

THE LIBRARIES AT MASON

SPRING 2022

PEOPLE • RESOURCES • EVENTS

- **Voices of the WPA**
- **Black Lives Next Door**
- **Students Helping Students**





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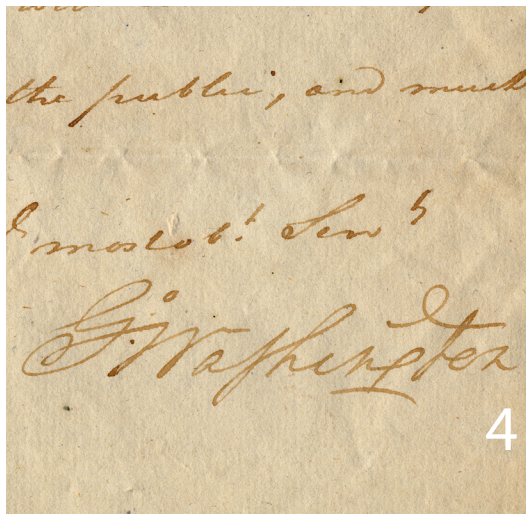
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About the front cover

Audrey Morales (right) and Meet Gandhi (left), peer referral coaches, recording and editing a segment of the Re:Search podcast.

About the back cover

Andrea Morales doing a voice over for the Re:Search podcast.

The Libraries at Mason

Jessica A. Clark, *Editor*

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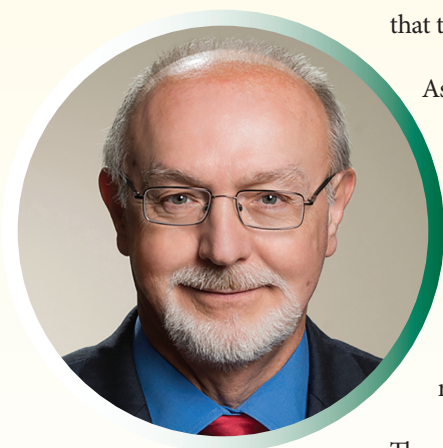
Questions or comments? Contact us: Office of the Dean of Libraries and University Librarian, George Mason University, 4400 University Drive, MS 2FL, Fairfax, VA 22030, library@gmu.edu.



FROM THE DEAN

Looking Back, Looking Forward

In an ever changing higher education, public health, and global landscape, I am thankful for the dedication, collaboration, and innovation of the Libraries' faculty and staff and the support of our university administration, donors, and friends. As certain as it is that challenges will continue to appear, I know with equal certainty that the Mason Libraries will rise to meet them.



As you will see reflected in the stories captured in this issue, I am happy to report on many successes during the still uncertain environment of the last year. Our faculty and staff have won awards, initiated programs, created exhibitions, and delivered on grants. Through the generosity of our advisory board members and donors, we successfully funded a new endowment to support student research. With ongoing support from friends of the Libraries, we continue to build this and other student-focused endowments that provide resources and create opportunities for students at Mason.

Throughout 2022, our community is celebrating the 50th anniversary of Mason as an independent university. I look forward to the Libraries' contributions to this celebration, including an exhibition from our Special Collections Research Center and a commemorative work produced by our Mason Publishing Group. As we look back, we also look forward—to the Libraries' continuation as a locus of vibrant scholarship and collaboration for the next fifty years and beyond.

Sincerely,

John G. Zenelis

Dean of Libraries and University Librarian



RETURNING TO SEE THE FUTURE

A reflection from Libraries Advisory Board member, Ken Budd

Being a Mason alumnus is a unique experience.

At many colleges and universities, alumni return to see the past: To revisit the white columns and grey stone of old buildings. At Mason, we return to see the future: To marvel at construction cranes and bold projects and sleek new academic halls. For an alumnus like me—I graduated with my undergraduate degree in 1988 and my masters in 1997—the campus development can be both thrilling and dizzying. As a student, I arrived before such major Mason landmarks as the Johnson Center, the Center for the Arts, and Eagle Bank Arena. As an alumnus, I've seen the demolition of familiar locales such as Robinson Hall and the student apartments, where I lived for three semesters. As a visitor, I've been wowed by Horizon Hall and other gleaming additions.

Throughout those years, one site has remained a reassuring fixture for me: Fenwick Library, which unveiled its own dazzling 157,000-square-foot addition in 2016 (I *really* wish the library's Argo Tea café existed when I was a student). Fenwick has been a constant not just on campus, but in my professional development. The tools I used at Fenwick in the '80s may seem ancient now—microfilm, microfiche, card catalogs—but the research skills I developed have served me in a 34-year career as an editor and now a freelance writer for web sites and publications such as *The Washington Post Magazine*, *National Geographic Traveler*, *The Atlantic*, and more.

Conducting research at Fenwick gave me an edge. When I was a student, the library was an early leader in adopting digital research tools. Today, the Libraries has partnered with the Office of Research Computing to build a Dataverse data repository for researchers, developed the Mason OER Metafinder (a search engine for Open Educational Resource materials), and launched a Social Feed Manager to collect and analyze content from social media platforms. As a library board member, I'm excited by Fenwick's continuing role as a technological trendsetter—and I want students and faculty to receive the same opportunities that I did to explore, discover, and learn. This year, consider a gift to University Libraries. And if you visit campus, take a stroll through Fenwick. You'll want to see what's new. ■



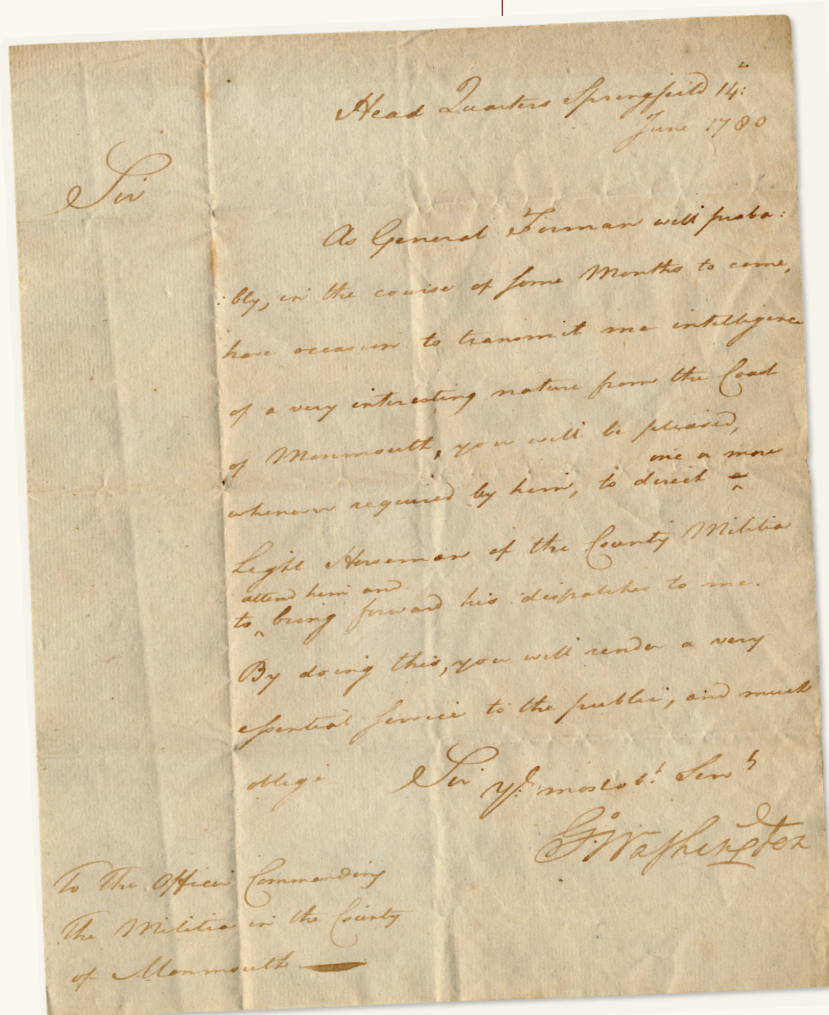
Ken Budd is a freelance writer whose bylines include *The Atlantic*, *The New York Times*, *National Geographic Traveler*, *Smithsonian*, *Travel + Leisure*, and many more. He writes regularly for *The Washington Post Magazine* and one of his pieces was selected for the 2020 edition of *The Best American Travel Writing* (Houghton Mifflin Harcourt). For 15 years, Ken served as health editor, travel editor, and then executive editor of *AARP The Magazine*, the world's largest circulation magazine with 35 million readers. In 2005, his work was nominated for a National Magazine Award.

Ken is the author of the award-winning memoir *The Voluntourist* (William Morrow), which tells the story of his quest for meaning as a volunteer in six countries. He has made over 40 appearances on TV and radio, including NBC's *Today* show, *CBS This Morning*, *The CBS Early Show*, *ABC News Now*, *CNBC Power Lunch*, *Al Jazeera English*, *National Geographic Weekend*, and New Zealand public radio.

Ken holds a BA ('88) and an MA ('97) in English from George Mason University and is a co-founder of the Robert and Sandra Budd Scholarship Endowment. He is a board member for Fall for the Book and has served as a contributing editor for *The Mason Spirit*. Ken was named Alumnus of the Year for 2009 by Mason's English department. ■

THE HAYDEN B. PEAKE HISTORICAL INTELLIGENCE COLLECTIONS

During 2021, the University Libraries became home to an extensive collection of books and materials focused on the history of military and political intelligence.



