

OLA Quarterly

Collections: New Challenges, New Solutions



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Collections: New Challenges, New Solutions

The views expressed in this issue do not necessarily represent the views of the Oregon Library Association.

From the Guest Editor



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In many ways, library work related to collections looks significantly different today than it did even in the very recent past. Whether it's responding to record-high levels of book challenges (American Library Association, n.d.), considering the impact of AI on publishing and the ethical implications thereof, or making collections decisions against a backdrop of rapidly evolving information needs, library workers have been presented with a number of new challenges in their efforts to connect the communities they serve with resources that inform, entertain, and inspire.

In spite of these developments, there are some areas of concern related to collections that remain evergreen. These include making impactful use of limited resources, working to provide equitable access to communities that have been historically underserved, and staying up to date on trends in the publishing industry and in the broader field of librarianship.

The theme of this issue of the *OLA Quarterly*, "Collections: New Challenges, New Solutions," was chosen to reflect the tension between an ever-changing library landscape and the ongoing obstacles that continue to affect the ways in which library collections are built, managed, and marketed.

As a Collection Development Librarian at Deschutes Public Library (DPL), I have had the opportunity to observe firsthand how, even as new approaches to collection management are applied, new concerns arise. In recent years, DPL has developed and implemented a word-based system of classification that we call "Wayfinder." The motivation behind this change was to make the library's collection more navigable for a public that may not be familiar with the Dewey Decimal System, and to address racial- and gender-based biases that are intrinsically part of a system that was first published nearly 150 years ago (Joseph, 2021). As is to be expected, there have been both positive and negative impacts of this change. Overall circulation of library materials at DPL has increased since the implementation of Wayfinder, which suggests that the library's customers are more easily able to find materials of interest. However, inconsistencies in initial cataloging, differences between anticipated and actual category sizes, and the work of

helping customers adjust to a new system of classification have all proven to be barriers that have required time and attention from the DPL team.

The articles in this issue of the *OLA Quarterly* highlight some of the innovative and impactful solutions that have been developed by library workers across the state in response to perpetual areas of concern: managing limited resources, serving underserved communities, and keeping informed on relevant topics.

- Holly Gabriel, Emily Miller-Francisco, and Jasmine Waters from the Southern Oregon University Hannon Library reflect on efforts to combat the rising costs of education by exploring alternate means of providing access to textbooks, including targeted ebook purchasing, promoting open educational resources (OER), purchasing on demand, and controlled digital lending (CDL).
- April Witteveen from Oregon State University Cascades considers how best to meet the diverse needs of a student population with very limited library space and with emphases on discoverability and accessibility.
- LaJean Humphries, a retired librarian, provides tips on building a collection that meets the unique needs of individuals experiencing cognitive decline, with a particular focus on pop-up books and picture books.
- April Younglove from Lake Oswego Public Library shares how, after it was determined that an enhancement of the library's world languages offerings was necessary, a sequence of community engagement efforts resulted in a more robust collection of materials in languages other than English and stronger bonds between the library and a diverse range of individuals and organizations in the community.
- Emily Moxley from the Central Oregon Community College Barber Library discusses the Orbis Cascade Alliance DEI Standing Group and the trainings it has undertaken related to building and maintaining LGBTQ+-inclusive collections, providing guidance for others seeking to remain engaged and informed on these issues.
- John Replinger from Willamette University describes the Oregon Authors Project, an online resource that facilitates discovery of Oregon authors, and shares how it can be used to diversify a library's collection by highlighting authors who identify as BIPOC and/or LGBTQIA+.

We can anticipate that advances in technology, demographic shifts, and broader social currents will continue to change what library collections look like and how they are accessed, managed, and promoted. However, as long as libraries serve as hubs of information, community, and connection, library workers are certain to continue envisioning new solutions to whatever challenges may arise.

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Supporting Student Success:

Textbook Access Initiatives at the Hannon Library

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It is no secret that the costs of getting a college education are steadily increasing. At the Southern Oregon University (SOU) Hannon Library, we are seeing the way our students struggle increasingly to afford tuition in addition to rent, food, and other necessities, and the high cost of textbooks and other course materials is only exacerbating this problem for certain student demographics. SOU students face particular financial challenges that make reducing

the cost of education in any way possible a priority for campus faculty, staff, and administrators. SOU is a public, regional university with 4,224 undergraduate students as well as a few master's programs (Oregon Higher Education Coordinating Commission, 2023). Although a large portion of our students come from the immediate region, we have students attending from throughout Oregon, and many more that come from California and other western states. We serve many first-generation students as well as nontraditional students. It is common for our students to work multiple jobs to be able to afford their education, and many report that they are unable to meet college expenses with their expected resources (Oregon Higher Education Coordinating Commission, 2023).

When students face barriers in affording and obtaining their required textbooks, it is much more challenging for them to be successful in their courses. Furthermore, the cost of textbooks often presents a greater financial burden for Pell Grant students, who are economically disadvantaged, and for first-generation students, who may assume that textbooks are included in their tuition. According to the 2021–22 Oregon Higher Education Universities Snapshot for Southern Oregon University, out of the total 4,224 Oregon undergraduates at SOU during the 2021–22 academic year, 894 students (21%) received Federal Pell Grants, and 1,783 students (42%) received another form of financial aid. The Snapshot reports that 54 percent of students were unable to meet expenses with expected resources of family contributions, students' earnings, and grant aid. In addition, a greater percentage of first-generation students (57%) were unable to meet college expenses with expected resources compared to non-first-generation students (51%).

Understanding the ways that textbook affordability has become a real barrier to success for so many SOU students, we wanted to do our part to reduce the cost of course materials for students by focusing on providing access to currently required texts in print or digital forms and by promoting the use of open educational resources across campus.

History of Hannon Library Textbook Support

Purchasing and maintaining a textbook collection is a costly proposition, because individual volumes are expensive and new editions are released every few years. In the past, Hannon Library, like most academic libraries, did not maintain a collection of current required textbooks and left textbook purchasing to individual students. Normally, students purchased traditional textbooks as well as any other books required for their courses, while the library focused on buying books and other materials that support student research. If overlaps occurred, it was by chance, and either the faculty member requested that the library put its copy of the required text on course reserves, or the first student who thought to check the library catalog for the required book found it and checked it out.

As college costs continued to rise, however, Hannon Library wanted to do something to help students access costly course materials. In 2012, we began to manage a textbook purchasing program offering print access to a portion of textbooks required that year. The program, called "Textshare," was originally funded by the SOU student government through student fees. The program purchased all required textbooks over \$75, and staff worked with the campus bookstore to identify and purchase those books. The onset of the pandemic marked a

shift as the student government reduced funding for the program in 2021, prompting a move to purchase textbooks only upon request from students or faculty. Student government ended funding altogether in the spring of 2022. After a brief pause in service, Hannon Library received temporary funding for the 2022–23 academic year through a partnership with the SOU Bridge Program, utilizing the program’s 2022–23 competitive grant award. The SOU Bridge Program is available to students graduating from Oregon high schools and serves individuals who have been historically underrepresented at college, such as first-generation students, low-income students, and students who have overcome extraordinary challenges. Since using the Bridge Program funding, we have worked to secure continued funding for our textbook purchasing program.

A Tripartite Approach to Textbook Affordability: Our Library Services and Technology Act (LSTA) Grant Project

For the transition period of 2023–24, we decided to write a proposal for the federally funded Library Services and Technology Act (LSTA) grant to focus on textbook affordability initiatives. Our successfully funded project has three goals related to textbook affordability:

1. Provide more multi-user ebooks that are used as course materials so that students have free access to the material from the library.
2. Increase the number of classes using open educational resources in order to reduce the long-term expense of our course reserves program.
3. Pilot controlled digital lending for at least seven required textbooks to increase digital access to course materials.

In order for this grant project to be successful, we needed buy-in and support from our library and campus colleagues, so we reached out to our Center for the Advancement of Teaching and Learning colleagues and several faculty partners. Having a team approach allowed individuals to bring their diverse experiences and perspectives to the project, resulting in more innovative activities and outreach to campus stakeholders.

