

TEXAS LIBRARY JOURNAL

Volume 96, Number 3, Fall 2020



BACK TO SCHOOL



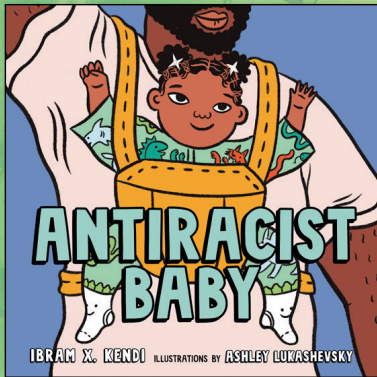
Creativity & Flexibility
for K-12 Librarians

Academic Libraries
Navigate New Territory

Teaching in a Pandemic

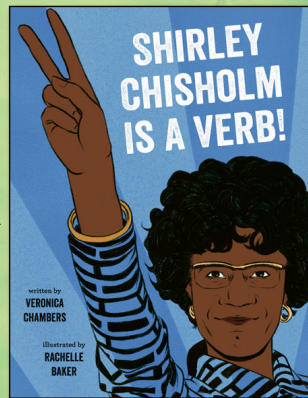
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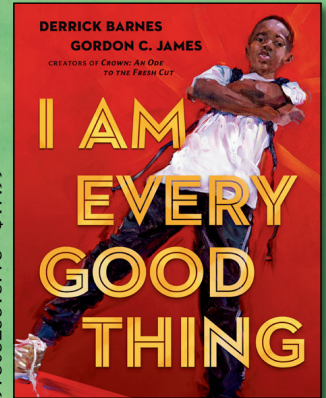
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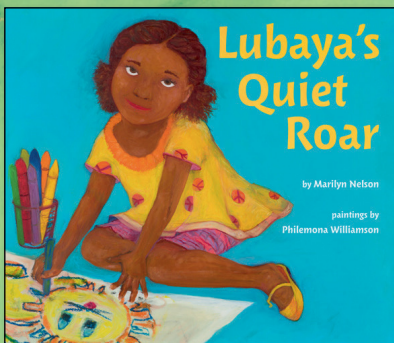
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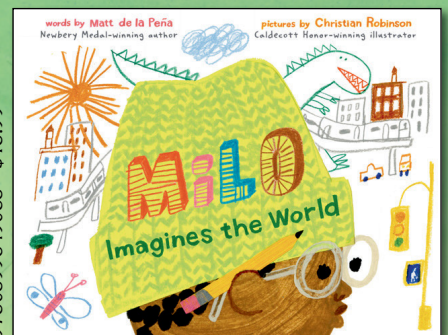
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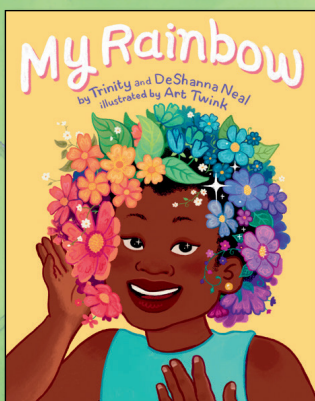
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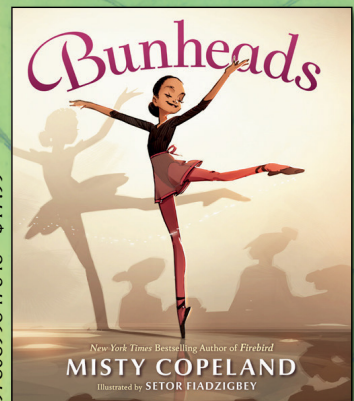
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Kasey Hyde, TLA Vendor & Meeting
Associate at: kaseyh@txla.org

For editorial information, contact
Wendy Woodland, TLA Director,
Advocacy & Communications at:
wendyw@txla.org

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Journal Staff

Editor
Wendy Woodland

Assistant Editor
Michele Chan Santos

Graphic Designer
Joanna King

Advertising
Kasey Hyde



3355 Bee Cave Road, Suite 401
Austin, Texas 78746-6763
512.328.1518 www.txla.org

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President's Perspective

By Christina Gola



When this issue of the *Texas Library Journal* hits your inbox, you likely will have heard the news that the TLA 2021 Annual Conference will be virtual. This will be heartbreaking to some, and a relief to others. I empathize with all your feelings about conference and have experienced an emotional roller coaster as I've tried to balance hope, optimism, uncertainty, and fortitude throughout the

planning process. I want nothing more than to be able to provide the best experience that meets all needs. And I also look forward to the time when we are past the pandemic, back at an in-person conference where I can walk the halls and see your smiling, joyful faces as you interact with your TLA friends, favorite authors, and exhibitors.

I hope that you will trust me when I say that the decision to go virtual was carefully considered over time with regular conversation and review of data and logistics. Information from a recent membership survey, along with health guidelines, were huge factors in the decision to go virtual. And of great importance to me in that decision, was the consideration of the equity, human, and financial factors that are impacting our members and staff.

We would not have been able to offer an in-person experience that resembles the conference you hope for. And, because of social distancing requirements, we would not have been able to offer equitable access to popular parts of conference due to limited seating and access. With so many of our members unable to attend an in-person event because of health, travel, and financial barriers, we would need to ensure they had fair access to programs, authors, and exhibitors, which in many cases, was not feasible with a hybrid approach.

When we reviewed the amount of volunteer and staff hours that were going into planning a hybrid conference, which was like building a plane while flying it, we found ourselves in an untenable situation. Our volunteers are strapped for time as they reopen libraries, schools, and operate in the new normal. On top of the anxiety of reopening libraries, an immense

uncertainty loomed that we would potentially need to cancel an in-person conference after 18 months of hard work. Speakers, exhibitors, and authors, dealing with the same anxieties and uncertainties, are unable to commit to participating in an in-person conference, making it difficult to effectively plan. And when we look at the financial risk to the association if we had to cancel an in-person event at the last minute for the second year in a row, it was not financially responsible. As a leader, I feel it is responsible to provide certainty and mitigate risk in the current environment.

But let us not focus on what has been lost and why, but rather on the exciting possibilities in front of us. Along my roller coaster of emotions, I am now riding a solid wave of optimism! By shifting to virtual now, and with new concentration and energy among volunteers and staff, we are going to be able to offer an extremely robust virtual experience. We have learned a great deal from virtual TLA 2020, and we have more time to plan and utilize new resources and perspectives to meet your needs. We would be remiss if we did not use our extra time and additional knowledge to focus on making the TLA 2021 virtual event considerably different, more interactive, and more engaging similar to an in-person event.

The always hardworking TLA staff researched a wide-variety of virtual conference platforms and found a great product called Hubb, capable of allowing interaction and collaboration among attendees, exhibitors, and speakers. The Program and Local Arrangements Committees have been sharing and brainstorming innovative ideas for preserving parts of our traditional conference, while also offering new components.

I must give a shout out to the Program and Local Committee Chairs, Valerie Prilop and Melanie Scales, and Wendy Hawk and Dale McNeill for their resilience, passion, and resolve that have given us direction in a fog of uncertainties. We knew that planning for and executing TLA 2021 would not look the same as in years past, and it's been challenging at best, but we are excited about our new direction and the potential it offers.

I ask for your patience and support as we continue to plan and work hard to bring you an all new conference experience. I will be hosting a town hall, in hopes of answering any questions you have, on October 13th at 4pm. I hope you will register or email me at chgola@uh.edu with your questions and comments.

Christina H. Gola
chgola@uh.edu



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TLA 2021 Will Be Virtual

By Shirley Robinson

The Texas Library Association Executive Board has made the proactive decision that the TLA 2021 Annual Conference (*originally scheduled for April 20-23 in San Antonio*) **will be a fully virtual event held April 22 – 24.**

We know librarians love seeing each other in person; and we know that you, like us, have been craving the warmth and energy that comes with in-person events. However, the only thing that is certain in terms of the COVID-19 pandemic is the uncertainty we continue to face in our personal and professional lives.

This virtual conference will be accessible to all, no matter where you live or your ability to travel; it also will be more affordable. (Early bird member rate is \$69; [see more details here.](#)) Most important, it will be the best way to protect the health of everyone involved with this event.

Responding to your requests: To help our leadership make an informed decision about the TLA 2021 Annual Conference, we sent a short survey to current and past TLA members, and conference attendees. More than 1,500 responded and shared their preferences and concerns.

- While 53% indicated they are somewhat likely to attend or would definitely attend an in-person conference, **58% are unsure if their organizations/institutions will allow them to travel outside of their communities in April, and 57% are somewhat or extremely concerned about their health and safety while attending an in-person event.**
- Fifty-four percent indicated they are somewhat likely to attend or would definitely attend a virtual conference.
- About half (46%) have a professional development budget that would allow them to attend a virtual or in-person conference. Almost the same number (42%) are unsure at this time if they will have a professional development budget.
- When asked if they would pay their own expenses to attend an in-person conference, 51% said it depended on the pricing and programming. The results were very similar when asked if they would pay their own expenses to attend a virtual conference; 55% responded that it would be dependent on pricing and programming.

What does all of this tell us? That while many librarians would love to get together in person this spring, circumstances beyond everyone's control make it unlikely that they would be able to attend an in-person conference.

TLA begins planning the annual conference a full 18 months in advance. By September, in typical years, the program would be all but finalized, speaker contracts would be sent for signatures, space in the exhibit hall would be 80% sold and sponsors would be confirmed.

This is not a typical year.

Authors, speakers and exhibitors are dealing with the same uncertainties facing librarians, and many are unable to commit to participating in an in-person conference.

Because of the complexity and scope of an in-person TLA Annual Conference, we cannot delay planning for months in the hope that our country's public-health situation will improve to the point that it is safe and reasonable to conduct an in-person event that typically draws 6,000 people.

By making this decision now, we will have time to develop a new, more-interactive virtual event offered on a top-of-the-line event platform, ensuring that we are able to provide outstanding programs of value to all types of libraries and librarians.

We are working as quickly, and thoughtfully, as possible to finalize decisions on registration and programming and will share more detailed information in the next few weeks. Thank you for your support and we look forward to fantastic, new experience at TLA 2021!

Do you have questions for TLA about the 2021 conference? [Submit your questions here.](#) And as always, feel free to reach out to me or any of the TLA staff.



Shirley Robinson, TLA Executive Director
shirleyr@txla.org





TEACHING IN A PANDEMIC

Academic Librarians Shift Instruction Online

By Jane Stimpson

2020 IS A YEAR LIKE NO OTHER.

I served on the 2020 Program Committee, whose conference theme was “A Vision for All Texans.” For all the jokes we made about “2020 vision,” no one saw this coming. Since that March week when the Houston conference was cancelled and campuses shut down, librarians have adapted swiftly, moving reference, instruction, and faculty support services online. This article reviews the difficulties and solutions academic librarians have discovered while teaching in a pandemic.

Librarians are juggling an array of class modalities this fall. Colleges are holding limited face to face (f2f) instruction and are restricted by campus classroom capacity: social distancing, masks, and pre-screening are the norm. Multiple hybrid options exist, where students take some portion of the class online and some portion

f2f. Most classes are 100% online, either asynchronous (students complete work on their own time) or synchronous (students attend online class meetings on a schedule). Colleges must also prepare to move all classes online again at a moment’s notice if outbreaks occur on campus.

Academic librarians have worked for years to support online learning, so many remote services were already in place when the pandemic hit. Online reference is more important than ever: libraries are responding by adding or expanding services via email, text, and live chat, as well as online consultations and office hours. At my institution, librarians hold and join faculty for virtual office hours, a new service that’s only been possible since March. Students have always had the option to book a one-on-one consultation with a librarian, but this semester they’ll take

place over WebEx.

Librarians were similarly well-positioned to move instruction services online at short notice. Creating LibGuides, videos, and tutorials are a regular part of instruction librarians’ work, and they’ve become a cornerstone of asynchronous library instruction during the pandemic. Many librarians report expanding their LibGuides and video offerings during this time; they also expect usage of asynchronous learning objects to increase this semester.

Tutorials on topics like academic integrity, citation, and evaluating information help replicate one-shot instruction sessions and can include assessment and assignments. For example, over the summer librarians at my institution created a tutorial about recognizing COVID-19 misinformation using Michael Caulfield’s SIFT Method;

the tutorial consists of six videos with built-in question points throughout and can be connected to the class gradebook in our learning management system (LMS). Faculty can simply embed the tutorial into their class, as well as include some of the optional assessment activities we created.