This generous gift was made by Hayden B. Peake, who gathered and curated the collection over a number of years. The Hayden B. Peake Historical Intelligence Collection consists of more than 11,000 books as well as government and institutional reports, pamphlets and ephemeral intelligence items ranging in date from 1628 to the present.

Of particular note, the collection contains a military directive signed by General George Washington. The directive was written by Lt. Col. Tench Tilghman (an aide to General Washington), signed by General Washington, and sent to the officer commanding the militia in the County of Monmouth, Springfield, New Jersey, on June 14, 1780. Authenticated by the Washington papers project staff at the University of Virginia, the letter is a priceless addition to any collection that features American history.

“The Peake collection is unique for its cross-disciplinary interest and research value, and it will serve as an important resource for research conducted by a wide range of Mason academic programs such as Intelligence Analysis and Technology, History, Political Science, and Conflict

Analysis and Resolution,” noted John Zenelis, dean of the University Libraries and university librarian.

Peake, who was the last curator of the CIA’s Historical Intelligence Collection, is highly regarded in the intelligence field for his extensive library, deep reading background, and expert book reviews. He has spent more than forty years assembling his comprehensive collection of mostly first edition English-language nonfiction books about military and political intelligence, ranging in publication dates from the

▲
Letter from George Washington requesting militia support in transmitting intelligence, June 14, 1780.

Hayden B. Peake Historical Intelligence Collection, Box 1, Folder 1,
Special Collections Research Center



Hayden Peake sits for an oral history interview conducted by Bob Vay (university archivist) and Lillian Poole (oral history coordinator) of the Libraries' Special Collections Research Center.

seventeenth century to the present. In addition to the extraordinary comprehensiveness of the collection, Peake has sought out works that are in exceptional condition and feature original dust jackets.

Many of the books in the collection include author signatures and marks of provenance such as bookplates and notations from renowned former owners, including Winston Churchill. There is a first edition of Liddell Hart's biography of T.E. Lawrence that is signed by Lawrence. It is the only edition that has dust jacket comments written by the legendary British Army officer, diplomat, and writer. The collection also has extensive coverage of books written about Kim Philby, the notorious British intelligence officer and an agent of the KGB. Some of these books are signed by Philby (who defected to Moscow in 1963). Peake served as a professional intelligence officer in the United States Army, with the Defense Intelligence Agency, and the Central Intelligence Agency, prior to his retirement.

Allan Stypke, an accredited senior appraiser of books and special collections for over forty years described the collection this way: "Hayden Peake's dedication to the construction and the scope and content of his espionage and intelligence library is unparalleled in its application for academic and historical research." ■

ADVANCEMENT HIGHLIGHTS

Supporting the Libraries

If you would like to support student research and education, collections development, or another program of the Libraries, please join us at library.gmu.edu/support.

If you have questions, please contact Kathleen Kehoe (director of development) at kkehoe@gmu.edu.

▶ Giving Day 2021

The Libraries received over 60 gifts totaling \$17,628.05 on Giving Day 2021. A significant number of gifts were raised for our newest campaign initiative, the creation of a Student Research Endowment, which we announced in Fall 2020. As of Fall 2021, we are pleased to report that we have met our goal of fully

60+ GIFTS

funding the endowment, enabling us to launch our new program in 2022. With this launch, the Libraries will be able to award a graduate student research fellowship and an undergraduate student research prize each academic year. Other donations to the Libraries on Giving Day supported the Center for Mason Legacies, the Student Assistant Scholarship Endowment, the Library Fund, and various collections and endowment funds. Overall, it was a record day for the entire university, with 2,239 donors contributing over \$544,000 in gifts for students, research, and other university initiatives. The Libraries and the university are grateful for such generous support. ■

▶ Making educational materials accessible

The University Libraries and the Office of Compliance, Diversity and Ethics are continuing their participation in a national initiative to make educational materials accessible for students with print and learning disabilities at institutions of higher education. "Federating Repositories of Accessible Materials for Higher Education," initially funded by a \$1,000,000 grant from the Andrew M. Mellon Foundation to the University of Virginia in 2019, has received a second two-year grant of \$1,175,000 for the implementation of Phase II of the project. ■

New endowment established to support special collections

With the generosity of an anonymous donor, a new endowment for the Libraries has been created to provide dedicated support to our Special Collections Research Center. The endowment funds will contribute to the growth of unique collections and rare research materials, and will provide undergraduate and graduate students with directed work experiences within the operations and services of the center. ■

NEW



Libraries receives Lavinia Scott collection

In December 2020, Peter Stearns and Donna Kidd gifted the Lavinia Scott collection to the Libraries, followed by a generous financial gift in December 2021 to enable the Libraries to hire a part-time professional to process—arrange, house, and describe—the collection.

The Lavinia Scott collection contains the papers and materials of Illinois-born teacher and missionary Lavinia Scott (1907–1997) who worked at Inanda Seminary, a religious school for African girls in the Natal Province of South Africa.

Established in 1853 by the American Board of Commissioners for Foreign Missions (ABCFM), Inanda Seminary is twenty miles north of Durban, a port city on the Indian Ocean coast. Inanda students are still predominantly isiZulu-speaking and from African communities. Lavinia Scott was the aunt of Peter Stearns (university professor and provost emeritus). ■

Lavinia Scott and students at Inanda Seminary circa the 1940s



VOICES OF THE WPA

CLIR grant helps SCRC utilize new technologies to access old recordings

In 2021, the Libraries' Special Collections Research Center (SCRC) completed an exciting grant project—

Voices of the WPA: Oral Histories of the Works Progress Administration—that showcases the voices of those who took part in federally-sponsored arts projects during the Great Depression. The grant, generously provided by the Council on Library and Information Resources (CLIR), permitted SCRC to digitize the WPA oral history collection audio recordings and interview transcripts, featuring hundreds of hours of conversations with persons associated with various WPA projects in the 1930s, including the Federal Theatre Project, Federal Art Project, Federal Music Project, and Federal Writers Project.

A discovery

In 1974, after a lengthy search, George Mason University faculty members Lorraine Brown and John O'Connor discovered the archives of the Federal Theatre Project (FTP) in an aircraft hangar near Baltimore, Maryland. Included in the numerous crates were scripts for over 800 plays and radio programs, official FTP photographs, 1930s-era silk-screened posters, hand-drawn set and costume designs, and other materials, which shed light on the history of the FTP. Thanks to this discovery, George Mason University would become the preeminent institution of higher learning for promoting and facilitating scholarship on the FTP for the next thirty-five years.

About the FTP

The FTP began in 1935 as part of the New Deal's Works Progress Administration's Federal One projects, employing several thousand actors, directors, playwrights, producers and others in the entertainment industry, as well as artists, writers, musicians, and painters during the Great Depression. During its four-year run the FTP produced plays, musicals, radio programs and marionette shows and featured the early works of actors and producers such as Orson Welles, Arthur Miller, and Elia Kazan. The federal government discontinued the program in 1939, and thousands of scripts, photographs, posters, and other FTP records were dispersed among

the National Archives, the Library of Congress, public libraries, and educational institutions. For over twenty-five years the main body of these records lay forgotten in a government-owned storage facility.

Studying the FTP

After Brown and O'Connor's discovery, and realizing the historical significance of these records, George Mason University entered into negotiations with the Library of Congress to house and care for the collection. Many of the materials were physically deteriorating after so many years in less-than-ideal conditions. An agreement was reached, and the collection went on loan to George Mason University Libraries, with the aim that the collection would be used by scholars of the FTP and WPA. A center for the study of the FTP called The Institute for the Federal Theatre Project (IFTP) was established at Mason, and a staff of archives and library professionals were hired to manage the records in Fenwick Library. The collection remained in the University Libraries for nearly twenty years until the Library of Congress reclaimed the materials in 1994.

The IFTP conducted a number of activities to supplement the original collection and create scholarly resources for the study of the Federal Theatre Project, as well as the other federal arts

FTP materials in original 1930s packing crates in Fenwick Library, 1974.

Broadside photograph collection, R0135, Box 9, Page 12, Special Collections Research Center



programs within Federal One. Institute staff collected additional personal papers from FTP personnel; created multiple printed guides to the collection; photographed deteriorating posters, costume and set designs; and published a book. Perhaps the most dramatic and impactful of these activities was the creation of an oral history collection, produced between 1975 and 1984 by staff members of the IFTP. The collection comprised about 350 interviews with former FTP actors, producers, playwrights, and scenery, sound, and lighting designers. A number of interviews were also conducted with former members of the Federal Art, Music, and Writers' Projects.

At-risk materials

Interviews were recorded on reel to reel and cassette (which at that time was the state of the art in consumer audio recording). Typewritten transcripts, were produced for about 65 percent of the interviews. From 1975 to about 2009, researchers interested in the interviews were provided onsite access to listen to the audiocassettes on an audiocassette player. The transcripts were supplied along with the

tape to make the recordings easier to navigate. While serviceable, this method of content access was not the most sustainable. It was very risky to hand an over 30-year-old magnetic tape to a user and let them fast-forward and rewind the tape multiple times during an individual research session. After 2009, SCRC began making digital copies of requested tapes prior to researchers' visits. These recordings could then be accessed on a desktop computer in the SCRC reading room.