Part One: Targeted Ebook Purchasing

Academic libraries are exploring the use of multi-user ebooks for course materials, giving students free access to these materials to help address affordability issues (Rokusek & Cooke, 2019). In the same vein, we have spent approximately \$2,000 per term (fall, winter, and spring) to purchase required course texts as ebooks since the fall of 2022. Before the term begins, our Resource Sharing & Fulfillment Lead obtains a list of required textbooks. She uses this as a resource for purchasing physical books from the bookstore when students request them. The Collection Development Librarian also uses the list to determine which books are already in our collection as ebooks, and then which ebooks are available for purchase with unlimited-user licenses. We purchase as many of these as the funds allow, preferring versions without digital right management (DRM).

So far, we have usually had enough funds to purchase all of the unlimited-user books available for each term. Some terms had funds left over and we have opted to purchase additional ebooks with more limited licenses. In these instances, we have preferred nonlinear licenses when possible. These allow a certain number of uses (usually over 300) each year, but they can be simultaneous.



Our hope is that this will still provide enough access to be useful for a class. Once the ebooks have been purchased and added to the collection, the Resource Sharing & Fulfillment Lead flags them as course books in the discovery layer and sends the links to the faculty so that they can share them with students and post them on their course web pages (see Figure 1).

If there are still funds available for the term, we purchase licenses restricted to three users at a time. These are flagged in our system as course books, but they are not sent to the faculty so that there is not an expectation that all students will be able to use the books simultaneously. We further try to prevent frustration for these by limiting the loan period to four hours so that



Figure 1
A Course Reserve as Displayed in our Discovery Layer

the book loan is analogous to physical course reserves. So far, we have purchased ebooks for seven terms, starting in fall of 2022. Over that time, we have spent \$13,895 to purchase 122 ebooks with multi-user access.

To give a sense of the success of this program, the fall 2023 term serves as an example. For this term, we were able to provide access beyond a single-user license to 56 ebooks out of the 229 required texts. Most of these were for access with unlimited simultaneous users, but also included 11 nonlinear licenses and seven licenses restricted to three users. For 19 of the titles, we already had unlimited access predating the textbook affordability initiative, usually through a subscription or an Evidence-Based Acquisitions package. In addition, 13 of the titles had already been purchased for the initiative during the previous academic year. Our new books for the term included eight new unlimited-user licenses, 10 nonlinear licenses, and seven three-user licenses.

The newly purchased titles were used 350 times (unique title requests) over the course of the term from September to December. Required titles that were purchased the previous year were used 212 times. Titles that we had from sources outside of this program were used 98 times, totaling 660. These usage statistics indicate that the program is having a significant and lasting impact.

Part Two: Promoting Open Educational Resources (OER)

Increasing the number of classes using open educational resources is another main goal of our LSTA grant project. Open educational resources (OER) are teaching resources that are free of cost and access barriers allowing professors to freely edit and use the materials, while students are able to freely access them. Examples of open resources include textbooks, syllabi, tutorials, assignments, tests, lectures, and videos. Studies demonstrate that the use of OER has a positive impact on student retention. For example, a recent meta-analysis of 11 OER studies covering over 78,000 students determined that courses with OER textbooks had withdrawal rates 29 percent lower than those with commercial textbooks, while also finding equivalent student learning outcomes (Clinton & Khan, 2019).

The Open Access & Government Information Librarian chairs and coordinates our campus OER Advisory Group, made up of stakeholders such as the University Librarian, several faculty members, the Academic Scheduling Coordinator, the Bookstore Manager, and a student representative. This group has created a campus Textbook Affordability Plan and leads campus activities related to textbook affordability. “Open Oregon Educational Resources,” a statewide initiative, offers many professional development opportunities and stipends related to open education. We use the SOU all-faculty email listserv and targeted direct emails to share these opportunities with all campus instructors.



As part of our grant activities, we planned a faculty OER workshop during Open Education Week in March 2024. Approximately 15 participants attended the workshop resulting in an engaging discussion about how OER impact student success as well as a need for departments’ promotion and tenure policies to better support faculty who create open textbooks. We plan to host another faculty workshop next year with time dedicated to searching for open materials, which we hope will boost faculty interest and attendance.



To increase awareness of OER, we purchased a class set of the printed open chemistry textbook, Chemistry 2e, which is used across three terms in general chemistry. This gave students the opportunity to use either the print book or ebook, depending on their preferences (see Figure 2). Based on surveys of these students, the majority preferred to use the ebook version of Chemistry 2e. However, a few students commented that it was less distracting to study with a print copy, that it was more difficult to navigate the ebook, and it was easier to study diagrams in the printed version. We concluded that having a few copies of the print version available for loaning from the library could strongly benefit students who prefer printed materials.

CH 314 (1235-FA23) - Chemical Research Comm I

Course Settings Participants Grades Reports More ▾

▾ **General** Collapse all

 2023 CH314 Syllabus  View

 Scientific Papers and Presentations, 3rd ed. by Davis, Davis, and Dunagan.  View

Free electronic access to the class book is provided by Hannon Library: [Link to ebook.](#)


 Announcements

Figure 2
Linking to an Item in our Course Management System



Figure 3
Promotional Postcard for Course Reserves

OER awareness is gaining traction on campus, but there are still many instructors who are not aware that they can get assistance from librarians in finding quality open materials and appropriate library resources to use as course materials. In addition, many instructors do not know that the library offers a course reserves program for students. To increase awareness, we created postcards to send to all instructors highlighting OER and course reserves, which we will distribute shortly before the fall 2024 term begins (see Figure 3).

Part Three: Purchase-On-Demand and Pilot of Controlled Digital Lending of Course Materials

Another segment of our textbook access efforts is purchasing textbooks on demand and piloting controlled digital lending. Since 2021, we have utilized an on-demand structure for our physical reserve purchasing. Using a request form, faculty and students can request the purchase of a course book, which is then placed in our reserve collection, available for a four-hour loan. Students can only request required course materials, but faculty members may request that supplementary materials be purchased on a case-by-case basis. We cross-check the books against a list of required materials obtained from our university bookstore and our library's general collection.

Based on availability, we purchase the requested items directly from our university bookstore or from Amazon. We prioritize turnaround time over potential discounts gained elsewhere, as

the majority of course books are requested after the term starts. When possible, we purchase used books in good condition to offset costs.

We have a total of 70 purchased textbooks currently in our reserves collection. Since September 2023, we have purchased 21 textbooks on demand. We have a total print budget of \$3,500 for the 2023–24 academic school year. Items are kept in the reserve for at least two years, matching the common length of time between class cycles. At the end of each academic year, staff review which items have not been used for a class in over two years, as well as items that have been replaced with newer editions in our collection. Items not chosen to be permanently cataloged are sold back to the SOU campus bookstore or recycled.

This academic year, the program saw a general increase in checkouts for our purchased textbook collection, with nearly 100 more loans than each of the previous two years. Books purchased through the program in previous years continue to see steady checkouts, and newly purchased items are seeing high checkouts compared to the rest of the course reserves collection.

Although we saw an increase this academic year in usage of course reserves, the program has not returned to the level of pre-pandemic usage. Anecdotal reports from students indicate preference for full-term loan periods or limited library hours conflicting with preferred studying times. In response to this decline, we have been exploring options to continue to provide access to textbooks. As a part of the LSTA grant activities, we have begun a controlled digital lending (CDL) pilot focused on items in our reserves collection. CDL follows a principle of digitizations being loaned out on a one-to-one, owned-to-loaned basis, where books are scanned and then made available for electronic checkout with users equaling the amount of physical copies purchased (Hansen & Courtney, 2018).

Our goal with the pilot is to provide access to our print reserves collection in ways that work best for our student body. We select texts based on several criteria, looking at whether an electronic version is already available, looking at books used for distance classes, and books used in multiple courses. We started with a limited selection of books, aiming for a total of seven this academic year. Of the seven books scanned for the CDL pilot program, we had the most success with an item created in response to the needs of a distance student who requested access to their required textbook. The scan of the textbook was only available for the second part of the term, but it had consistent usage from several unique users.

Challenges and Lessons Learned

We have faced challenges in each aspect of our textbook affordability project. Some have been logistical, some material, and some financial. Each part of our project required additional work and time from librarians and staff members already faced with heavy workloads. Nevertheless, each challenge faced has helped us better understand the problem of textbook affordability and has enabled us to refine our processes and strategize future initiatives.

Developing the best procedures for purchasing required ebooks has been one of the challenges we have faced. The process always begins with the list of required texts, but that list comes in different formats and each one requires a different approach. It has also become apparent that, although ISBNs are the most realistic identifier for ordering, it is easy to miss that we might have a different edition of a text that might work equally well. We continue to work toward solidifying procedures in a way that is both sustainable and gives the most access for the funds.