Pre-recorded presentations are also popular with faculty, whether they're screencasts or recordings of synchronous sessions posted later for students who couldn't attend live. Auto-transcription features in WebEx, Zoom, and GoToWebinar help make recordings accessible, though they're far from perfect. I spent hours this summer correcting captions for an online citation workshop and lost count of how often WebEx transcribed "MLA" as "Emily."

Popular tools for making tutorials include Camtasia, Adobe Captivate, Springshare products like LibGuides, LibAnswers, and LibWizard; screencast and video editing software like Screencast-o-matic and Panopto; and creating modules in LMSs like Canvas, Blackboard, and D2L. Digital escape rooms created with Google Forms have also emerged as a popular way to introduce students to the library with gamification.

Synchronous online instruction can be harder for academic librarians. Some institutions require that online classes be 100% asynchronous and not require any meetings, because students may have work or family obligations that preclude participation. As a result, it can be hard to get students to attend an optional webinar or class session, and even harder to keep them engaged during the session, though librarians are incorporating audience response tools like PollEverywhere and interactive elements like Google Forms into live classes. Other concerns include accessibility and troubleshooting technology issues. Popular tools for synchronous online instruction include GoToWebinar, the WebEx suite (Meetings, Events, and Training), Kaltura, Blackboard Collaborate, Zoom, and Google Meet.

Institutions are handling f2f library instruction differently. Just days ago, my administrators cancelled all f2f

library instruction to limit the number of people on campus. Other institutions are moving ahead cautiously, taking into account the need for classrooms and lab spaces in which students and faculty can socially distance, teaching while wearing masks and other PPE, and sanitizing classroom spaces. In some instances, librarians are teaching f2f while simultaneously streaming and/or recording the class for synchronous or asynchronous viewing. The latter raises concerns for some librarians, who feel recording students in a live session and posting it later may be a breach of patron privacy.

Librarians are also stepping up support for faculty making the shift to online teaching. Embedding librarians in the LMS section of a class is nothing new, but with most classes online, more

“Embedding librarians in the LMS section of a class is more important than ever.”

important than ever to connect students with a librarian. My strongest selling point for embedding is emphasizing how effectively it combats library anxiety; instead of a scary reference desk, students ask me questions on an anonymous discussion board in a familiar class environment. Librarians I consulted were split on whether or not they'd experience an increase in requests for embedded librarians this fall.

Outreach to faculty is complicated online, where it's easy to become oversaturated with email and screen time. Many tips about faculty outreach involve facetime and informal visits, but that's impossible now. Librarians report success by using tools like Microsoft Teams, Jabber, and WebEx to instant message, call, and meet with faculty. Being flexible and offering options for collaboration and services is also important, and librarians are creating training materials and

sending individual emails with instruction options, reporting that instructors appreciate the personal communication.

Librarians don't only assist faculty with information literacy instruction: many are experts in other crucial areas of online teaching, like instructional design, copyright, and Open Educational Resources (OER). OER is more important than ever, since many libraries are unable to offer textbook reserve access and students may struggle to purchase course materials. Librarians support faculty in all of these areas, facilitating learning about new technologies, guidance on thorny copyright questions, and help selecting and creating OER.

None of this has been easy for librarians, though, and it's essential that we take care of ourselves. This is a time of enormous stress and uncertainty, in our personal as well as professional lives. The fatigue of endless screen time, blurry work from home boundaries, and ever-changing protocols will lead many to burnout. Librarians report keeping up morale at work and home in a variety of ways: attending internal lifelong learning programs on fun topics like trivia and cooking, staying active and eating well, practicing meditation and creative pursuits, and making time to connect with friends and family.

Librarians are adaptable and resilient, and the pandemic has only highlighted those qualities. We couldn't come together in Houston this year, but we're still learning from each other through TLA's Virtual Summer of Learning, and online conversations. As Robyn Reid, co-chair of the 2020 Program Committee, writes about the shift online, "I see it as an opportunity to try new things... Don't be afraid to ask for help from colleagues — we're all trying to figure this out together. I always get the best ideas from my librarian friends."

Many thanks to the librarians who graciously took time to answer my informal survey for this article: Lorely Ambriz, Treva Shawn Anderson, Emily Billings, Tricia Boucher, Howard C. Marks, Robyn Reid, and Betsy Young.

Jane Stipmson is an instruction librarian/professor at Lone Star College-CyFair.

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VIRTUAL

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MITIGATING THE CHALLENGES OF COVID-19

By Daniel C. Schwartz and Misty Atwood

IN EARLY 2020, WE WERE REMINDED THE WORD NOVEL CAN BE USED AS AN ADJECTIVE. Libraries are facing a novel situation. Before the COVID-19 pandemic, our buildings were gathering places and living rooms for our respective communities. Our profession developed service models striving to provide connections, interactions, and the exchange of ideas face-to-face, via live programming, and through our physical and digital materials. The onset of COVID and the unknown brought with it questions about the viability of continuing that service model without adding depth to what libraries already offer. Our institution would need to assess our knowledge of COVID, how quickly it would change, and its effect on services offered and on existing partnerships. In the end, who knows how the unknown will have changed our careers and our goals to provide our communities with access to information they desire.

The biggest challenge of COVID was and remains the unknown. Initial best-case scenarios estimated the virus would run its course by the end of May with the pandemic presenting a minor inconvenience to our regular operations. As more was learned about COVID transmission and exposure, what it means to be asymptomatic, and the pervasiveness of the virus, strategies changed from a one to two-month plan into a plan of endurance. Without knowing how quickly things would change, library administrations altered operating procedures to address stressors such as mitigating the risk of virus exposure, the best way to provide programming, keeping a sanitization schedule while allowing access to needed services such as

computers, getting materials to the community, and most important when and how to reopen to the community.

Corpus Christi Public Library (CCPL) has six branches serving a community of approximately 362,000 people throughout Nueces County, 325,000 within Corpus Christi. CCPL adjusted procedure and worked to adapt to the recommendations received from governing authorities. At the end of February and the beginning of March, a discussion was underway for Summer Reading and programming. As knowledge was gained about COVID, CCPL changed course from how services were provided in previous summers. In March we went from limiting the numbers allowed in the building to closing all branches to the public within a week. CCPL opened curbside service on March 23, three days after closing to the public. In mid-May, CCPL started its reservation system for computers, copiers, and public document viewing. CCPL leadership developed a limited physical browsing strategy to premiere at the beginning of June but the number of COVID cases in Nueces County increased and plans were shelved. CCPL leadership recognizes the unknown requires flexibility and adaptation to be able to continuously serve the community. We continue to plan to reopen for physical browsing, all the while assessing and adapting to the effects of COVID on our community.

To deal with the unknown, patience, purposeful communication, and a spirit of adventure were skills we needed. When the branches closed their buildings to the public and only offered curbside services, staff became over-the-

phone tutors for library catalog access, placing hold requests, our delivery process, and how curbside worked. When our communities faced a 'stay at home' order, CCPL witnessed an increased demand for digital resources. In response, staff ventured into the digital world and offered friendly instruction on how to use the e-materials, databases, and other services available through the CCPL website. Patrons have expressed their gratitude for staff patience and the continuation of what services we can offer. To homebound or vulnerable populations, often our phone conversation and brief contact at curbside is all the human contact they have.

Two CCPL branches are a joint public library and school libraries, one a Corpus Christi (CCISD) middle school, the other a Flour Bluff High School (FBISD). Shared spaces and separate governing bodies added to the unknown challenges that had to be planned for. Effective communication played a role in students returning their school library books, creating safe working environments when students returned to school, and continuing a successful partnership. CCPL branches that share space with CCISD offered their public library book drop as a service point to return school library books. After a 3-day quarantine items were separated and those materials belonging to the school were gathered in a location school staff could access. Currently, plans are underway to create a space where both the needs of the school and of the community can be safely met without increasing risk to either. As each partner steps toward a phased reopen, preparations for quickly shutting down are also considered. Clear communication is making those preparations and advances easier.

In addition to working with Independent School Districts the City of Corpus Christi Municipal Court partnered with CCPL to provide ordinance remote proceedings. Social distancing required the courthouse close its building to the public. City and library leadership worked together to provide a dedicated computer and private room for those who do not have ready access to the resources needed for Webex video conferencing. Once a letter is received regarding their hearing date, those in need simply call the library to reserve the computer and room. On the day of their reservation, they are escorted to the room and assisted with starting the meeting. The hearing continues privately beyond that point. Working together the city and the library have provided a successful method for proceedings to continue and help prevent the spread of the virus.

Providing programming and an enthusiastic Summer Reading experience required additional flexibility and adaptation. In May CCPL opted to continue programming virtually via a recording studio set up at our La Retama Central Library. With funds provided by CCPL Friends, the administration purchased one set of quality audio-visual equipment, and our Youth Services Librarians (YSL) produced CCPL virtual programming with a uniform professional look. As they quickly gained knowledge the CCPL YSL team created virtual programming featuring crafts, puppet shows, storytime, bi-lingual storytime, basic American Sign Language and even physical fitness programs. Programs are shared on branches' Facebook pages providing accessible programming for our followers and building valuable relationships within the community.



The move to virtual programming necessitated a change to our Summer Reading program model. CCPL utilized the BookPoints Project to create an online interface and point system. Parents were able to log the books read to or by their children to earn points towards our weekly prize drawing. Using virtual resources, programs debuting during our Summer Reading Program included codes that allowed patrons to get extra points for the week. Codes were also given randomly to patrons who checked out children's materials via our curbside pickup. Via virtual programming, YSLs adapted to the challenges presented by COVID and encouraged reading, program participation, and provided a friendly and familiar face.

The likelihood of returning to our familiar pre-pandemic operations any time soon is remote. CCPL, like libraries throughout Texas, continue to adapt to the challenges presented by COVID. Our growing knowledge of COVID has prompted further transformation in our buildings to mitigate risk and exposure. Existing but less used digital services have become a shining star for those willing to try something new. Additional services such as virtual programming and curbside pick-up are being perfected and may become a permanent part of the new CCPL service model. Partnerships have been stretched and made stronger, and together we are advancing. Lessons learned in patience, effective communication, flexibility, fast adaptation, and a spirit of adventure have all contributed to CCPL's success in adjusting to demands required by stressors of COVID.

Daniel Schwartz is the managing librarian at the Owen R. Hopkins Library in Corpus Christi.

Misty Atwood is the managing librarian at the Dr. Clotilde Garcia Library in Corpus Christi.

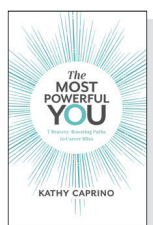
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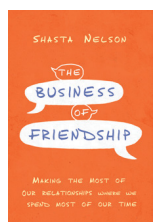
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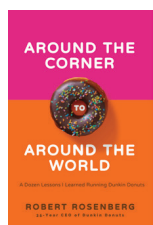
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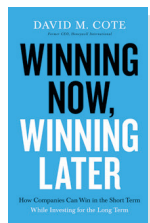
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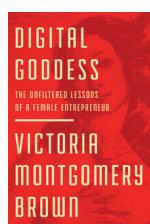
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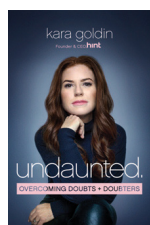
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9781400220281 \$24.99 Hardcover Motivational



Inclusive Libraries

Supporting the Sensory Needs of Your Students

By KimberLeigh Nagel

Inclusion is the ultimate goal of most special education teachers. Some teachers, however, are unsure about how to manage the needs of a student with special needs. When you look at the numbers, people with disabilities make up the largest minority group in the world. This fact alone should motivate library personnel to find ways to make the library an inviting environment for patrons with special needs. The difficulty comes in not knowing what to do to make this happen. In an article written in 2019 in *Computers in Libraries*, Jessamyn West made a very powerful statement that hits the heart of what we are trying to do with inclusion: “Accessibility means that every user has the ability to interact with your content.”

For the purpose of brevity, the focus of this article is on elementary school libraries and what can be done to create an environment that is welcoming and comforting for students with disabilities. The focus will be inclusion and accessibility in five areas: visual supports, sensory input, adapted materials, communication support, and fidgets. Ideas for how to implement some of the strategies in the era of COVID-19 will also be discussed.

