

2020-2021
PROGRESS REPORT



UNIVERSITY LIBRARIES
The UNIVERSITY of OKLAHOMA



TRAVIS CAPERTON

LETTER FROM THE DEAN

Greetings,

As Dean of the University of Oklahoma Libraries, I am pleased to provide the progress report for the 2020-2021 year.

Reflecting on the past year, we tend to think of the impact of the global pandemic as a time of closure, disruption, quarantine, and isolation.

However, at the University Libraries (UL), it was a time of connectivity, innovation, creativity, and great resilience—all areas of pre-existing expertise of our staff of information professionals who harness the leading edge of technology every day in their work.

While COVID presented sudden hard stops to many routines we thought could never be upended, UL conscientiously focused on preserving continuity for each member of our community. Maintaining access to collections, expertise, and research tools was never more important, as were strategies that included increased digitization, on-demand purchasing, and providing internet hotspots that extended faculty, student, and staff productivity where needed.

I am amazed and proud of the dedication, creativity, and ingenuity of our staff, whether working from home or those who continued to work on-site to keep resources like the InterLibrary Loan going.

Maximizing on our national partnerships with entities like the HathiTrust, the Greater Western Libraries Association, and others have also been key to our successes during the pandemic, and they helped UL remain a reliable staple in the academic lives of our community.

As an alum of the University of Oklahoma, where I began my career as a librarian just as they were flipping the proverbial switch on this thing called the “internet”, it is my honor to return to Norman this year and present my first progress report to our stakeholders. I hope the stellar work of our organization is evident in these pages and portrays our commitment to serving the research and learning needs of the OU community.

Respectfully,

Denise Stephens

Peggy V. Helmerich Dean of University Libraries

Professor, University Libraries

Professor, Library and Information Studies

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UNIVERSITY LIBRARIES

The UNIVERSITY of OKLAHOMA®

2020-2021 Progress Report

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Fine Arts Library
Youngblood Energy (Geology) Library
Engineering Library

Special Collections

Boorstin Collection
Chinese Literature Translation Archive
Harry W. Bass Business History Collection
History of Science Collection
John and Mary Nichols Rare Books
Western History Collections
William Bennett Bizzell Bible Collection

Satellite Locations

Couch Tower 3D Printing Lab
Library Service Center
Price College Digital Library

On the Cover

Bizzell Memorial Library from the South Oval
Photographed by Travis Caperton

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TRAVIS CAPERTON



**CONNECTION AND CREATIVITY:
THE UNIVERSITY LIBRARIES' COVID RESPONSE**





Almost 40% of OU Libraries' print book collection was available in full text through a simple log in and users could download one page at a time if needed.



HATHITRUST INCREASES USER ACCESS TO OU MATERIALS DURING UL COVID CLOSURE

OU library users were able to access digital versions of materials OU owns in print through the HathiTrust's Emergency Temporary Access Service (ETAS) during the library closure. OU faculty, students, and staff were able to "check out" digital copies for a limited time with automatic renewals on books still in use. Through an emerging digital lending method called controlled digital lending, ETAS allowed simultaneous checkouts for users matched to the number of print copies on our shelves. Almost 40% of OU Libraries' print book collection was available in full text through a simple log in and users could download one page at a time if needed. ETAS supplemented the existing digital collections and resources provided by OU Libraries as well as the 6.7 million public domain and Creative Commons-licensed works in the HathiTrust.

OU LIBRARIES ADAPTS TO CREATE A SAFE EXPERIENCE, INCREASED ACCESS FOR UNIVERSITY COMMUNITY

UL implemented mitigation measures, pivots online for instruction, collections access

STUDENTS, RESEARCHERS, AND FACULTY still needed places to study and work 2020-2021. University Libraries (UL) devised strategies to provide a safe environment for students, faculty, and staff to have continued access to library resources throughout the 2020-2021 year that included social distancing, masking signage, and enhanced cleaning measures to create as safe an environment as possible.

Following recommendations and guidelines from the University of Oklahoma's OU Together plan, student workers on OU Libraries'

Outreach Team deployed a number of initiatives to help slow the spread of COVID-19 at OU while ensuring digital access to UL's collections and resources.

Prior to students' return to campus, all of the library's common spaces and larger study rooms were measured to ensure that seating met social distancing guidelines with at least six feet of space. Any areas that did not meet the six-foot criteria were flagged with tape to ensure patrons can make the best decisions when on-site to study.

TRAVIS CAPERTON



Staff went into Bizzell to pull and process physical book requests which could not be fulfilled electronically when CDC guidelines did not allow entry into the building.



WHEN THE DOORS CLOSED, INTERLIBRARY LOAN STAYED OPEN

By Alexis Beaman

Interlibrary Loan (ILL) staff aided UL users in 2020-2021 in finding and utilizing electronically available media including collaborating with the Acquisitions department, and recommending said items for purchase. They strengthened current inter-institutional relationships to provide digital access to book chapters, articles, and other scans that were not available through HathiTrust, Open Library, or other UL Libraries online services.

Our ILL staff negotiated new partnerships with institutions with extensive electronic holdings to receive items faster than traditional ILL methods. Staff, on a rotational schedule, went into Bizzell to pull and process physical book requests which could not be fulfilled electronically when CDC guidelines allowed entry into the building. Because offsite and home delivery services were needed more than ever, they updated and created new shipment tracking procedures to assure users as to where their deliveries were in the process.

ILL staff also helped the Reserves department digitize textbook chapters for faculty and online course needs. Internally, ILL staff worked to reduce their paper waste, transitioning to using iPads for pulling article requests for users and borrowing institutions, saving nine to 11 reams of paper per year. ILL staff created a detailed online training course for current and future student workers and shared the course with other departments for use as a template in their own training courses.



WESTERN HISTORY COLLECTIONS MOVES PRIMARY RESOURCE COURSE SUPPORT ONLINE

By University Libraries Staff

A TYPICAL SEMESTER sees students visiting the Western History Collections (WHC) and exploring documents, photographs, books, and artifacts as part of in-person class visits.

With COVID-19 moving many courses to a virtual environment, primary resource instruction at the WHC needed to do the same.

One class that regularly visits the WHC is the art history course, American Visual Culture, taught by Alison Fields.

“Dr. Fields brings her classes to the Collections to view artifacts and books from the 1904 St. Louis World’s Fair and photographs,

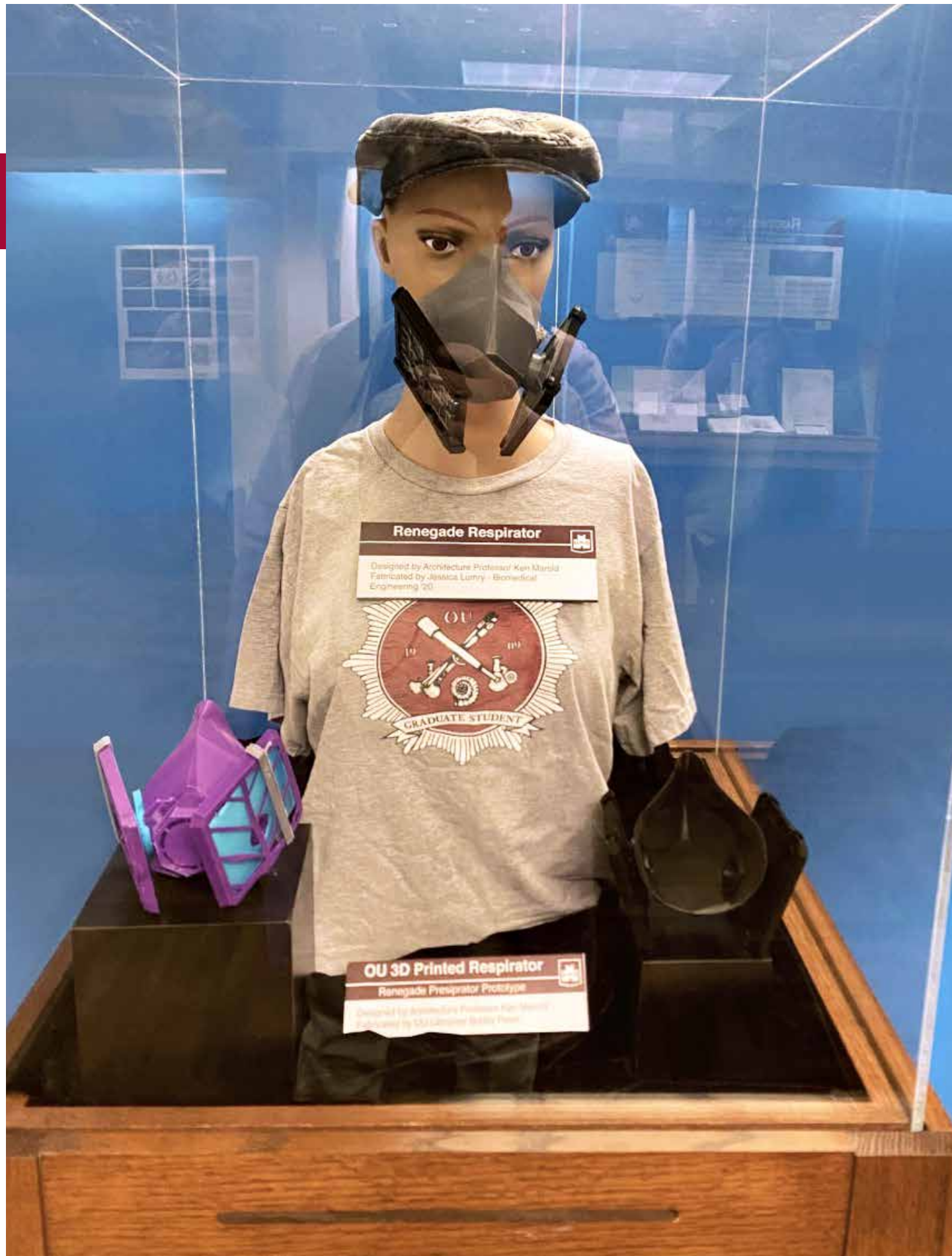
documents, and posters from various wild west shows, including the Miller Brothers 1010 Ranch and Wild West Show and Pawnee Bill’s Wild West Show,” said Jackie Reese, WHC librarian. “These resources tie directly into content covered by Dr. Fields in her course and provide students an opportunity to interact with resources from topics they have learned about in class.”

To accommodate virtual learning, the WHC provided digital photographs, documents and posters to serve as a digital course packet for the students since they are unable to visit the collections in-person. New interactive 3D artifact models provided by the 3D Scanning Lab in the Bizzell Memorial Library enhance these offerings.

OU Libraries emerging technologies librarian

Kristi Wyatt used a process called photogrammetry to create 3D models of five artifacts from the 1904 St. Louis World’s Fair that are part of the Robert O. and Helen S. Fay Collection. Students can rotate and “handle” these artifacts from their desktops rather than holding the physical objects.

“We hope the students were able to gain useful insights and place their knowledge in context by interacting with these digital objects,” Reese said.



The 3D-printed face masks created by the Emerging Technology Division at UL were displayed on the main floor of Bizzell.

