Message from the Chair

Hello, library friends! This will be my last “Message from the Chair” before I rotate out of this position in May! I will take my place as past chair, handing the gavel (which in our case is, historically, a plastic fork) to Woody Colahan, who has been serving as chair-elect for the past two years. Thank you to Woody for his service, and to Chris Mehrens, past chair, and Christine Edwards, member-at-large, who will both be rotating off the board. Thank you to Janice Bunker, who has two years remaining in her term as secretary/treasurer. Thanks to all for your dedicated service.

Chapter members who have paid their dues are eligible to vote in the election for a new vice-chair and member-at-large. In this issue (page 16), you will be able to read short bios of those who are running for office, and can cast your vote for the candidates of your choice on the virtual platform that will open for voting on April 15. (You will receive an email about that.)

We are living in strange times—history in the making—doing things we never imagined due to the COVID-19 pandemic. Rather, NOT doing things we never imagined we would NOT be able to do! I keep thinking about history in the making, which brings to mind the lyrics to a song, *History is Made by Stupid People*, only I doubt the present history-making falls into this category! For example, the song says:

“So if your son and daughter seem too lazy—
Sitting there watching bad TV—
Just remember you should be quite grateful
At least they’re not out making history!”

Except—they *are* making history; we are making history: of the pandemic, stay-at-home type! No, I do not think that this pandemic fits into the *History is Made by Stupid People* category! However, this is a fun song that you can add to your “bad TV” viewing! (Courtesy of Canadian musical comedy group, The Arrogant Worms.) Listen/watch here: https://www.youtube.com/watch?v=AJsrcbVGs a4

Table of Contents

- Chapter News..............................2
- Election biographies ..................16
- Did you know?............................17
- MLA 2020.................................18
- MPMLA 2020.............................21
Christopher Mehrens – Arizona State University

Hello everyone,

We live in interesting times. As I write (March 20), I am working from home and will continue to do so for the foreseeable future. Right now, I am monitoring our online reference service (general reference questions) as a member of the ASU Library Liaison team. I do this twice a week (a four hour sift and a five hour shift). Further, I (and other staff members) were given new laptops with necessary applications to facilitate the continuation of our services to students and faculty and staff.

ASU President, Michael Crow, just sent an email a few minutes ago and we now have 165K students online (this includes students in the ASU Preparatory Academy, PreK-12). In-person classes have now been suspended for the remainder of the semester. Dr. Crow also announced a new resource titled ASU For You. This resource for continued learning in our community "includes many learning tools at no cost such as virtual field trips; library access; video lessons, labs and simulations in K-12 subject areas; badge and certificate programs in areas such as health and well-being, smart cities and environmental science; tutoring, online courses and training videos for teachers or parents teaching from home; and courses for college credit."

Students who live in a dormitory are still allowed to live in their rooms, but visitors are not permitted to enter the buildings. Further, campus food services and items from the campus food pantries are being delivered to the students who remain on campus. That being said, the City of Tempe has ordered restaurants and bars to close and to limit themselves to delivery and carryout.

With respect to the ASU Library, on the afternoon of Monday, March 17, we were informed that the Music Library and the Design and Arts Library would be closed the following day. At the same time, all buildings on campus were closed and only accessible to authorized individuals via keycard. If necessary, I can still let myself into the Music Building and I was working in my office until yesterday in order to get things into place. I can tell you that the Music Building was deserted and I only saw a few students who were in the practice rooms.

Aggressive measures are being taken with respect to disinfecting the Music building. When I was in the building I observed teams that were cleaning with electrostatic sprayers and wiping down surfaces in the library, halls, restrooms and stairwells and elevators each day. Yesterday, the Science Library on the Tempe campus closed. The main library on the Tempe campus (Hayden) and the libraries on the three other campuses will remain open for limited hours and are only accessible to students and faculty.

While we are delivering library services electronically/virtually, a number of physical services have been curtailed. Materials are allowed to be checked out only from the libraries that are still open. What this means is that the physical collections of the Music Library
are unavailable for use at the present time. Additionally, Inter Library Loan services have been suspended and limited to items that may be delivered digitally (e.g. articles, book chapters). Measures have been taken to license online textbooks and expand select digital resources. Due dates are being extended and fines are being suspended. The hours of our virtual reference service have been extended with rotating teams of three on duty each hour to handle the increased volume of questions. Library instruction is being provided via Zoom.