Another challenge has been the timeline. Some faculty do not make final decisions about their course books until close to the end of the previous term. We want to include as many of

the books as we can, so we wait until a couple weeks before the end of the previous term to get the list and begin purchasing. At that point, we try to process the list as quickly as we can so that the purchases have time to be activated, flagged, and shared with faculty. This can make for a very tight timeline, especially at the end of winter term when we have only a one-week spring break between the terms.

Ebook purchasing has been challenging due to the shortage of unlimited-user licenses. Many books do not have this option. We mentioned above that we sometimes purchase the nonlinear licenses or three-user licenses. However, these are frequently insufficient and we get turn-away notifications as students attempt to use these books beyond the license limits. Many books only offer single-user licenses or have no institutional ebook formats available. Also, our licenses are institutional and do not have the interactive options that some coursework requires.

In addition, ebooks, especially unlimited-user ebooks, are very expensive. And so, although we would like to see a higher number of books available this way, we are forced to make difficult choices about which ones to purchase with our limited funding. We have also learned that the most expensive licenses are often the three-user options. Some of these costs are astronomical and are beyond our purchasing power for the foreseeable future, especially as they can only serve three students at a time.

One real challenge to the adoption of OER is that not all subjects have appropriate open materials available for adoption. For many lower-division courses, instructors across North America have developed quality materials for other instructors to easily adopt. With upper-division courses, there are fewer options to choose from and with some specialized topics, there are zero quality open materials. For example, for a criminal justice course focused on race and crime, there is a lack of open materials, so several faculty members in Oregon are receiving stipends from Open Oregon Educational Resources to write an open textbook.

An additional challenge to adopting OER is the time needed to find, adopt, revise, or create open materials. The variety of faculty responsibilities related to teaching, service, and scholarship seem to continually expand. Finding the time to adapt or create new course materials can often be overwhelming. Fortunately, at SOU the librarians and instructional designers offer assistance with finding materials, researching copyright licensing, and revising course lesson plans, which can make adopting OER more manageable.

Lastly, many faculty are reluctant to develop open materials because the effort may not count toward their promotion and tenure. At SOU, promotion and tenure guidelines vary from department to department, and often a peer-review process before publication is a critical component of scholarship promotional activities. The peer-review process may be lacking in the creation of some open textbooks; however, more attention in the field of open education is being given to create options for peer review.

One challenge we faced for the purchase-on-demand program is outreach and awareness. Due to the limitations of the program during the global pandemic, staff departures, and the brief pause in service mentioned above, student awareness of the course reserve program as a whole is low. Identifying the areas where awareness can be improved and making plans to address it are long-term goals for the program.

Additionally, our CDL program has faced staff time and technical challenges. The time needed to digitize items and the time in between terms can both fluctuate and might conflict with each other. There are also steep learning curves for workflows and processes, which can affect turnaround time. To best support students, we aim for items to be available from the first week of term, which is not always possible.

Conclusion

Based on institutional data, we know that many students struggle to obtain their course materials and the library can play an important role in reducing these financial barriers. Our library is taking a three-pronged approach to improve access for students. We focus on purchasing a greater number of ebooks, promoting OER, and using a combination of on-demand purchasing and controlled digital lending. Initial results show that these initiatives are already popular and impactful, and it looks likely that our Provost will approve funding to continue these programs into the future.

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Four Bookshelves and a Microphone: Maximizing Collections in a Minimal Space

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“Oh, wow, this is ... cozy ...”

“This is certainly different than what we saw at the Valley Library!”

“I’m sure it’s fine, students all use electronic resources these days, don’t they?”

These are a few of the comments I overhear during each campus tour when prospective students and their families arrive in the Oregon State University (OSU)-Cascades campus library in Bend, Oregon. With the main library area—containing stacks, seating, and computers—only measuring 830 square feet, it’s easy to understand the initial surprise of walking into the snack-sized space. With a 20-year background in public libraries, I have experience with both collection development and space management, skills which serve me well as I work on the puzzle of maximizing our limited resources.

Historical Context

OSU-Cascades opened a two-building campus in 2016, following several years of co-housing programs and student services (including library services) at Central Oregon Community College. Tykeson Hall was designed to be the first strictly academic building on the new site, with lab space, classrooms, and—tucked away at the end of the second-floor hallway—the library.

Early plans for campus did not include a library at all. Former campus leadership felt confident they would quickly secure funds for an expansion including a Student Success Center that would become the home for the library. It took significant advocacy on the part of then-Library Director Sara Thompson to convince the dean that serving the immediate need for textbook course reserves would increase college affordability and result in retention that would keep tuition money flowing (Williams & Randolph, 2020). Course reserves needed to live somewhere, so the library was sketched into the blueprint.

Unfortunately, the legislature has taken more convincing as to the validity of a new university east of the Cascades and the campus continues to hit barriers for funding at the statewide level. The Student Success Center will open in winter of 2025, many years past its original conception. It will not include a new library space.

The campus currently supports approximately 1,300 students, 200 of whom are residents in the single dormitory (Oregon State University Cascades, n.d.a). A new strategic growth initiative sets the goal of enrolling 2,200 students by 2030 (Oregon State University Cascades, n.d.b). In addition to the new Student Success Center, leadership is advocating for a student recreation and wellness building and additional student housing. No new academic buildings will be built until after 2030, which gives me time to demonstrate the need for a fully resourced library to match these growth plans.

Four Bookshelves ...

On my first day on campus, I experienced a wave of overwhelm. The neglected space hadn't had a director since the onset of the COVID-19 pandemic, and while a valiant technician and student workers kept the wheels turning, it was clear that library services were operating on survival mode. After removing all the dead and languishing houseplants that were not improving the atmosphere, my work turned to the physical collection.

The "stacks" in the main room of the library were comprised of just four bookshelves, each crammed end-to-end. The book display lived on a bedraggled audio/visual cart. Altogether the library had a mere 65 feet of shelf space in the main library room, with approximately 30 feet of print titles available as "overflow" behind closed doors in the library work room. It was immediately clear that a collection of this limited size could not adequately support even a small campus of 1,300 students, so with the support of Anne-Marie Deitering, Dean of OSU Libraries and Press, I started using my background as a public librarian to create and curate meaningful collections that more broadly serve academic and recreational needs.

Increasing Discoverability

Throughout my 20 years in public libraries, approaches towards print collections have evolved. Public librarians no longer assume that visitors are willing to dig around packed shelves for that hidden gem, and libraries have found ways to showcase their many treasures. Library conference sessions and industry publications educate librarians on retail-based approaches to physical collections, such as merchandising with face-out displays and plenty of room on each shelf to allow easy browsing. Libraries have increased their "staff pick" shelves and thematic displays and have found numerous other creative approaches to highlighting individual books in browsable spaces. When I arrived at OSU-Cascades, I knew I wanted to bring elements of these types of merchandising to the collection, and I needed to give priority space to the titles that would be the most usable and interesting to a browsing visitor while keeping additional material in the overflow stacks.

I carefully embarked on my weeding project, not wanting to jettison items before I knew the full landscape of campus needs but also knowing each book would need to earn its space. I found titles that reflected courses or degree programs no longer offered at OSU-Cascades, and some had duplicates in the Valley Library's collection in Corvallis, a building much more suitable to maintaining an academic record. Titles related to teaching, psychology, and counseling were out of date considering current pedagogical and therapeutic approaches. The literature section was representative of an older canon, textbooks in editions no longer current, and other miscellaneous items that were not valuable enough to keep their real estate.

I felt stymied by the overflow stacks. These titles are in the catalog and fill resource-sharing requests, but are overall "out of sight, out of mind." After my initial weeding, I was only able

to move out a handful of titles from the overflow to the main stacks and still maintain the newly merchandised shelves. The only solution that made sense was to add more shelving, but I kept running into the same issues with each imagined scenario: The library's walls are primarily comprised of windows and the room is not wide enough to allow for shelving other than around the periphery. I brought my issue to the facilities team and after some furniture rearrangement we found one open wall for a new shelving unit. Now we have five bookshelves!

Prioritizing Underserved Voices

I excitedly began to order new titles. My goal at this point was for the collection to represent current academic programs offered at OSU-Cascades, include titles to support student health and well-being; bolster our graphic novels and popular reading selections; and ensure that materials on topics such as race and antiracism, sexuality, gender studies, and voices from neurodiverse and disabled communities were up to date. The literature section had little diversity of viewpoint or representation of BIPOC or queer creators and stories. With OSU being a land-grant university, increasing Indigenous perspectives in the collection overall was a priority.