1 VISUAL SUPPORTS

Students with special needs typically need more visual support to follow along. This is actually something that can help support many elementary learners and is relatively simple to accomplish. When classes come into the library, providing a visual schedule that lets the students know what will happen while they are there will help reduce anxiety and provide for smoother transitions. Begin by having a set of laminated icons (or images) to represent the different things you do in the library. You can use photographs you have taken or ask the special ed teacher if she could help you make a set using any program he/she has access to. BoardMaker is the most common of these programs. For use with an entire class larger images work best, about 4-6 inches square. Laminate the cards and place them in sequential order. (Ex: story, flannel board, art project, book checkout).

Providing visual supports during a story can be helpful for many learners as well. This can be done through the use of puppets, flannel boards, or a smartboard activity. One thing that seems to work well with students is to have a craft project that they complete sequentially as you read the story. Sort of like an individual flannel board for students to complete.

2 SENSORY INPUT

Many students become anxious when sensory input becomes too much for them. Creating a space that helps calm students will help make the library much more enjoyable for everyone. Providing soft items for students to manipulate or lay on is a good place to begin. Stuffed animals or pillows are typically popular. As a bonus, you can sew bags of plastic pellets into stuffed animals to create weighted animals. The combination of softness and weight is very calming for many students, especially those on the autism spectrum.

Wiggle seats or dynamic cushions are also helpful in providing sensory input to help students stay seated during story time. These are small plastic disks that have texture on both sides, typically 10-12 inches in diameter. They are partially filled with air so that when you sit on them, you can wiggle your body around without actually moving from your seat.

It is frequently advised to dim the lights in the library to help reduce reactions to fluorescent lighting. This is often not possible. If you have a library with windows, try

turning the lights off entirely and using natural light. Lamps as an alternative to overhead lighting also works. Fluorescent light covers are fire retardant fabric pieces that attach with magnets over the rectangular fluorescent lights. These diffuse the light and make it more calming. Music is another way to help support reduced anxiety in many students. Providing quiet, acoustical music as students enter the library, work on a project, and check out books will help support a relaxed state in the students. Classical music would be a great place to begin.

Many children, especially those with autism spectrum disorder, sensory dysregulation, and Down syndrome find oral stimulation to be very calming. This is something that librarians should be aware of but allow classroom teachers to support. For the sake of hygiene, providing materials for students to chew on is not advisable.

3 ADAPTED MATERIALS

Ensuring that students have the appropriate materials when you ask them to participate in any type of project is also important. Talk to the teachers to find out what things you might need to adapt. It is good practice to have a small variety of adapted scissors available including loop scissors, spring scissors and tabletop push down scissors to ensure success. Another way to help reduce frustration when working with art projects is to provide writing implements that have a larger girth and are easier to hold onto or have at least one flattened side so they don't roll away from the student. There are some good quality triangle crayons, glue sticks, and markers on the market. Talk to your district lead occupational therapist about your needs and they may be able to provide some materials to have on hand for students. They may also provide a few slant boards which make it easier for students with low muscle tone to write. If you don't have access to slant boards, use a three-inch binder and tape the paper to it. These aren't quite as heavy duty, but they work just as well.

Adapted books are also becoming more popular within the library setting rather than just in special education classrooms. They are time consuming to create but the benefits are amazing. During your first year of implementation of adapted books, it is advisable to begin with seasonal books that you can use each year. Using trade books as the base is recommended within a library setting. One technique is creating a 'core board' of vocabulary from the story for students to use as they follow along to help with sequencing and contributing to discussion. You can



use the same visuals to create icons (small images paired with words on laminated cards) for use in sequencing the story. If you are willing to go to the time and expense, actually adding Velcro to a trade book itself and having students match their icons to what is happening on each page will engage them in the text you are reading rather than just the materials in front of them.

4 COMMUNICATION SUPPORT

As you interact with students you may come to realize that even some of your verbal students aren't able to communicate effectively and stay on topic. Providing communication support can change the dynamic of your interactions with students. Core boards are becoming very popular within the school setting. This is a communication tool that looks like a thin spiral notebook. It has one large sheet with communication icons on both sides and several smaller 'flip sheets' with categories of words such as colors, feelings, family, etc. The words included are the ones that are considered to be the core of our language. You may be able to get one from your district lead speech therapist. Ask your special education teacher if they would bring one along for those students who are using them within the classroom. You can also download basic core boards online from a variety of sources.

When reading a story that has a repetitive line such as 'Brown Bear, Brown Bear, What Do You See?', using a voice output device is another technique that will support students. Recordable talking buttons are now available from many vendors. The most widely known is called a Big Mac or big red switch. These devices allow you to record a short phrase that is spoken when a student pushes the button. These are wonderful even for students who have limited mobility because the switch can be placed anywhere near the body that the student can move.

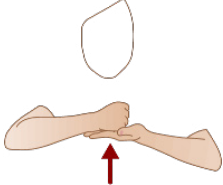
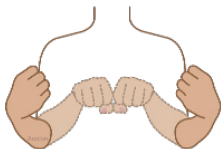


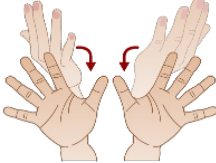
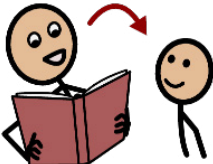



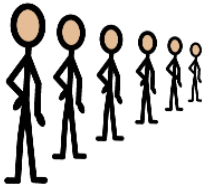
5 FIDGETS

Fidgets are an easy way to help support student attention during a task. Every library should have a small basket of items that they can pull out for students who need them. A fidget can be anything that a student can manipulate without having to look at it. There is a plethora of options available and different students prefer different things. A beginning set would include two or three things from the following categories: something that spins, something that is squishy, something that is soft, something that makes a soft noise, something that provides resistance when pushed, and something that has a vibrating feel when manipulated.

THE ERA OF COVID-19

With all of the changes being implemented during the COVID-19 pandemic, how is it possible to support students with special needs and still comply with safety guidelines? This will definitely provide librarians with an opportunity to practice collaboration. If library services are being provided in the classrooms, rather than the library, it may be easier to ensure that the classroom teachers have materials readily available within the classroom for your lesson. Working together to ensure that any lesson specific visual supports are created ahead of time by either the classroom teacher or library staff would be important.

Providing visual supports is still easy to implement, though it is recommended that any visuals be laminated with a personal laminator that uses lamination pouches as they provide heavier lamination that will be easier to sanitize after each use. You may also want to consider having multiple copies of visuals so you can use one during each class period in which you will need them. This will save the step of sanitizing between each class period. If the library has library specific sensory items that the

<p>Help</p> 	<p>Break</p> 	<p>I Can Do It</p> 	<p>Good Job</p> 	<p>All Done</p> 
<p>Story Time</p> 	<p>Book</p> 	<p>Library Card</p> 	<p>Check Out</p> 	<p>Line Up</p> 



students only have access to when they come to the library, they should be considered as a necessity on a travelling library cart.

Most classrooms will have wiggle seats and other types of supports available already. It would be important to consider which stuffed animals specific students gravitate toward. A general rule of thumb would be to provide only a few to each class (depending on student numbers) and use them for that class only during social distancing practices. They could be stored in separate containers between class sessions and sanitized each week. Adapted materials would need to be provided individually for each student as needed. Individual pencil cases with required materials is a good way to manage this. Consideration will need to be given for all students in the building in relation to shared materials, so this shouldn't be too difficult. It may be easier to do any type of work related to a read aloud in the classrooms rather than the library for awhile. Students should have access to adapted materials in that environment already. Any adapted books that are library created may need to be provided in bulk so each student can

manipulate their own materials. Communication support is something that will need to be done in collaboration with classroom teachers. They may be able to provide this for the short term for hygiene purposes. Finally, the library should evaluate the need to have fidgets available for students. If the students have things that they only have access to when they are in the library, it is important that those things remain available to them. In this case, providing a pencil box or zippered pencil pouch to house fidgets for individual students would be an easy way to manage the materials. They could be stored between classes and sanitized after each session.

While COVID-19 is changing the way we manage materials, it shouldn't change the way students are supported. The environmental changes are going to make school more challenging for our students with special needs. If there is a safe way to continue to provide the supports our students need, it is imperative that the library attempt to rise to the challenge.

CONCLUSION

As librarians, we need to help support the needs of every student on campus. Providing materials that will help the students feel welcome and experience success is an important step. It is also extremely important that you know your students, not just their names. Read the ARD documents shared with you, pay particular attention to accommodations as they will often include ideas on sensory support items. Talk to the teachers, ask questions about what would help make their students successful. Request input on what types of books the students enjoy. This may include specific characters or topics. Also ask what comprehension level you should be reading to. Ensure for yourself that you are aware of the themes that are being introduced in any self-contained programs on your campus so you can provide story time to match their curriculum. Taking the time to make sure that these teachers feel like they are being heard will benefit everyone involved. It will help you feel more comfortable in how to work with the students.

Kimberleigh Nagel is a special education teacher in Tomball ISD and recently received her MLS from Sam Houston State University.

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EPCC BRINGS THE LIBRARY TO THE LIVING ROOM!

By Lorely Ambriz

In 2003, El Paso Community College (EPCC) established the Jenna Welsh and Laura Bush Community Library, at the Northwest Campus Library, through an intergovernmental agreement between the City of El Paso and EPCC, as a combination academic and public library. Until then, the community in northwest El Paso had no library service available within a 10-mile radius. The agriculturally focused community contains 90 plus percent Spanish speakers with many migrant families and low literacy rates. Thus, many of the residents with children did not have the opportunity to develop a habit of using libraries.

Every summer for the last 17 years, the Jenna Welsh and Laura Bush Community Library has offered a Summer Library program to keep children, teens and their families reading and engaged in fun activities all summer long. We believe reading is a fundamental skill and a gateway to success in life. Our Summer Library Program has become a community tradition that promotes reading for fun and lifelong enrichment through a motivational framework of learning for all ages. Moreover, the Summer Library Program fosters a long-term love of learning, a habit of library usage, and a college-going culture among community residents.

Even though Summer Reading Programs (SRPs) in public libraries have been a stalwart of programming for youth for more than a century, the Jenna Welsh and Laura Bush Community Library Summer Library Program encourages students to continue reading throughout the summer, practice communication skills, and develop a lifelong voluntary reading habit, that is, a love of reading in the context of a safe and



Photo courtesy of EL Paso Community College, Jenna Welsh and Laura Bush Community Library

friendly learning environment (Small, 2017).

In March 2020, the COVID-19 pandemic hindered librarians and staff as they readied to promote our Summer Library Program. We were forced to either cancel the program or fully transition online. Most of our librarians are hands-on faculty and not accustomed to online instruction but valiantly accepted the challenge. They presented a proposal to fully transition the program online which was approved at the end of April. That was good news, but it meant we had just one month, May, to train all instructors, promote the event, register participants, prepare supplies for parents to pick up while maintaining social distance and wearing facemasks, in addition to all the behind the scenes logistics. To deliver the programming, we use Blackboard Collaborate Ultra, an online conferencing application housed within the Blackboard learning management system, designed with higher education educators and college students in mind, but easily adapted for children and teens. This strategy was extremely successful and exceeded all our programming goals, as highlighted below:

- Registration was filled to capacity within a day.
- One Facebook post alone, reached 12,210 users within 24 hours.
- 262 children registered, duplicated data as participants took multiple classes was 1,057.
- 28 online classes, one Lego contest, and one finale show and tell event for all classes were offered through Blackboard Collaborate from June 8 to June 26.
- The library staff prepared more than 1,000 supply bags with all the materials to fulfill the activities from home,



Photo courtesy of EL Paso Community College, Jenna Welch and Laura Bush Community Library

that were picked up curbside.

- Classes were taught mainly by EPCC Faculty (instructional and librarians).
- All instructors had library support staff in their sessions to help take attendance and answer chat questions, which was very valuable.

This was so popular and well received parents requested the program to be offered again in July. Parents described how not only was the programming beneficial, the experience that it gave youth working online helped prepare them for school and to get comfortable in the virtual modality.