With respect to library staff, and social interactions, we are participating in virtual lunch gatherings ("Chat and Chew") and virtual happy hours.

Things are constantly evolving, but Arizona State University is remaining flexible and we are coming up with innovative solutions to address the challenges we are confronting.

That's about all. Be well and take care.

**Laurie Sampsel – University of Colorado Boulder**

March was a busy month for me. I presented a paper on incorporating text analysis tools in information literacy classes at the national MLA meeting. Just a week later, I was in Columbus, Mississippi for the Music by Women Festival. At that conference I gave a paper about Denver area composer Estelle Philleo; she was active in the first half of the 20th century. A third paper was planned for the Rocky Mountain College Music Society meeting at the end of March, but it was cancelled because of the pandemic. Three papers in five weeks is too many, anyway. CU Boulder transitioned to online teaching on March 16, but I moved my class online a little early. I’m teaching a large, non-major class called Music in American Culture, and the students were afraid to come to classes. I don’t blame them, because I was, too. Teaching online is not nearly as much fun, in my opinion. I really miss the students. Plus the in-person discussions and activities are my favorite part of each class. I’m happy to be safe and healthy at home, where the four of us are fighting over the bandwidth.

**Katy Levings – Oklahoma Panhandle State University**

There isn’t a lot going on at Oklahoma Panhandle State University. Right now we’re closed down until April 6th, but that date may get extended to the rest of the semester. We are in a low income, low population area and navigating remote learning is a challenge to quite a few of our students. Not everyone can afford internet or unlimited data packages for their phones (some don’t have cell phones). The library is checking out laptops to students to use at home or a place they find that has internet. I wish we could stay open for them, but the staff needs to stay healthy too. Some of us are in the high risk groups. The staff have plenty of work that can be done remotely, and we are trying to come up with projects to keep our student workers employed. There haven’t been any cases of COVID-19 here (as of today—March 25).
It’s windy and hot today, then it will be windy and cold in a day or two. We’re under a fire watch right now. There’s always a chance of drought/blizzard/monsoon/hailstorm/tornado this time of year.

I’m learning to navigate Alma and Outlook using my Mac at home and trying to avoid Zoom. It’s interesting and potentially futile. I’d rather use my home computer for art, but who plans for a pandemic? I hope everyone stays safe and healthy.

I’m currently working from home doing tech editing. We work four 10-hr days so I get pretty worn out.

Why did I change jobs? Because I was driving 100+ miles a day; I live in Idaho Falls, and ISU is in Pocatello.

I have been the main organizer for an annual contra dance weekend, Lava Meltdown, for several years. This year it was to run from March 13-15. We had about 120 dancers, musicians, and teachers (callers) registered to come from as far away as Georgia, Florida, and Alaska (as well as lots of Utahns, Idahoans, Montanans, etc.). The day before, several proclamations came through regarding COVID-19, including one from The Country Dance and Music Society (CDSS), which supports contra dance. Suddenly, we really had to cancel the weekend, even though many people were already there (Lava Hot Springs, ID) or on their way; they had booked lodgings that wouldn’t give them their money back, etc. We offered the registered dancers the option to donate their pre-paid registration fee, or donate part of it, or get a full refund. Any extra funds will go to musicians who have lost their means of supporting themselves. I’m still sorting through the debris and I think my organizing days are over!

**Kristi Austin – [formerly Idaho State University]**

I changed jobs at the beginning of November -- I am now a technical editor at Idaho National Laboratory (INL). Very sadly, my work no longer has anything at all to do with music or education. I’ve been lurking on the MLA and MPMLA lists but will probably have to let my membership lapse when it runs out.