CLIR to the rescue

After receiving a Council on Library Information Resources (CLIR) Recordings at Risk grant in October 2019, SCRC set about to create a new and interactive way for users to listen to these interviews, learn about Depression-era federal arts programs and the people who were part of them, and preserve the original recordings in the process. With the Hyperaudio web tool employed, SCRC—with the crucial assistance of the Libraries' Digital Developer in the Digital Technologies and Services department—created a site in which audio recordings, synched with

George Mason University faculty members John O'Connor, Lorraine Brown, and Michael Sundell examine FTP materials in Fenwick Library, 1974.

Broadside photograph collection, R0135, Box 9, Page 12, Special Collections Research Center



their transcripts, could be accessed by anyone with web access. The Libraries is grateful to have had this support and the opportunity to improve access to such an important and fascinating historical collection.

From analog to digital

In order to move a mode of primary source research that for thirty-five years was analog (cassette tapes and paper transcripts) to digital (both audio and transcripts accessible from a computer desktop), digitization on a fairly large scale had to take place. The file conversion of the cassette tapes was handled by The Media Preserve of Cranberry, Pennsylvania. The Media Preserve digitized 435 tapes, each containing two sides (A and B) of recorded material. The majority of the interviews were made up of one or more complete cassette tapes, with the materials stitched together after digitization. Once all segments of an interview were stitched together in chronological order, a final composite file was saved for that interview. SCRC took on the scanning of the paper transcripts, using Optical Character Recognition (OCR) to create text files for each printed transcript. All of these objects are now available on the Voices of the WPA project site at vwpa.gmu.edu/audiocollection/.

Old voices, new life

Audio clips from oral history interviews contained in SCRC's WPA oral histories collection were featured in the final installment of "Harlem on My Mind," a segment of the Into America podcast with Trymaine Lee. In this final installment of "Harlem on My Mind," Lee learns about the legacy of playwright Abram Hill, who used his work to center Black characters, Black audiences, and Black communities unapologetically. Listen to the podcast at tinyurl.com/abramhill.

Hill worked with the WPA's Federal Theatre Project until the program ended in 1939. In 1940, Hill co-founded the American Negro Theater, also known as the ANT, which would become a launch pad for stars like Harry Belafonte and Sidney Poitier. Hill's name and legacy is not widely known today, and Lee devotes much of the podcast to sharing Hill's voice and reflections.

Now, with the majority of the WPA oral histories collection available online, more stories are accessible to a wider audience, and the Libraries looks forward to seeing what scholars and researchers discover next. ■

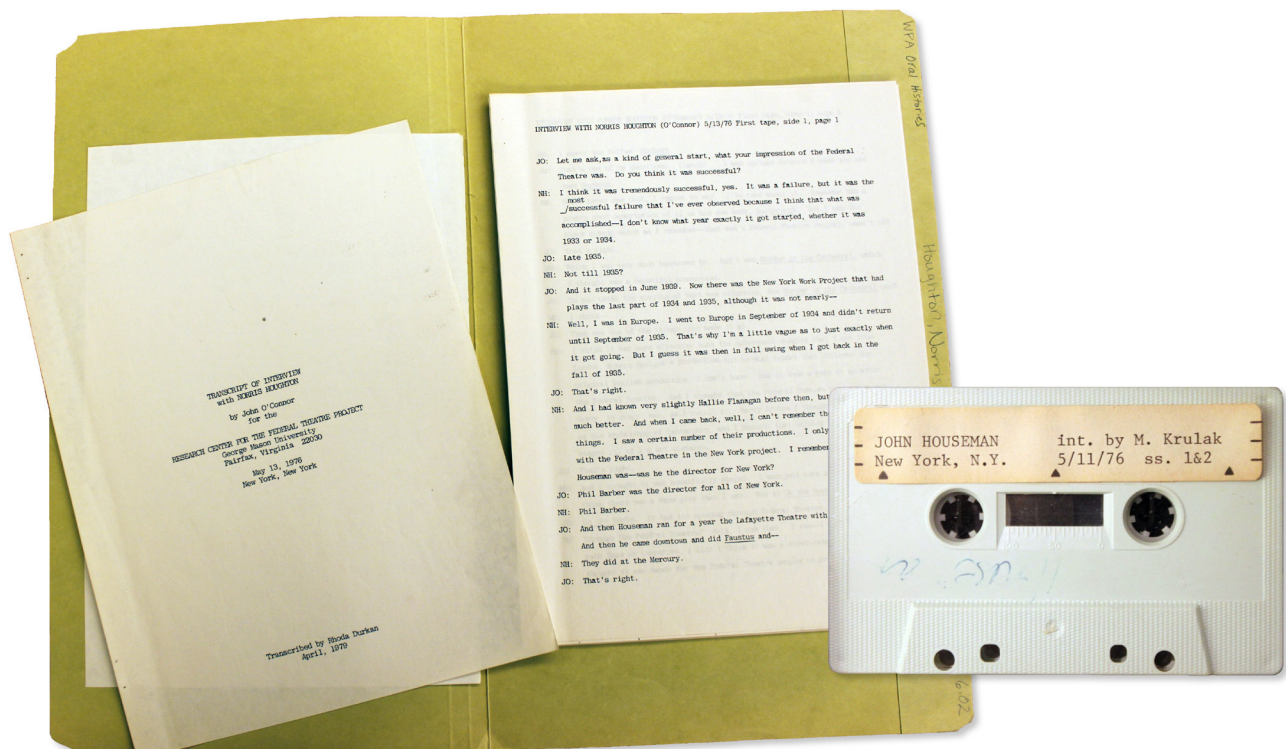
Below, left to right

Transcript of oral history interview of FTP writer, producer and designer, Norris Houghton, May 13, 1976. Conducted by George Mason University faculty member, Dr. John O'Connor.

Works Progress Administration oral histories, C0153, Box 6, Special Collections Research Center

Cassette recording of an oral history interview of notable actor, director, and producer, John Houseman conducted May 11, 1976. Interviews like this one were conducted by George Mason University staff to supplement the FTP Collection.

Works Progress Administration oral histories, C0153, Box 21, Special Collections Research Center



CENTER FOR MASON LEGACIES DIRECTOR

Recognized with National Public Service Honor



George D. Oberle

George Mason University history librarian, Center for Mason Legacies director, assistant term professor of history, and alumnus George D. Oberle, BA History '96, MA '99, PhD '16, is a winner of this year's I Love My Librarian Award from the American Library Association (ALA). With this award, Oberle is recognized for his amplification of historically underrepresented voices and the dedication he brings to uncovering and teaching about hidden histories. He was one of 10 librarians selected for this recognition from more than 1,300 nominations from library users across the country.

"After reading the nominations, I am frankly overwhelmed," said Oberle about the award. "The letters are so moving to read, and I feel so lucky to be able to work with so many wonderful people in a place where I received (most of) my degrees. I am still taking it all in."

Applying his dedicated scholarship in history and his commitment to social justice, Oberle has transformed his campus community and its understanding of Mason's and its namesake's racial history through his work establishing and leading the Center for Mason Legacies, an interdisciplinary and collaborative research center housed in the university's Fenwick Library that seeks to preserve and examine the legacy of George Mason IV, his ancestors and heirs, and the people he enslaved.

"Based on the testimonials we received in support of George's nomination for this award, it is a truly apt recognition; his students and his colleagues—both in CHSS and in Fenwick Library—really do LOVE their librarian!" said Ann Ardis, dean of Mason's College of Humanities and Social Sciences (CHSS). "Through his generous, resourceful support to students and colleagues, and through his commitment to scholarly research, he has had an immeasurable impact at George Mason University and to the community beyond. We are so proud to see his work recognized."

Oberle's work with the center has culminated in numerous educational resources for the Mason community, including a robust website with an array of primary source materials and a memorial recognizing the individuals enslaved by George Mason in the center of campus.

"Dr. Oberle's work with the center is remarkably pointed and relevant to these times as he and the team work toward uncovering our hidden histories, expanding our historical record and knowledge of both the past and the present, documenting current racial tensions, and seeking a more just future," wrote Dean of Libraries and University Librarian John Zenelis.

Zenelis continued: "He works directly in the spaces combating erasure and suppression and inspires students and faculty alike as he does so. In these efforts, he embodies not only the time-tested tradition and unique role of libraries in society as knowledge-preservers, but also the knowledge-creation and discovery-learning traditions of research universities."

"By his example and his accomplishments, George has shown that what starts as a small library project can indeed grow into an important asset supported by the entire university," wrote Wally Grotophorst, Mason's associate university librarian for digital strategies and systems.

Oberle and this year's nine other honorees each received a \$5,000 cash prize, a \$750 donation to their library, and complimentary registration to ALA's LibLearnX. The virtual award ceremony took place during the conference on Saturday, January 22, 2022.

Since the award's inception in 2008, library users have shared more than 20,000 nominations detailing how librarians have gone above and beyond to promote literacy, expand access to technology and support diversity and inclusion in their communities. Information regarding previous award winners can be found on the I Love My Librarian website.