I want to ensure that each student on campus can come to the library, no matter how small it may be, and find something that represents them. Enjoyment of the outdoors is an unofficial campus value, so I look for titles that bring marginalized voices and experiences into natural spaces. The small size of the OSU-Cascades campus is often attractive to neurodiverse students, so I am adding titles to support self-awareness and academic success for this population. I held a "Blind Date with a Book" event on Valentine's Day, and through short snippets of text on each wrapped book I was able to exhibit a newly diversified collection that inspired strong curiosity among the campus community and resulted in the highest number of book checkouts in one day that the library has likely ever seen.

I have also been working on an audit of our course reserves collection, a short-term textbook loan program that supports college affordability. Ordering new editions of textbooks may not be as thrilling in the moment, but student feedback ("I can't look at another screen" or "I can't process information as well on a screen") currently has me ordering print copies of required books while not pursuing ebooks or electronic textbooks at the same level. I have seen an increase in use of course reserves through steady promotion and dedication to ensuring students can access their readings in a format that works best for them.

... and a Microphone

I inherited a respectable equipment collection, otherwise known as our Library of Things. Laptops, graphing calculators, and A/V equipment (like podcasting microphones) are all primary draws to visiting the library. This collection was also outdated due to the onward march of technology. The library had become a catch-all for volumes of equipment that had been loaned out to instructors and students during pandemic-era operations. I began tracking requests for items at the front desk and quickly ordered equipment that we did not have such as updated phone and laptop chargers, noise-canceling headphones, bike locks, and all the adapters and dongles one could need. You want thingamabobs? I've got 20!

Our student wellness team donated two happy lamps to the collection, making these devices more accessible than when they were kept in offices. I am in conversation with the Dungeons & Dragons club on how we can make their gaming items more accessible. I have added board games and will launch hobby kits next fall. I am pondering items that students

could use outdoors on campus like camp chairs, blankets, and reusable picnic ware. We don't have a campus bookstore, so I'm stocking glue sticks, folders, and other small office supplies. Through these small actions I demonstrate a level of care for the community. Let the reputation of the library be that it is here for whatever your needs may be, and even for things you didn't know you needed!

For now, the Library of Things collection lives in the back room. I do not have a display case, slat wall, or other option to bring these out into the library. I currently have a "Cabinet of Curiosities" display to highlight an assortment of equipment instead of featuring a selection of books. This is the essence of my experimentation with collections here: I can't do it all, or have it all, but I can draw from my "try anything once" experiences as I continue to adapt my approaches to library services on a branch university campus.

Library as Laboratory

Now that I have settled into the position and the space, the creative problem-solving has not ended. I would love to see even more browsing of the collection here, but the Library of Congress classification system is daunting at best, traumatic at worst, and can lead to library anxiety even in a small collection (Maluski & Bruce, 2022). I've added shelf labels to sketch out the general topics found in each area, and the face-out displays provide additional clues. While my guiding idea is to have as many books as possible out in the main stacks, this means I am utilizing the uppermost and lowermost shelves, which is a significant accessibility concern. Our literature section lives on a set of shelves below a window, so the area that I'd most like to highlight is one of the most difficult to see and use. I've browsed library catalogs and websites looking for a piece of furniture that might somehow work in the space to hold novels, but the perfect solution eludes me . . . for now.

I continue to test new options for improving discoverability. We have a DVD collection that is shelved in the work room and although we fill a few resource requests, not even a display of interesting titles (and a notice that we also loan external CD/DVD drives) got this collection the circulation I'd like to see to keep it housed here.

The Academic Faculty Council secured grant funding to create a Teaching Excellence collection made up of approximately 75 titles that support pedagogy and praxis. When I arrived, these shelves of books were also in the back room, with no marketing or promotion to encourage use by the intended users. I created a LibGuide, notified faculty, and moved the titles out to the main space where they lived for a few months in a spot of valuable real estate I had created to support more display space.

After experimenting with this placement for a couple of months, I realized that the space could be better used for another collection. I had developed a new collection of early literacy tote bags designed to support the underserved population of student parents and I needed that display real estate to launch this new set of items. The Teaching Excellence collection then earned frequent flier miles by moving back into the work room. Upon further discussion with faculty, we agreed that these books should move out of the library completely and find homes in various points on campus where instructors naturally tend to gather such as in staff lounges. The books will likely find more use when not formally part of the library's collection.

After a year of book ordering, conservative in numbers though it has been, I can see the growth of the collection and will again need to consider which titles stay out in front and which aren't earning their place. I watch holds come in from other libraries in our resource

sharing network and think “I should have that,” but I don’t have the means to purchase and house them. While I don’t mourn the fact that OSU-Cascades does not have a print journal collection, I do wish for one magazine rack that could give students a quick reading hit in between classes.

Lack of anonymity is something I have been thinking about here. So many student experiences with academic libraries are of the “disappear into the stack to study/sleep/hide out” variety, and here that is not the case. There is no privacy to browse the collection in open space, we do not have self-checkout kiosks, and all our holds are in the back room. While this means library staff may interact more with patrons, there may be self-censoring happening when someone looking for sensitive material finds out they can’t do so without someone else knowing. I continue to tinker with the space and I may find room to install self-service holds and a self-checkout station, and I’m investigating new furniture options like modern study carrels or other privacy barriers such as modular walls.

Conclusion

While I see anecdotal and statistical evidence of the library increasing its presence on campus, I still talk with third- and fourth-year students who do not know there is a library. When the Student Success Center opens this winter, I will curiously await potential shifts in traffic. I am planning a pilot project for pop-up library services in both the Student Success Center and the Graduate Research Center, a building located off the main campus. Developing this kind of outreach model is one way forward for campus library services, but my capacity as a solo librarian will impact the extent to which I can pursue new activities. I am curious about what the next year will bring and what ideas may bubble up. I remain dedicated to a proactive, flexible, and relationship-based approach to meeting campus needs to the greatest extent possible while occupying this small physical space.

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Pop-ups & Pictures: Collections for Cognitive Decline

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LAJEAN HUMPHRIES earned a BA from Boise State University and an MLS from San Jose State University. She worked in school, public, academic, and for over 25 years, in law firm libraries. Volunteer activities included serving on the State Library of Oregon Library Services and Technology Act (LSTA) committee; as President of the Special Libraries Association, Oregon Chapter; and on various committees and presentations for the American Association of Law Libraries.

There is a unique and growing population which is often ignored in public libraries: the elderly, especially those who may be suffering some cognitive decline. They need books, but not just any book. According to Dr. Richard Restak (2022), one early sign of memory issues and/or mild cognitive impairment (MCI) is giving up on fiction, because following a story from beginning to end can be a complex cognitive task. In addition, the physical format and design of a book can also affect reading and comprehension. Finding appropriate materials that are easy to follow, comfortable to read, and yet still geared towards adults can be challenging, but it is possible and can really make a difference for this often-overlooked group of patrons.

My Story: The Library at Willamette View

After 30-plus delightful years as a librarian, I retired, and about five years after that I moved to Willamette View, a continuing care retirement community in southeast Portland. Initially, I was hesitant to volunteer but soon was enticed onto the library committee where I now serve as chair. When visitors enter our Manor building, the first thing they see is an open, welcoming library like the best small public libraries (see Figure 1). Our community has an excellent library system with three main branches (each located in a different building on campus), a “grab & go” collection of paperbacks which are not cataloged and do not require checkout, and four “mini-libraries” in the licensed care facilities (see Figure 2). We use an integrated library system that includes an online catalog, streamlines operations, and helps us maximize productivity. Over 55 volunteers (including retired librarians) keep the library branches on our campus running smoothly.

When COVID-19 struck in 2020, just as I moved into the community, everything was restricted to try to curb the spread of the virus. No new books were added to the mini-libraries and during the next three years they disintegrated. When I became chair of the committee, pandemic restrictions were ending and the three main branch libraries were still in excellent condition. However, the state of the mini-libraries for the assisted living and memory care residents was dismaying. The books there were primarily dense works of fiction that had been withdrawn from the branch libraries and were totally unsuited for residents with cognitive challenges.