I think the library I used to work at (ISU) is not currently open but they are doing chat etc. from home, and they are mailing books to students who need them. Instruction is all online now, since the extended spring break. (I know this because I have been taking a music history class this semester, and since I am a distance student, the professor has been kindly taping all his sessions for me and I have been watching them at home anyway, but I did need some books for a paper I’m writing -- boy, I SURE miss my old library!)
Avery Boddie – University of Nevada Las Vegas

We have been closed for a few weeks now and are all working from home. Information is changing constantly but the most up to date info on how we’re handling operations and services can be found here:


Christine Edwards – University of Central Oklahoma

Adjusting to work from home has been an adventure. My new colleague Gus (see photo) has not made the switch easy. He demands a lot of attention and refuses to practice appropriate social distancing. On top of that, I am convinced he is stealing time on the clock. I often hear him snoring when he should be working. I have contacted HR, but as of yet have received no response.

Here at the University of Central Oklahoma, we moved everything to alternative/online delivery during the week of Spring Break (which made it rather less of a break) and went fully closed on March 23. I have been impressed with the way the College of Fine Arts and Design and the School of Music are handling this. Music ensembles continue to meet or do alternative assignments, dependent on size and teacher; private lessons continue to be given virtually; even dance majors meet online and participate in dance classes. It really has been beautiful to see people come together in creative ways. Despite the fact that our campus closure has been extended into the summer, I am confident these students are still getting quality experience from our faculty and staff.

For me, the recent trend to move away from a typical reference desk in my library has actually prepared me quite well to telework. We were already offering many services online, including chat, research appointments, and bibliographic instruction. Consequently, my type of work has not changed, merely flipped the ratio of in-person to virtual activities. If anything other than the location feels like a dramatic change, it is that I seem to be doing more work than I was before the pandemic! How is that possible?

Amy J. Hunsaker – University of Nevada Reno

(March 23) Our library is shut down completely with just a few people working on site to handle reserves and requests. The rest of us are working from home. It's been great to wear PJs every day to work, but I do miss interacting in person with my office mates.

(April 6) The UNR Campus is completely shut down and one has to get permission to even step foot inside the library. All of our work is now performed at home although a brave soul in our department goes to the library once a week to water our plants. If anything, however, the Zoom and Chat bonding has strengthened the relationships within our department. There's something about interacting with your coworkers in their kitchens-- and meeting their pets and pajama wearing children-- that allows
you to get to know them better. I consider that to be a silver lining in all this madness.

My husband Brian is trapped in DC. He was supposed to come home for leave a couple of weeks ago, but the military has shut down all non-essential travel. He's staying with his cousin on the Maryland side of DC. He's going a little stir crazy with her three kids at home but he's safe. The family made masks together over the weekend....

Anita Breckbill – University of Nebraska Lincoln

My COVID-19 work life:

Out of an "abundance of caution" I began working from home on March 16, and then by the next week the University Libraries at the University of Nebraska–Lincoln completely closed. I am back on the general reference desk for the first time since 1994--but this time in Chat reference. I am trying to maintain separation between work life and home life by putting leaves in the dining room table and decreeing that half of the table is for work and half for home. At 5:00 I stand up from my comfy office chair at one end of the table and don't return to it until 8:00 the next morning. By week two I learned to "Just say no" to never-ending snacks, and I'm back to three meals a day. Discipline lives!, though I've learned that two pairs of pants and two shirts are good for each week, and those are comfy.

All faculty and staff are working at home, pulling down a paycheck, thankfully. We have online work for our students to do if they so choose. Their work includes things like transcription for Archives/Special Collections and Wikipedia editing. My own work, besides Chat reference, includes cataloging a collection of jazz CDs, which I brought home, and working on a paper for MPMLA.

Lucinda Johnston – University of Alberta

COVID-19 Transition: Notices started coming out to staff and students at the University of Alberta on Thursday, March 11 about possible disruptions to teaching and work environments, and by Wednesday, March 17 (happy St. Patrick’s all!), all classes had moved to an online...
format, many campus businesses and services were closed, and most of the university's staff were working from home. Likely as with all of you, the landscape was changing almost by the hour, and looking back, I am completely amazed that an institution with 50,000+ students, staff and academics was able to transition so quickly and (more or less...) easily. Of course things have continued to evolve in the last few weeks, including having students move out of their residences and most buildings shut down to essential services, and we're now preparing for digital spring and summer semesters. My "office" is now set up in a spare room, where I can sit beneath a window and listen to the wind blow and the birds sing all day long. I realize that for some people, this might constitute a punishment of sorts, but I find it quite delightful! :D Other than that, my work hasn't changed that much, and I've settled into the new normal...lots of meetings on zoom or google meets, relaxed business attire and possibly a slight decline in productivity...