Carnegie Corporation of New York generously sponsors the award. The New York Public Library also supports the award. ALA administers the award through its Communications and Marketing Office, which promotes the value of libraries and librarians. ■



LATEST RESEARCH FROM CENTER FOR MASON LEGACIES

Black Lives Next Door

With support from a Mason Summer 2021 Team Impact Grant, the Center for Mason Legacies (CML) launched *Black Lives Next Door*, an interdisciplinary project and collaboration between faculty and students to explore the environs surrounding the early years of George Mason College and its transition to a university.

LaNitra Berger (senior director of fellowships in the Office of Undergraduate Education, instructor, and affiliated faculty of CML), Benedict Carton (associate professor of history and associate director of CML), and George Oberle (history librarian, assistant professor of history, and director of CML) led the summer team of six undergraduate students and two graduate research assistants.

During the summer of 2020, a season of protest against police-involved killings of unarmed African Americans, the legal scholar Richard Rothstein wrote a New York Times op-ed, “Black Lives Next Door.” In this op-ed, he urged more scholarly studies of “comprehensive racial inequity...that allows abusive...practices to flourish” at the local level.

Rothstein’s call for new research prompted Berger, Carton, and Oberle to explore the racial inequities that shaped neighborhoods around the George Mason University campus in Fairfax. The

J. Charles Jones and other ACCESS marchers starting off the Beltway march. Jones founded the Action Coordinating Committee to End Segregation in the Suburbs (ACCESS). Photo captured by Steve Svabo for the *Washington Post* in 1966.

faculty team also credits their participation in the pedagogical pursuits of university president Gregory Washington's Task Force on Anti-Racism and Inclusive Excellence (ARIE) for informing their proposed project. Berger served on the Curriculum & Pedagogy Committee, Carton on the Research Committee, and Oberle on the Campus & Community Engagement Committee of ARIE.

The team of selected undergraduates examined the founding years of George Mason College and its associated history of dislodging particular homeowners and renters. They were guided by two important questions: why and how did the College remove from its immediate vicinity Black communities established by Jim Crow-era residential covenants? What happened to the supplanted people and can their experiences of displacement be recovered and brought to light?

"One of the things that is important to me, and a vital aspect of the work of the Center for Mason Legacies, is uncovering hidden history, particularly the stories around us and involving our George Mason University community," says Oberle.

Do you have a story to share?

The Center for Mason Legacies is continuing the *Black Lives Next Door* project as a main initiative of the center and welcomes community participation, whether through the sharing of stories, images, or other items.

Do you have a story to share?

Contact CML at legacies@gmu.edu.

"I have been part of this community since 1994 in various capacities, as student, librarian, and instructor. This time of racial reckoning across our country—and locally—has encouraged me to examine some of my preconceived ideas about our university's history. I'm excited for our students to be part of this examination, to have the opportunity to uncover lost stories through hands-on history explorations, and to learn more about their community through the questions they raised during our conversations and fieldwork."

In teams with graduate students and faculty, undergraduate student researchers conducted field research and oral history interviews; scoured archives, court houses, and libraries for documents; collected, deposited, and provided metadata description of documentary evidence in an online digital archive system (Omeka); and collaborated to produce an online exhibit which synthesizes and analyzes the collected evidence to share stories about these communities.

The results may be accessed at

legacies.gmu.edu/research/black-lives-next-door.

About the Center for Mason Legacies

About the Center for Mason Legacies: CML is an interdisciplinary and collaborative research center established by the University Libraries and the College of Humanities and Social Sciences. CML's mission is to preserve and examine the legacy of George Mason IV (1725-1792), his ancestors and heirs, and the people he enslaved.

Learn more about the center and ongoing research projects at legacies.gmu.edu.

ADDRESSING INEQUITIES THROUGH REPARATIVE METADATA WORK

Editor's note

This article contains problematic terms that are included to provide historical context.

Metadata simply defined is data that provides information about other data. This data facilitates accessibility and findability for researchers. Without descriptive metadata, discovery and identification of research materials becomes an arduous task, if not nigh on impossible. From simple categories like “title,” “author,” “publication date” to “subject headings” (which function like tags) and other categories, what is entered in these fields in our library catalog database provides the necessary information for linking vast numbers of resources, providing the breadcrumbs that allow researchers to follow their various trails of inquiry.

As we are finding in many structures of our society, words and policies, and the data derived from them, are not neutral. Indeed, they can be harmful. Words matter. Representation matters.

The Libraries—existing at the heart of our university for all people—has a duty to be representative of and to our community. And, as custodians of many records, we have a duty to be mindful while still enabling our community to do their research effectively and efficiently.

Tricia Mackenzie, head of the Libraries’ metadata services team shares, “We are committed to reparative cataloging practices and promoting inclusivity here in the Libraries. We want our patrons to see themselves in the bibliographic records as they would describe themselves.” This work of reparative cataloging is taking place in many areas, from privacy and identity management to anti-racism efforts. The goal, as Mackenzie explains it, is no small feat, as “In effect, we seek to Do No Harm.”

Privacy and identity management

The metadata team—Yoko Ferguson, David Heilbrun, Tricia Mackenzie, Dorothee Schubel (as well as former library employee, Rachel Lavendar)—collaboratively came up with a policy to guide their work with Name Authority Records (NARs). NARs are a standardized form of a name/term, whose purpose is to connect resources and creators. As a member of Washington Research Library Consortium’s (WRLC) Name Authority Cooperative Program (NACO) funnel, the Metadata Services (MS) department is an active contributor of personal and corporate body Name Authority Records. Because there is no hard and fast rule about what is entered in a record, librarians at many institutions are discussing what to change or not to change about current practices. At Mason, the Libraries’ metadata team is guided by such questions as “Is this bibliographically necessary?” and “Does the information impinge on someone’s privacy?”

Where they have really seen these questions come to the forefront is in regards to Deadnames. A Deadname is the name that a transgender person was assigned at birth, as opposed to their chosen name. In absence of a public declaration (as in the notable announcement of Elliot Page in 2020), Metadata Services makes the effort to contact individuals and ask how they would like their authority records to be treated. Some individuals do not have concerns about their current and former names being linked, while others prefer they are not.

About Metadata Services

The Metadata Services department, located within the Access and Resource Management division of the Libraries, receives and provides in-depth cataloging and high quality description for the University Libraries and for national bibliographic databases of research materials, including resources purchased or acquired as gifts, in all formats, in all languages. The Metadata team oversees metadata creation across multiple departments within the Libraries and works closely with all divisions to ensure accurate metadata that can be re-purposed for multiple uses and systems. The department also performs ongoing bibliographic and authority maintenance of the records in these databases as well as physical processing for these materials.

As Mackenzie explains, “We seek to find a balance between providing reasonable access to library materials for patrons via alternative subject headings (with cross-references to established headings and our own local vocabulary), review of current subject headings and classification used in our catalog, and, with our name authority work, protect the privacy and safety of creators and contributors.”

Anti-racism efforts

David Heilbrun, metadata librarian, has led the charge to ensure the Libraries incorporate anti-racism strategies into their metadata work. This can include updates in subject headings, such as from “slaves” to “enslaved persons” and from “Blacks” to “Black people,” and involves projects related to the “N Cutter,” indigenous peoples, and the immigrant experience. Heilbrun, who designs and creates workflows for these projects, shares, “Such re-labelling work can be a long intensive process, but well worth the effort to incorporate inclusive representation into the Libraries’ catalog.”

As Heilbrun further shares, the Library of Congress can often be “glacially slow” in making updates to their classifications and subject headings schema, though they regularly discuss and release updates through the Subject Authority Cooperative Program (SACO) which enables member institutions to submit proposals for additions or changes to the Library of Congress Subject Headings, Genre/Form Terms, Demographic Group Terms, and other classification schedules.

N Cutter. Well in advance of the Library of Congress officially adopting the proposal to cancel the numerous cutters based on the word Negroes in July 2021, the Libraries at Mason had made the decision, somewhat radical in the library world, to change the term in our own library catalog prior to official reclassification by the Library of Congress.

Indigenous Peoples. Subject headings have failed to reflect the Native American and Indigenous Peoples experience. A former member of the metadata team conducted extensive work to add to the records terminology that indigenous people used to describe themselves instead of those labels assigned from the outside that are often derogatory.

Immigrant Experience. The documentary, “Change the Subject,” covers the student-led campaign to change the subject heading “illegal aliens” to “undocumented immigrants”—a long process for change that has been delayed again and again due to political divisions. Until this name change becomes official, Mason librarians do background work to code our database to show “undocumented immigrants” and hide “illegal aliens” while still bringing up the resources linked to the current heading. The Library of Congress recently adopted the use of “noncitizens” and “illegal immigration,” a step not considered far enough by advocates.

Heilbrun expresses concern at the elaborate structures and cross-references catalogers have traditionally used to connect resources and how these structures can work in our current bibliographic systems, “Whether a library user searches our catalog for the preferred terminology or an old terminology, we need to get them to the resources they need. The work to update stereotypes and disparaging terms continues, as does the work of ensuring information is available, accessible, and findable by our community.” ■

LIBRARIES PARTICIPATES IN “LEADING THE CHARGE” GRANT

The University Libraries is participating in Hampton University’s William R. and Norma B. Harvey Library’s IMLS grant funded project, *Leading the Charge: Advancing the Recruitment, Retention and Inclusion of People of Color within the Library and Information Science field*.