Figure 1
The Willamette View Manor library Branch with a Puzzle Table



Figure 2
A Willamette View Mini-library

Finding Appropriate Titles

I conducted some research and became convinced to look for books that are styled with the appeal and simplicity of a children's book but created for adult audiences. Some children's books may be appropriate, but books created for adults are often better. It's as important to avoid "talking down" to adults as it is to children. Books for this group of patrons must be mentally

suitable, and they also must be physically suitable. For example, coffee table books may be mentally suitable, but too heavy and large for a physically frail person to easily lift and handle. They also should be free of dense text, with adequate white space on all pages. Books in the style of children's books but geared towards adults often fit these criteria.

Ideal books feature vivid photographs and appealing content written in clear, concise, easy-to-read sentences with large print (The Ridge Senior Living, n.d.). Luckily, many such books exist. *Blue Sky, White Clouds* (Sobel, 2012) is an example of an attractive book designed for a patient with dementia. Other recommended authors include Lydia Burdick, John Moher, Hugh Morrison, Judi Parkinson, Matthew Schneider, Emma Rose Sparrow, and Jamie Stonebridge. Although not all books by these authors are recommended for patrons with MCI, many are suitable. According to the website for Lydia Burdick's *Wishing on a Star: A Read-Aloud Book for Memory-Challenged Adults* (2009), reading books such as these will "stimulate conversation and reminiscence, encourage physical closeness and interaction, provide a calming diversion from an upsetting episode, inspire intergenerational exchanges with children, increase social interaction between staff and residents, and promote reading skills in residents" (Health Professions Press, n.d.). Finally, in my experience at Willamette View, it seems that patrons with MCI often enjoy books about animals, nature, national parks, the ocean, the jungle, and the solar system. They also enjoy books about earlier times, such as the 1940s and 1950s.

Books can be an extremely useful aid for us as we age. Health Professions Press, the publisher of the Two-Lap Book Series meant to be read aloud to adults, notes that "books provide a natural and unlimited opportunity to rebuild connections for the person with dementia, stroke, multiple sclerosis, and related disorders" (n.d.). The curators at The Alzheimer's Store have also claimed that "picture books can also help us reminisce, as images are a very powerful way to access memories. They can help increase communication, whether it's with relatives, caregivers, or friends. If used in a group setting, they can bring individuals with cognitive impairment together and can be used as an entertaining activity that helps combat boredom, or even depression" (n.d.).

Books with sound are another option to consider, since they can be used to encourage stimulating activities. Pop-up, lenticular, scanimation, "photicular" or integrated photography type books require no planning or preparation. Techniques in integrated photography books involve an animation process that creates the illusion of movement in each picture. The visible image moves and changes with the perspective of the viewer.

Pop-up books such as the ones by renowned authors Robert Sabuda or Matthew Reinhart are amazing works of art enjoyed by seniors and youth alike. Glow-in-the-dark books, such as *Constellations: A Glow-in-the-Dark Guide to the Night Sky* (Sasaki & Flinn, 2006) and other books that have a lift-the-flap, pull-the-tab, and turn-the-circle activity intrigue adults as well as children. Books with texture invite one to feel and touch, whether it's soft and furry or coarse and rough-textured.

Promoting Engagement and Wellness Through Reading

Like many adults I fear the ravages of dementia and was thrilled to learn about research which shows an association between reading aloud and the prevention of dementia (Çetinkaya et al., 2022). According to research, reading aloud for as little as 10 minutes a day may improve memory, focus, and vocabulary (Nouchi et al., 2016). "Shared reading is one of the most significant

developments to have taken place in mental health practice in the last ten years,” says Dr. David Fearnley, Medical Director of Mersey Care Centre, United Kingdom (Eldercare Home Health, n.d.). Among its other benefits, reading aloud can strengthen emotional bonds and bring joy, comfort, and a sense of belonging. Reading aloud has been shown to be the easiest way to boost your memory (Forrin & MacLeod, 2018), and repeating words out loud to another person has also been linked to better recall. This is because production of one or more sensory aspects allows for more efficient recall of the word (Lafleur & Boucher, 2015). In explaining how this works, Boucher stated, “The brain refers to multisensory information associated with the communication episode, and varying feedback creates differential effects on memory for spoken words,” (Repetition boosts recall, 2015).

In some situations, an interactive storytime might even be appropriate for elderly patrons with MCI. Marie Corbitt, Outreach/Program Librarian at Westerville (Ohio) Public Library, developed “Remember When” for older adults to get them engaged in sharing their own stories and memories (Corbitt, 2015). She has a different theme each month and includes stories, songs, pictures, and props. If seniors are unable to come to the library, the outreach department takes a program to the retirement community! She cautions one to be sensitive as some topics can be difficult because they bring up bad memories. Corbitt tries to find music for each topic, preferably older songs that seniors would know. I found from my own experience that older songs and music are very popular.

Conclusion

With all of this research in mind, the library committee at Willamette View went to work developing the mini-libraries for the assisted living and memory care areas of the facility (see Figure 3). After working with Life Enrichment staff, we added over 100 new books for residents in these areas. Feedback regarding our updated mini-libraries has been overwhelmingly positive. Assisted living residents are taking books from the shelves and looking at them. Life Enrichment staff work with residents using the books to facilitate conversations. And best of all, the books and stories are engaging patrons. One staffer reported on reading the Reinhart *Cinderella* pop-up book to a group of older women. It was magical; when the page turned, the glass slipper literally rose from the page. They were entranced.



Figure 3
Another Willamette View Mini-library

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Additional Resources

There are a number of publishers who specialize in books for and about elderly individuals with a variety of needs, as well as organizations that provide reading recommendations. A selected list of them is below.

- Health Professions Press (HPP), an imprint of Brookes Publishing, focuses on contemporary concerns in gerontology, long-term care, elder care, Alzheimer's disease and other dementias, wellness, aging, etc. HPP's Two-Lap Books® Series provide engaging books with colorful illustrations and short, easy-to-read text.
- Shadowbox Press is a veteran-owned small business located in Richfield, Ohio. Shadowbox Press produces a collection of innovative, high-quality, large-print, interactive books and conversation cards, intended to evoke memories, prompt conversations, and engage dementia patients in a meaningful activity.
- Mighty Oak Books' *Reminiscence Books* series and the *Memory Lane* books are designed for adults, feature mostly photographs, minimal text, and are short and lightweight.
- Sunny Street Books are created for seniors with dementia although they never mention Alzheimer's, dementia, or similar conditions to avoid offending or embarrassing readers. Most books are relatively small, lightweight, with beautiful photographs and uplifting stories.
- The Alzheimer's Association GreenField Library provides a list of reviewed reading materials and recommended authors.
- The Dorling Kindersley (DK) Eyewitness Books (called Eyewitness Guides in the UK) are a series of educational nonfiction books with beautiful illustrations. DK Publishing also produces three-dimensional pop-up books which are marketed for children, but many are suitable for adults as well.



Enhancing the World Languages Collection: From Imagination to Creation

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In 2022, the Lake Oswego Public Library (LOPL) adopted a new mission statement: “Together, we inspire discovery and cultivate well-being by welcoming all people to read, learn, and connect” (Lake Oswego Public Library, 2024a). This mission statement inspired the library to plan an expansion of its World Languages offerings. My prior success building a World Languages collection at a California boarding school with an international student body aligned well with the library’s goals. In October 2022, I was hired as an Adult Services Librarian tasked with bringing this vision to life. The project ultimately resulted in the creation of a World Languages collection for adults, a significant expansion and upgrade to the children’s World Languages section, and the formation of an inclusive adult World Languages Conversation Group.

Identifying the Need

I analyzed how language needs within the community were being met by our current services and collection. Census data from 2020 revealed that nearly 15 percent of Lake Oswego residents spoke a language other than English at home. At our request, Megan Kim, the Director of Student Data & Accountability for the Lake Oswego School District, shared a report with us showing that the district provided language services for 13 languages in 2022, with Chinese, Spanish, and Korean being the most common (Lake Oswego School District, 2022).

At the time, our children’s materials spanned 14 languages, and the Youth Services department was actively developing its Global Stories Project which included circulating kits called *Global Stories Book Bundles* and hosting First Saturday Readalouds (Lake Oswego Public Library, 2024b). Each Global Stories Bundle includes a discussion card and five picture books about how kids around the world play, learn, eat, dress, and fill their days. The stories aim to reflect our global similarities, while opening doors to new cultures and experiences. The Readalouds spotlight a different world language each month and feature guests from the Lake Oswego community who read and explain a world language picture book, share stories about their country’s culture and traditions, and lead a simple themed craft activity. The Youth Services department also curates booklists on Pinterest in various languages to further reach out to our multilingual patrons.