STAFF ACROSS UL DEvised CREATIVE SOLUTIONS FOR COVID MITIGATION STRATEGIES AND FILLED IMPORTANT FUNCTIONS THAT EASED ACCESS FOR LIBRARY USERS.

The UL removed fines for items from the general circulating collection.

Occupancy limits were placed on study and collaborative spaces, with extensive signage to inform users.



The Emerging Technology Department designed and carried out:

- An augmented reality virtual tour of the Libraries so prospective students and families could still “visit.”
- An efficacy study for OccuSpace Occupancy monitoring system so patrons could see how many people were in the libraries at a given time.
- A UV-C book cleaning glove box for circulation.
- 3D-printed facemasks.

Acquisition Librarian Sara Huber provided key support with video streaming, facilitating online education and video access for OU students.



Sara Huber

Emerging Technologies, the Library Dean’s office, and Special Collections all went to “appointment only” to reduce traffic in smaller spaces.

University Libraries checked out hotspots to library users in need of internet access at home when they lost wifi access on campus. The hotspots were checked out 34 times between the time they were added in December 2020 and June 30, 2021.

“Having the use of the Netgear that I checked out from Bizzell Library was a true lifesaver! We do not have internet in our area and I was using my phone as the hotspot for myself and my son. I work at OU in the Student Learning Center and due to COVID-19 I was working from home, and my son, an OU student, was also completely online. [My cellular provider] would greatly reduce the speed once we hit a certain limit, which was usually about 10 days into the month. At one point it took almost 2 hours for my son to download a homework assignment... needless to say, we were both failing. My director discovered you had some Netgear hotspots for check-out, and it changed our lives! Data corrections and homework assignments were getting done quickly, our stress levels dropped, and we made it through the semester. We are both grateful that you had that option for us.”

Ingrid ter Steege
University College

ARCHIVESPACE WORKING GROUP INCREASED ACCESS TO UL SPECIAL COLLECTIONS DURING PANDEMIC

The benefits of the group's work will extend beyond COVID-19

By Bailey Hoffner
Metadata and Collections Management Archivist

IN SPRING 2020, University Libraries staff began working toward the implementation of ArchivesSpace, an open-source, standards-based platform for managing information about archival collections that allows users to access detailed information about special collections from anywhere in the world. Following recommendations and guidelines from the University of Oklahoma's OU Together plan, student workers on OU Libraries' Outreach Team deployed a number of initiatives to help slow the spread of COVID-19 at OU.

The main piece of this work transforms thousands of finding aids (inventories of archival collections) from their original pdf format into the accepted standard in the field: Encoded Archival Description. The positive implications of this work are wide-ranging, but specifically, it allows for much broader search capabilities and the ability to access information about collections with just a few clicks of the mouse.

Since its inception at the outset of the pandemic, the ArchivesSpace Implementation Working Group at the UL made enormous strides in providing better access to information about our special collections. The working group formed out of two major needs: to provide meaningful, virtual work to approximately 20 UL employees from a variety of areas, with varying levels of familiarity with archival work; and to foster UL Special Collections towards the future of archival description and access.

With reduced in-person operations after March 2020, the ArchivesSpace Working Group ensured University Libraries stakeholders maintained access to UL special collections and minimal disruption on scholarly and academic activity.

Where previously, researchers were heavily dependent on archivists and staff to dig into the details of our holdings, they now frequently have the ability to 'dig in' to information on their own. This is exciting for researchers as well as staff because the process of gaining and providing access to the materials themselves becomes easier each day.

By Fall 2021, the site provides access to more than 2,500 individual collections and nearly 90,000 descriptions of

The working group formed out of two major needs: to provide meaningful, virtual work to approximately 20 UL employees from a variety of areas, with varying levels of familiarity with archival work; and to foster UL Special Collections towards the future of archival description and access.



folders and individual items in our holdings. That number will continue to grow as the working group moves forward with efforts to add detailed records of University Archives and more History of Science Collections.

ArchivesSpace at UL launched in July of 2020, and since then has continued to provide greater and greater access to collections information, with additional collection descriptions added each week.

All of this work is carried out in accordance with national standards, which is essential to facilitating future work to link descriptions of archival holdings with their digitized counterparts in our virtual repository.

Additionally, two working group members, Hoffner and Tom Steele, are active in the ArchivesSpace User Advisory Council, an external group that works to ensure the future vibrancy and usefulness of ArchivesSpace for users and institutions like UL.

By Fall 2021, the site provides access to more than 2,500 individual collections and nearly 90,000 descriptions of folders and individual items in our holdings.



WORKSHOPS, CONSULTATIONS CONTINUE IN COVID

Pivoting online emphasized access, accessibility

By Mark Laufersweiler, Ph.D.
Head of Data Analytics, Visualization, and Informatics Syndicate

UNIVERSITY LIBRARY'S WORKSHOPS and research consultations are key touchpoints with our users to teach faculty, students, and staff research skills and tools throughout the year. Typically presented in person, COVID's impact on these services in the 2020-2021 academic year cannot be overstated.

Even before the pandemic recalibrated our in-person interactions, however, instructors at UL were already testing selective remote training opportunities to include members of the OU community at the Tulsa and Health Science Center campuses online. COVID accelerated this process when instruction moved completely online in March 2020. While there were challenges to work out our delivery of workshops and consultations in an all-online format, the expertise of UL instructors with the latest technologies—and teaching those skills to our communities—enabled a relatively smooth transition to remote instruction in Fall 2020 and Spring 2021 that maintained access and accessibility for all our users.

Finally, UL instructors are a very supportive group of individuals. Shared workshop feedback allowed for improvements to instruction and curriculum. Working together, practicing the use of Zoom and other teaching tools, and serving as a helper for a fellow instructor were key to lessening instructor burnout over this challenging period.

ZOOM ENSURES ONLINE ACCESS

The university licensed Zoom for all faculty, staff, and students and became the primary online meeting platform for instruction. With the move to nearly 100% online instruction, however, accessibility issues needed to be addressed to ensure all learners that attended workshops could participate. Varying internet and bandwidth access at home presented different challenges for students and scholars alike.

Also, instructors had to be aware that not all learners have access to reliable broadband internet strong enough to support video streams, so strategies to teach with cameras off were worked out.

However, having only the instructor's camera on takes away the ability for learner facial feedback so instructors used the reactions function of Zoom (green check good, red x problem). Instructors would pause to check in with the learners frequently and allow learners to ask questions. Bringing in a second instructor or helper to monitor the chat window and help respond to questions made it easier for the primary instructor teaching.

ACCESSIBILITY MEASURES FOR A DIVERSITY OF UL USERS

Zoom was continuously being updated with features allowing learners and instructors to share screens and content. One impactful update was the addition of live captioning that helped with accessibility issues for

Sharing or using published curriculum where learners can download materials helped learners to follow along with the instructor and gave learners the ability to return to the material at a later time.



learners with poor sound/speaker issues or hearing-compromised learners. Breakout rooms allowed for smaller groups of learners to gather and helped foster discussions for those who do not like to talk in larger groups. Break-out rooms also aided with helpers being able to assist learners in troubleshooting installation issues if the workshop required special software.

DOWNLOADABLE CURRICULA ALLOWED ASYNCHRONOUS LEARNING

Other instructor aids were not always about special technologies. Sharing or using published curriculum where learners can download materials helped learners to follow along with the instructor and gave learners the ability to return to the material at a later time. This also removed the pressure of taking notes while managing many open applications and interacting with Zoom.

WORKSHOP LENGTH CHANGED TO REDUCE SCREEN TIME

Longer workshops were restructured. Workshops that may take one to two days in-person were scheduled across multiple days to avoid all-day Zoom sessions. More frequent short breaks were also added to schedules to combat Zoom fatigue by having learners stand up, stretch, and move about before continuing.

Consultations and drop-in office help sessions for researchers who are looking for help with computer codes, automating research workflows, and working with data were moved online. Like instruction, Zoom was the platform for these interactions. Interactions with UL staff and specialists continued without major interruptions for researchers.

RARE, UNIQUE PRINTED MATERIALS PRESERVED BY DIGITAL COLLECTIONS AND DIGITIZATION UNIT

COVID included new equipment to prepare items for secure long-term storage

By Barbara Laufersweiler
Director, Digital Collections and Digitization

OU LIBRARIES DIGITAL Collections and Digitization unit brings greater access to University Libraries Special Collections materials in order to enhance scholarship, teaching, and community engagement.

The university's COVID-19 mitigation efforts provided their own set of challenges for our unit, but throughout 2020-2021 the unit maintained skill levels, quality standards, and per-person productivity while managing equipment outages, pandemic safety concerns, new hybrid-remote schedules and processes, and the planned replacement of nearly all of the digitization equipment.

By the end of June 2021, the digitization equipment replacement was complete and training was underway. The Lab had completed several long-term digitization projects—Indian-Pioneer Papers and the Finney

& Finney Collection from Western History Collections—and completed transcriptions of the Bass Business Oral Histories, as well as good progress with new and ongoing digitization. The unit sent hundreds of newly digitized items to the digital collections and to safe long-term storage and had begun testing digital-preservation processes for Special Collections files digitized by vendors and others.

In the middle of the academic year, we saw the culmination of our unit's work with the Gibbs College of Architecture and their multi-year effort to preserve and archive the holdings in the Bruce Goff American School Archive in the Western History Collection. A crown jewel for Gibbs College, the American School Archive project and the Libraries' collaboration on it demonstrates UL's digitization unit's caliber and quality of work that

persists regardless of a global pandemic, as well as its importance to the scholarly work at the University of Oklahoma.

In consultation with the Special Collections staff, this unit directs improvements in the content and functionality of the Libraries' modern digital collections platform for cultural-heritage materials, and migration of older digital collections to this platform. The digital collections include digitized rare and unique books, atlases, and other printed and handwritten materials, the Indians for Indians Hour Radio Show audio recordings, and oral history transcripts such as the Indian-Pioneer Papers, all from the Special Collections. The Digitization Lab (DigiLab) team of student employees digitizes diverse materials from the Special Collections and prepares the digital files for the digital collections and safe long-term storage.



"The team at OU Libraries Digitization Lab (DigiLab) were an invaluable part of our multi-year research project, which culminated in the publication of a scholarly, image-rich book, Renegades: Bruce Goff and the American School of Architecture. The book features hundreds of archival images drawn from the American School Archive, part of OU Libraries' Western History Collection. The Digitization Lab was there for us at every step of the publication process—even meeting with the book designer to learn more about the scanning settings and file types necessary for print production. On a short timeline, the DigiLab team scanned hundreds of images, many of which were used in the book and its accompanying exhibition at the Fred Jones Jr. Museum of Art. The book won a 2021 Oklahoma Book Award for Design, which would not have been possible without the high quality of the images that were painstakingly digitized by the DigiLab."