The Leading the Charge Grant pairs project participants with an EDI consultant to receive guidance on developing, implementing, and assessing an initiative which focuses on equity, diversity, or inclusion of POC within their organizations. Mason Libraries’ application, *Attracting and Engaging Diverse Student Workforce at George Mason University Libraries*, focuses on efforts to improve recruitment of students of color for undergraduate and graduate student positions within our library units.

Attracting and Engaging a Diverse Student Workforce is led by Kathleen Bell (head, assessment and planning and Katara Hofmann (peer referral coach manager and chair of the Libraries’ Diversity, Equity, and Inclusion Council). Of the grant, Hofmann commented, “On behalf of myself and the DEI Council, we are pleased to support the Libraries’ participation in *Leading the Charge*. As a former student employee, I look forward to working with our colleagues to create a welcoming environment and further employment opportunities for students of color at the university.”



Kathleen Bell

The Libraries was one of ten institutions whose proposals were selected out of a national, competitive process. Dean of Libraries and University Librarian, John Zenelis, remarked, “My colleagues and I welcome this opportunity to engage with and support diversity, equity, and inclusion initiatives at a more focused and sustained level, as well as the opportunity to partner with higher education colleagues across the nation. Ensuring our workforce in the university’s libraries—from student assistants to all levels—is diverse and reflective of our institution is a prominent goal of our university and the Libraries. We want all Mason students to know they are welcome not only in any part of the university’s library system, but in the library and information science profession, which historically has not been reflective of our country’s diverse population.”



Katara Hofmann

Selectees included a combination of university libraries, public libraries, and other library networks. The project results from all participating institutions will serve as a collection of actionable initiatives which can be shared throughout the field of library and information science. For additional information about the grant, the project personnel, and participants, visit hamptonu.libguides.com/leadingthecharge.

Leading the Charge is made possible in part by the Institute of Museum and Library Services (IMLS) grant number RE-246407-OLS-20.



STUDENTS HELPING STUDENTS

One of the ways the Libraries furthers its vision to cultivate innovative services and resources for teaching, learning, research, and scholarship at George Mason University—as well as support the university’s goal of producing career-ready graduates—is through employing over 100 undergraduate student assistants each year.

Among these students is the small but mighty team of Peer Referral Coaches (PRCs) working within the Libraries’ Teaching and Learning Team. On average, Teaching and Learning hosts a cohort of six to eight students, who help carry out the research mission of the Libraries by providing peer-to-peer research assistance, facilitating library and research workshops, and supporting the expanded virtual environment caused by the pandemic. The PRCs have been hard at work this past year—launching a Re:Search podcast, YouTube channel, and TikTok presence, as well as creating flash workshops focused on research tips and related content. The group plans to submit their podcast to NPR’s 2022 Student Podcast Challenge.

Katara Hofmann, peer referral coach manager, is enthusiastic about the program. She reflects, “It is such a rewarding experience to mentor and work with the students who become peer referral coaches. They are dedicated to helping their peers, and they come up with inventive ways to do so. They are such an integral part of our team here in Teaching and Learning.” While managing the PRCs falls under Hofmann’s portfolio, she is quick to point out that the success of this program is shared among her colleagues who have all worked to build up these opportunities for students.

Chloe Ervin, an undergraduate student majoring in forensic science, shares, “I have been working as a PRC since my first semester freshman year (I am now a junior) and I have had such a good experience working with peers to get started on their research, as well as hosting research related workshops and being a part of the PRC podcast. Working here has improved my own skills so much and taught me many helpful things I can apply in my own studies. Being a PRC has been one of my favorite things about college so far.”



Hofmann strives to facilitate and encourage a collaborative environment for the PRCs. Though face-to-face reference help and group gatherings have been curtailed by pandemic conditions, she has come up with a variety of alternatives. In her office space, which also hosts two work stations for students, a central feature is a giant whiteboard, where students can scribble their ideas for podcast episodes or workshop topics and their colleagues can respond when they are next onsite. To facilitate the team getting to know one another, the reverse side of the whiteboard is reserved for sharing more personal or fun topics, such as favorite books, films, and foods. They also have a dedicated group chat and Zoom room for virtual meetings to discuss projects they are working on. While policies surrounding student employees offer less flexibility in some regards, Hofmann makes up for this by appreciating the PRCs in other ways, such as bringing in cookies from Panera or recognizing them with gift cards.

Above clockwise: Audrey Morales (left) and Piper Johnston (right) brainstorming, Meet Gandhi editing, Audrey Morales recording, and Chloe Ervin doing a voice over.

Previous page: Chloe Ervin brainstorming

A popular event that has been on hold since COVID-19 struck is the end-of-semester DeStress Week at the Libraries. Held between the end of class and the start of final exams, this week features activities to help students take their mind off of finals, such as maker spaces, snacks, and other workshops. Organized by Hofmann, the PRCs take a key role in the various offerings. Spring 2022's theme was "Tell us your story," featuring the Drag Story Hour event in partnership with the LGBTQ+ Resources Center at Mason.

Hofmann, who is currently reviewing applications for the next PRC cohort, has a selective decision ahead of her. She receives hundreds of applications each time she posts a recruitment announcement, making the six to eight spots available highly competitive. Hofmann, a former student employee herself, is mindful of the professional opportunities such assistantships can be and strives to ensure student assistants are learning translatable skills and gaining valuable experiences they can add to their resumes. She encourages students to be leaders and take steps on their own while also being available to assist and support them where needed. She reflects, "The Libraries is a popular place to have an on-campus job. We must be doing something right if students keep applying." ■

LIBRARIES STUDENT ASSISTANT SCHOLARSHIPS

Three undergraduate students were selected to receive the Libraries Student Assistant Scholarship Award for the 2020–21 academic year:

- **Kurt Gmunder**
student assistant, collections management
- **Khoa Pham**
student assistant, access services
- **Alissa Wells**
student assistant, access services



Kurt Gmunder



Khoa Pham



Alissa Wells

About the Scholarship

The Student Assistant Scholarship Endowment for the Libraries was established through Giving Day efforts by the generosity of the Libraries Advisory Board and Mason alumni, faculty and staff, and friends of the university. The purpose of the endowment is to award scholarship(s) each year in order to assist student employee(s) of the Libraries with their educational expenses at Mason.

APPROACHING ABOLITION THROUGH WRITING PEDAGOGIES

Student-led research focused on addressing societal needs

Talking with Mariam Qureshi (honors student at Mason) you soon recognize she is a service-oriented individual, deeply passionate about community-building and finding solutions for the needs of those around her. She is not one to sit back during times of crisis. During the 2020 protests sparked by the horrific murder of George Floyd, Qureshi found herself delving into an exploration of the prison-industrial complex and finding a resulting mission. She wanted to do something to help the neglected populations within, particularly those in youth detention whose education was neglected during their incarceration.



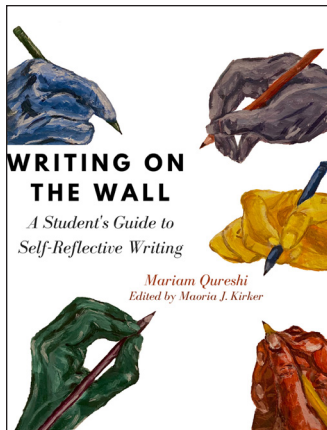
Mariam Qureshi

To support her project, Qureshi applied to participate in Mason's Undergraduate Research Scholars Program (URSP)—a program designed to give undergraduates an authentic research, creative, or scholarly experience under the guidance of a mentor. In this case, she reached out to Maoria Kirker (lead for the teaching and learning team at the Libraries) for mentorship and guidance through the course of her evolving project. Qureshi credits Kirker's *Access Issues in U.S. Education* class (a section of *HNRS 260: Society and Community Engagement* course offerings) as her inspiration for pursuing an URSP project, and she successfully received funding in both the Spring and Summer 2021 terms.

After conducting initial research and interviewing principals of juvenile detention centers, Qureshi focused her project on working with incarcerated students to develop a personal and creative outlet to process trauma through writing. Her intent was to work with students directly and facilitate opportunities for them to share stories of their experiences. Her early idea, "Bringing Poetry Pedagogies to Prisons" evolved into the broader "Approaching Abolition through Writing Pedagogies" project, whose goal was to explore the use of creative writing and workshopping in the Northern Virginia Juvenile Detention Center.

As with any research project, where one starts is not always where one ends. This particular project faced a number of external challenges. First, both Qureshi and Kirker had anticipated that there would be similar projects in place that would offer a starting place for them to develop and refine their program ideas. This was not the case. Second, there were the particular challenges alternative schools often face—such as lockdowns due to fights, staff shortages, or other facilities-related issues. This was all further compounded by COVID-19 and associated restrictions, which ultimately rose an insurmountable barrier to Qureshi's plan to visit the detention center and to teach in person. Though faced with these difficulties, she did not let this hinder her project or her commitment, in her words, "to reimagine the realities of carceral and education systems."

As Qureshi talked with both her mentor and the USRP director about the challenges she was facing, and subsequently began writing them all down, she found that she ended up writing over forty pages of text. Through that process, she found her way forward in reframing her project. She had heard from



detainees that they wished they had something to do while they were sitting—often isolated—in lockup. She was able to reimagine uses for her research project funding, such as purchasing books for students to read (including *Just Mercy* by Bryan Stevenson, *Yaqui Delgado Wants to Kick Your Ass* by Meg Medina, and *Grown* by Tiffany D. Jackson). She refocused on adapting her curriculum development for distance learning instead of teaching in person. Following the Summer 2021 term, she continued her work, further developing and refining the curriculum while also seeking publication opportunities.

