagues try to keep up with open access developments that can help the group even if they do not seem directly related to NC DOCKS. Among these open access developments, the ones most likely to influence future initiatives within the NC DOCKS group are Open Educational Resources (OER), digital scholarship/digital publishing, and creating and sharing best practices and publicity materials for outreach. At its most recent annual meeting, members of the group agreed to form task forces

to research these issues. Results from the task forces will be considered by the group in future meetings.

Conducting an assessment of NC DOCKS means taking into consideration not only quantitative metrics, such as how many items were added in a year or how many views items had, but also qualitative measures. In particular, NC DOCKS is successful because it continues to meet the needs of member institutions. The group holds an annual meeting of partner representatives, during which the group reviews the principles, scope, and decision-making processes, and works by consensus on next steps in development. There are now nine partner schools, with the addition of Western Carolina University in 2011, UNC Charlotte in 2013, UNC Asheville in 2014, and North Carolina Central University in 2016. NC DOCKS is open to new partners in the UNC system; observers from sister schools have attended NC DOCKS meetings in the past to learn more about the initiative. Interested parties should contact Anna Craft (arcraft@uncg.edu) for more details.

What else should readers of *North Carolina Libraries* know about NC DOCKS? NC DOCKS was purposefully designed with a lightweight front end because group members expect

most traffic to come from Web searches. And **it works** to bring more visibility to scholarship from UNC schools. With just over 18,000 items across all of NC DOCKS, the article with the highest number of views is “[The Impact of Divorce on Children](#),” by David Demo, first published in the *Journal of Marriage and Family* in 1988, with more than 112,000 views. The next highest view count is about 105,000 for Dale H. Schunk’s “[Self-Efficacy and Academic Motivation](#),” published 1991 in *Educational Psychologist*. Long-time NC DOCKS representative Allan Scherlen recalls several professors from his home institution (Appalachian State University) who appreciate being able to direct their students to NC DOCKS, and who appreciate the visibility that NC DOCKS brings their work. One Political Science professor even commented that he was called to serve as an expert witness in a trial because his work was discovered on NC DOCKS. Allan himself says, “Making our university’s research open access to the world though NC DOCKS is a service to global research and education.”

Are you at an NC DOCKS member institution? Deposit your content today!

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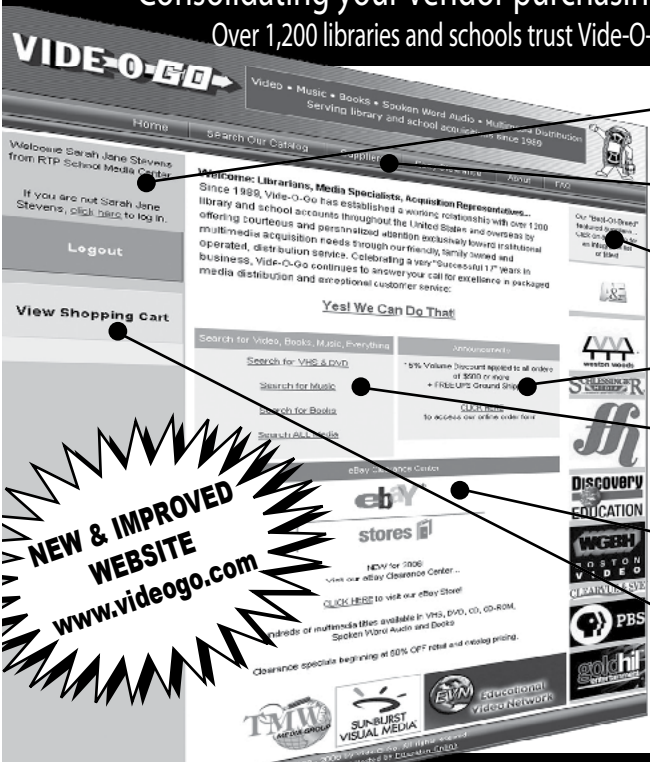
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