“My daughter Zoe took a unicorn class with one of the librarians, and by using the Blackboard platform it made it easier for her to use her upcoming school year platform. Being a kindergartener and moving to an online learning platform can be challenging, but because of her unicorn class, she was familiar with the technology and the rules of participation in the online platform.” *Yvonne Lopez, parent.*

All classes had specific learning outcomes and similar results. For example, one of the Story Time and Crafts sessions introduced children to various books such as *Stella Luna* and *Verdi* by Janell Cannon and *City Dog, Country Frog* by Mo Willems and illustrated by Jon J. Muth and others. Each of the stories were connected to the learning objective of the class. *Stella Luna*, a story about friendship, acceptance and inclusion, blends families, empathy, and the bond of mother and child. *City Dog, Country Frog* centers on an unlikely friendship which overlooks differences to find the commonalities. These sessions had the objective to dispel ignorance about bats, while reading, doing crafts, interacting

with technology, and having fun. Children engaged in the drawing of a bat in flight to show wings which correspond to the human hand; in fact, the scientific name for “bat” is “chiroptera,” meaning “hand wing.” They would trace their hand, color a bat and make a cartoon bat bookmark. These activities were also combined with showing videos of Braken Cave near San Antonio and of the bat colony living under the Congress Street Bridge in Austin. Children and parents also learned that Texas has the two largest bat colonies in the world.

There were 28 class offerings for kids to choose from. Classes included beginning ballet, cheerleading, coding and tangrams, autobiographical story creation using Google Slides, cursive writing, dragon stories, drawing, evaluating web resources, exercises for the home, fairy tales and food, film club, French, growing their own gardens, story imagination, kitchen science, math fun, origami fun, podcasting, pirate stories, riddles and puzzles, sign language, Spanish, Storytime, unicorn stories, and watercolor painting. Some classes were offered multiple times, and in addition a Lego Contest and Grand Finale event were held.

Overall, transitioning the entire Summer Library Program from face-to-face instruction to online proved to be a challenging but nonetheless, a splendid experience. We are thrilled to see literacy and technology skills forming in our community, and we also want all children and their parents to experience firsthand that college is attainable. Focusing on technology and literacy while familiarizing children to library and information resources early in life is an important first step in encouraging lifelong learning.

The Jenna Welch and Laura Bush Community Library has received numerous grant awards since its inception, such as a \$600,000 matching grant from the Department of Housing and Urban Development (HUD's Hispanic Serving Institutions Assisting Communities program) to fund three years of construction at the library to double its capacity. EPCC matched the grant with approximately \$880,000 in cash and in-kind staff time and supplies. Over the years, the number of programs offered at the Jenna Welch and Laura Bush Community Library have more than quadrupled, as has attendance. The library was recognized for its achievements by First Lady Laura Bush, who has visited the library on various occasions, most recently in 2016.

Lorely Ambriz is the head librarian and associate professor at El Paso Community College Northwest Campus Library / Jenna Welch & Laura Bush Community Library, whom coordinated their summer online library program and the past chair of the Texas Library Association Instruction Round Table.



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CURBSIDE SERVICE POINT

Practicing safe distancing during pickup and drop-off of library items is essential during the current COVID-19 pandemic. We've studied how stores, restaurants, hospitals, and more have developed ways of delivering their services safely, with minimum contact, and have used this research to design our **Curbside Service Point**.

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Network of the National Library of Medicine (NNLM) South Central Region: A Medical Library for Public Libraries

OCTOBER IS HEALTH LITERACY MONTH, AND IT IS RAPIDLY APPROACHING!

I think this year Health Literacy Month feels more urgent given the abundance of health misinformation constantly bombarding us. But even before COVID-19, the state of health literacy skills in adults across the nation was a concern that deeply impacted the health of our communities. To put this in real terms, the [2003 National Assessment of Adult Literacy](#) asked participants to perform health-related information tasks such as:

- Circle the date of an appointment on a slip
- Identify what you can drink before a test in instructions
- Give two reasons a person with no symptoms of a specific disease should be tested after reading a clearly written pamphlet
- Calculate an employee's share of health insurance costs for a year

Each task correlates with a degree of literacy. The ability to circle a date on a slip is at a "Below Basic" level while calculating health insurance is considered "Proficient." Unfortunately, only 12% of adults nationwide test at a Proficient level. And study after study since then has demonstrated that adults generally have difficulty using everyday health information.

Fortunately, public and school libraries have long been involved in health programming. [Charlie Carts](#) are used by some to teach teens about nutrition and gain cooking skills. Other libraries partner with parks and recreation departments to offer programs like [StoryWalk®](#), encouraging reading and the outdoors by placing laminated story pages on wooden stands along a trail. What's truly been inspiring me lately are the ways libraries have pivoted their services and continued to thrive during the pandemic lockdown. Many librarians have turned to virtual programming in unique ways or learned new digital skills to enhance online activities, and the Network of the National Library of Medicine (NNLM) is no different—except that our free trainings and funding are for you, the public library staff!

The [South Central Region \(SCR\)](#) is your Regional Medical Library. You may have seen us exhibit or attended our presentations at TLA, but we're a "field force" for the National Library of Medicine with a mission to help improve access to health information and improve health literacy in Texas and the surrounding states.

Located in offices on the 3rd floor of Gibson D. Lewis Health Science Library at the University of North Texas Health

Science Center in Fort Worth, TX, we're federally-funded to work with public libraries to address health literacy in the region. In 2017, we contributed to the partnership between the American Library Association and the National Library of Medicine to develop *Because Statements* as part of a [free health literacy toolkit](#).

As you work to provide programming and meet the needs of your communities, we want to help support your work in any way we can. Here are some of the free national opportunities that are coming up from SCR and other Regional Medical Libraries across the nation (link takes you to registration page; login required to view):

- [Grey Literature Resources to Support Emergency Preparedness, Response and Recovery](#) (9/9/2020)
- ["Because I See What You Do": How Microaggressions Undermine the Hope for Authenticity at Work](#) (9/17/2020)
- [Cooking Virtually: Culinary Literacy Programming Online](#) (9/17/2020)
- [Correction of Health Misinformation on Social Media](#) (9/28/2020)
- [Virtual Program for Public Library](#) (9/29/2020)

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We also work with the Medical Library Association (MLA) to provide [Consumer Health Information Specialization \(CHIS\) certificates](#).

By taking our classes and achieving a certain number of continuing education credits, you can earn your CHIS to signal your commitment to offering quality consumer health information—for free!

Furthermore, all of our webinars are archived and available on YouTube. You can find a [complete list of regional webinars here](#), but you might be interested in some of our past offerings:

- [Opening Doors to Health Literacy at Your Library](#) by Leslie Gelders, Literacy Coordinator at the Oklahoma Department of Libraries
- [Refresh and Renew](#) by MJ Abell, Talent Development Consultant at The Ohio State University
- [Creating PPE for Front Line Workers: One Way Libraries Can Contribute to the Pandemic Response](#) by Katie Musick Peery, Director of the UTA FabLab at the University of Texas at Arlington Libraries

If there's something you're not seeing that you would find useful, we welcome ideas and topics that help you meet the needs of your community. We can assist with finding a speaker for your library too!

Aside from webinars, we also host quarterly regional Wikipedia edit-a-thons (next one is **November 18th**). If you'd like to join us and co-host one at your library, we're happy to guide you through the process. Likewise, we're happy to partner and provide virtual support to execute other types of programs you may have as our staff have availability.

Last but not least, we currently still have [professional development funding available](#) that can be used to bring a trainer for your staff. It can also be used for individuals employed by a library to take a training or attend a conference. We do offer larger programmatic awards each year, and though they are closed at the moment, we'd be happy to chat with you about future projects.

Ultimately, we want to help make your work easier. I encourage you to email me or any of the coordinators in our office to learn more about how you can partner with us. You can find all of our contact information [here](#). To keep abreast of our offerings, you can find us on Facebook and Twitter: [@nnlmscr](#) or [sign up for our email list](#).

Brian Leaf (brian.leaf@unthsc.edu) is the Executive Director of the Network of the National Library of Medicine (NNLM) South Central Region, hosted by UNTHSC Gibson D. Lewis Library.





Creativity and Flexibility

FOR K-12 LIBRARIANS, THE FALL MEANS MASTERING IN-PERSON AND ONLINE APPROACHES

By Michele Chan Santos
Illustrations by Kathryn Payne

With schools across Texas now open in a variety of ways – some fully virtual, some as a hybrid of in-person and virtual and some fully in-person – librarians are meeting the new and varied demands of education in the COVID-19 era with resourcefulness.

Since the pandemic began, librarians have helped teachers connect with students digitally, doing everything from collecting and distributing Chromebooks and iPads, to creating flyers and holding virtual information sessions for students on how to check out ebooks. They have also jumped in to help orient students and parents to online learning platforms and hosted curbside checkout days where families could drive by and pick up books they had reserved online.

BROOKE KING IS THE LIBRARIAN AT ATASCOCITA MIDDLE SCHOOL in Humble ISD, and the legislative co-chair of the Texas Association of School Librarians (TASL). “Our school reopening has been going smoothly in our library. Our school district has given our families the choice of virtual or in-person learning. About 60 percent of our families chose in-person. Then, those in-person learners are on an A/B hybrid schedule so only 30 percent of the students are actually in the building at one time right now,” King said. “This has allowed social distancing to work well in the library...The district has provided hand sanitizer stations, and I require everyone to sanitize before they can browse for books or touch the computers. Everyone in the building wears a mask.”

Most school librarians began planning weeks before schools opened their doors, either virtually or physically. Their main concern was keeping books in the hands of students and doing so as safely as possible.

Sharing helpful tips and techniques and boosting each other’s morale were key parts of a robust and engaging session of TLA Talks on July 21, 2020, called “Reopening School Libraries.”

The Texas Library Association offered this free, live and interactive webinar in conjunction with the Texas Association of School Library Administrators (TASLA). Panelists were **Michelle Griffith**, K-12 Instructional Resource Coordinator and Lead

Librarian Media Specialist, Brazosport ISD; **Stacy Cameron**, Coordinator of Library and Media Services, Frisco ISD; **Kristi Starr**, Library Media Specialist, Coronado High School, Lubbock ISD; and **Mary Woodard**, Director of Library Services, Mesquite ISD. Hundreds of librarians attended virtually, to discuss what their schools are doing to ensure a safe reopening. Read on to learn about the resources and tactics they discussed.

WHAT DID THE START OF SCHOOL LOOK LIKE FOR YOU?

The plans for the start of school varied widely, depending on the location and population of the school district. In Mesquite ISD, Woodard said in-person school was delayed until September 7, with a virtual start of August 17. Staff ensured that every student had a Chromebook; after September 7, students were welcome to return in person or could opt to attend a “virtual academy.”

Brazosport ISD is offering “At School Learning” and “At Home Learning.” Griffith said librarians at their district were told they “may be wearing virtual hats and working as virtual teachers in addition to being librarians.”

Many other librarians shared their school’s reopening plans. These documents are available to view [here](#).