Our adult programming and collection were limited to English, however. There were only a few dozen titles available in Spanish for adults, and no adult world languages programming existed. Our pop-up library program, Rover, offered 15 Chinese-language titles as a pilot for a larger adult World Languages Collection. Check-out data for these materials confirmed local interest in adult language books, especially Simplified Chinese. It was clear that there was a gap in adult collections and programming waiting to be filled, and I looked forward to working collaboratively with our Youth Services department to bring about needed changes.

Planning for New Collections

Prior to community outreach, I secured internal library support by meeting with representatives from each library department. This helped identify areas of impact and potential collaboration. For instance, Youth Services already had a relationship with a local parenting group focused on multilingual families. In addition, I identified multilingual coworkers who were willing to share their language knowledge with me.

We considered whether to interfile our World Languages materials with our English materials or to create a dedicated section. Based on feedback from neighboring libraries about how patrons seek out a specific area in the library to find World Languages books, space was identified for dedicated World Languages sections for the children's and adult areas. For the adult collection, a plan was made to significantly weed the reference collection, change shelf heights, and integrate the genealogy collection with the reference section to free up a block of three shelving units near the nonfiction reference desk. In Youth Services, the DVD section previously located by the entrance to the children's area was relocated to nonfiction, and the World Languages books previously located in nonfiction were relocated to be the first books encountered by anyone visiting the children's space.

We also collaborated with neighboring libraries (Happy Valley, Beaverton, and Tigard) to learn about popular titles in their World Languages collections, and to solicit advice about vendors and cataloging procedures. A team of librarians from different departments developed a collection strategy to intentionally budget for and collect books written in or translated into Chinese, Korean, and Spanish, while remaining open to other languages. To match our community, it would have been ideal to dedicate 15 percent of our collection to languages other than English. However, given the daunting nature of this task—both in terms of space and money—a more modest goal of filling the newly allocated spaces was adopted.

We created new specifications for spine labels that would be consistently patterned in both the children's and adult World Languages collections. These labels show the language name in English (for shelving purposes); followed by any children's room categories (board book, picture book, chapter book, etc.); the Romanized call number; and, for languages using non-English characters, the title and author's name in the original language. We also chose to include the words "simplified" or "traditional" in parenthesis on the labels for Chinese materials.

Cataloging procedures were reviewed to ensure that we could correctly catalog many different World Languages materials. New internal location codes were implemented for better searchability, as well as for internal data extraction and tracking purposes. Finally, revised cataloging and shelving guidelines were created and distributed to staff.

Community Engagement

We designed a survey to gather insights from our residents regarding the languages spoken and learned within their homes, as well as their preferences for material types and book genres in

various world languages. Before launching the survey, we collaborated with our local antiracist organization “LO for LOve” to solicit feedback and secure support for promoting the survey.

In response to racist incidents at Lake Oswego High School in 2016, a small group of local people organized a march through downtown Lake Oswego that was attended by over 300 citizens demonstrating unity against hate. This led to the establishment of a permanent group that advocates for diversity, equity, and inclusion in Lake Oswego. Working with the city’s DEI Advisory Board and Equity Manager, LO for LOve initiates and promotes diverse activities and events. These include the annual Martin Luther King Jr. celebration, the library’s Lunar New Year event, and Juneteenth recognition (LO for Love, 2024a).

The city, school district, and LOPL proudly partner with LO for LOve and the neighborhood group Respond to Racism, which focuses on educating the community about the history of racism and fostering dialogue for change (LO for Love, 2024b). LO for LOve has proven to be an invaluable ally for LOPL, especially when it comes to engaging with minority community groups that could be affected by our programming or communications.

In line with guidance from LO for LOve, we made fliers advertising our survey with QR codes and options to take the survey in English, Spanish, Korean, or Chinese. The survey translations were obtained from a professional translation service that works with the city. We began distributing the survey in late February of 2023 and received results throughout the month of March, closing it in early April. The library sent emails and hand-delivered fliers to local businesses, centers of worship, community groups, and schools to invite residents to participate in our community language survey.

We received 105 responses. While English, Spanish, and Chinese unsurprisingly topped the list of spoken languages, Ukrainian and French emerged as intriguing surprises, displacing Korean from the expected top five languages. The strong French showing likely reflected our local French private immersion school’s enthusiastic parent base, and the low Korean response rate indicated a need to create greater ties between the library and the local Korean population.

Eighty-four individuals from the survey population subscribed to the library’s mailing list. These subscribers received monthly updates detailing the progress of ongoing projects. Additionally, they were invited to join a newly formed World Languages Team, which functioned in an advisory capacity. This team met regularly via Zoom, with typical attendance of three to eight participants. Through these meetings, the team collaboratively developed strategies for building, cataloging, and promoting the library’s World Languages collection.

Notably, the team’s contributions extended beyond internal planning. One of our members was engaged in resettling Ukrainian refugees locally. This team member had also promoted the library’s survey within this community. In response to this opportunity, the library procured Ukrainian language materials for our World Languages sections, and in August of 2023, we partnered with a local translator to conduct a virtual library orientation specifically designed to welcome Ukrainian newcomers.

Launching the Collection

In May 2023, in preparation for launching the new World Languages collections, the library subscribed to the Mango language learning platform, further expanding the library’s digital offerings. Additionally, a dedicated webpage was created to provide a user-friendly search interface for World Languages materials (Lake Oswego Public Library, 2024c).

When we began to place World Languages book orders, one of the biggest challenges was finding sources for materials, especially in Asian languages. Frequently, popular titles are much more expensive than similar English titles, shipping times are quite slow, and the costs for shipping internationally can be high. The World Languages Team brainstormed the idea to jump-start the collection by soliciting donations from our existing community. This idea paired well with the grand opening-style launch party we already planned to throw for the collection in September. We decided to promote the launch party as a time to donate used World Languages materials in good condition in exchange for a free canvas library book bag. To each bag we attached ribbons and a thank-you note with a QR link to our World Languages website.

In response to our World Languages Launch Party press release, we were interviewed by the *Lake Oswego Review* about our new collection goals. Shortly after, our project appeared on the front page of the *LO Monthly* magazine (Larsen, 2023). The article generated lots of interest. People contacted the library asking about the launch party and donations began rolling in even before the party was set to launch. A week after the feature article appeared, LOPL hosted the World Languages Launch Party, attended by nearly 100 people, who enjoyed global snacks and world poetry. Community members donated 91 new World Languages books for both children and adults.

After the party was over, patrons asked when we would be hosting more World Languages events and asked for more opportunities to meet with other multilingual speakers in the community. The World Languages Team was especially interested in not losing the connection they had formed during the planning of the book collection. The decision was made to continue the monthly newsletter, and in early 2024, we launched the World Languages Conversation Group for adults. Our monthly meetings are open to adult individuals at any language proficiency level, from beginners to bilingual speakers, including those learning English. Each month we learn about a cultural topic, discuss how language and culture impact our lives, and share our book recommendations with one another.

Successes, Challenges, and the Future

LOPL's efforts to create and promote dedicated World Languages collections had a significant impact. From January through December of 2023, we expanded our youth and adult sections with 560 and 969 new titles, respectively. This enrichment led to a 165 percent surge in book borrowing during the same time period. LOPL is now the third busiest library in Clackamas County for lending World Languages books and fourth for World Languages books borrowed by LOPL patrons (Libraries in Clackamas County Equity Committee, 2024; LINCC Equity Committee, 2025).

Our collection thrives not only through regular acquisitions but also through continuing patron donations to our World Languages collection. We work with the LOPL's Friends of the Library group to notify the library of any donated World Languages materials and to pass on any unusable World Languages books to the Friends' bookstore. We also trained Friends volunteers how to use apps to translate book titles and how to look up similar copies for sale online to price them accurately, ensuring that every contribution enhances our collection or supports the Friends' bookstore. These donations are excellent opportunities to get contact information from donors interested in world languages in order to further promote our growing collection.

We were also fortunate to encounter an unexpected opportunity that deepened our engagement with the Korean community. Tigard Public Library received a substantial donation of Korean language books from H-Mart in January 2024. Because Tigard had previously

offered helpful advice to us about our World Languages materials, we extended our congratulations and inquired about its connection with the donor. Tigard Public Library revealed that H-Mart had proactively offered the books without solicitation. Given the donation's significant volume of about 1,500 books, Tigard generously gave seven boxes of books to our library. Our collection was enriched by the addition of over one hundred new Korean titles. We then offered Korean community members the opportunity to take home any unselected books as complimentary gifts.