On another slightly unfortunate note, Alberta's Provincial Government has permanently and drastically reduced the funding it will now provide to the University of Alberta and all post-secondary institutions in the province. The effect of this reduction on the U of A's Library has resulted in necessarily closing some library service points on campus, which in turn means we will be consolidating many collections. Thus, the music library at the U of A will soon be sharing floor space with some collections from our Education library, including a curriculum and story book collection, a game collection (educational games, not video...), and robots! I've also been involved in some difficult conversations with our Collections Unit about which subscriptions to let go of, and reducing automatic purchases on standing orders. This budget news came out just a few weeks before the COVID19 shutdown, so it's been a rough start to the new year. But I'm always an optimist, and with any luck we'll have some respite during Springtime in the Rockies.

That's really all the excitement that's going on in music-library land at the U of A. I don't think me or my office are fit for the camera these days, but I've attached pictures of my new workmates: Negrita and Smokey. Looking forward to meeting some of you at MPMLA's virtual meeting in May!

Negrita and Smokey
Greetings from New Mexico! Needless to say the impact of the COVID-19 crisis has impacted all of us throughout the state in the same way it has around the world, and therefore, we are navigating the challenges of working remotely from home in order to continue business as usual and provide optimum services to the greatest extent possible. The University of New Mexico system has moved all instruction online through the end of the Spring Semester, and as a pre-emptive measure, all summer instruction has been scheduled to be delivered online. All libraries in the UNM system have been closed to the public, and there is limited access to library staff who need to retrieve files or work with applications that are not in the cloud. Most university employees in non-critical areas are working remotely from home, and all meetings are being conducted through Zoom or Skype. I am a Faculty Senator, and during our last meeting, there were several action items that required roll-call votes, which took a great deal of time to get through in each instance. Our normal 2-hour meeting was 3 hours long from that alone!

In the music arena, the challenges are the same ones that most programs are having in conducting all business remotely, particularly with regard to conducting private lessons, performing recitals, and compromised access to print music resources in libraries. Ensembles have been cancelled through the remainder of the semester. I am very busy with online graduate oral exams, preparing for online delivery of my Introduction to Opera course this summer, and preparing for the possibility that my Music Bibliography and Research course, which is currently in a hybrid format, may need to be delivered completely online this fall. How this situation will impact budgets for the coming year remains to be seen, as a special Legislative session is likely to be inevitable. Cheers and health to you all!

Who could have imagined so much could change so quickly? CKUA had been monitoring the news and had started taking action to allow all staff to work from home at the beginning of March. There were some staff who felt that this was a panicked decision, but the early action of emergency preparedness made sure we were able to continue broadcasting uninterrupted and safely.

Things in my life went from being moderately concerned about the news to TOTAL FREAKOUT Sunday, March 15. The week prior news had been changing quickly as the various levels of government reacted to the spread of COVID19. Sunday evening our provincial government announced that all schools, daycares, and post-
secondary in-person classes would be cancelled. I was getting set up to work from home, but both my husband and I work in "essential" businesses and were working full-time. For about a week I tried to take care of an active three-year-old for 12 hours, plus prepare three meals a day and walk the dog, etc, then work for another three or four hours before going to bed. Guess what? That’s a recipe for burnout! We now have a temporary babysitting arrangement worked out so I can actually work from home while the recently retired grandparents are gaining sweet preschooler memories.

CKUA is launching its **2020 Powered by People Spring Campaign** during one of the most perilous times in human history. Our spring fundraiser is scheduled for April 16-26, 2020; that traditionally involves a volunteer staffed pledge room to take donations from listeners, and announcers coming in from across the province to have an on air celebration (while making the case to support). Due to the current regulations in effect things will be different; our campaign will run for the entire month of April, with the on-air portion taking place between April 16th and 26th, and we aim to reach our $650,000 target as planned. We’ve had to pivot quickly, both in terms of our internal processes to run a fundraiser remotely and without our team of volunteers, and in how to approach our audience. It was recently announced that our province could have up to 25% unemployment; we have a provincial government that is aggressively cutting healthcare (even in a time of an unprecedented health crisis), cutting education funding, and oil revenue at a record low of $5/barrel when our budget had it estimated at $58/barrel. How do we ask people to help fund us when the future is uncertain, even before the pandemic? It’s a nuanced situation, and our CEO Marc Carnes wrote a pretty great article about it (https://ckua.com/read/keep-calm-and-ckua-on-a-fundraising-message-by-marc-carnes/).