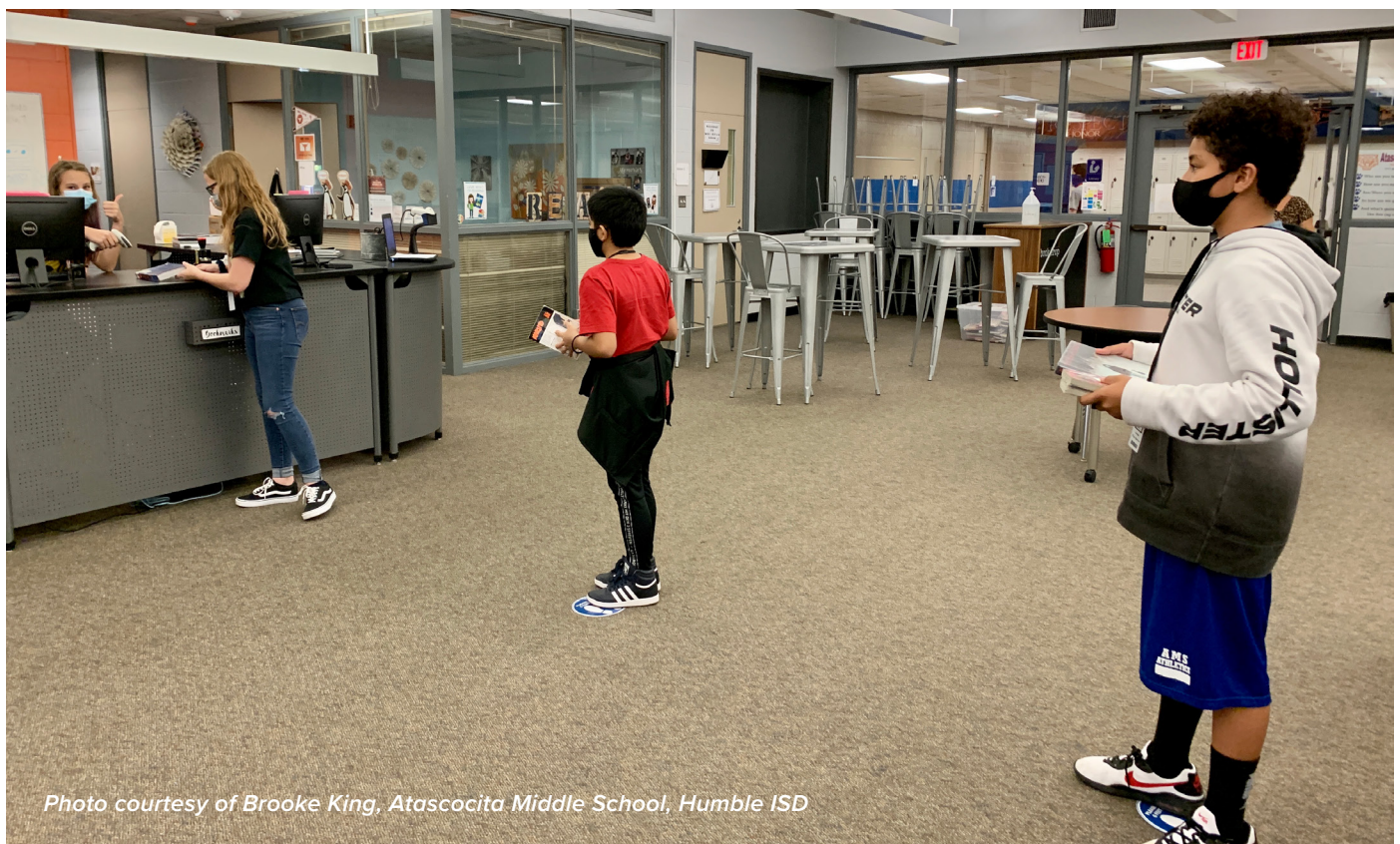


Photo courtesy of Brooke King, Atascocita Middle School, Humble ISD

WHAT IS THE BEST WAY TO HANDLE BOOKS SAFELY?

There was detailed and enthusiastic discussion about this topic. The general consensus was that a four-day quarantine was the safest; some school districts are opting for a five-day quarantine simply because that's the length of a school week.

The librarians talked about the best ways to store books that are being quarantined (several schools are using large 40-gallon rolling plastic tubs, color-coded by day of week, to separate and store books during this time.) Because many students are opting to take lessons virtually, this has left some classrooms empty where the tubs of books can be stored. Others had purchased new plastic green trash cans and cushioned the bottoms with pillows, to serve as

book drops and storage.

Students sanitize their hands before and after they browse. Books taken off shelves and read in the library will be quarantined, the same procedure as books that were checked out and returned.

Many librarians said this was a good time to waive fines, a suggestion that was received enthusiastically.

HOW ARE YOU HANDLING SOCIAL DISTANCING?

Social distancing methods “are going to depend on your grade level,” Starr said. “Flexibility is key.”

For example, instead of having three classes in the school library at a time, having one class at a time; seating students two to a table instead of four to a table; designating areas so that one group of students can be in the “blue area” at a time, and one group is in the “red area.”

Other librarians have taken down their Makerspaces (too many shared materials), and students will no longer share colored pencils or crayons.

E-BOOKS AND CURBSIDE CHECKOUT

Some school libraries have been providing curbside checkout over the summer. Madeline Schnurr, a librarian in Dallas, said “we offered curbside pickup this summer. Students filled out a Google form, then we provided specific times to pick up. We brought the books out and placed them in the trunk of each car, it worked really well.”

Librarian Jayce Senter shared her [how-to video](#) for curbside checkout.

Librarian David Cooksey suggested working with your local public library to offer books through [Sora + Overdrive](#).



COMMUNICATING WITH ADMINISTRATORS

Because of the pandemic, it is challenging to communicate with school principals and other administrators because they have so many responsibilities at this time, the librarians said.

But participants also said that it is more important than ever for librarians to make sure their message about the value of libraries and librarians is heard clearly.

Griffith, from Brazosport, said librarians in her district are setting up virtual meetings with their principals.

Cameron, from Frisco, said there are 70 libraries at 70 schools in their district. “At the end of the day, we really lean on each librarian to go in and have those important conversations with their principals.”

HOW DO WE SUPPORT FAMILIES THAT DON'T HAVE TECHNOLOGY AT HOME?

The panelists agreed that even when districts are providing devices like Chromebooks, equity is a significant concern because of Internet access.

“I know this is a struggle in so many districts,” Starr said. “We are doing the very best we can to be problem solvers and ambassadors to the families.”

Griffith said, “There are grants outside of the CARES act. We were able to secure 200 hotspots through a grant and got those out to our families. You are going to get back most of them – expect a ten percent loss. We are putting together a book bus... rolling that into neighborhoods.”

VIRTUAL AUTHOR VISITS

One bright spot of the new pandemic reality is that many authors are willing to do virtual author visits, making visits possible even when author and school are hundreds of miles apart.

Librarian Stacey Rattner recommended [The Author Village](#), a community of award-winning

children's book authors and illustrators available for virtual visits.



SHARED RESOURCES

The webinar participants shared a host of resources. The recording of this webinar and the chat are posted [online here](#). Make sure to check out the [TASL Reopening Libraries Wakelet](#) and [Sample Reopening Plans](#).

Michele Chan Santos is the marketing specialist at TLA and assistant editor of the Texas Library Journal.



Photo courtesy of David Baca, Texas A&M Galveston

REOPENING ACADEMIC LIBRARIES

NAVIGATING NEW TERRITORY

By Michele Chan Santos
Illustrations by Kathryn Payne

Academic librarians faced a host of challenges this fall when colleges and universities around the state reopened during the COVID-19 pandemic. Across Texas, these librarians and their staff members took many crucial steps, including limiting the number of students in the library, ensuring masks are worn by everyone in the library and putting other measures in place to keep staff, volunteers and students safe.



HOW TO RISE TO MEET THESE CHALLENGES IN AN ACADEMIC LIBRARY SETTING

was addressed during the July 28 session of TLA Talks, a free, interactive webinar hosted by the Texas Library Association. Panelists were **David Baca**, Director of Library Services at Texas A&M University – Galveston; **Cate Rudowsky**, Dean of Libraries at Texas A&M University – Corpus Christi; **Cherie Hohertz**, Dean of University Libraries at The University of Dallas; **LaMoya Burks**, Head Librarian at Texarkana College; and **Christina Gola**, Director of Recruitment and Organizational Learning at the University of Houston.

At Palmer Memorial Library at Texarkana College this fall, “we have opened to maximum capacity standards set forth according to our building size. All buildings on campus have a check-in area along with an attendant to ensure hygiene protocols are followed,” Burks said. She explained, “Sanitizing methods are used with specific precautions such as logging scheduled times of cleaning areas by facility team members and as needed by staff of the library.”

In addition, “Scheduled face-to-face meeting guidelines must be held in our leadership classroom area with more than six feet apart from myself and/or Emily Ransom, our Instruction Librarian. Stairwell usage by students still follow guidelines of up one, down the other.”

Currently (September 2020) the Jack K. Williams Library at Texas A&M Galveston is open seven days a week, Baca said.

Baca explained that the A&M Galveston campus opened a week early, so students will not be returning to campus after Thanksgiving and will take their finals online.

A few weeks into the semester, Baca said that at his library, “we have had steady traffic, even if it is a bit lower. We have spaced out seating and have room for about a fourth of our normal capacity.” He explained, “We monitor building occupancy to limit to the number of seats we have open. Everyone on campus must wear masks, including our student employees. Our student employees monitor compliance and we wipe down tables,

keyboards and computers after each use. We are still circulating print materials, but we quarantine for 72 hours after they are returned.”

At The University of Dallas, a small, private college in Dallas, the Cowan-Blakley Memorial Library was open for the summer by appointment only, Hohertz said. The staff have been providing checkouts via curbside pickup and reopened the library on August 17.

For the fall semester, the library is open to University of Dallas students, faculty and staff only.

“Before the pandemic, we had a number of regular community patrons that would use our library for research and study,” Hohertz said. In order to keep occupancy down, those patrons are

not allowed inside at this time. “We have installed card swipe doors, so to gain access, students must swipe their card. Secondly, we are limiting occupancy to 25% to ensure adequate space for social distancing. We purchased an [occupancy counter](#) so we can track how many people are in the library at once. Our occupancy is set to 75 people. We haven’t hit that threshold yet, but the semester is still early! We have a real-time count website that allows the library staff to monitor numbers.”

Hohertz said compliance with masks and social distancing rules has been good, something the staff has been monitoring.

“Masks and social distancing are required in all campus buildings, including the library. Most of our students have been great at complying with these requirements,” Hohertz said. “The library faculty and staff regularly walk the floors to remind people about masking and social distancing. As the semester has gone on, our students want to relax the rules, so we are having to remind them more frequently.”

LIMITING THE NUMBER OF PEOPLE IN THE LIBRARY

In the TLA Talks session, many webinar attendees asked how best to monitor library occupancy, if COVID-19 restrictions limit them to 25 percent of their full capacity. Several people recommended [Sensource](#), a company that sells smart sensors which track occupancy in a building. Others

“Masks and social distancing are required in all campus buildings, including the library. Most of our students have been great at complying with these requirements.”

recommended [Density](#), another occupancy tracking system, the one Hohertz uses at University of Dallas.

Rudowsky, at A&M Corpus Christi, said their campus requires masks and the library “has installed sneeze guards at all our service points,” she said. The library staff removed much of the furniture to facilitate social distancing and stored extra furniture in group study rooms that are now closed. They have also been quarantining all returned books and closed a snack area with vending machines which was located in the library.

Other steps Rudowsky and her staff are taking include not checking out whiteboards (previously very popular with students) and installing many sanitation stations throughout the library.

Several other librarians mentioned their universities are also closing their group study rooms, as well as not allowing community patrons (non-students) into the library.

ONLINE TEXTBOOKS

At Texarkana College, Burks said librarians are working closely with other departments to embed textbooks into online course modules; both the class sessions and the textbooks are often available through the same online portal. Their college serves many diverse populations and for at-risk students, it is important to make sure the cost of textbooks is included with the course whenever possible and that the textbooks are accessible online.

CONTROLLED DIGITAL LENDING

Rudowsky recommended [Controlled Digital Lending](#), which is the digital equivalent of traditional library lending. A library can digitize a book it owns and lend out a secured digital version to one user at a time, in place of the physical item. Keep in mind, the library must own a legal copy of the physical book; must maintain an “owned to loaned” ratio and cannot lend more copies than it legally owns; and must take steps to ensure that the digital file cannot be redistributed. This service allows older physical books to be “loaned” out and is a good complement to other digital or e-reader services.

MONITORING TO ENSURE COMPLIANCE

Much of the discussion centered on ways to encourage/ensure that students observed social distancing and mask guidelines. Suggestions included training student ambassadors to do positive reinforcement, using signs/messaging provided by the university, and using language like “we’re all in this together” and “let’s all do our part” to encourage sensible behavior in the library.

Find the full recording of this webinar, as well as the transcript of the chat, [here](#).