While we celebrate these advances, we acknowledge the challenges faced. Some seeking English classes have contacted us based on the publicity about our new collection, and they are disappointed when we redirect them to our conversation group or to resources that are not in person. Additionally, attendance at our World Languages Conversation Group has been lower than expected. We've recently transitioned to a hybrid format in hopes of increasing participation. There's also a strong interest in a formal Conversation Partners program, but we don't have the resources to meet this need at the moment.

We also recognize areas for improvement. While we've hosted programs with bilingual musicians and speakers, our adult programs are still primarily in English, with translations available only upon request. We also haven't yet added World Languages books to the teen section, but see that as a future opportunity. There are also various cataloging enhancements that we hope to make, such as adding English translations to book records for better searchability (for instance when searchers look for "The Great Gatsby in Chinese" the actual title in Chinese does not come up).

As we look to the future, we take pride in our progress and the connections we've made with Lake Oswego's diverse community. The presence of World Languages books on our shelves has opened up a broader conversation about including all the people that live in our community. Building the World Languages collection is a significant step toward our goal of welcoming all people to read, learn, and connect in Lake Oswego.

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Orbis Cascade Alliance: LGBTQ+ Training Series and Diverse Collections

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EMILY MOXLEY (she/her/hers) is the current Head of Library Access Services at Barber Library at Central Oregon Community College (COCC), a position she began in February 2021. Prior to moving to Oregon to begin her career at COCC, she was the Library Circulation Coordinator in the Douglas Campus Library of Cochise College, a library and institution situated on the Arizona-Mexico border. She received her MLIS from the University of Arizona in 2018. Her current and past positions allow her to work closely with all levels of library staff and patrons, and has not only molded her into the professional she is today, but more importantly, has made her even more passionate about every level of library work and access services. The core of her librarianship is centered around DEI and social justice initiatives.

In the face of record-breaking book challenges and loud cries for book banning and removals, primarily aimed at LGBTQ+ and BIPOC stories, voices, and books, attention to these topics is paramount. The American Library Association (2023) cites that censorship efforts “surged 65 percent in 2023 compared to 2022, reaching the highest levels ever documented by the Office for Intellectual Freedom in more than 20 years of tracking: 4,240 unique book titles were targeted for removal from schools and libraries.” Specifically, 47 percent of these targeted titles were LGBTQ+ and BIPOC stories, voices, and books (American Library Association, 2023).

In response, this year the Diversity, Equity, and Inclusion (DEI) Standing Group from the Orbis Cascade Alliance, a library consortium serving academic libraries in the Pacific Northwest, hosted four trainings centered on LGBTQ+ voices and representation within the academic library sphere. The four trainings held throughout the academic year were:

- *Trans and Gender Diverse Inclusion for Libraries*, facilitated by Stephen Krueger on March 5
- *LGBTQ+ Stories in Library Collections*, facilitated by Carson Williams on April 17
- *Understanding Your Institution’s Policies as a Pathway for LGBTQ+ Support* on May 22 and led by Reed Garber-Pearson and Maggie Faber
- *Grabbing Tea: Queer Conversations on Identity and Libraries* held on June 18 with the collaborative authors of the *Grabbing Tea* publications (Smith-Cruz & Howard, 2022)

The DEI Standing Group is part of the Orbis Cascade Alliance’s Diversity and User Experience (DUX) program and was officially formed almost two years ago upon the

recommendation of the Equity Exploratory Committee, which was formed in 2021 to support the Alliance's new vision statement of "advancing transformative learning and research and creating equity in higher education ..." (Watstein & Mullins, 2019). The Equity Exploratory Committee was composed of eight members: three Alliance Council members, three member institution staff members, and two Alliance staff members, one of whom was the Executive Director. The charge of the Committee was to "... foster a shared understanding among Council Alliance staff, and member institutions of the national conversation about equity in higher education, and to promote clarity regarding opportunities for the Alliance in that conversation" (Watstein & Mullins, 2019). The DEI Standing Group meets biweekly, and conversations brainstorming and considering potential trainers for this year's training series happened in those meetings. Once the core list of potential trainers had been compiled, DUX Program Manager Amy Coughenour reached out to the potential trainers individually on behalf of the Standing Group. All trainers were compensated for their time, knowledge, and expertise.

Within our first year, the DEI Standing Group has provided vital training to the Alliance community, with the initial priority on quality antiracism training. Continuing the conversation from our successful inaugural year of antiracism training was crucial, while also acknowledging the targeting of the LGBTQ+ community in the form of at least 527 proposed anti-LGBTQ+ legislation (American Civil Liberties Union, 2024) and amplified efforts to censor library books and resources, of which Oregon has experienced 12 censorship attempts of 90 titles (American Library Association, 2023). It became clear that the DEI Standing Group's training series needed to highlight the urgency of these current events, and set the stage for the intersectional intent to the training series.

The DEI Standing Group also considered previous training evaluation feedback, in which there was both interest in the topic and strong requests for having types of training that impart actionable tools and strategies that can be applied by participants in their own departments and libraries, and that also aligned the training series with the DEI Key Terms and Concepts cornerstone project, which came from the recommendation of the Equity Exploratory Committee (Orbis Cascade Alliance, 2023). From this recommendation, the DEI Standing Group was tasked with developing working definitions of key concepts, in order to cultivate a relevant and shared terminology that is intended to be used within the Alliance and its member institutions that are centered around diversity, equity, and inclusion (Watstein & Mullins, 2019). The intent of the DEI Key Terms and Concepts project is to grow with each year, based on the theme of the training for the year. This year, the project expanded to add a new section on Gender & Sexuality, which is a rich, detailed, and extensive list compiled and drafted by Nicole Gustavsen, STEM Librarian at Gonzaga University.

The DEI Standing Group's LGBTQ+ Training series includes four pieces that together work towards equitable and inclusive developments in libraries, and also, to not be quiet in the face of injustice. The hope with this series is to provide the Alliance community with tools that they can use to bring about positive change in their own libraries.

For the two years that the DEI Standing Group has been active within the Orbis Cascade Alliance, we have been lucky to experience presenters of quality, expertise, knowledge, and experience. For the purpose of this article, Carson Williams' *LGBTQ+ Stories in Library Collections* training will be discussed.

During this training, Williams, who is a Collection Development Librarian at Cornell University, spoke frankly about the censorship onslaught, efforts to silence, and overall dangerous conditions that the LGBTQ+ community, particularly the trans community, is

facing. In the anonymous post-training evaluation survey, many participants echoed how Williams' training put the current attacks on the trans community into real perspective, and how important it is now, more than ever, for libraries to be welcoming and safe spaces and havens for all, especially vulnerable populations. Hearing directly from a member of the community, especially one within the academic library sphere, really puts the threat into context; these issues are not just "public or school library problems." If it is happening in those spaces, it can happen anywhere.

During his training, Williams provided the following three main takeaways that any librarian can incorporate into their libraries, spaces, collections, and work, especially those who reside in a "safe" state such as Oregon:

- Draft LGBTQ+ topical LibGuides that can be accessed by patrons in search of not only LGBTQ+ materials, but also community resources.
- Start purchasing and adding the items that are being banned and removed from other states' and institutions' collections; make the additions available and prioritize lending them via the interlibrary loan network to patrons in locations where access is threatened or nonexistent.
- Promote, promote, promote. If you are lucky enough to be a librarian or library worker in a library that has a LGBTQ+, BIPOC, antiracist, DEI-centered collection, promote it and promote it loudly (Williams, 2024).

The struggle and fight for DEI initiatives, training, and support is amping up in urgency, especially in light of anti-DEI pressure and efforts across higher learning institutions and states. As of June 28, 2024, *The Chronicle of Higher Education* has followed anti-DEI measures, including the removal of DEI offices and programming across 164 colleges in 23 states (Gretzinger et al., 2024). However, hope and the fight persist. Not all change is loud. Sometimes it is quieter: brick by brick, step by step, by paying attention, being open to engage, having a desire to listen and understand, and supporting communities under attack. It can be as simple, but still as powerful, as asking and using someone's preferred pronouns correctly, participating in SafeZone or other DEI-centered training or workshops, seeking out training or opportunities for learning outside of institutional offerings, and asking for DEI-centered training. It can include reading LGBTQ+ authors, especially BIPOC and trans authors, and promoting the authors and titles in displays and recommendations to patrons.