She describes her reimagined writing workbook as “designed to be a disruption in an otherwise carceral form of education that permeates the majority of American schools by allowing students to be stakeholders in their own liberation.” Her curriculum, *Writing on the Wall: A Student's Guide to Self-Reflective Writing*, was published by Lulu Press in May 2022 thanks to final funding from a MINI Grant for Mason Impact Projects.

Reflecting on the process, Qureshi shares “while this process was not smooth, all the bumps helped me to uncover the many inequities that exist in the school-to-prison nexus. My workbook doesn't end incarceration or educational disparities, but I am hopeful that it will help many young people feel seen through the craft of writing.”

Kirker adds, “Mariam is awesome. It has been a privilege to work with her in and out of the classroom. Teaching *Society and Community Engagement* is such a rewarding experience, especially when students take the course content and put it into meaningful action.” ■

About Mariam Qureshi

Mariam Qureshi, Honors College student at George Mason University, graduated with her BA in English Writing and Rhetoric in May 2022. She is passionate about the intersections between writing, education policy, and carceral justice. As an undergraduate student, she stepped into roles of research, education, and advocacy surrounding these issues and vocalizing support for educational divestment from incarceration. With her interest in education and public policy, she is firmly committed to learning how to provide all students with a quality education that extends beyond the classroom. During her tenure as an undergraduate student, she held a number of jobs at the university, including research, writing, and editing. Additionally, she is an enrichment teacher and curriculum developer at the McLean Islamic Center. She recently completed an internship at the U.S. District Court for the District of Columbia. In Summer 2023, she will be pursuing her Master of Education degree at the University of Virginia.

About Maoria J. Kirker

Maoria J. Kirker is the lead of the teaching and learning team at the Libraries and adjunct faculty with the Honors College, where she regularly teaches *HNRS 110: Principles of Research and Inquiry* and *HNRS 260: Society and Community Engagement*. Her research interests include communities of practice for instruction librarians, reflective teaching practices and learning, and student-centered pedagogy. She is the recipient of the 2021 Adjunct Teacher of Distinction Award, a university award given based on an instructor's teaching innovation and excellence as well as commitment to their students and mentorship activities, among other qualities. Kirker received her BA in history from the University of Wisconsin – Madison, her MS in library and information science from the University of Illinois at Urbana-Champaign, and her MS in educational psychology from George Mason University.

Co-founding a Conference on Person-centered Management

When Maoria Kirker (lead for the teaching and learning team at Mason Libraries) posed a question about conferences for library middle managers on Twitter in early 2020, she was surprised by the response. What she wryly describes as “musing into the Twitter void” struck an immediate accord with managers from other academic libraries, and especially with Dani Brecher Cook (associate university librarian for learning and user experience at University of California, San Diego). A subsequent conversation between Kirker and Cook led to them co-founding the inaugural Conference on Academic Library Management (CALM), which took place in March 2021.

They clearly were not alone in perceiving this need. As Kirker remarks, “I think we knew there was an interest but nothing could have really prepared us for the reality of what it was... To be honest, it was quite the whirlwind. I wanted a space that was particularly for academic librarian managers, and creating this conference was the answer—a space where we could come together and address the issues managers face in a manner that favored practical application over theoretical research.”

Kirker’s assessment for this need was more than proven when the conference received 1,000 registrants (the maximum the platform could host virtually) within four days of registration being opened. Even prior to registration, hundreds of library professionals were signaling their interest. In response to the call for session proposals, the conference committee received 226 applicants, 15 percent of which were accepted.

Around 50 library professionals stepped up to serve on committees, assisting with conference logistics, planning, communications, and proposal review. Within the Mason Libraries’ own ranks, Kathleen Bell (head, assessment and planning) served on the communications committee; Melanie Bopp (head, access services) served on the logistics committee; Tricia Mackenzie (head, metadata services) served on the program planning committee; and David Lemmons (instruction coordinator) and Helen McManus (head, collections strategy) reviewed proposals. And many more colleagues attended the conference.

Though conceived of by Kirker, she is quick to stress that she has not been the only person with her idea, and that she could not have done it without someone joining her along the way. For her, the process of developing CALM was an extremely collaborative affair—of people seeing a need and making it happen. She also speaks highly of the encouragement she received from former associate university librarian and mentor, John Walsh, who encouraged her in both the endeavor and submitting a proposal for institutional support.

Beyond George Mason University, the CALM received wide institutional support from libraries across the country. Duke University Libraries, MIT Libraries, Oregon State University Libraries and press, University of

Learn more about CALM at
conferenceonacademiclibrarymanagement.com/.

Colorado at Boulder Libraries, UCLA Library, University of Maryland University Libraries, NYU Libraries, UC Riverside Library, Clemson Libraries, and UC San Diego Libraries all provided support.

About half of the sessions were recorded or made available publicly after the conference, and the conference YouTube channel shows thousands of views since then. Particular favorites are sessions that highlight CALM's vision of "person-centered management," such as "Participatory, Inclusive, and Anti-Oppressive Facilitation in Action," "Cultivating Accountability by Eliciting Upward Feedback," and the particularly timely, "Grief and loss in the library: Compassionate leadership in traumatic times."

Despite immense success, Kirker is open about the challenges that accompanied the process. It is no small undertaking to convene a new, national, professional conference in the span of months. Yet, Kirker's tweet set the ball rolling and the gathered momentum carries it forward.

Registration for the second annual Conference on Academic Library Management, which took place in April 2022, filled up in a record twelve hours. Many Mason library faculty and staff once again volunteered and participated, and the University Libraries again provided sponsorship.

As Bopp pithily shares, "A tweet that found a need founded a new conference." ■

Maoria J. Kirker ►





EMILY H. GREEN AND AMAKA OKECHUKWU *Named 2021–22 Fenwick Fellows*

The annual Fenwick Fellow award recipients for 2021–22 were Emily H. Green, associate professor of music history, College of Visual and Performing Arts, and Amaka Okechukwu, assistant professor of sociology, College of Humanities and Social Sciences.

Professor Green's applied research project, *Musical Practices of Early Black Virginians*, seeks to document, present, and teach the early performance practices of free and enslaved Black musicians in Virginia. Green's research will contribute to filling the gap currently existing between contemporary renditions of early songs and historically informed music practices, with a particular focus on colonial and antebellum Virginia. The project's goals include creating an open-source website with resources for educators, publishing research for the academic community, developing courses for Mason students, and offering musical performances in the region. In her Fenwick Fellow year, Professor Green is focusing on the research and website creation, with the goal of offering coursework and concerts in the year following her fellowship.

About the Fenwick Fellowship

The Fenwick Fellowship is awarded annually to one or two Mason tenured, tenure-track, or multi-year appointment term faculty members to pursue a research project that uses and enhances the University Libraries' resources while advancing knowledge in their fields. The winning proposals are recommended to the dean of Libraries and university librarian by a six-member selection committee including three instructional faculty members and three librarians, with one of the associate university librarian serving as administrative coordinator. The recipients are provided with a fully equipped and furnished research office in Fenwick Library and an award of \$5,000 to support the recipient's research project. The term for the fellowship is one academic year. Learn more about the program at library.gmu.edu/about/fellow.

◀ Emily H. Green

Professor Okechukwu's digital humanities project, *Black Belt Brooklyn: Mapping Community Building and Social Life during the Urban Crisis*, aims to map, illustrate, and historicize Black practices of resistance, mutual-aid, institution building, and vitality in Central Brooklyn during the 1970s and 1980s. With this project, Okechukwu's goal is to push scholarly and popular understandings of the period of urban decline, particularly those conclusions generated about Black agency and cultural responses to urban decline. Her research offers a nuanced interpretation grounded in oral history, archival, visual, and spatial evidence of Black life. By creating a digital humanities project, Professor Okechukwu seeks to make her research more accessible and immersive, bringing viewers into a fuller picture of the social and political life in an urban Black community during the late twentieth century.

Dean of Libraries and University Librarian John Zenelis remarks, "Each year the Fenwick Fellows program receives a number of creative and innovative proposals from Mason faculty members, and I am grateful for the work of the review committee in selecting this year's recipients. It is rewarding to read in the proposals of this year's fellows of their intent to work with two important centers within the Libraries—the Center for Mason Legacies and the Digital Scholarship Center. The breath of the research offered in these proposals—from applied musical research to digital humanities scholarship—is reflective of the Libraries' range of collections and expertise. We look forward to hearing about the project results next year when Professors Green and Okechukwu share their findings." ■

As is customary for recipients of the Fenwick Fellowship, Professors Green and Okechukwu will present on the outcomes of their projects in Spring 2023 at the annual Fenwick Fellow Lecture hosted by the University Libraries.

Amaka Okechukwu ►



MARGARET LAM

Receives PAM Achievement Award

At the 2021 Special Libraries Association (SLA) Annual Conference in August 2021, the Physics-Astronomy-Mathematics (PAM) Community presented Margaret Lam, physical sciences and STEM data librarian, with the PAM Achievement Award. Lam is the 23rd recipient of this honor since it was first awarded in 1997. The purpose of the PAM Achievement Award is to recognize those members who have made outstanding contributions to the PAM Community, and whose professional work is marked by distinction and dedication to librarianship in astronomy, mathematics and/or physics.