Angela Person
Director of Research Initiatives
and Strategic Planning,
Gibbs College of Architecture



"Gibbs College of Architecture has partnered with OU Libraries to establish the American School Archive, part of the OU Libraries' esteemed Western History Collection. The American School refers to the imaginative school of design and practice that developed under the guidance of Bruce Goff, Herb Greene and others at the University of Oklahoma in the 1950s and '60s. These individuals developed a curriculum that emphasized individual creativity, organic forms, and experimentation. The resulting student work has been stashed away in garages, shipping containers, offices, and closets for decades, until recently. As part of the accessioning process, much of the work donated to the American School Archive by alumni has been digitized by the OU Libraries Digitization Lab (DigiLab). The digitization process has allowed many of these stunning hand drawings to be made available online in the OU Libraries website, as well as on an online, interactive database funded by the National Endowment for the Arts. Working with the DigiLab team to make sure these drawings are available open-access for generations to come has been an incredibly gratifying process."

Stephanie Pilat
Professor
Gibbs College of Architecture



WESTERN HISTORY COLLECTIONS RECEIVES \$200,000 GRANT FROM THE DORIS DUKE CHARITABLE FOUNDATION TO PRESERVE NATIVE AMERICAN ORAL HISTORIES

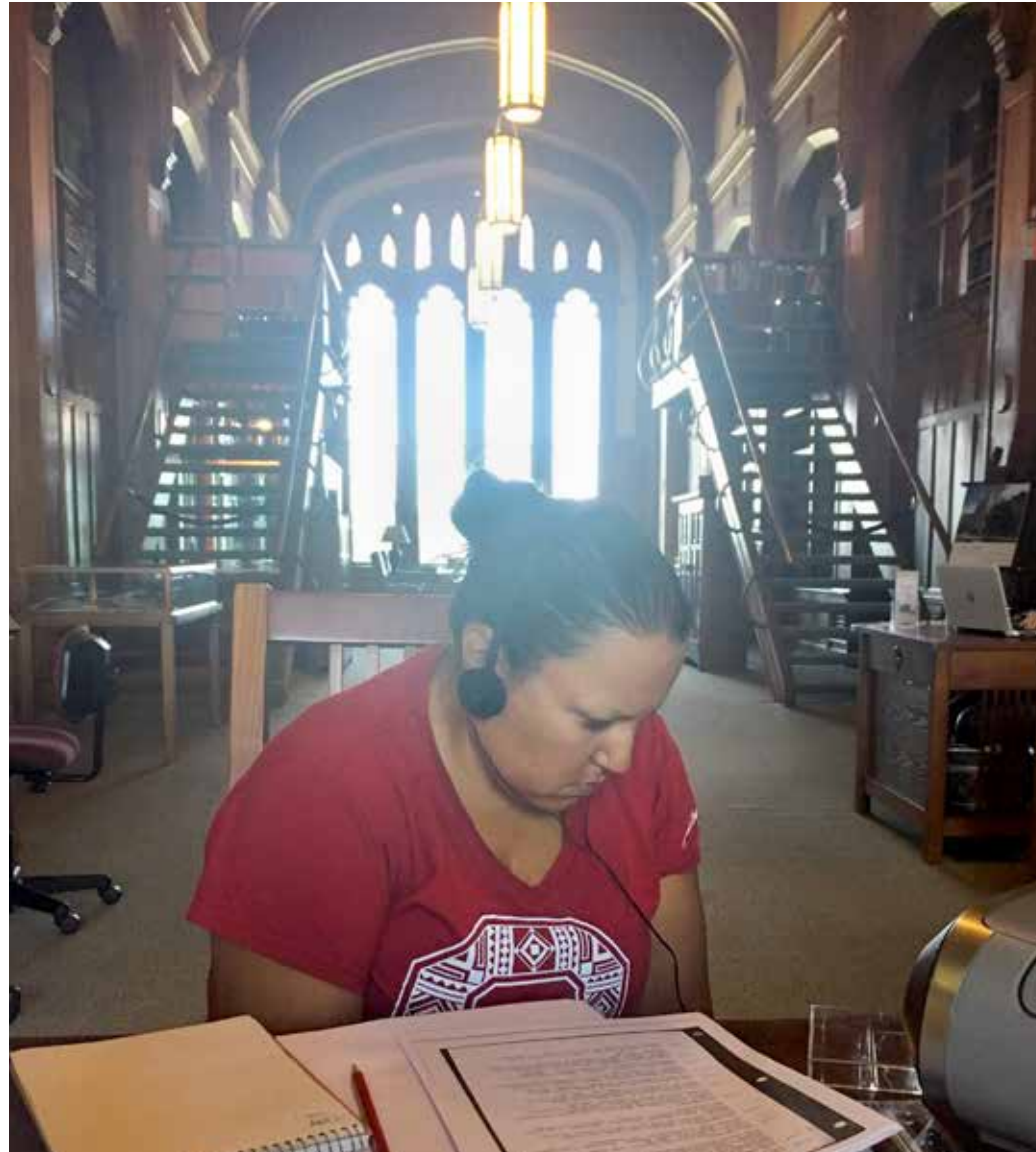
The recordings, collected some 50 years ago, will be given further context, digitized, and made readily available to Native nations, scholars, and the public.

By OU Marketing and Communications

THE UL'S WESTERN HISTORY Collections received a \$200,000 award from the Doris Duke Charitable Foundation to preserve, digitize and make more accessible the Native American oral histories that were recorded by OU students in the 1960s and 1970s. The foundation financed the collection of original recordings.

OU is one of seven universities participating in the Doris Duke Native American Oral History Revitalization Project that aims to preserve the recordings through digitization, improve culturally appropriate access to the recordings, provide the originating Native communities with digital copies of all materials collected, ensure proper care of the original materials and promote their use. Additionally, in consultation with Native communities in Oklahoma, the project will develop plans to update and expand the collection of oral histories to include contemporary voices.

"The importance of this gift cannot be overestimated," said Karen Rupp Serrano, University Libraries associate dean of scholarly communication and resources. "These collections have been at risk in all the participating institutions because of the original format in which they were recorded. The DDCF grant preserves these irreplaceable collections, leverages their value by creating a shared website where users can search all seven collections simultaneously and ensures that terms of access are respectful of the Native communities represented. We are honored to be involved in this important effort."



Marla Nauni, who is of Comanche and Seneca descent, listens to an oral history recording in the Western History Collections reading room. Photo: Juanita Pahdopony

The new project enables the preservation of this unique and valuable oral history collection through digitization and will extend the partnership with the Native American communities who are represented in the recordings to determine respectful terms of access for both the general public and scholarly researchers.

Doris Duke funded a project at seven universities across the country, including OU, aimed at collecting oral histories from Native Americans. Duke awarded grants to the universities to collect a robust collection of oral histories from Native leaders and culture bearers around the country and to return these stories to the tribes and communities that provided them. Each university identified faculty, graduate students, and/or researchers to interview Native leaders and community members. Those interviewed were asked to reflect on their experiences living on reservations and attending Native schools, and for their knowledge of Native traditions.

From 1967 to 1972, OU students and staff interviewed more than 600 Native elders across Oklahoma. The resulting Doris Duke American Indian Oral History Collection has since been archived in the OU Libraries' Western History Collections. The new project enables the preservation of this unique and valuable oral history collection through digitization and will extend the partnership with the Native American communities who are represented in the recordings to determine respectful terms of access for both the general public and scholarly researchers.

"The Native oral history collection housed at OU represents a rich repository of the diverse lived experiences and cultural traditions of Native peoples in the region told in their own voices," said Lola Adedokun, program director for child well-being at the Doris Duke Charitable Foundation. "I credit the leadership at the university and the Western History Collections in the OU Libraries, and their tribal partners who have taken great care of the collection since the 1960s, and we are honored to be able to partner with them as they refresh and digitize the collection for active use in the future. We are thrilled to fund this effort to preserve and amplify the reach of these stories."

The Association of Tribal Archives, Libraries, & Museums (ATALM) will coordinate the seven universities participating in the project.

"We are grateful to the Oklahoma Western History Collections for the stewardship it has shown the collections and appreciative of its dedicated work to revitalize them," said Susan Feller, president of ATALM. "We will work with the seven universities to develop an online portal that will house the collections and make them searchable across collections. The 150 Native communities represented in the collections will have an opportunity to

Through this project, the Western History Collections and University Libraries will gain invaluable experience in equitably partnering with Native nations and individuals to steward archival collections.



Original tapes from the oral history recordings in the 1960s and 1970s that will be digitized due to support from the Doris Duke Foundation grant.

review the materials for cultural sensitivities, determine access and add new content."

Lina Ortega, associate curator for the Western History Collections and subject librarian for the Native American Studies department in the College of Arts and Sciences, will serve as the project lead, ensuring a supportive relationship between those entities, as well as OU's Native Nations Center and OU Libraries. Ortega noted that OU intends to involve the state's Native communities in the decision-making processes during the upcoming project.

"Since individuals from almost all of the Native nations in Oklahoma shared their life experiences and knowledge to create this oral history collection," said Ortega. "It is vital for the Western History Collections and the university to partner with those tribal nations and descendants of the original participants. The work of those partnerships will be to determine respectful access to the oral history collection and to ensure that all tribal communities represented have digital copies of the audio recordings and transcripts. We will also ask Native

communities to help improve descriptions of the oral histories and to develop context about the information in them."

Ultimately, it is hoped that through shared perspectives, OU and the Native nations in Oklahoma can generate creative projects for using these oral histories to educate Native youth and all Oklahomans on the Native American experience and how that relates to U.S. history.

To help realize these goals, an advisory committee will be formed consisting of OU faculty, staff and students, as well as Native community members from a variety of tribes. Students will be an integral part of this committee to help develop a strategy for partnership with Oklahoma tribes. Officials at OU believe that student involvement, along with that of their fellow Native American faculty and staff, will contribute to an atmosphere of belonging, where Native communities feel that their unique life experiences are valued.

The Doris Duke Native American Oral History Revitalization Project dovetails with OU's strategic plan. The strategic plan seeks to align federal, state, tribal and private-sector opportunities for growth in research scale, scope and impact.

Many Native individuals and tribal groups in Oklahoma are aware of the Doris Duke collection, but this project will ensure that all tribal Nations are aware of the collection and have copies. Because the tribal elders who were interviewed for the Doris Duke oral histories spoke about topics of their choosing, the content of the collection as a whole covers topics ranging from schools, religion, tribal histories, land allotment, tribal government and family life, to name a few.

Many of the interviews were done in Native languages, which are almost all endangered now. The collection also contains recordings of events, such as tribal council meetings or meetings of intertribal organizations. The Doris Duke collection impacts Native communities by connecting their family members' voices to current concerns and providing a resource for tribes' cultural and language revi-

talization initiatives.

Ortega envisions that tribal communities will use these oral histories as educational resources for their members, especially for children. The knowledge recorded in these interviews is useful for language programs or other initiatives, such as Native food sovereignty that seek to improve the well-being of Indigenous people.

“Through this project, the Western History

Collections and University Libraries will gain invaluable experience in equitably partnering with Native nations and individuals to steward archival collections,” said Ortega. “This experience will help us develop or improve relationships with tribes across Oklahoma, which will impact the stewardship of other WHC collections that were created by or are about Native Americans.”

OU Libraries and the Western History Coll-

ections will also be working with the six other institutions funded by the Doris Duke Native American Oral History Revitalization project to develop a shared website to make the oral history transcripts and recordings, along with other items such as photos, publicly available. The project enables OU to grow capacity in collaborating with other universities, partnering with tribal communities and working with other units on campus.