For those seeking and searching for training opportunities, the American Library Association and *Library Journal* have been increasing their DEI-centered training offerings, and the Oregon Library Association's (n.d.) EDI Antiracism Committee offers not only the Equity, Diversity, Inclusion and Antiracism Toolkit, but also training resources, and a podcast that is available on Spotify. The DEI Standing Group post-event surveys include a question for participants to share feedback for topics and/or types of training that would be of interest to the Orbis Cascade Alliance that has been used to help identify next steps.

Outside of the Orbis Cascade Alliance, American Library Association, Oregon Library Association, and *Library Journal*, when searching for training opportunities, explore both broadening and narrowing search strategies. Broadening search phrases helps identify training opportunities with more generalized titles and descriptions, which may be used in response

to censorship actions. Narrowing searches to incorporate specific outcomes or needs helps identify options to meet functional areas, such as collection development, policies, outreach, and more. Aim to identify trainers and speakers with lived experiences through affinity groups, professional networks, speaker organizations, and conferences or events.

Reaching out and connecting with others in your department or library can also be a boon. Collaborative discussions and for determining training themes and identifying potential trainers and speakers is helpful to bring in multiple perspectives, share research strategies, strengthen communications, and increase the odds that the training will be supported from a budgetary level, especially if there is a unified call for participation.

All these practices cultivate a space where patrons and colleagues feel safe, seen, and protected. Libraries are the last free spaces where people can come as they are and be supported. The need for and the fight to protect diverse collections affects us all. We, as a profession, must protect these sacred spaces for our most vulnerable populations, colleagues, and patrons.

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Oregon Authors Project as a Collection Development Resource

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JOHN REPLLINGER (he/him) is an author, illustrator, artist, photographer, hiker, rock hound, and librarian. He has served as the Science Librarian at Willamette University since 2002, and while not roving the stacks or helping with student research, he enjoys writing and reading middle grade and young adult novels. His artistic passions span watercolors, acrylic paints, pastel chalks, digital design, and photography. He is writing his second novel in the *Amara and the Giant's Ring* series and other books. He is an active member with the Oregon Library Association and is co-chair of the Oregon Authors Project committee.

The Oregon Authors Project (Oregon Library Association, 2024) is an online resource that provides information and resources about authors who call or have called Oregon their home. Not only does it feature new publications by local authors, but it also highlights authors who identify as BIPOC as well as LGBTQIA+ which can be very helpful in collection development for these communities. While there has been progress towards more inclusive characters by publishers, it can still be hard to find books with diverse content, especially those featuring Native or Indigenous main characters, characters who are English language learners, characters with nonconforming gender, and characters with disabilities (Ishizuka, 2018).

A very important aspect to the Oregon Authors Project is that users can easily identify local authors who are BIPOC or identify with the LGBTQIA+ communities. There are shockingly few resources that highlight either of these communities and even fewer that are Oregon-specific. The Oregon Authors Project seeks to change this by increasing the visibility of these writers. Ultimately, the Oregon Authors Project would like to become a crucial resource for libraries across Oregon and to the general public by identifying publications of local BIPOC and LGBTQIA+ authors.

Who exactly is an Oregon author? To be considered an Oregon author, they must have published at least one book with an ISBN/ISSN. Additionally, an author must have either been born in Oregon, has been or is a current resident of Oregon, or has spent a significant portion of their writing career in Oregon. Articles are excluded. If an author published a book and article, only the book would be included. If a book were published without an ISBN, it would also be excluded.

The Oregon Authors Project has a long history of supporting both readers' advisory and collection development by providing lists of local authors. The earliest rendition of the Oregon Authors Project stretches back to the 1933/34 edition of the *Oregon Blue Book* which merely listed the author's name, book title, and publisher information for that year (Wann, 2014). The core purpose is still the same 90 years later: to connect readers to Oregon authors.

As the project has continued over the years, it has come to provide important snapshots into the literary history of Oregon. We can see what Oregon writers were writing about during a particular year or decade. For example, one can see titles published during the recent pandemic years or during World War II.

Early editions of the *Oregon Authors* were only a few pages long, including 30 to 40 books, and distributed free of charge until the cost of production became too much in the 1990s. In 1998–99, the *Oregon Authors* Committee Chair Craig Smith began exploring ways to use the internet to create a “data bank” which ultimately led to the *Oregon Authors* publication going digital (Wann, 2014). Between 2017–2021, Portland State University took over responsibility for the *Oregon Authors*, during which time it existed as a WordPress blog. Due to COVID-19, the Portland State position overseeing the project was cut, and the domain name was taken over by a gambling institute.

Oregon Library Association (OLA) took the opportunity in 2021 to reevaluate the mission and goals of the *Oregon Authors*. Under new leadership with OLA, the Oregon Authors Project was rebranded and a new website was launched in the spring of 2023 as a combined database and blog that is freely available to all.

Since its relaunch, the Oregon Authors Project has experienced significant growth, adding over 1,300 authors in the past year; it currently includes rich information for over 3,100 Oregon authors. During transition periods, the project has had its share of ups and downs. It was discovered that WordPress data that contained information about authors became corrupted and some data was lost. On the positive side, as metadata was added to the new database our team of volunteers began to discover new publications and to correct errors along the way. As a result, the accuracy of the information in the database ultimately improved.

We on the Oregon Authors Project committee are always open to suggestions for increasing this resource’s usefulness. A children’s librarian suggested including a limiter for early readers, so we expanded the audiences to include early readers, picture books, juveniles, middle grades, young adults, and adults. Similarly, the OLA Children’s Services Division asked to identify authors who are willing to speak at library programs. Not only did we add a field for this in our database, but we also included a quick link for speakers on the home page. We implemented another suggestion to create an interactive map of Oregon to visualize how authors connect to Oregon.

In the Oregon Authors Project, author profiles typically include genres, audiences, publication dates, newest title, and all of an author’s publications (publication title, publication year, and ISBN/ISSN/OCLC/ASIN). Images of the author are included whenever possible, along with a short biography (200 words) and author’s website. If the author does not have a site, alternative URLs such as the Oregon History Project or Wikipedia may be used. A check box indicates whether an author identifies as BIPOC and with the LGBTQIA+ community, and an optional box lists ethnicity. The author’s most recent geographic connection to Oregon is included. When either city and county can’t be identified, they are listed as unknown.

If an author is interviewed by Oregon Authors Project, a link to an author’s interview is provided in their profile along with the date of the interview. There is a category entitled “Well-known” that is an eclectic collection of additional information such as best sellers (*USA Today*, *New York Times*, *Wall Street Journal*, etc.), literary awards (Oregon Book Awards, Newbery, etc.), classics (Beverly Cleary or Ursula Le Guin), and book-based movies/TV/streaming (Frank Herbert’s *Dune* or Randy Alcorn’s *Courageous*).

If collection development specialists need specific genres, they have their choice of 16 genres:

- Fiction
- Fantasy
- Graphic Novels & Manga
- Mystery & Thrillers
- Romance
- Science Fiction
- Nonfiction (all)
- Biographies & Memoirs
- Cooking & Wine
- Humor
- History
- NW History
- Outdoors & Travel
- Poetry
- Religion
- Sports

Users also can use the search function for specific titles, authors, and other categories. If all of this is not enough, users have full access to the entire database so they can filter, search, and sort however they wish.

The Oregon Authors Project will continue to grow. In the future, the committee would like to explore ways to include cultural materials that have not been traditionally published, such as stories by Native American tribal nations. The Oregon Authors Project is also planning to incorporate Oregon illustrators.

The Oregon Authors Project is always looking for volunteers, and this would be a wonderful way for new librarians to branch out professionally. The easiest way to get involved is to submit new publications by Oregon authors through the website at www.olaoregonauthors.org. There are more advanced opportunities such as data entry, maintaining the blog, marketing and outreach, interviewing authors, or writing about an author. We also strongly encourage authors themselves to submit their own information.

If you would like to get more involved or have any questions or suggestions, please contact the Oregon Authors Project committee co-chairs, John Repplinger and Deidra Menser, at olaoregonauthorscomm@olaweb.org.

The Oregon Authors Project will have significant appeal for public, school, and academic libraries across the Pacific Northwest. As authors and new publications are added, this will become an increasingly valuable resource.

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