Anya Bartelmann, chair of the PAM Awards Committee and astrophysics, mathematics, and physics librarian at the Lewis Science Library & Fruth Plasma Physics Library of Princeton University, presented the award to Lam, praising her dedication and expertise in her fields, active contributions to PAM, organizational skills, strategic planning, and service orientation. Bartelmann's full remarks were included in the November 2021 issue of the PAM Bulletin (published via PAMnet).

Lam, who has been with Mason Libraries since 2010, is a member of the sciences and technology team in the learning, research and engagement (LRE) division. John Walsh, former associate university librarian for LRE, called the award "a truly major achievement! With this award, Margaret is now part of a cadre of remarkable professionals. Past winners are all luminaries in physics, astronomy, and mathematics librarianship or leaders in STEM academic or societal publishing."

Kim Hoffman, former lead for the sciences and technology team, remarked, "Margaret is deserving of this award, and I am so glad to see her expertise acknowledged by her professional colleagues."

Upon learning of Lam's selection for this award, John Zenelis, dean of Libraries and university librarian, commented, "Receiving notification of the PAM Awards Committee's selection of Margaret was wonderful news. Margaret's dedication to librarianship and to the Mason community is a testimony to her expertise, work ethic, and numerous professional contributions."

Among her many accomplishments and in addition to her committee and community service, Lam has appeared in numerous publications, presented at conferences, managed collections development in a variety of STEM disciplines, and provided innumerable research and reference support and consultation to faculty and students. ■

Margaret Lam, physical sciences and STEM data librarian, has her BA and MA in chemistry and her master of library science, from Queens College, The City University of New York. ►





EXHIBITIONS AT THE LIBRARIES

▲
Bethesda-Chevy Chase High School students practice ducking-and-covering for photographer Oliver Atkins to illustrate an article entitled: "This School is Ready for the H-Bomb" in *The Saturday Evening Post*, September 25, 1954.

From the Oliver F. Atkins photograph collection, C0036, Box 54, Folder 118, Special Collections Research Center.

Looking Over Our Shoulder *The Cold War in American Culture*

For "Looking Over Our Shoulder: The Cold War in American Culture," members of the Libraries' Special Collections Research Center (SCRC) team selected examples from our collections that illustrated aspects of American life during the Cold War from a variety of angles, through manuscripts, photographs, publications, material culture, and other items. From concerns about the spread of Communism, the threat of atomic warfare, and the Space Race to architecture, fashion, art, film, theatre, novels, and even home décor, the exhibit demonstrated the pervasiveness of the Cold War era on every aspect of American life.

With each exhibit curated by SCRC, Bob Vay (university archivist) tries to link the history to the lived experience here at Mason. For "Looking Over Our Shoulder," he curated a case focused on "The Cold War as A Source of Dissent at George Mason College/University" and highlighted some of the protests in the 1960s. In addition to creating the corresponding digital exhibit (available at <http://artemis.gmu.edu/SCRC/exhibits/show/coldwar>), Vay and colleagues also shared a series of blog posts on related topics to the exhibit.

On Tuesday, November 16, 2021, SCRC partnered with the Mason Osher Lifelong Learning Institute (OLLI) to host “The Iron Curtain,” a virtual event with Samuel Clowes Huneke (assistant professor in the Department of History & Art History at Mason) moderating a panel of selected OLLI members regarding their individual experiences during the pivotal years of the Cold War. “The Iron Curtain” marked the fifth annual special oral history collaboration between SCRC and OLLI. The event was made possible by an OLLI Mason Special Project Grant awarded to the Libraries, and the discussion was recorded and added to SCRC’s Oral History Program collection. ■

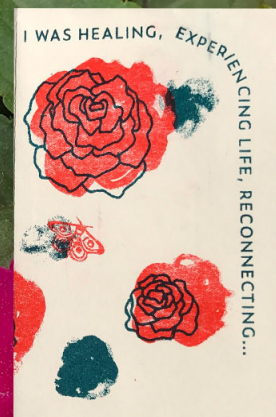
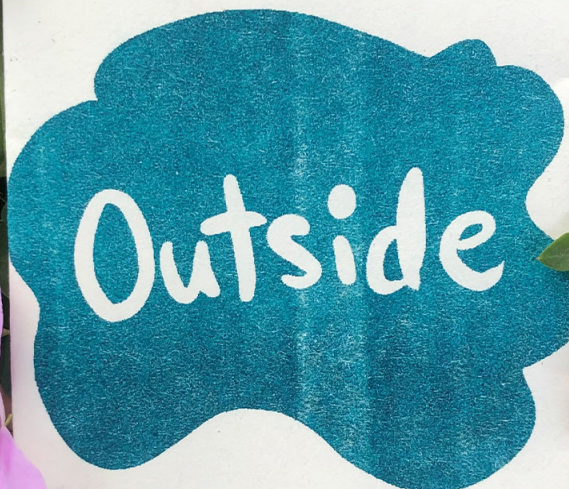
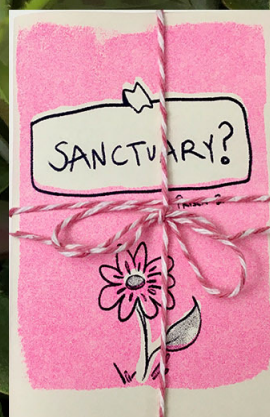
Conjuring Presence

“Conjuring Presence,” an exhibition of visual art and poetry featuring Mason students, faculty, and alumni, was on display in Fenwick Gallery from October 20 through December 11, 2021. The exhibition also featured a literary reading, an artists’ panel discussion, and a complementary online presence.

Curated by Mason faculty member and artist Jessica Kallista, “Conjuring Presence” asked both artists and audience to think critically and examine many manifestations of presence: What does it mean to join our creativity as we co-sense and conspire together for the sake of enlivening our imaginations and our communities? What does it mean to become mindful of the need to work against erasure when we understand who is not present and why? Who decides whether some people are or are not allowed to be present to occupy spaces in the arts and academia? How do we acknowledge the past, work for a just future, and still ground ourselves in the present? How might we work to conjure presence?

The artists and poets featured in “Conjuring Presence” were paired and asked to consider these questions throughout the collaborative process. In doing the work of considering, questioning, and challenging





SANCTUARY: THE ZINES EDITION

Online and in Fenwick Gallery
 April 20 - May 16
fenwickgallery.gmu.edu

the status quo with radical honesty and presence of mind, together they embraced the power to envision, freedom dream, and co-create other worlds into existence.

This exhibition was co-curated by Heather Green (assistant professor, School of Art) and Stephanie Grimm (art and art history librarian and Fenwick Gallery manager), with exhibit support from Chen Bi (Fenwick Gallery graduate assistant). Exhibition support was generously provided by the University Libraries, School of Art, and Creative Writing Program at Mason. ■

Sanctuary The Zines Edition

“Sanctuary: The Zines Edition” featured the work of students in the Mason School of Art “Zines and Self-Publishing” class, led by Emily Fussner. This exhibition was held in parallel with the larger exhibit, “Sanctuary,” organized by artists and arts management students at Mason in Spring 2021.

Students considered a single question, “What does sanctuary mean to you?,” and responded with intimate works that invited readers into personal, sometimes vulnerable spaces while also offering comfort and connection. The zines were exhibited in a hybrid virtual/physical space, with copies on display in Fenwick Gallery and online. Printable versions of each zine were also made available, allowing viewers to keep their own, personal copy of each work.

“Sanctuary: The Zines Edition” was curated by Andi Benge (Fenwick Gallery graduate assistant), with exhibition support from Stephanie Grimm (art and art history librarian and Fenwick Gallery manager). ■

VAY AND MATTSON HONORED

At Annual Outstanding Achievement Awards

On Tuesday, April 13, 2021, the Mason community came together virtually to celebrate the Outstanding Achievement Awards, an annual recognition of our outstanding faculty and staff. As President Gregory Washington said in his opening remarks, “A world-class organization is made up of world-class people.” The 2021 awards, which received over twice the number of nominations typically received, were no exception to showcasing such caliber. Bob Vay (university archivist) and Janna Mattson (online learning coordinator and instruction librarian), who were both recognized at the ceremony for stepping up in extraordinary ways, exemplify those who go above and beyond in their contributions to the Libraries and to the university as a whole.



▲
Janna Mattson

Vay, a Mason alumnus and employee of over twenty-five years, was recognized with the David W. Rossell Quill Award. This award recognizes individuals whose efforts exemplify the leadership and dedication of David W. Rossell, who retired from George Mason University in 2007 with over 20 years of loyal service. Among the criteria for this award is that the recipient “works on projects or initiatives outside the realm of normal duties, resulting in the advancement of the university’s mission” and “shares time and expertise in service to the university and to the community and puts our students first.” Vay is regularly recognized for his positive attitude and enthusiasm in bringing our archives and history to life for students, faculty, staff, and our entire community. In his congratulatory remarks, Mark Ginsberg (university provost) remarked, “[Vay’s] work and spirit are deeply appreciated by his colleagues and our community.”