WESTERN HISTORY COLLECTIONS RECEIVES RECORDINGS AT RISK CLIR GRANT

THE UNIVERSITY LIBRARIES' Western History Collections has been chosen as one of seventeen institutional recipients to receive funding through the Recordings at Risk grant program.

Recordings at Risk is a national regranting program funded by The Andrew W. Mellon Foundation and administered by the Council on Library and Information Resources (CLIR) to support the preservation of rare and unique

audio and audiovisual content of high scholarly value.

The grant will provide funding to digitize the 138 open-reel audiotapes of the School of the Air's "Know Your Oklahoma" and "Oklahoma Portrait" segments. The School of the Air provided educational radio programming to assist rural school districts from 1946 through the 1950s via OU's WNAD radio station.

Beyond the titles of these segments, there are

no descriptions of the recordings. To preserve these unique recordings, it is vital to digitize these at-risk tapes. Digitization will enable the creation of robust metadata to make that content discoverable. Once the School of the Air recordings are accessible through OU Libraries' repository, they will be a resource for U.S. and state history, the history of education, Native American studies, media studies, and community researchers.



ABOVE AND LEFT: Children attend "School of the Air," the recordings for which will be preserved in the WHC after a CLIR grant.

From Tragedy to Triumph: Race Massacre Survivor Stories



BEARING WITNESS: THE TULSA RACE MASSACRE, A CENTURY LATER

FOR 18 HOURS IN LATE MAY 1921, the white residents of Tulsa wrought sustained violence, murder, and theft against the residents of Black Wall Street, an affluent black neighborhood of North Tulsa. One century later, Dr. Karlos Hill, chair of the Clara Luper Department of African and African-American Studies and Regents' Professor, Michelle Brown-Burdex, program coordinator of the Greenwood Cultural Center where Black Wall Street is

located, and staff at the University Libraries worked to make sure the Tulsa Race Massacre was never forgotten—and accurately remembered.

The exhibit has moved to Tulsa at OU-Tulsa and then the Greenwood Cultural Center, which is planning a \$5.3 million renovation that will incorporate the Tulsa Race Massacre remembrances as a permanent exhibit.

"The reason why I do this work is to tell the stories of the victims of America's racial violence. Whether we're talking about the enslaved, whether we're talking about post-emancipation, and then the modern period, I'm always trying to understand how black people experienced, made sense of, resisted racist terror..."

There is scholarly literature that [the Tulsa Race Massacre] is a part of. Now, the scholarly literature was largely out of date until this centennial because in my readings of the massacre before I got to Oklahoma, it wasn't clear from the literature how devastating the massacre was. And for me, my discovery was the depth of the violence and the viciousness in the aftermath... [and that] there were so many photographs. I had never seen so many photographs of one instance of racist terror.

As a community-engaged scholar, my goal is to leverage my intellectual, academic credentials to be able to build bridges between the university and the community in productive ways so this was an opportunity for the OU Libraries over time to build a relationship...

[On] the 100th anniversary of the Race Massacre, it was important for the flagship institution in the State of Oklahoma to bear witness to this history. If there hadn't been a year-long commemoration of what occurred, it would have been a missed opportunity to help students to understand why in the last three to four years there's been so much social "unrest" and political polarization. A lot of that stems from a deep history of racism and institutional racism and, I think, if you have your mind open, you can see the parallels between the kind of violence that occurred in Greenwood in 1921 and the kind of violence that still occurring in this country a hundred years later as it relates to Black communities."

Dr. Karlos Kentrell Hill
Chair of the Clara Luper African and African American Studies Department, Regents Professor



TRAVIS CAPERTON

Dr. Karlos Hill

UL'S TULSA RACE MASSACRE EXHIBIT MARKS HISTORIC CENTENNIAL

Year-long exhibit detailed survival and success of Greenwood District

By James Burnes
Exhibits Coordinator and Exhibit Curator

THE ESSENCE OF *From Tragedy to Triumph*, the University Libraries' exhibit that opened September 2020 marking the June 2021 centennial of the 1921 Tulsa Race Massacre, was found in Dr. Karlos Hill's book, *The 1921 Tulsa Race Massacre: A Photographic History*. His book provided a unique opportunity to promote both a faculty member's research and the University Press at the same time, but it also made for an interesting way to curate an exhibit.

Most exhibits are planned out in advance with an exhibit as the end result. Working from a completed project meant we were retrofitting Dr. Hill's book into an exhibition. This was not as simple as opening the book and letting the images and their captions fly

In the end, the exhibit was more about survivors and the rebuilding of Greenwood following its destruction than it was about its destruction.

onto the walls, but with the importance of the subject matter, we knew we wanted to get it right.

Through many meetings with Dr. Hill and Michelle Brown-Burdex, director of the Greenwood Cultural Center, we worked to distill the exhibit down to a series of selected interviews with individual Tulsa Race Massacre survivors. Where we could, we selected images that featured the people and

areas of Greenwood that were mentioned in their stories.

In the end, the exhibit was more about survivors and the rebuilding of Greenwood following its destruction than it was about its destruction. One of our featured media clips showed home movies of a bustling Greenwood in the 1950s.

We wanted to make sure that people understood that the events of 1921 did not signify an end to the community as a whole, while also making the event more personal with the stories, photos, and voices of some of the people who had survived the violence.

When someone picks up a book on subjects like the Tulsa Race Massacre they generally have their mind focused on where the content might lead and what that content might include. They are explicitly choosing to interact with the material. When you are creating large displays, especially in public areas that are free of any admission or entrance fee, your audience comes to that material in a completely different manner.

Balancing the violence of the event with the openness of the exhibit's footprint on the main floor of the Bizzell Memorial Library meant careful consideration for where we placed images of victims and including content warnings at both ends of the display.

Balancing the violence of the event with the openness of the exhibit's footprint on the main floor of the Bizzell Memorial Library meant careful consideration for where we placed images of victims and including content warnings at both ends of the display.

TRAVIS CAPERTON



James Burnes



TRAVIS CAPERTON

“Much of our history has not been discussed, not been included in the history lessons and the school systems, because we are still uncovering much of our history as it relates to Black Wall Street and the Massacre. We actually know who survived this massacre and we were able to identify more than 100 survivors who still had a memory of what happened...We owe it to them to share this history and to remember their struggles, their trials, but also their resilience, and their triumphs. We owe it to them to keep their memory and their legacy alive and to be able to continue to educate our children so we do not have another generation that lives in this community and grows up in this community and knows nothing about this history.

We want people to understand how timely this information and history still is. We are still uncovering new truths. As new survivors come forth and share remembrances, as the mass grave investigations continue [in Tulsa], this is still a part of our current history and it's important that we acknowledge it, as horrific and tragic as it may be. It's necessary for us as we move towards reconciliation.”

Michelle Brown-Burdex
Program coordinator for the Greenwood Cultural Center

Brown-Burdex provided access to photographs and remembrances of the survivors that the Greenwood Cultural Center has been gathering for over 25 years, and assisted Dr. Hill with the creation of the narrative in his book.

Michelle Brown-Burdex

SUBJECT HEADING FOR “TULSA RACE RIOT” CHANGED AFTER UL STAFF PETITION LIBRARY OF CONGRESS

Seeking just and inclusive language, UL task force makes successful case to change for LOC subject heading to Tulsa Race Massacre

By Bailey Hoffner
Metadata and Collections Management Archivist

OVER THE LAST YEAR and a half, colleagues at UL have come together on multiple projects that prioritize the use of inclusive language in the catalog and beyond.

This work began in earnest, during the spring months of 2020, when subject librarians Joey Albin and Karie Antell began working with archivist Bailey Hoffner on a presentation for the 2020 Teach Out on Race entitled, “Rooting Out Racism in Library Systems: Authority, Description, and Metadata.”

That event, like so many in 2020, had to be canceled and eventually rescheduled for 2021. But initial planning for the event led to the formation of a task force to deal with one Library of Congress Subject Heading (LCSH) related to Oklahoma, which at the time was still listed in the LCSH authority record as “Tulsa Race Riot.”

Due to the work of Black community members, survivors, and descendants in Tulsa to bring the history of this event to light, members of the task force already knew that the term “riot” was not only historically inaccurate and harmful, but that common usage in Oklahoma had been shifting for a number of years to “Tulsa Race Massacre.” With that information in hand, the task force took on the work of researching and making the case that the most commonly used term—and thus, the term that would yield the most successful searches in a library catalog—had shifted.

The task force was composed of library staff and faculty from a variety of areas and resulted in a successful change to the authorized LCSH. Researchers can now use that term (or any previously used or variant terms) to gain access to resources related to the event.

After the completion of that work, members of the task force went on to found UL’s Learning and Working Group on Metadata Justice, which is committed to “(1) working on specific projects that bring about progressive change in metadata conven-

The task force took on the work of researching and making the case that the most commonly used term—and thus, the term that would yield the most successful searches in a library catalog—had shifted.



tions and naming practices, especially as they relate to social justice for people and groups in Oklahoma and the American Southwest, and (2) educating ourselves, our colleagues, and our fellow LIS professionals about emerging debates and developments in metadata justice, critical librarianship, and related subjects.”

The group has already been asked to present at multiple national conferences and

events and has been contacted by instructors teaching LIS courses in other parts of the country wanting to bring concrete examples of metadata justice into their coursework. Because there is a clear gap in the literature, the original Tulsa Race Massacre task force members have come together to write a paper about their process and future plans for Metadata Justice, to be completed in 2022. Additional work has included collaborating with other institutions, addressing outdated and problematic terms in ArchivesSpace and the catalog, and plans for a 2022 joint task force on inclusive metadata with UL’s Diversity, Equity, and Inclusion committee.

Members of the Learning and Working Group on Metadata Justice can be reached at metadatajustice@ou.edu, with more information at guides.ou.edu/metadatajustice

The Institute for Racially Just, Inclusive, & Open STEM Education (RIOS) invited the Metadata Justice group to write a letter of support to the NSF supporting RIOS’s proposal for a project creating a standardized search vocabulary for STEM Open Educational Resources (OERs). Several Metadata Justice members zoomed in with members of the proposal team – dedicated librarians and higher education professionals from all around the country who have organized to promote racial justice in STEM education. The Metadata Justice members’ letter of support not only pledges to help with the standardized vocabulary project but also paves the way for future collaborations with RIOS and related groups.

“I found it exciting that RIOS asked for our support because it means our work on metadata justice here in Oklahoma is gaining nationwide attention.”

Karie Antell
Special Projects Librarian

SCHOLARLY COLLECTIONS UPDATE

By Karen Rupp-Serrano
Associate Dean for Scholarly Communications

UL “READ AND PUBLISH” AGREEMENTS PROVIDE COST SAVINGS, OPEN ACCESS FOR OU AUTHORS

OU AUTHORS WILL RECEIVE discounts on open access article processing charges after University Libraries negotiated discounts with Oxford University Press.

Known as a “transformative agreement,” such agreements are designed to shift the monies libraries pay to publishers away from subscription-based reading to open access publishing.