Michele Chan Santos is the TLA marketing specialist and assistant editor of the Texas Library Journal

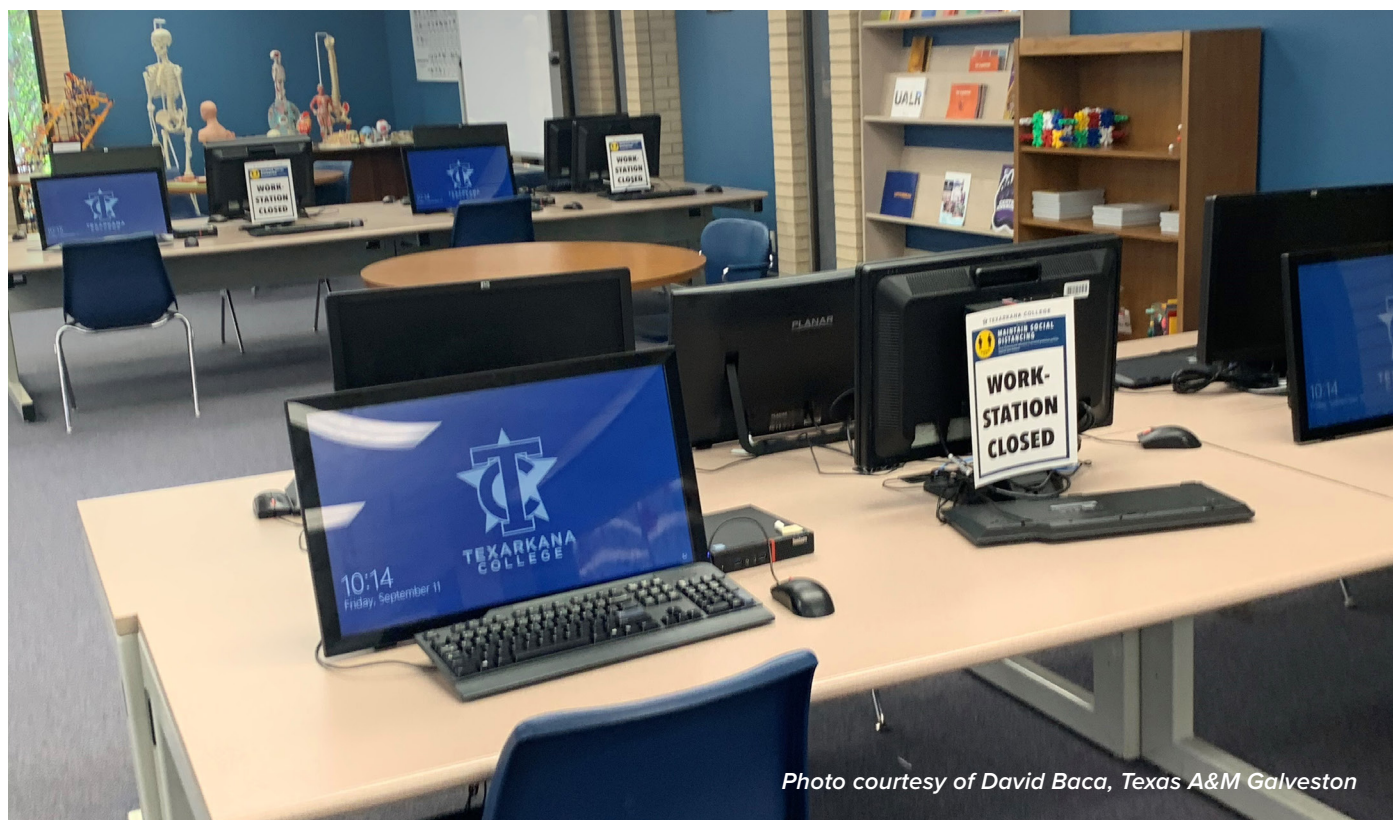


Photo courtesy of David Baca, Texas A&M Galveston

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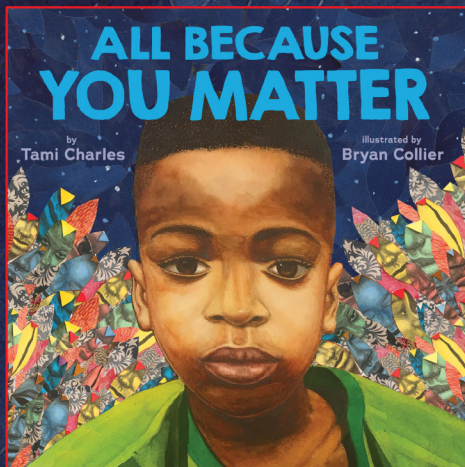
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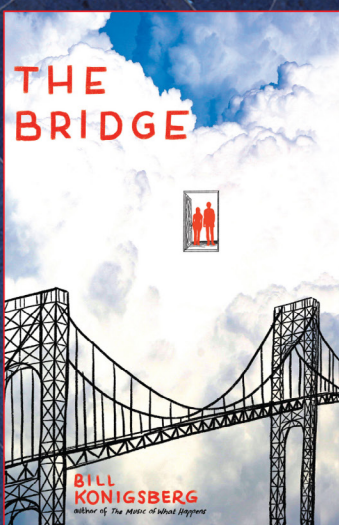
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Resource Sharing: More Important Now Than Ever

By Mark Smith

In looking back over my over 35 years of professional work, it occurred to me that there are not many enduring aspects of library work about which I can say that I was present at the creation.

But when it comes to TexShare, I am honored to say that I was present at the creation.

Now, I was not present when the late great Dr. S. Joe McCord first approached Lieutenant Governor Bob Bullock with his brainchild idea of creating a statewide shared digital network, which I think occurred around 1995. But as the Director of Communications for the Texas Library Association in 1997, I was directly involved in working to pass HB 2721 by Rep. Bob Hunter of Abilene that established TexShare in statute and permanently located the function at TSLAC (It had previously been with the Higher Education Coordinating Board). And the only bill signing that I have ever had the privilege to attend was when Governor Bush signed HB 2721 into law on May 27, 1997.

In the next session two years later, library leaders were successful in working for the passage of HB 1433, again by Rep. Hunter, to expand TexShare participation to Texas public libraries.

To be sure, those were proud accomplishments for Texas libraries and represented the culmination of much hard work by Dr. McCord, State Librarian Bob Martin, the Texas Library Association, and many other Texas library leaders.

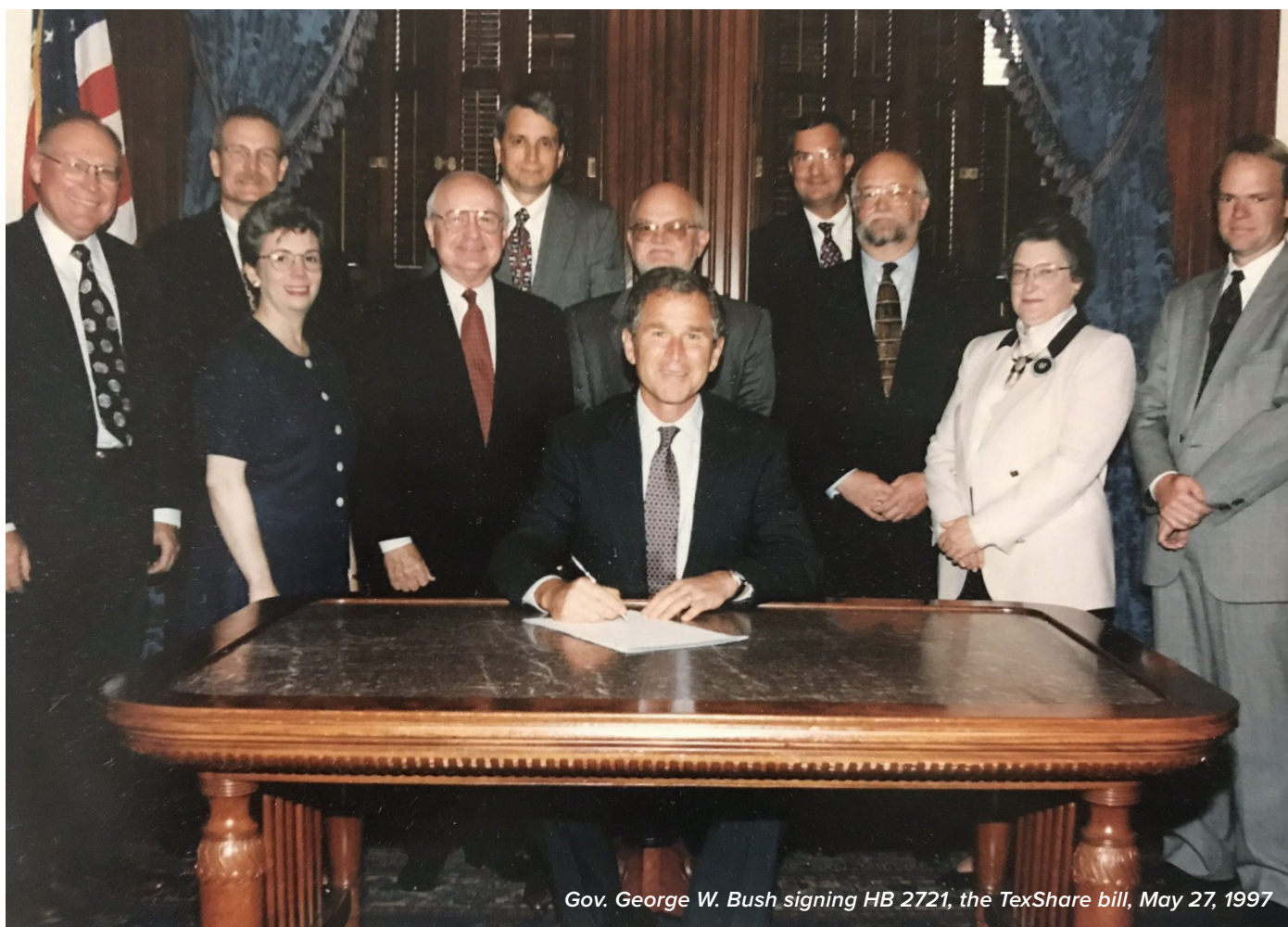
I have been thinking about that accomplishment now going on 25 years ago, as well as the creation of TexQuest, which levels the playing field of digital inclusion for over 90 percent of all K-12 students across Texas, and our statewide interlibrary loan system for public libraries that makes the physical resources of all of our libraries available to patrons wherever they live. And by the way, ILL is consistently ranked one of the most—if not the most—critical service we offer, especially for public libraries.

I have been musing on why Joe McCord and others thought this idea was so important, so worth pursuing. That is, what was the specific value they saw in libraries sharing resources to achieve statewide access not only to traditional library services but also to online databases filled with proprietary content? Further, what was that vision at a time when library access to the Internet was still new — and the potential of that medium to create equitable access to information for persons who never before could have enjoyed that — was just being explored?

But while the technology has evolved

and the resources have become much more sophisticated, the basic concept is the same. We cannot have a fully functional competitive modern educational system — not to mention economy — in Texas without a level playing field of access to information. What Joe McCord and other library leaders realized in 1995 and 1997 was that shared access to information and particularly to digital information unlocks an ever-expanding universe of resources that are absolutely fundamental to building a progressive modern society in Texas.

For the last 25 years, TexShare, and a little later TexQuest, have put libraries in the exact center of that flow of information and made libraries vital to providing the public a gateway to the riches of those shared online resources. And by harnessing the purchasing power of the state, those resources have flowed to Texans in all parts of the state for pennies on the dollar what they would have cost if those libraries had to buy them. Every year, those resources receive over 100 million uses, which means that over the last 25 years, TexShare and TexQuest materials have been consulted literally billions of times by Texans. The investment has paid off. TexShare and TexQuest resources have immeasurably helped the citizens of Texas while putting the libraries of Texas in their rightful place in the driver's seat of providing public access



Gov. George W. Bush signing HB 2721, the TexShare bill, May 27, 1997

to information in all its many formats.

Now fast forward to 2020. The outlook is suddenly clouded with uncertainty. The economic crisis that has been born of the coronavirus pandemic threatens to erode much of the amazing progress of library resource sharing in Texas over these nearly two and a half decades. While we have not received our budget instructions yet, we are anticipating a reduction of up to 20 percent or more in our state funding. And while those reductions will be spread across agency functions, because TexShare and TexQuest electronic resources comprise the single largest purchase of our agency and account for over one-third of our state funding, they will by necessity take the brunt of the reductions. We believe we will be able to maintain the core TexShare and TexQuest electronic resources, but we may well be forced to eliminate a number of the individual products you and your patrons and students rely on.

That would be tragic, not just for the

libraries, but more importantly for the citizens of Texas. Online resources are needed now more than ever, especially as students grapple with remote learning and the public is forced to remain home and sheltered and many libraries remain closed. In fact, one of the huge lessons of the pandemic is that the public's ability to access information remotely has been one of the most crucial lifelines offered by libraries.