▶
Bob Vay

Mattson, who received her graduate degree in education from Mason and her graduate degree in library science from Queens College - City University of New York, was recognized with the Outstanding Supervisor Award. This award, sponsored by the Mason Staff Senate, recognizes supervisors who, among other qualifications, routinely go above and beyond to provide unparalleled leadership and mentorship and promote an environment of inclusion, well-being, civility, and respect. Mattson, who was nominated by her colleagues, is praised for her supportive leadership. In her recognition remarks, Erin Rogers (chair of the Mason staff senate and events coordinator) thanked Janna for being such a wonderful leader and shared an excerpt from one of Janna’s nomination letters, “Janna supports my career growth by making sure I have time in my schedule for professional development...Janna has cultivated an environment where I can speak my mind, even if it does not agree with her own ideas. She does this through maintaining opening communication and being honest about her own strengths and weaknesses. She acknowledges my work in a variety of ways that makes me feel valued, for example, nominating me for awards and submitting acknowledgment of extraordinary achievements to H.R. The most important thing I’ve learned from Janna is the kind of librarian that I want to be.” ■





LIBRARIES STAFF EXCELLENCE AWARD

The Staff Excellence Award is an annual award that recognizes library classified staff who have gone “above and beyond” in their assigned duties, shown a positive and energetic attitude towards their work and their colleagues, and have contributed to furthering the University Libraries’ mission. Our 2021 recipients were Rachel Lavendar and Valerie Linsinbigler, who were both acknowledged for their exemplary efforts adapting to pandemic conditions and the virtual environment.

Rachel Lavendar

Rachel Lavender, former metadata specialist in metadata services, began working at Mason right before the COVID-19 pandemic necessitated closures. In graduate school, she worked with indigenous archives, and she brought this expertise to the Libraries in many forms. She teamed up with the Special Collections Research Center (SCRC) to contribute to their work on tackling racism and oppression in library description; participated in the development of our new name authority policy for personal names; and instigated a local controlled vocabulary to better represent Native American tribes. In addition to her work on research guides related to indigenous studies, she was invited by the Libraries’ Diversity, Equity, and Inclusion Committee to present to library faculty and staff on land use acknowledgement. The breadth, depth, and content of her presentation was greatly appreciated by attendees.

Lavendar provided key support to SCRC by editing audio recordings for the “Voices of the WPA” grant project and by cleaning up metadata on the Broadside Photograph collection (the largest digitized collection managed by SCRC). In response to her work on the WPA project, one colleague shared, “Her contributions to this project will make it a real success! She has been incredibly easy to work with, has given her professional perspective, and is directly contributing to the success of a national grant project.” In the words of another colleague, Rachel was “always positive, helpful, eager to learn and connect and work with her colleagues. . . . She is an example to us all.”

Valerie Linsinbigler

Valerie Linsinbigler is the online learning specialist within the teaching and learning team at the Libraries. With everything shifting to virtual spaces during the pandemic, Valerie was instrumental in helping other library instructors move to an online space, not only with Blackboard but other tools such as Libwizard, Zoom and Leganto, in easy-to-understand ways. She also volunteered with the Stearns Center for Teaching and Learning, offering Blackboard sessions for university faculty who had to pivot to an online teaching environment in a moment’s notice. Though the pandemic has changed how we all do our work, in the words of a colleague, “without the work of Valerie and the online learning group, the transition would have been a much heavier lift. She is truly a team player.”

Linsinbigler’s work is always professional. She is recognized by colleagues for bringing creative and practical ideas to the table and then putting them into action. She readily shares her expertise and uses it to help the teaching and learning team in any way she can. Aside from instructions, Linsinbigler has created workshops and tutorials on various topics such as GIF creation and literature reviews and also has spent a tremendous amount of time revamping the Libraries’ tutorials page. As one colleague shared, “She is a talented librarian in a staff role and every day she works on the teaching and learning team is a benefit to the University Libraries and the university as a whole.” ■

◀ Valerie Linsinbigler

WENDY MANN

2021 Distinguished Library Faculty Award

Wendy Mann, director of the Digital Scholarship Center (DiSC), was the recipient of the 2021 Distinguished Library Faculty Award. With this award, she was recognized for her professional accomplishments, her embodiment of the Libraries' organizational values, and her tremendous support of the Mason scholarly community.

Mann received enthusiastic endorsements from her DiSC colleagues, library and instructional faculty colleagues, and professional colleagues from external organizations—demonstrating her remarkable career and wide impact at Mason and beyond. All agreed that Mann has distinguished herself through her commitment to her role and her breadth of involvement within the Mason Libraries, around the university, and throughout the region.

Mann has been praised for her collegiality, collaboration, and dedicated support of teaching, learning, research, and professional development. As her DiSC colleagues shared, “she is incredibly generous with her time, as she serves as a mentor and shares her knowledge and expertise.” Additionally, they note that while Mann actively pursues a focused vision for DiSC, she is also open-minded, listening to her team's ideas and incorporating their input.



Wendy Mann

Mann was recognized at the Celebration of Teaching Excellence in May 2021.

An annual event hosted by the Stearns Center for Teaching and Learning at Mason, the awardees were honored in a virtual celebration last year.

Credited with “never give up” and “how can I help you” attitudes, Mann is known for seeing not only library-wide but university-wide opportunities that have led her to advocating for the creation of instrumental programs, such as DiSC. As she noted in an assessment prior to DiSC's formation, there was a real need for dedicated resources for graduate students who lacked the requisite basic data and technical skills to pursue their research. Colleagues from across the academic units recognize her drive to help Mason researchers, from students to faculty, at all stages of their academic careers. Her work has been crucial in supporting the Libraries' Fenwick Fellows program, as faculty increasingly propose digital projects requiring the expertise of DiSC.

The envisioning and implementation of the DiSC program at Mason, itself a leading development among academic research libraries, is a perfect demonstration of Mann's innovation, collaboration, and leadership. In large measure, it is to her credit what DiSC has accomplished thus far—a multidisciplinary digital research hub that has quickly become the “go-to resource” for both student and faculty data support needs. As one colleague wrote, “Through her knowledge of digital scholarship, and together with the team she has cultivated, Wendy has forged new relationships for the Libraries throughout the university, solidifying the Libraries as an essential partner in research and teaching. Deservedly respected by students, departmental faculty, university administrators, and library colleagues within and beyond Mason, Wendy embodies the qualities the Distinguished Library Faculty Award celebrates.”

Mann's innovativeness is matched by collaborative work across campus entities like the Schar School and the Office of Research Computing, and among the professional community at large with projects such as the “Building FAIR Habits: Pilot FAIR Data Workshop for Data Novices” and the Data Carpentries workshops. The Data Carpentries workshops are a prime example of Wendy being a champion of providing learning opportunities for library staff, faculty, and students across the university. As one colleague noted, “Wendy promotes the best qualities of both [the academic library] profession and the University Libraries at Mason.” ■

LIBRARIES FACULTY AND STAFF SERVICE RECOGNITION

The following Libraries faculty and staff were recognized for their service to George Mason University and/or the Commonwealth of Virginia at the 2021 University Day Service Awards celebrations on November 2, 2021 (20+ years of service) and November 3, 2021 (5–15 years of service). ■

► 5 Years

Jocelyn Lewis, *Resource Acquisition*
(Access and Resource Management)

Victoria Rodriguez, *User Experience Coordinator*
(Access and Resource Management)

► 10 Years

Bridget Euliano, *Assistant University Librarian for*
Access and Resource Management

Sally Evans, *University Dissertation*
and Thesis Coordinator
(Digital Strategies and Systems)

Margaret Lam, *Physical Sciences and*
STEM Data Librarian
(Learning, Research and Engagement)

Katara Hofmann, *Peer Referral Coach Manager*
(Learning, Research and Engagement)

Anne Melville, *Education Librarian*
(Learning, Research and Engagement)

► 15 Years

Joyce Price, *Cataloger, Metadata Services*
(Access and Resource Management)

Andrew Stevens, *Web Applications and*
Services Librarian
(Digital Strategies and Systems)

► 20 Years

Chandararith Chet, *Library Systems Administrator*
(Digital Strategies and Systems)

Kevin Sanders, *Fiscal Coordinator*
(Office of the Dean of Libraries)

Susan Stockwell, *Director, Administrative Services*
(Office of the Dean of Libraries)

► 25 Years

Cynthia Bentley, *Administrative Coordinator*
(Office of the Dean of Libraries)

William Perrin, *Access Services Assistant*
(Access and Resource Management)

► 35 Years

Steve Dang, *Resource Acquisition Processor*
(Access and Resource Management)



◀ Cynthia Bentley with President Gregory Washington at the University Day Service Awards ceremony.

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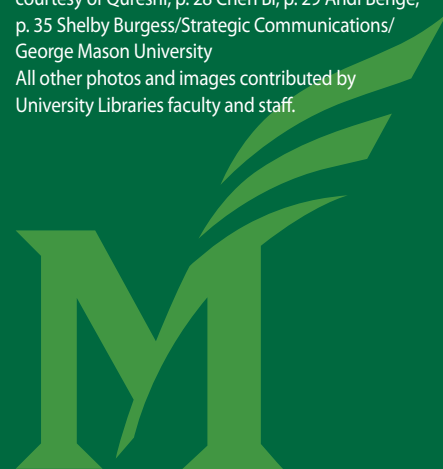
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Colophon

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