While open access publications are free for all readers, publishing in open access publications is not always free for authors.

There are several different open access models, from fully open journals, to hybrid journals where some articles are openly available and some are only accessible via subscription.

In FY 2021, the Libraries signed its first “read and publish” agreement with Oxford University Press, allowing OU authors to publish open access at no additional cost during 2021–2023.

Transformative agreements are also designed to help hold down costs and allow authors to

retain their copyright rather than sign it over to a publisher. These agreements can also transform the ecosystem of scholarly communication to be openly accessible to all.

The Libraries is actively seeking additional opportunities to assist OU authors in making their work openly accessible while continuing to transform the scholarly communication ecosystem for the benefit of all.

Since 2013, the OU Libraries has assisted over 200 OU authors, making over 150 of their articles openly accessible in almost 100 different journals.

The ultimate goal of such agreements is to pay for publishing so that reading is free for everyone—policymakers, patient advocates, businesses—not just scholars associated with particular institutions.



In addition to the Oxford agreement, the Libraries also has agreements with the Public Library of Science, MDPI, BioMedCentral, and the Open Library of the Humanities, with varying processing cost arrangements.

SCHOLARLY COMMUNICATION TASKFORCE REPORT OFFERS ROADMAP TO POSSIBLE CAMPUS OPEN ACCESS POLICY

SCHOLARS ARE SHIFTING TOWARD a more sustainable system of scholarly communication with more publishing options available to them than ever before. The University Libraries Committee convened the Scholarly Communication Taskforce in 2019 to address many of the challenges and opportunities offered by changes in academic publishing that offer, among other benefits, cost savings and improvements in accessibility to authors at the University of Oklahoma.

The taskforce began presenting and seeking feedback on their work in Spring 2021 to campus stakeholders in their culminating report, “Finding the Balance: Creating an Open Sustainable Future for OU.”

The taskforce plans to ask in Spring 2022 that the Faculty Senate appoint a committee

to craft an institutional open access policy based on the Harvard model policy.

In addition to traditional publishing venues, open publishing has become a viable and practicable option for communicating research to ever-broadening audiences. This breadth of publishing options focuses new attention on the way business models, accessibility, copyright and intellectual property, and research dissemination are envisioned.

Moreover, these considerations have important and pressing implications for OU faculty members and graduate students who are authors, readers, reviewers, editors, society associates, and advisory board members dependent upon effective scholarly communication for professional development and advancement.

The report identifies seven challenges to creating an open and sustainable scholarly communication system at OU and provides ten recommendations to address the challenges.

SCHOLARLY COLLECTIONS REALLOCATES FUNDING TO REDUCE ONGOING COMMITMENTS, INCREASE ONE-TIME PURCHASES

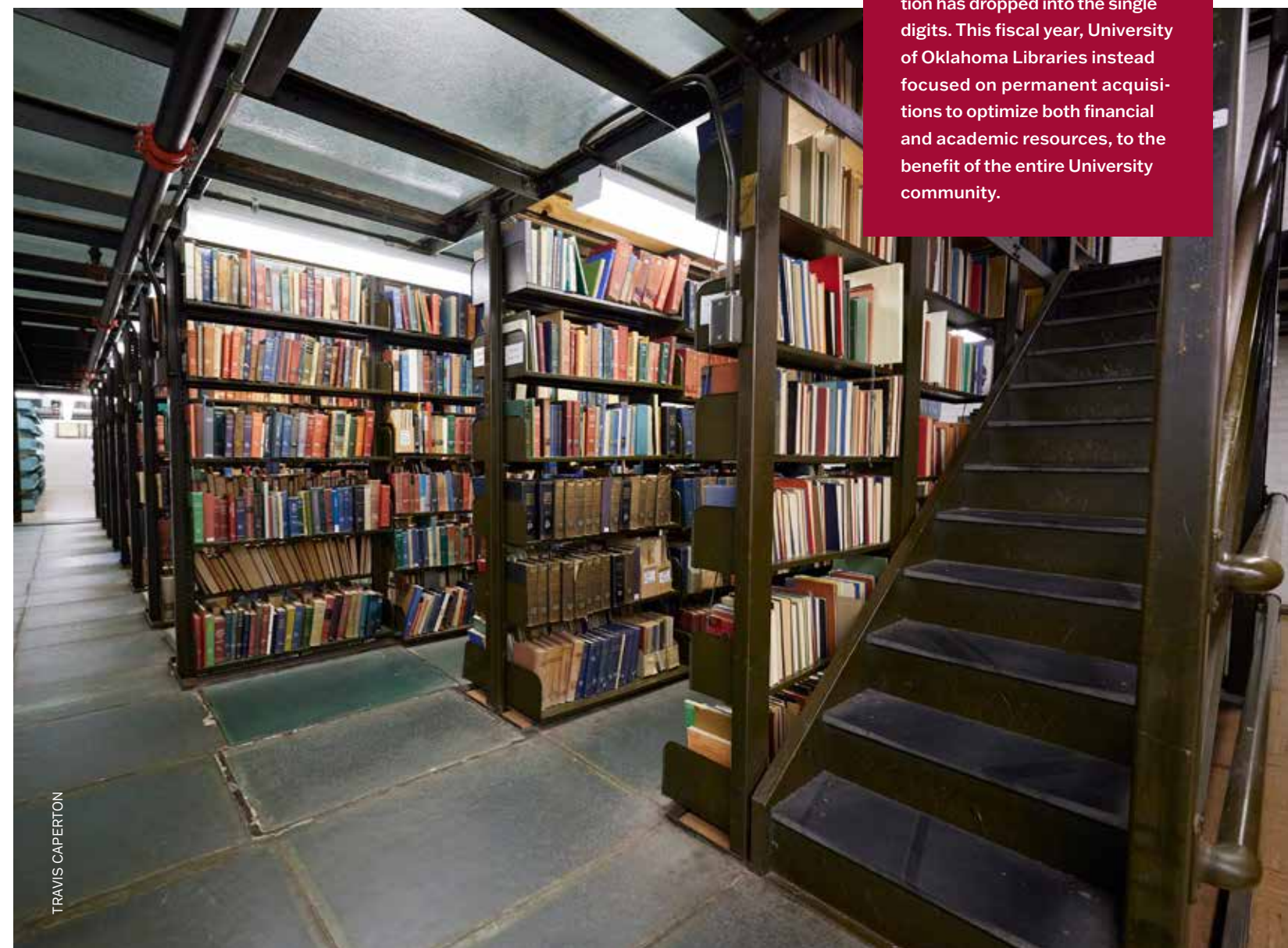
ACQUISITIONS ARE ONE OF the primary ways libraries meet the needs of their communities. Faced with cost increases on the one hand or the unconscionable decision to, essentially, stop acquiring books, the University Libraries has continued in FY 2021 to fulfill this fundamental function by reducing ongoing financial commitments through thoughtfully culling journal and database subscriptions, using the Interlibrary Loan service more, and reallocating monies to the acquisition of print and electronic books.

Welcome news to book-centered academic disciplines, it is also essential to our many undergraduate and graduate students who rely on books to provide both broad and deep explorations of the wealth of human knowledge.

After a decade of flat or reduced materials budgets, this decision to reallocate resources to one-time expenditures versus renewing selective subscriptions reflects a broader trend in libraries. Since the 1980s, libraries have been grappling with rising costs of ‘ongoing resource expenditures.’

Libraries have been seeing the cost of subscriptions to journals and databases rise; between 1986 and 2015, those costs rose 411%, while the Consumer Price Index rose 118%.

In the short term, many academic research libraries chose to address this problem by reducing ‘one-time’ spending on books, in both print and electronic format, in order to maintain journal and database subscriptions. In the past decade, many academic research libraries have reached a point where the portion of their budget devoted to book acquisition has dropped into the single digits. This fiscal year, University of Oklahoma Libraries instead focused on permanent acquisitions to optimize both financial and academic resources, to the benefit of the entire University community.



TRAVIS CAPERTON

To mitigate increasing costs, the UL reallocated money to one-time book acquisitions instead of recurring subscriptions.



Hard copies of OU theses are stored at the Library Services Center.

SHAREOK LINKS OKLAHOMA AUTHORS TO THE WORLD

The permanent home for OU theses, SHAREOK has become a joint repository with state institutions of higher education

By Karen Rupp-Serrano
Associate Dean for Scholarly Communications

INSTITUTIONAL REPOSITORIES are designed to serve as a home for the intellectual output of academic institutions, holding digital theses and dissertations, faculty publications, open educational resources, open access publications, datasets, institution-specific content, and more. SHAREOK is one of over 3,700 similar repositories around the world; works deposited in SHAREOK are discoverable in search engines and internet resources such as Google, Google Scholar, the Digital Public Library of America, and others.

SHAREOK was established in 2013 with the initial goals for SHAREOK to serve as the permanent home for all OU dissertations and become a joint institutional repository by collaborating with other Oklahoma institutions of higher education. In the intervening years, the OU Graduate College has made the deposit of dissertations and theses into SHAREOK a requirement of all students completing such works as part of their degree programs; over 10,000 theses or dissertations are currently archived.

The benefits of depositing work in SHAREOK include:

- Providing open access to the research and creative activity done at OU
- Creating global visibility and showcasing OU's scholarly research and creative activity, thus increasing the reach and impact of OU scholars
- Storing and preserving other digital assets from OU stakeholders, including unpublished or otherwise easily lost "gray" literature
- Allowing the OU community to share the scholarly content they wish to share, such as slide decks, articles, teaching and learning materials, syllabi, etc.
- Assisting OU scholars in complying with grant-funded mandates to make research and creative outputs openly available
- Helping ensure the long-term preservation of research and creative outputs done at OU; works in SHAREOK receive a permanent URL that can be used by OU scholars to share their work more easily

SHAREOK is one of over 3,700 similar repositories around the world; works deposited in SHAREOK are discoverable in search engines and internet resources such as Google, Google Scholar, the Digital Public Library of America, and others.



- Providing statistics to demonstrate how often a scholar's work is accessed or downloaded

As a joint institutional repository, OSU joined SHAREOK within a few years of its being established, and UCO has joined more recently. Within SHAREOK, OU has currently contributed over 35,000 items, OSU has over 30,000 items, and UCO has over 1,000.

UL OPEN INITIATIVES COLLABORATES WITH OU FACULTY TO CREATE NEW OPEN-ACCESS JOURNAL

By University Libraries staff

TWO OU FACULTY MEMBERS were dissatisfied with the scholarly journal options for their colleagues in the field of writing.

Michele Eodice, Senior Writing Fellow at the Center for Faculty Excellence, and Sandra Tarabochia, Associate Professor in the OU Department of English, decided to create a venue that would speak with writers, and break the pattern of gatekeeping in their field which had prevented new and diverse voices from being heard and new research or ways of knowing from being published.

While there were a number of scholarly, peer-reviewed journals devoted to many aspects of the field, from pedagogy (the method and practice of teaching) to rhetoric (studying the text), there was a lack of journals dedicated to the study and celebration of writers—how they write, where they write, and why they write.

Furthermore, Eodice and Tarabochia had concerns that existing journals were speaking

for or over writers.