On a more positive note, I had a chance to reconnect with Sean Luyk at the University of Alberta regarding a partnership around the Spoken Web project (https://spokenweb.ca/). A highlight, and I’m looking forward to using it as a starting place for some deeper collaboration. Another bright spot is the weather is finally warming up – it’s supposed to snow all weekend, but it will surely melt quickly! Optimism abounds!

Also a photo of my current 'office' - featuring our large orange guest, Gary Jr. Not pictured is my cat, Astrid, and dog, Frieda. Gary belongs to my friend who is on a work visa to France, so he’s here (large and in charge, absolutely) until September. It’s chaos with three pets and one preschooler, but in the best way possible.
Jeff Lyon – Brigham Young University

I have a couple home coworkers that think it’s the funniest thing in the world to sit in my chair when I leave my desk for a few minutes:

I’ve been working on cataloging, research, supervising students, and committee work. I have students working on metadata management that is possible remotely. I photographed a bunch of scores to catalog from home and also have some digitizations to work on.

Ellwood Colahan – University of Denver

Greetings MPMLA colleagues,

What a long, strange trip it’s been.

The first work-related email I received in regard to COVID-19 (we didn’t have a name for it then) was on February 28, when I was in Norfolk for MLA. It announced the refilling of hand-sanitizers across campus, and a stepped-up schedule of restroom cleaning; measures that seem quaint now.

Within a week, a move to online instruction was underway, and within two weeks University travel and events were canceled, and remote instruction was made mandatory for Spring Quarter. It was not until halfway through Spring Break that the decision to close the main library was made; the music library was closed several days earlier, by specific request of the Provost.

My email inbox during these weeks reads like a medieval chronicle mapping an invasion of Viking marauders, as our world slowly closed in on us. Travel canceled … events canceled … in-person classes canceled … emergencies declared … dorms closed. A port city burned here; a farming settlement overrun there. As music faculty began to reckon with the reality of teaching classes, lessons, even ensembles online, cries for help began to roll in. Library departments, instructional support units, Deans’ offices, all quickly and dramatically marshaled resources and ramped up support for faculty and students to survive under radically transformed circumstances.

DU was lucky in two respects: First, as a well-resourced private university, we were positioned to pivot to online instruction fairly flexibly. Second, and probably most importantly, our academic calendar based on the quarter system gave us more breathing room to make that change than some schools had. Our instructional support units worked feverishly through finals week and Spring Break to help faculty move instruction online. Librarians were part of this process, trying to identify and deliver digital material to instructors who had always relied on print.

Spring quarter began on schedule. All classes are online, and all instructors are teaching from home. Library instruction is being provided remotely, and I find my time increasingly
A significant amount of time and energy in late March and early April was devoted to the sheer logistics of working from home, but that process is beginning to taper off and more actual work is happening. Library acquisitions, which were temporarily suspended, have been partially reopened. My staff and I have been working to keep our student employees busy with meaningful work, as many of them depend on their library job to make ends meet. We have found that the present environment lends itself both to housekeeping tasks that tend to get put off – checking libguides for broken links, updating workflow process documentation, and organizing files in online shared workspaces, for example – and also to more aspirational projects that had never gotten off the ground, like creating catalog records for music scores in IMSLP and ChoralWiki.

In the main library, the reference department is busier than ever – we have experienced a distinct uptick in reference consultation and workshop requests, and our student assistants report that reference chat and support tickets are off the charts. So far we are all quite busy!
Dakota. As construction initially commenced, Vermillion built the “National Music Museum Preservation Center” on the edge of town where we partnered to include USD library remote storage. As the name of the Center suggests, the NMM musical instruments are also stored here during construction. The remodeled Music Museum is slated to open next year.

Carolyn Dow – retired [Polley Music Library, Lincoln, NB]

Pandemic times for a retiree.