Libraries proved key to the public's ability to stay connected and informed during the pandemic through access to online resources, including those provided via TexShare. And libraries that had signed up last fall to participate in our E-Read Texas e-book program found that as they had to close their doors, content provided via the Simply-E app integrated with their ILS offered yet another source of materials for their homebound customers. Patrons of libraries that had made that move to E-Read Texas before the pandemic were rewarded for that

initiative and several others contacted us to get on board after the lockdown started.

People trust the information they receive via the library. Surveys by groups such as Pew and the Knight Foundation have consistently found that while the public mistrusts both government and the media, they have a high confidence in the authority of information they get through the library. In an era where a significant percentage of the population says it gets its news and information via social media, TexShare, TexQuest — not to mention other library materials available widely through ILL — offer information of high authenticity and accuracy. I believe the public desperately craves that level of authenticity in information sources.

And the difficulty of a potential reduction of TexShare resources is compounded by the fact that local budgets are also likely to get slammed. Public library budgets will probably take a hit from a downturn in revenue

for cities and counties. And higher ed libraries might also feel the pain as parent institutions see a decrease in tuition revenue and state support. It is a bad time to try to locally backfill resources lost from reductions in TexShare and TexQuest.

But I don't want to end with a bleak downer message. You get enough of that in the news every day. I believe we collectively have the ability to resist and roll back some of these potential reductions. So, I am going to suggest a few ways that you can be prepared to help with this situation.

First, use the heck out of TexShare. One of the ways that we can ensure that we keep these resources is to use them. We have uncommonly high use already, but it would be very helpful to demonstrate that use is increasing, especially in the time of Covid. And in addition to using the resources, let your patrons know how valuable they are and keep seeking creative ways to integrate the content into your ongoing programs and services.

Second, tell your elected leaders at the state level how you feel about TexShare and TexQuest. Thank them for supporting these services over the years. Let them know that your patrons find these resources extremely valuable for school, business, and personal use and the hardship that loss of those resources would cause. If you have them, convey anecdotes of how they have helped people in your communities, how crucial remote access was during Covid, and tell them you'd like to see more money for these resources, not less.

Be ready to support TLA as they advocate for the TSLAC budget. Our intention, if they let us, is to request immediate reinstatement of any funding cuts to our budget, especially for shared digital resources. TLA will coordinate support for that ask, but if you find these resources useful, spring of 2021

“What Joe McCord and others knew was that libraries working together, combined with the power of statewide purchasing, has the potential to erase barriers that keep people from the information they need.”

will likely be the time to start telling the legislature. Let them know that this is exactly the wrong time to deprive people of access to online resources. Now more than ever people in all parts of the state need to be connected to authoritative information delivered remotely through broadband networks.

And finally, and more broadly speaking, keep the hope and dream alive of the power of sharing resources

among libraries. 25 years on from the creation, when electronic resources are so ubiquitous and have become so routine, it is hard to remember the bad old days. Hard to remember when people could not sit at home and pull up the information they need for school, work, and home. Hard to remember when interactive service for people in rural areas meant getting in a car and driving for hours to get to a major city. Hard to remember that information that people needed to grow their businesses or get legal forms or research their family history depended on where they happened to live or whether their local library could afford to acquire all those resources.

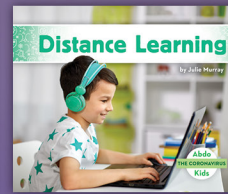
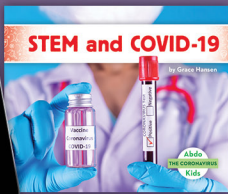
What Joe McCord and others knew in the 1990s was that libraries working together, combined with the power of statewide purchasing, has the potential to erase all kinds of barriers that keep people from the information they need. That core model has not changed. In fact, in the age of Covid-19, it has become even more glaringly obvious. Libraries can and should be one of the central institutions moving Texas in the direction of a sustainable, information-based economy delivered remotely to every citizen via high-speed networks.

It will take effort by every one of us, but I am confident we have the power to go forth from here today and continue to make that dream a reality.

Mark Smith is the Director and State Librarian at the Texas State Library and Archives Commission.

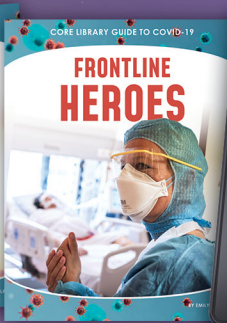
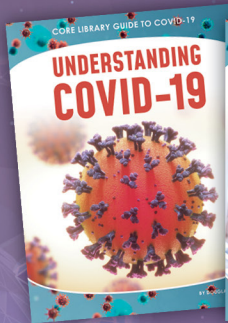
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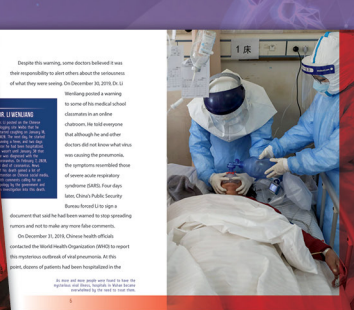


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RETAIN, REUSE, REVISE, REMIX, REDISTRIBUTE

The Launch of Texas Learn OER

By Carrie Gits



The usefulness of an open educational resource (OER) can be measured in its ability to be adapted, modified, and reused by others to meet their unique needs. Authors and creators of OER often intentionally choose an open license that allows others to build upon their work, to improve, expand, and customize it. The power of open resources is that they are not static. They are meant to evolve and expand, to be adapted beyond the first version, and to encourage collaboration and participation from others in the process. This is how Texas Learn OER came to be.

In the fall of 2019 DigiTex contacted me to discuss creating a set of online training modules related to OER for a Texas audience. The project proposal was to expand an openly licensed set of training modules I created for faculty at Austin Community College called ACC Learn OER. The original modules were the result of my capstone project as a fellow in the SPARC Open Education Leadership Program. As outlined in the program's curriculum, "Capstones should be designed to not only achieve a concrete outcome by the end of the semester, but also produce an output that can be of value to the broader community." With DigiTex's invitation to work for them, I welcomed the opportunity to expand the original resource and to collaborate with others to improve the content. I revised

and remixed the content to make it applicable to a wider Texas higher education audience. I also gathered examples to showcase the important OER work, research, and legislation happening across the state. Input and feedback from peer reviewers in the open community further enhanced the content.

Texas Learn OER is a set of openly licensed self-paced modules for faculty, staff, and administrators. The 10 online modules include information on understanding OER; open licensing, including Creative Commons; finding and evaluating OER; accessibility; adapting, creating, and sharing OER; and OER in Texas. The course outline is listed below.

- Introduction to this course
- Understanding OER
- Why OER?
- Introduction to Open Licensing
- Finding & Evaluating OER
- Accessibility
- Creative Commons Licensing In-Depth
- Adapting, Creating, & Sharing OER
- A Look at OER in Texas
- Final Module Assessment

The modules are intended to be used and consulted by individuals who are new to OER, but also by those who want a refresher on areas such as the benefits of OER, open licensing, attribution, and state legislation related to OER. The overall curriculum has a set of comprehensive learning outcomes.

Additionally, each individual module includes specific learning outcomes aligned with material covered in that section. The tenth module serves as the final assessment of a participant's learning. Upon completion of the final assessment participants with a passing score of 80% or higher are eligible for three hours of professional development credit (or .3 CEUs) and a certificate from DigiTex. Texas Learn OER is now available for you to explore and learn from — even to adapt and modify if you need. It is an OER, after all!

The time is now for open educational resources, y'all! 2020 is demonstrating to all of us in higher education that change is abrupt and unpredictable. Faculty and students have adapted and transformed their teaching and learning in ways that they did not anticipate. Our students deserve long-term solutions that ensure they have access to affordable and engaging course materials throughout their educational experience. Our faculty deserve support and guidance in adopting, adapting, or creating teaching and learning materials that are inclusive and transformative. I encourage you to learn more, to start conversations and expand communities of learning around open educational resources and open practices at your institutions. I encourage you to collaborate and create OER with your colleagues across the state. My hope is that Texas Learn OER serves as a resource and foundation for this journey.

Carrie Gits, Head Librarian, Associate Professor, Austin Community College

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Texas Learn OER

Module 1:
Introduction to this Course

Copyright & Attribution

Module 2:
Understanding OER

Module 3: Why OER?

Module 4:
Introduction to Open Licensing

Module 5: Finding & Evaluating OER

Module 6:
Accessibility

Module 7: Creative Commons Licensing In-Depth

TEXAS LEARN OER

By the end of this course, you should be able to:

- Define Open Educational Resources
- Explain the rationale for OER adoption and use

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LIBRARY FURNITURE

Introducing the TLA 2021 Candidate Slate

In 2021, members will elect a president-elect, two representatives-at-large, and an ALA Councilor to serve on the Executive Board. Elections will open in February and close in March. You must be a current (2021) TLA member by January 31 to vote.

Candidate bios and statements of concern for those running for all offices are found by logging into the [Members Only website](#) and clicking on View Candidate Biographies. *(On the Secure Membership Area page, “View Candidate Biographies” is at the bottom of the first column on the left, under “Misc. Forms”).*

PRESIDENT-ELECT

MARTHA (MARTY) ROSSI

Now is the time to come together as members to strengthen and mold our professional organization and meet challenges in support of all libraries and all those that count on us. Collaboration and partnership, tenets of our profession, empower us as we anticipate and brave potentially difficult times ahead. As we begin feeling the full force of the many facets of a global pandemic on our patrons, students, users, and ourselves, we must remember that confidence and resiliency are best generated when we design and work in tandem towards common goals. A strong and resilient TLA is critical to crafting a bright and successful future for libraries in Texas. I am committed to do my level best to lead and support you in this effort.



MARY WOODARD

This is a time of great uncertainty in our world. Things are changing all around us, and while it can be scary, it can also be exciting as we all figure out new and different ways to get things done. A changing world brings us the opportunity at TLA to re-examine our role, refresh people's perceptions of libraries, and reinvent the way we do things.

As an institution that is over a century old, some of TLA's processes and procedures have become cumbersome and outdated. As president-elect, I will work with the president, the Executive Board and our Executive Director to update procedures so that we have an organization that is nimble in responding to the professional learning and advocacy needs of its membership.



REPRESENTATIVE AT-LARGE (PUBLIC)

KATE HORAN

Texas is a big state with libraries both large and small, but the goals are the same: to provide excellent and equitable services to our communities; to promote equity, diversity, and inclusion in who we are as professionals and what we do; and to form alliances that encourage and support. This unprecedented pandemic has caused us to pivot as professionals to the virtual world, and to re-imagine and transform ourselves to continue traditional services in new ways while creating whole new vistas of networking and service. My focus will be to inspire public librarians and paraprofessionals to step into confident service leadership, no matter what position they hold.



ROOSEVELT WEEKS

Libraries are faced with many challenges in the coming years. Funding, navigating in a post COVID-19 environment, racial and social unrest, and changing perception of libraries are just a few of the challenges that we must overcome. As we face these external and internal forces, we must be flexible, innovative, and nimble in order to survive and flourish. We can no longer do business as usual, as we provide services and programs to our customers. We must address the inequities and social justice issues that are inside and outside of our libraries.

The library can play an important role in making sure all voices are heard and programs/services are provided in an equitable fashion. We can do this when we work together as one.



REPRESENTATIVE AT-LARGE (ACADEMIC)

ELIZABETH HOWARD

Budgets are cut, and patronage is down. This is not a permanent state, but one that is affecting the majority of us as well as our beloved Texas Library Association. At this time, the value of membership and the returns it brings to the Association are critical issues facing both the Association and our membership. The executive board will be making some challenging decisions in the upcoming years. I am committed to supporting and growing the Association and having those difficult conversations about how we can best serve our members in the future. I want to listen to what you have to say and be there to help you understand how, together, we will continue to grow and support all of our members.



JANE STIMPSON

In the midst of a pandemic and looking ahead to recovery, the issues facing TLA and the Texas library community are the same many of us face individually: need for connection, financial constraints, and uncertainty about the future. TLA's strength is its membership and the knowledge we share when we come together. We should broaden TLA's reach through accessible virtual learning and networking, attracting new members and providing ongoing opportunities to connect. Outreach must involve units and districts, who foster essential collegial and local relationships. There will be fewer institutional and personal resources for memberships and professional development. We must help TLA be an essential Association for library workers who want meaningful and affordable connection to the Texas library community in times of change.