"I am always looking for new ways to collaborate with faculty at OU and across the country," commented Eodice. "Also, there was a need for a new open-access journal that could offer alternative space for writing that is not always seen as academic but has real value for readers. Some academic journals are gatekeepers; we want to be hospitable to the range of ways people come to know things. Their epistemic roots matter."

Publishing Services professionals in the Libraries Open Initiatives unit worked with Eodice and Tarabochia to create a new journal, *Writers: Craft and Context*, to fulfill that need. UL staff set the pair up with a test site, as well as a "live" site. The team also provided training on journal software and best practices in journal publishing.

"We, the co-founders and co-editors of *Writers: Craft & Context*, are so grateful for our

partnership with OU Libraries and the Open Initiatives team," Sandra Tarabochia said of the experience. "From the beginning, every member of the team was enthusiastic about our vision for the journal. Their expertise and patience with our questions made the process of launching a new journal smooth and fulfilling. We are thrilled by what we've been able to accomplish in such a short time with the support and partnership of OU Libraries and the Office of Open Initiatives."

Eodice, Tarabochia, and their co-editor, Aja Martinez, assistant professor at the University of North Texas, launched the inaugural issue of *Writers: Craft and Context* in August 2020. This journal, one of the first open access journals in the field to explore lived experiences of writers, is published using Open Journal Systems (OJS), hosted by OU Libraries. It is also the first OU Libraries-hosted journal to feature accompanying sound files.



Writers: Craft and Context, from left to right: OU faculty members Dr. Sandra Tarabochia and Dr. Michele Eodice with University of North Texas Professor Aja Martinez.

HISTORY OF SCIENCE COLLECTIONS ANNOUNCES FOCUS ON GEOLOGY, METEOROLOGY COLLECTIONS

HOS print acquisitions add important works from William Smith and Augustin Stark

By Kerry Magruder
Curator, History of Science Collections

IN 2020-2021, the History of Science Collections (HOS) launched two related collecting initiatives in the history of geology and the history of meteorology. Both of these subject areas represent long-standing strengths of the collections, with remarkable print holdings from the dawn of printing up through the mid-20th century.

This new effort, however, adds manuscripts and papers to our emphasis on print holdings and will make the University of Oklahoma not only one of the leading centers for research worldwide in the sciences of geology and meteorology, but also for the historical understanding of geology and meteorology.

The acquisition in Spring 2021 of William Smith, Geological Map of Durham (London, 1824), highlights the interwoven nature of the History of Geology Collecting Initiative rare book acquisitions, archives, scholarship, exhibitions, and teaching.

William Smith is a name known, without a doubt, to every geoscientist educated in the English-speaking world. His fame largely rests on a geological map of England and Wales Smith published in 1815. Fifteen beautiful hand-colored sheets cover all of England and Wales in astonishing detail. The individual sheets each measure 20.5 x 23.6 inches. They may be bound as an atlas, as in the original OU copy, or assembled together for mounting on a wall as a mural (as at the Geological Society of London). With his map, Smith demonstrated that fossils are the key to unraveling the order of strata.

After creating his comprehensive geological map, Smith turned to producing a series of maps of individual counties. Like Smith's general map of England and Wales, the county map of Durham acquired this year is hand-colored and comprised of multiple fold-out sections. With this acquisition, the OU History of Science Collections now holds six original works by William Smith. Two of these works were Smith's own personal copies. One of them contains Smith's extensive handwritten notes, which extended his stratigraphical system. All six works are digitized and available online in the University Libraries repository. Some of these works are featured

Torrens' passion has been to recover the voices of invisible and forgotten figures who may have left no books but whose labors led to major discoveries and achievements in geology.



in an exhibit on the Main Floor of Bizzell Memorial Libraries in Fall 2021.

Hugh Torrens is the foremost historian of William Smith. Torrens' nearly 400 publications cluster around a common theme of the historical relations between industrialization and geology. Torrens' passion has been to recover the voices of invisible and forgotten figures who may have left no books but whose labors led to major discoveries and achievements in geology, whether an iron worker in the English Industrial Revolution or a British mining engineer whose expertise was coveted around the world.

Torrens reconstructs their lives and con-

tributions from a signature on a machine, a debtor's note, a travel log, or a bill of sale. Unlike the "gentleman geologists" of the Geological Society of London, Smith was a member of the working class, one of many artisan-engineers who developed the practical knowledge that fueled British industrialization in the 18th and early 19th centuries.

Known popularly as "Strata Smith" because of his unparalleled familiarity with the geological strata, Smith earned his living as a canal digger and a surveyor. Fittingly, throughout his career at the University of Keele, Torrens worked in a geology building named after Smith.

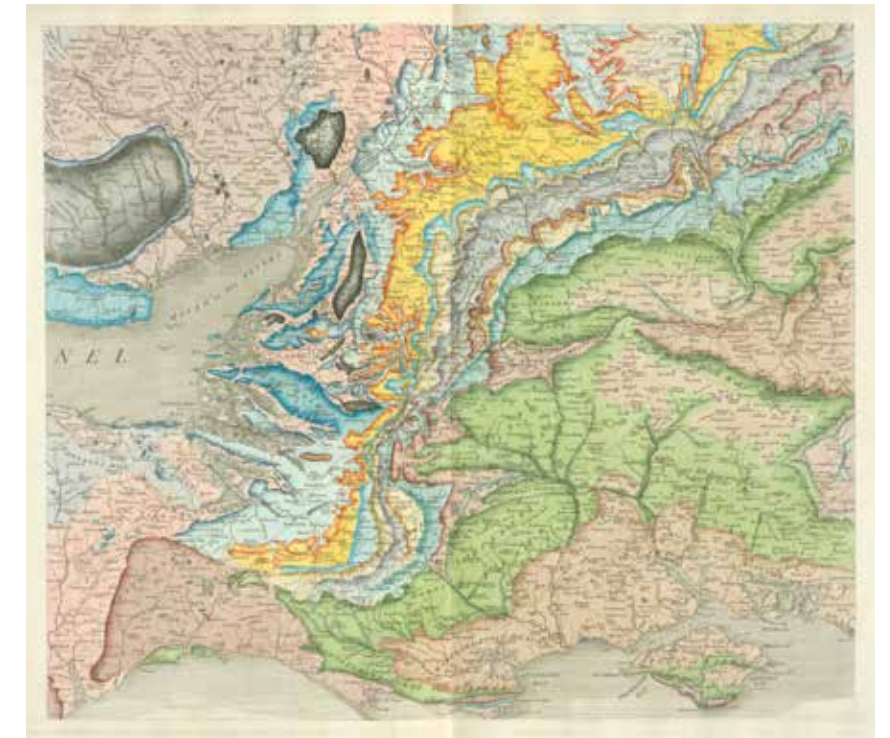
About 70 large boxes of papers were sent

With his map, Smith demonstrated that fossils are the key to unraveling the order of strata.

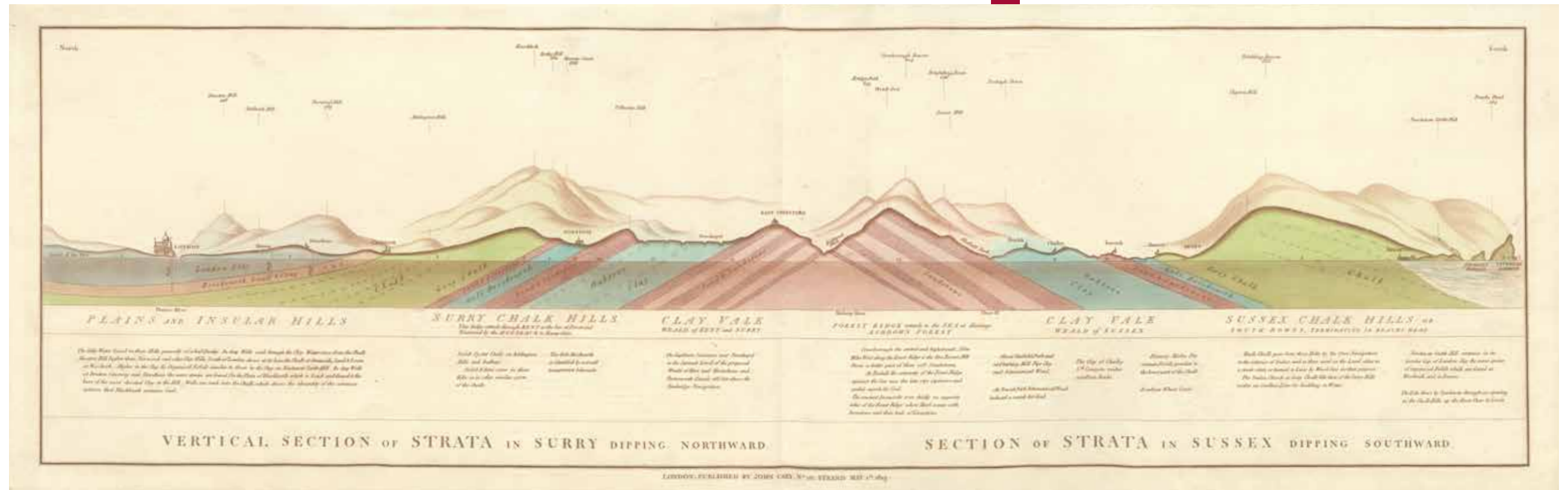


from Torrens' home in Shropshire, England, to OU in 2018 and 2019. In November 2021, I will visit Torrens once again to complete Torrens' donation of his papers and personal library to OU. These materials – the original works by Smith, the numerous books about him, and the materials in the Torrens archive – combine to make the University of Oklahoma one of the best places in the world for researchers to study William Smith.

With respect to the geology archives, in 2019-2021, the History of Science Collections also secured the papers and collections of Martin Rudwick, making our collection consist of arguably the two most prominent historians of geology worldwide. Currently processing, these papers augment other unprocessed archives in the geo-sciences that will be of immense interest to researchers in these fields, supporting research into local and state activities while also spanning the globe and extending back centuries in time.



These materials—the original works by Smith, the numerous books about him, and the materials in the Torrens archive—combine to make the University of Oklahoma one of the best places in the world for researchers to study William Smith.



NEW PRINT ACQUISITIONS IN 2020-2021 INCLUDE:

- William Smith, Geological Map of Durham (London, 1824)
- A complete run of an early meteorological journal edited by Augustin Stark, Meteorologische Beobachtungen (Augsburg, 1812-1834), 23 volumes.
- Other geology archives include papers from Kenneth L. Taylor (geology in the Enlightenment)
- Léo Laporte (on George Gaylord Simpson)
- Alexander Ospovat (on A. G. Werner)
- David B. Kitts (on paleontology)
- An international correspondence archive (written mainly in the 19th century, from many notable historical figures including Charles Lyell and Charles Darwin).

FOR METEOROLOGY, THE HISTORY OF SCIENCE COLLECTIONS BEGAN ORGANIZING SEVERAL LONG-STANDING ARCHIVES, INCLUDING:

- Papers from the National Severe Storms Laboratory (NSSL)
- Edwin Kessler (former head of the NSSL)
- Ronald C. Taylor (an early climate change meteorologist)
- Gary Grice; Herbert Holl (German-trained meteorologist)
- Theodore Fujita
- Neil Ward (the first to simulate tornados in a laboratory environment).

An inventory of the NSSL and Kessler archives was undertaken early in 2021, in anticipation of a visiting scholar who would come to use them in Fall 2021. Further processing of these archives is ongoing as resources and capacity allow.

Students and scholars of Arabic mathematics worldwide will soon have at their fingertips one of the most significant early works in the field, which will serve as a superb general introduction to Arabic mathematics as well as an indispensable resource for further scholarly research.



When combined with comprehensive print holdings in the history of geology, these archives, once they are processed, will establish the University of Oklahoma as a premier institution worldwide for research in the geosciences.

PRIMARY SOURCES IN HOS PUBLISHED IN EDITION OPEN SOURCES, NEW TITLE NEARING PUBLICATION

IN 2020-2021, the latest title in the Edition Open Sources (EOS) series has been nearing publication thanks to the technical production expertise of OU Science Librarian Amanda Schilling, who works in LaTeX to format a previously unpublished introduction to arithmetic written around 1305 by the medieval Moroccan mathematician al-Hawari.

This edition of al-Hawari's treatise is authored by two historians of Islamic mathematics, Jeffrey A. Oaks of the University of

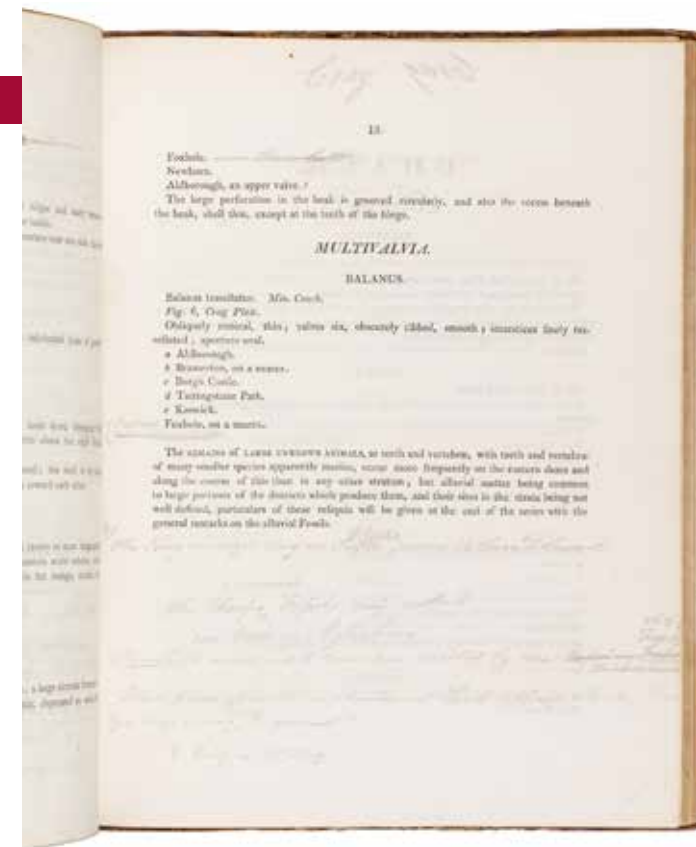
Indianapolis and Mahdi Abdeljaouad of the University of Tunis. With any luck, students and scholars of Arabic mathematics worldwide will soon have at their fingertips one of the most significant early works in the field, which will serve as a superb general introduction to Arabic mathematics as well as an indispensable resource for further scholarly research.

Edition Open Sources is a peer-reviewed, scholarly publishing series of significant primary sources in the history of science. Titles are released in both digital and physical formats. Digital-format publications in EOS are free and immediately accessible to the public worldwide under a creative commons license.

Print copies are available as handsome hard-bound volumes at a minimal cost. Development of the platform was led by the Max Planck Institute for the History of Science in Berlin (MPI). The project now continues as a collaborative venture between MPI, the OU Department of the History of Science, OU Libraries, and the OU History of Science Collections.



Hugh Torrens at William Smith building



Luzzini found himself in Norman longer than expected when COVID and a national shutdown delayed his return home to Italy in 2020.

“The three months spent working at OU, where I had access to one of the best and largest history of science collections in the world, allowed me to refine my research substantially... [after this time at OU], my new article on the early modern debate on mineral ores and human-environment interaction was ready for publication. And this article, in turn, proved crucial for the success of my new application for an EU-funded Marie Skłodowska-Curie Fellowship....the support and friendship I received from the wonderful people at OU came at the right time and allowed me to keep my dream alive. This is something that I could never repay, and which I will always acknowledge and remember with gratitude and warmth.”

Francesco Luzzini
 Marie Skłodowska-Curie Global Fellow,
 University Ca' Foscari Venice - Johns
 Hopkins University Research Affiliate,
 Max Planck Institute for the History of
 Science in Berlin (Department I)



CLTA ACQUIRES NOTED ARCHIVE, CO-HOSTED NEWMAN PRIZE

By Jonathan Stalling, Ph.D.
Professor and Curator, Chinese Literature Translation Archive

THE UNIVERSITY LIBRARIES' Chinese Literature Translation Archive (CLTA) acquired noted Scottish translator Brian Holton's translation archive this year, which includes a treasure-trove of material on his translation of Classical Chinese poetry into both English and Scots (Holton is the lone translator of Chinese into Scots). It also includes over two decades of hand-written correspondence, draft material, and other important historical documents that reveal the foundation of his partnership with contemporary Chinese poet Yang Lian.

A jury of five distinguished literary experts nominated the five authors last spring and selected the Chinese novelist Yan Lianke who received \$10,000 and a commemorative bronze medallion.



Another translator collected by CLTA, Steven Bradbury was awarded the 2021 National Translation Award, for his translation of *Raised by Wolves*, by the Taiwanese poet Amang. Bradbury will be guest-curating an exhibition on Taiwanese poetry at CLTA in November 2021.

CLTA also partnered with China's Renmin University to co-host the 2021 Newman Prize for Chinese Literature via zoom. A jury of five distinguished literary experts nominated the five authors last spring and selected the Chinese novelist Yan Lianke who received \$10,000 and a commemorative bronze medallion.

Sponsored by the University of Oklahoma Institute for US-China Issues in the David L. Boren College of International Studies, the Newman Prize is awarded biennially in recognition of outstanding achievement in prose or poetry that best captures the human condition and is conferred solely on the basis of literary merit. Any living author writing in Chinese is eligible.

The Newman Prize honors Harold J. and Ruth Newman, whose generous endowment of a chair at the University of Oklahoma enabled the creation of the OU Institute for US-China Issues in 2006. OU is also home to the *Chinese Literature Today* and *World Literature Today* magazines.

TOP LEFT: Dean Chen Jianlan presenting the award to Yan Lianke BOTTOM LEFT: Professor Jonathan Stalling speaks at the event



Earlier in the year, Holton's translation of *Anniversary Snow* by Yang Lian won the prestigious and inaugural "Sarah Maguire Prize for Poetry in Translation" from the Poetry Translation Centre. This prize is awarded every two years for the best book of poetry from a living poet from Africa, Asia, Latin America or the Middle East in English translation, published anywhere in the world.

OU LIBRARIES RECEIVES NEW ADDITION WITH GIFT OF BRONZE SCULPTURE

In July 2020, OU Libraries received a gift of a bronze sculpture of former US President John F. Kennedy

IN JULY 2020, the University of Oklahoma Libraries received a generous donation of a bronze sculpture of former President John F. Kennedy. Originally done in plaster by the artist Alexandra Vrbanic Alaupovic, who had ties to OU, the bronze sculpture was donated by her daughter, Betsy Alaupovic Hyde. The Alaupovic family moved to Oklahoma City in 1960, after immigrating to the United States in 1957. Following his election, Alexandra decided to begin the process of making a life-size sculpture of President Kennedy by contacting her Congressman, John Jarman, for reference photos.



JEFFREY WILHITE

OPPOSITE: The bust of former president Kennedy sits outside the Zarrow Family Faculty and Graduate Center in Bizzell Memorial Library

2021 PERSONNEL AWARD RECIPIENTS



THOMAS & CATHERINE LUCCOCK LIBRARY AWARD OF EXCELLENCE

The highest honor awarded by the University of Oklahoma Libraries. This prestigious award is presented annually to recognize and commend an individual for superior performance and contributions to the University of Oklahoma Libraries.

Winner: **Emily Liang**

2021 PERSONNEL AWARD RECIPIENTS



BRIDGE BUILDER AWARD

The Bridge Builder Award recognizes an individual that builds partnerships to engage others in library initiatives. Recipients of this award advance University Libraries' mission, strategic initiatives and/or organizational values through their engagement with others in the library and our OU and professional community.

Winner: **Kristi Wyatt**



Aadarsh Bhetuwal



Chinyere Neal



Laurel Newsom



CUSTOMER COMMITMENT AWARD

The Customer Commitment Award recognizes exemplary commitment to serving customers, either internally to University Libraries or externally to the broader OU community. Recipients of this award advance University Libraries' mission, strategic initiatives and/or organizational values through their service to customers.

Winner: **Mallory Hogan**



Warner West

THOMAS AND CATHERINE LUCCOCK LIBRARY STUDENT AWARD OF EXCELLENCE

The Thomas and Catherine Luccock Outstanding Student Award for Excellence recognizes the outstanding performance and contributions to the services and program of the University of Oklahoma Libraries by student employees, either undergraduate or graduate. Recipients receive a cash award and a certificate of recognition.

Undergraduate winners:

Aadarsh Bhetuwal
Chinyere Neal
Laurel Newsom

Graduate student winner: **Warner West**



Jen Elsner



Elliot Sims

INNOVATION AWARD

The Innovation Award recognizes innovative ideas that result in improved service to our customers, enhanced efficiency of operations, or a cost savings to the library. These ideas may be of benefit internally to the library or externally to our community.

Winners:

Jen Elsner
Elliot Sims

2021 PERSONNEL AWARD RECIPIENTS



Magen Bednar



JoAnn Palmeri



Eric Zemke

HIDDEN HEROES AWARD

The Hidden Heroes Award recognizes an individual that works behind the scenes to improve library operations. These employees' efforts may not always be visible, but they are the ones who keep the organization running smoothly.

Winners: Magen Bednar, JoAnn Palmeri, Eric Zemke



Susan Hahn



Larry Myers



Zhongda Zhang

EXTRA MILE AWARD

The Extra Mile Award recognizes an individual who goes above and beyond in the performance of their job responsibilities.

Winners: Susan Hahn, Larry Myers, Zhongda Zhang

2021 PERSONNEL AWARD RECIPIENTS

COLLABORATIVE SPIRIT AWARD

The Collaborative Spirit Award recognizes a work team or volunteer group that successfully works together to create a product or result that was strengthened by the effort of the team. Teams that win this award use teamwork and collaboration to further the mission of University Libraries and its strategic initiatives and embrace the organizational values as a method of relating to one another to accomplish goals.