ALA COUNCILOR

DORCAS HAND

Currently, TLA and ALA face enormous organizational challenges. The TLA Executive Board must apply its collective knowledge, talent, and experience to consider paths forward to strengthen and rebuild our library communities. I will take TLA concerns to the ALA Council and return to TLA with new insights into problems shared by many state associations. Two previous terms on ALA Council and my experience leading the ALA Library Ecosystem Task Force will inform my future work on the TLA Exec Board and ALA Council as all library types work to negotiate our challenging times. I am excited to apply my experiences in ALA leadership for the benefit of the TLA Exec Board. I know that we can find a way to meet the issues we face.



AMBER SEELY

Libraries are facing increasing challenges as we adapt to pandemic life. Traditional measurements are on the decline, but the digital divide remains real and becomes even more impactful for our patrons as services transition to digital. ALA and TLA advocacy will be a key component in supporting Texas libraries and Texans through this crisis, as will the professional partnerships that enable us to flexibly rethink library services during this time.



Texas Higher Education Coordinating Board Launches Open Educational Resources Repository

On September 1 the Texas Higher Education Coordinating Board launched [OERTX](#), the state's digital repository of open educational resources (OER) for Texas students and educational institutions. OERTX is provided through a partnership between the Coordinating Board and the Institute for the Study of Knowledge Management in Education (ISKME) and is made possible by an appropriation from the Texas Legislature.

House Bill 3652 (86th Texas Legislature, Regular Session) provided \$250,000 in initial funding for the creation of a customized OER web-based repository to provide Texas students and public and private higher education institutions access to high quality OER materials.

The Coordinating Board will partner with Texas institutions to populate the repository with faculty-created, high-quality digital

resources that align with Texas Core Curriculum courses, co-requisite courses, and career and technical programs. OERTX will also be used to support institutions in creating and sharing teaching support and training materials for faculty.

All [OERTX](#) materials are licensed through Creative Commons or are in the public domain, free and available to any user who can become a part of the community by authoring material within the site, providing reviews of materials, or joining an OER group. OERTX is designed to facilitate the curation of OER e-textbooks and other OER materials used frequently by Texas institutions of higher education and to support the creation and customization of new resources to meet the needs of Texas students and faculty. All [OERTX](#) resources will be free and available to any student.

JOIN OUR TLA FAMILY!

It's time to renew your TLA membership, or join TLA for the first time!

Why renew or join now?

- Networking and leadership opportunities to help you bolster your career.
- Stay on top of current trends with free webinars and continuing education.
- Build connections, wherever you are, with our virtual events. [TLA Talks](#), [LAUNCH](#) and [District meetings](#) are all happening this fall.
- Membership rates are the same as last year.

JOIN/RENEW TODAY!



TEXAS DEPARTMENT OF STATE HEALTH SERVICES COVID-19 COMMUNICATION TOOLS

Recently, the Texas Department of State Health Services (DSHS) created COVID-19 communication tools to help you conduct business safely. Tools include videos, social media graphics and animations, plus printable posters. You also have access to [minimum recommended health protocols](#) for safe operation. Materials are available in English and Spanish.

The materials promote health safety practices. You can display posters in high-traffic areas such as entrances, lobbies, restrooms and break rooms. You can post social media content on your channels. You can also feature these messages in employee communication. And you can share these resources with others to use. To access these materials, please visit the [DSHS COVID-19 Communication Tools](#) webpage.

NOMINATE DESERVING CANDIDATES FOR TLA & UNIT AWARDS!

The association's awards celebrate the creating and inspiring work of individuals, libraries, and supporters. The awards are for real people and real projects like yours..

TLA's awards and scholarships are open from September 15 – DATE. Many TLA units also offer awards, scholarships and conference stipends (application schedules and deadlines vary). [Learn more](#) and nominate yourself, or another deserving librarian today!

Upstart Innovative Programming Award

SPONSORED BY DEMCO

By Wendy Pray

Librarians are among the most creative, innovative educators. And as such, they have thought-out, engineered, and orchestrated innovative programming for the communities they serve. To honor their efforts, the Innovative Programming Award was born. Formerly known as the Highsmith Award, the Innovative Programming Award (sponsored by Demco) recognizes two libraries - one school and one for all other library types (i.e., public, academic, special) – that have implemented creative marketing projects and/or promotions to enhance their visibility within their service community.

Perhaps your library has implemented a new website, created new community engagement programs, devised a creative way to showcase genre promotion and topic awareness, or you've created innovative projects to inspire reading and life-long learning. Now is a great time to take the library program you've implemented in recent years and showcase its success. In order to see the implemented

program's full potential in action, programming would need to be in effect for at least three years before applying.

Applications open September 1, 2020 and must be submitted by February 15, 2021. All applications must be submitted using the [Innovative Programming Award Google Form](#). Access the promotional PDF by clicking [here](#). Visit the [Innovative Programming Award TLA website](#) for additional details.

The Texas Library Association Innovative Programming Award committee knows there are amazing programs and even more amazing librarians behind them. Winners will receive \$1,000 for their libraries. The committee encourages all eligible prospects to apply. Best of luck to all!

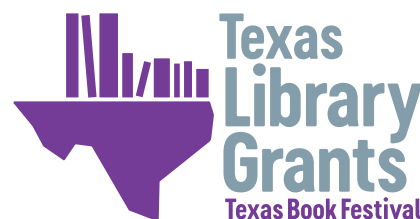
Wendy Pray is a librarian in Sharyland ISD and a member of the Upstart Innovative Programming Award Committee.



CONGRATULATIONS TEXAS BOOK FESTIVAL GRANT RECIPIENTS

This year the Texas Book Festival awarded \$100,000 in grants to 42 public libraries across Texas.

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| <ul style="list-style-type: none"> Alpine Public Library Arlington Public Library Azle Memorial Library Bandera County Public Library Blanco County Library Cleburne Public Library Corsicana Public Library Cozby Library and Community Commons Dickinson Public Library Eastland Centennial Library Elgin Public Library Emily Fowler Library Haltom City Public Library Henderson County Library Hewitt Public Library Hillsboro City Library | <ul style="list-style-type: none"> Howard County Library Hurst Public Library J.R. Huffman Public Library Jackson County Memorial Library Jarrell Community Library Jennie Trent Dew Library Joe Barnhart Bee County Library Laguna Vista Public Library Lancaster Veterans Memorial Library Little Elm Public Library Mason County M. Beven Eckert Memorial Library Mesquite Public Library Mitchell County Public Library Nancy Carol Robertson Memorial Library Nesbitt Memorial Library | <ul style="list-style-type: none"> Nicholas P. Sims Library Nicholson Memorial Library North Richland Hills Public Library Nueces County Public Library Pflugerville Public Library Plano Public Library Riter C. Hulsey Public Library Round Rock Public Library Schulenburg Public Library Sherman Public Library Whitehouse Community Library |
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In memory of Dr. Yvonne Chandler: “A SHINING LIGHT IN OUR LIBRARY COMMUNITY.”

Dr. Yvonne Chandler, former president of the Texas Library Association (2013-2014) and Associate Professor at the Department of Information Science at the University of North Texas, died on August 8, 2020, at the age of 64. She was a beloved and active member of TLA for many years.

“Yvonne Chandler was a shining light in our library community,” said Pat Smith, former TLA Executive Director. “Over the years, she mentored countless library professionals and students, encouraging each one to reach new heights of excellence. Her 2014 TLA Annual Conference theme of ‘LEAD Out Loud’ to promote leadership, learning, empowerment, advocacy, and diversity was a reflection of her own priorities.”

Smith continued, “Yvonne was always available to TLA for whatever work needed to be done, and she contributed many creative new ideas. She never sought personal credit or recognition, but only wanted to advance TLA and the careers of her colleagues and many friends. We miss her energy, passion, and cheerful smile, but her legacy lives on through the many lives and works of those she influenced.”

Dr. Chandler was a longtime member of the TLA Black Caucus Round Table (BCRT). Danielle’ McGhee, BCRT Chair, shared this statement on behalf of the BCRT Executive Committee: “Dr. Chandler was a staple within the Black Caucus Round Table in TLA. Her laughter, energy, intellect, enthusiasm, and connectedness will be missed. She contributed to educating, guiding, and mentoring many librarians and information professionals. Many have fond memories of Dr. Chandler throughout the library profession. She had many accolades and accomplishments. Her memory will live on as we look forward to



celebrating her life and contributions at the 2021 conference.”

According to an obituary published by the University of North Texas Information Science department, Dr. Chandler began her career in Atlanta, Georgia where she worked in special collections for the Fulton County Library. She earned her bachelor’s and master’s degree from Clark-Atlanta University, a historically black college where she studied history and library science. She went to the University of Michigan and earned a Ph.D. in Information Studies. It was in Ann Arbor that Chandler began a career as an in-house Law Librarian for a local firm.

It was her foundation at a historically black college which became her inspiration for building a diverse Law Librarianship program. Chandler co-authored, wrote and presented on diversity numerous times. In 2018,

she contributed to the second publication of her book *Celebrating Diversity - A Legacy of Minority Leadership in the American Association of Law Libraries*. At the time of her passing at UNT, she was teaching law library management, legal information, and access services and practicum.

In addition to TLA, Dr. Chandler’s many professional organizations included the Southwestern Association of Law Libraries, the American Association of Law Libraries, the Texas Association of Law Libraries, and the American Library Association. She is the 2020 recipient of the Marion Gould Gallagher Distinguished Service Award from AALL.

Current TLA President Christina Gola said “She was a mentor, teacher, and friend to so many, and will be greatly missed. I most certainly will miss her hug, smile, and voice when we would see each other at conference each year.”

TLA 2021 CONTRIBUTED PAPERS

The Texas Library Association (TLA) 2021 Conference Program Committee is seeking submissions from TLA members to present their current research. Contributed Paper sessions provide a forum for TLA members to present at the 2021 Annual Conference and publish their research in the Texas Library Journal. This is a great opportunity for Academic and Special Librarians to participate at the Conference, although all TLA members are invited to submit their proposal. *Proposal abstracts are due December 15, 2020.*

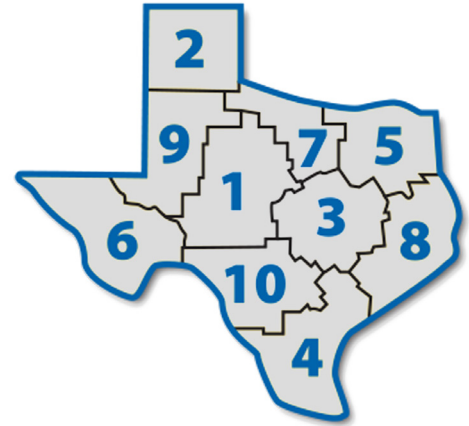
If your proposal is accepted you will be required to register for the spring 2021 TLA Conference. Completed papers should be 1,000-5,000 words (not including visual aids) and will be due April 15, 2021, the week before conference. You will be expected to give a 15-minute presentation at TLA based on your paper, which will be published in the *Texas Library Journal* in summer 2021.

Please submit your 200-word (maximum) abstract by December 15, 2020. Abstracts will be reviewed and authors will be notified by mid-February 2021. [Proposal Submission Form](#)

TLA District Meetings

District meetings provide regional settings for presenting continuing education, carrying on legislative activities, and recruiting members. The annual fall meetings are an opportunity for local librarians, paraprofessionals, and trustees from all types of libraries to meet, network, and set a foundation for collaborative efforts. [All District meetings for the Fall of 2020 will be virtual.](#)

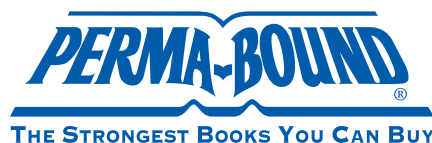
New this year! Join the [Tour of Texas](#). This unique opportunity allows you to attend all District meetings, or as many as you like. It's a wonderful opportunity to learn more about what librarians around the state are doing.



DISTRICT 1 October 15	DISTRICT 2 September 29
DISTRICT 3 October 26	DISTRICT 4 November 18
DISTRICT 5 October 12	DISTRICT 6 October 17
DISTRICT 7 November 5	DISTRICT 8 November 7
DISTRICT 9 October 29	DISTRICT 10 October 23

REGISTER TODAY!

Thank you to our Tour of Texas sponsors



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txla.org/annual-conference