Winner: Library Technology Platforms

2020–2021 STAFF PROFESSIONAL PRESENTATIONS

Albin, E., & Ward, J.A. (2020, October 30) *Midsommar's Nordic Nationalism and Neo-Confederate Nostalgia*. Film Quarterly Quorum. <https://filmquarterly.org/2020/10/30/midsommars-nordic-nationalism-and-neoconfederate-nostalgia/>

Albin, E. (2021, January 28). *Student-generated OER: A case study in creating and implementing OER* [Workshop]. Oklahoma Library Association University & College Division "Fixing a Hole with Open Educational Resources."

Albin, E. (2021, April 23). *Rooting Out Racism in Library Systems: Authority, Description, and Metadata* [Presentation]. University of Oklahoma's Teach OUt On Race. Antell, K. E., Hahn, S. E. (2020). Faculty status: The next generation employment status preferences among millennial LIS students and new librarians at ARL institutions. *Journal of Academic Librarianship*, 46(6). 10.1016/j.acalib.2020.102250. (Published)

** The Informed Librarian Online (www.informedlibrarian.com), selected "Faculty Status: The Next Generation Employment Status Preferences Among Millennial LIS Students and New Librarians at ARL Institutions" as a Featured Article in their November 2020 issue.

Edwards, J. A. (2020). Lessons From Improv Theater: Applying Improvisational Concepts and Techniques to LIS. *Texas Library Journal*, 96(2.5), 135-140. <https://hdl.handle.net/11244/329548>

Edwards, J. A. (2020, July 31). *Thinking On Your Feet: Staying in the Moment with Patrons and Co-Workers* [Conference Session]. Oklahoma Library Association 2020, Virtual.

Edwards, J. A. (2020, October 29). *Thinking On Your Feet: Staying in the Moment with Patrons and Co-Workers* [Conference Session]. Kansas Library Association 2020, Virtual.

Gaffin, D.D., & Curry, C.M. (2020). Arachnid navigation—a review of classic and emerging models. *Journal of Arachnology* 48(1), 1-25. https://www.americanarachnology.org/JoA_free/JoA_v48_n1/arac-48-01-1.pdf

Telecommute Environment: How One Large Academic Library is Implementing ArchivesSpace [Lightning Presentation]. 2020 ArchivesSpace Online Forum.

Hoffner, B. (2020, July 27). *Basic Finding Aid Clean-Up Using OpenRefine* [Presentation]. 2020 Metadata and Digital Object Section Annual Meeting.

Hoffner, B. (2020, October 6). *Digital Platforms Examined - ArchivesSpace* [Workshop Presentation]. 2020 Oklahoma Archivists Association Workshop.

Hoffner, B. (2020, August 3 - 7). *Managing Your ArchivesSpace Implementation in a Pandemic: Radical Empathy* [Discussion Moderator]. 2020 ArchivesSpace Member Forum.

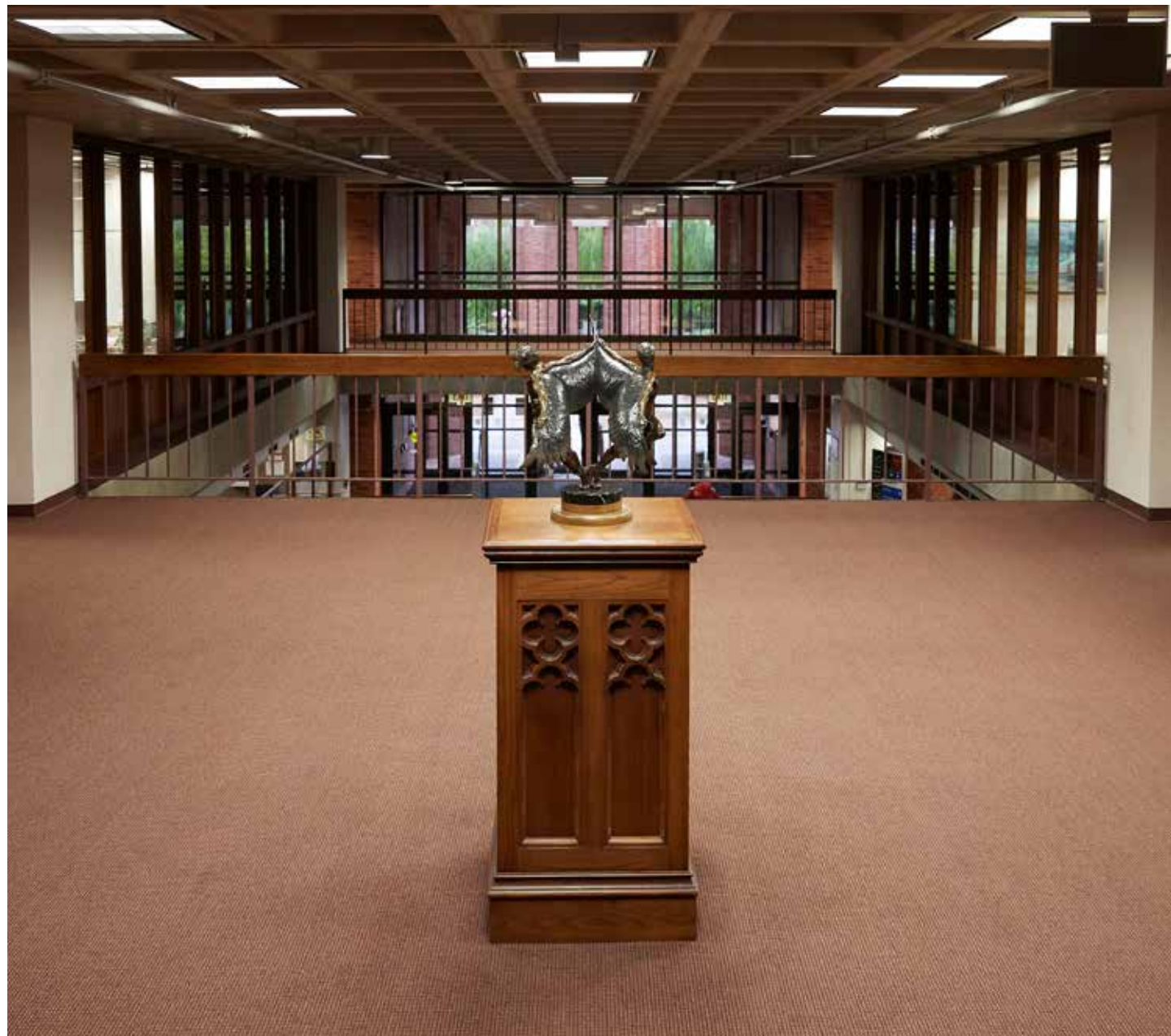
Magruder, K. (2020, August 1). *T. F. Torrance and Geohistory* [Presentation]. 2020 Virtual Torrance Workshop.

Pedersen, J., Hahn, S. E. (2020). Employers' Needs Versus Student Skillsets: Do Recent Graduates Have the Critical Thinking Skills and Research Readiness Needed for Success? *Practical Academic Librarianship: The International Journal of the SLA Academic Division*, 10(1), 38-53. <https://journals.tdl.org/pal/index.php/pal> (Published)

Seikel, M. & Steele, T. (2020). Comparison of Key Entities Within Bibliographic Conceptual Models and Implementations: Definitions, Evolution, and Relationships. *Library Resources & Technical Services* 64(2), 62–71. <https://doi.org/10.5860/lrts.64n2.62>.

Shorten, J. (2020, October 30). Tricks and Tools of the Trade [Presentation]. OLA Technical Services Round Table Workshop 2020.

Stock, M.C. (2020). Arban Expansion Pack: Classic Exercises Adapted for Today's Musician, 1st Edition. <https://doi.org/10.15763/11244/325292>



TRAVIS CAPERTON

Created by the Oklahoma Territorial Legislature in 1890, the University of Oklahoma is a doctoral degree-granting research university serving the educational, cultural, economic and healthcare needs of the state, region, and nation. The Norman campus serves as home to all of the university's academic programs except health-related fields. The OU Health Sciences Center, which is located in Oklahoma City, is one of only four comprehensive academic health centers in the nation with seven professional colleges. Both the Norman and Health Sciences Center campuses offer programs at the Schusterman Center, the site of OU-Tulsa. OU enrolls more than 30,000 students, has more than 2,800 full-time faculty members, and has 21 colleges offering 177 majors at the baccalaureate level, 181 majors at the master's level, 87 majors at the doctoral level, 37 majors at the doctoral professional level, 10 undergraduate certificates, and 68 graduate certificates. The university's total annual operating budget is \$2.26 billion.

The University of Oklahoma, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of

race, color, national origin, sex, sexual orientation, genetic information, gender identity, gender expression, age, religion, disability, political beliefs, or status as a veteran in any of its policies, practices, or procedures. This includes, but is not limited to: admissions, employment, financial aid, housing, services in educational programs or activities, or health care services that the university operates or provides.

To file a grievance related to the non-discrimination policy, report sexual misconduct, and/or file a formal complaint of sexual misconduct, please utilize the reporting form at link.ou.edu/reportingform.

Inquiries regarding non-discrimination policies may be directed to the Office(s) of Institutional Equity as may be applicable – Norman campus: (405) 325-3546/3549, Health Sciences Center: (405) 271-2110, or OU-Tulsa Title IX Office: (918) 660-3107. Additionally, individuals may contact Institutional Equity Officer and Title IX Coordinator Shaniqua Crawford, JD, (405) 325-3546, scrawford@ou.edu, or visit www.ou.edu/coo.

UNIVERSITY LIBRARIES 2020-2021: A CHALLENGING YEAR

The pandemic presented substantial disruption to physical access to University Libraries in 2020-2021. Nonetheless, with creativity and collaboration, UL staff successfully provided access to resources, expert guidance, and information technology while ensuring safety.

WEBSITE VISITS	
2019-2020	2020-2021
1,911,419 Pageviews	1,476,105 Pageviews
235,025 Users	231,632 Users
221,597 New Users	220,885 New Users
846,938 Sessions	710,065 Sessions
3.60 Number of Sessions per user	3.07 Number of Sessions per user

CATALOGUE SEARCHES	
2019-2020	2020-2021
282,141 Advanced Search	229,601 Advanced Search
370,025 Basic Search	248,922 Basic Search

LIBRARIES HEADCOUNT	
16 Faculty	35 Support staff
56 Professional staff	42 Student assistants
10 Graduate assistants	

PUBLIC SERVICES	
2019-2020	2020-2021
6,087 Total research consultations, interactions at public service desks, and requests for research help.	3,341 Total research consultations, interactions at public service desks, and requests for research help.
194 All library-initiated programs and workshops	186 All library-initiated programs and workshops
510 All instruction sessions	262 All instruction sessions

TOTAL DATABASE SEARCHES	
2019-2020	2020-2021
6,259,636	4,610,983

DOOR COUNT	
2019-2020	2020-2021
1,115,183	289,062
CIRCULATION	
2019-2020	2020-2021
83,208	39,195

SHAREOK 2020-2021	
1,536,756 Item Views	2,705,948 Downloads
3,153 New Items Added	

OU 2020-2021	
813,708 Item Views	933,270 Downloads
1,957 New Items Added	