Immediately upon returning to Lincoln from MLA in Norfolk I went into serious social distancing and other protective measures. While waiting at the Norfolk airport, one man was coughing up a storm, and then I had a long layover in Chicago before my final flight. The next 14 days I was waiting for the shoe to drop. So far, so good, with just allergies, and my occasional asthma from the agricultural burning in Kansas.

What am I still doing in MLA? Well, I'm coordinator of the Retirement Interest Group and also on the Program Committee. (The CFP for MLA 2021 in Cincinnati just went out. Consider proposing a paper or presentation.) In Norfolk I also got the opportunity to moderate the opening plenary. I'm also still involved with IAML.

I was supposed to write notes for five April concerts, but they were all cancelled. Two sets of notes I had completed in February -- for memorial concerts that I expect will be rescheduled. The other three were cancelled before I started writing!!!

My rehearsals are all cancelled, but my flute lessons are now online via Zoom. Not as good as in person, but it will be fine for awhile.

Nebraska, as of today, does not have any stay-at-home directives in place, but the whole state is finally under directed health measures, with stronger local measures in several locations, including Lincoln. I'm limiting my running around to groceries, pharmacy, post office drops, and necessary dog stuff. That is now for just one dog, as Bonnie crossed the rainbow bridge last week, a pandemic tale in itself with lots of waiting in the parking lot while Bonnie was in the hands of the vet.

We are truly fortunate to have had a successful MLA this year. Looking forward to our virtual MPMLA meeting next month.

Myrna Layton – Brigham Young University

The library at BYU made adjustments to COVID-19 in fits and starts, with new directives coming every day, until we finally settled into a holding pattern. The library is open, but only from 8 AM
to 8 PM (our usual hours are 7 AM to midnight) and with limited services. Only the main circulation desk is open, but it is not visibly staffed. Instead, patrons wait in measured increments to go to the desk where a computer (designated as Zone 1) connects them to the staff via Zoom. They then move to Zone 2 to await further communication as the staff member does what needs to be done. After the staff member places the items requested at the Zone 3 pickup counter, the patron is then instructed to move to Zone 3. That way, the staff member and the patron are never directly in contact. When materials are returned, they are held for 72 hours before discharge.

Why is the library still open? Well, our state doesn’t have a “Shelter in Place” order, so our Academic Vice President wants us to remain open as long as possible. He realizes that we have students who would otherwise have no access to the internet, or a computer even, so they would be unable to finish their classes, all of which are now online. So he wants the library to remain open as long as possible. Our library normally offers extended hours during finals week and the week prior (6 AM to 2 AM) but this year, we will be sticking with 8 to 8.

Since the library is very empty, the powers that be decided that it would be a good time to do some de-construction on level four, where Music is located. A few weeks ago we had this lovely wall where you can see a painting, and the clock, and people at work.

And now we have this:

And I honestly don’t know what they are going to do in the space. Like, how are we going to get power to the computers and printers that are all pushed to the side? I hope someone has a plan, but they haven’t told me, so I dunno!
Janice Bunker – Brigham Young University

On the Fateful Friday of Incessant News About COVID-19 (March 13), I was in Jacob Lake, Arizona, at my annual quilting party retreat, both working remotely and making this:

I came back on Sunday (a day later than planned, but my organist gig was cancelled, so why not?) to a parallel universe, or so it seemed.

Welcome to my new world:

1) I am home to have breakfast with my family, since nobody goes to school in the morning
2) my classes are online, my orchestra concerts were cancelled, and my recital was postponed until fall
3) I am still going to work every morning because hardly anyone else is, so I’m usually 15+ feet from people; I don’t stay the whole work day. As well as trying to stockpile work against the day I have to stay home full time, I have morphed into a Finder Of Projects for other people’s student employees
4) My 15-year-old Reuben has been in a foul mood for nearly a month because he can’t hang out with friends and we are actually expecting him to do his classes online. Shocking, I say, since half his classes were online before Fateful Friday. Such a meanie I am!
5) My husband Stephen teaches 3rd grade from home using Google Classroom and a whole arsenal of other online teaching tools (many of which he was using long before Fateful Friday), and he holds Google Meet Recess at 10:15 every morning; we often hear him yell, “Quiet on the set!” as he preps to record his lessons with Loom (not Zoom). He also sometimes has remote translating sessions between parents and teachers/administration (strangely, he is the only teacher at his school who speaks Spanish)
6) After losing all three of her part-time jobs because of COVID-19, my daughter Sariah in Brooklyn finally has a job lined up with a farm-to-table grocery delivery service (we hope! Last time we thought she had a job it turned out that although the job description said ‘clerical work; will not interact with patients’, she was expected to do admitting triage for probable COVID-19 patients in the emergency room, and the nurse didn’t even tell her she had her mask on wrong; she quit)
7) My 19- and 21-year-old sons Joseph and Nathaniel (who live at home) have been designated by their jobs as essential workers and were given papers to keep in their cars. So if we go on complete lockdown, they will still go to work
8) After a month of having me help bathe and care for my mother, whose Alzheimer’s disease has advanced significantly, my father and siblings and I voted to enroll her in a hospice care service. My father hasn’t left the house
since Fateful Friday and has let it be known that no visitors (except my husband and myself) will be allowed; he also cancelled their house cleaning service. My husband and I are now in charge of their shopping, house cleaning, and yard work.

9) My oldest son and his family are doing well; the chiropractor’s office Johanna works for is still open, although with fewer hours and patients; Chris now works from home; they kept the babysitter, since tending Liam and Owen (ages 4 and 2) while working full time is pretty impossible. We miss them a lot and video chat often.

10) My daughter Bethany in Logan (Utah) lost one part-time job, but her other part-time job at the Malt Shoppe of Casper’s Ice Cream factory (they make Fat Boys ice cream sandwiches and Red Button / Jolly Llama ice cream) has morphed into part Malt Shoppe and part production line. Apparently a lot more people are buying ice cream during COVID-19 than expected.

11) We have experimented with online game sessions. Once we played Azul by having a camera trained on the playing board and moving my daughter’s pieces according to her instructions. We have also played several sessions of JackBox games over some sort of streaming game chat thingy (the name escapes me just now…starts with D… sounds a little dangerous…)

Margaret Corby – Kansas State University

The staff at K-State Libraries have been working remotely since March 16. Most of the staff are considering this to be Disaster #2, one more thing on top of the 2018 fire. Everyone seems to be taking things in stride. In some ways, K-State Libraries may have been a few steps ahead compared to other libraries. The physical collection for the main library was already marked as unavailable to the users. The ILL department was already used to a high volume of requests. The library staff have been heavy Zoom users since the summer of 2018.

One of the biggest disappointments for the K-State community was that the 2nd floor of Hale Library was scheduled to reopen on March 16. The public area of the 1st floor has been open since Aug. 28, 2019, and the campus was looking forward to another milestone when the 2nd floor reopened. The reserve books and staff offices had already been moved from the Union to Hale Library when COVID-19 hit the country. The good news, is that when things finally return to normal (or at least semi-normal), the library will be ready to welcome students. The other bit of good news, construction continues on the library. With luck, the pandemic won’t delay our return to Hale at the end of the year. Please see the Hale Library blog for more updates on the library reconstruction.
MPMLA Election – April 15-22
(email to be forthcoming)

Vice Chair/Chair Elect: We have only one candidate for this position.

Amy J. Hunsaker – University of Nevada Reno

Amy is the Fine & Performing Arts Librarian at the University of Nevada, Reno (UNR) where she serves the School of the Arts and the World Languages & Literatures department. She began her professional career managing and creating digital collections and works closely with faculty and librarians to support technology in the arts. Amy holds a Doctor of Musical Arts degree and is interested in the historical role of women in music advocacy, performance, and composition.

Member-at-Large: We have two candidates for this position.

Avery Boddie – University of Nevada Las Vegas

As a music and dance librarian at the University of Nevada, Las Vegas, Avery Boddie serves as the liaison to the School of Music and Dance Department, supporting the research, instruction, and educational needs of those areas. As the branch manager of the Music Library, he also actively engages in outreach, collaboration, and collection management within the library. Prior to this role, Avery was a resident librarian at American University in Washington, DC. He holds an MLIS and MM in trumpet performance, both from the University of Maryland, as well as a BM from the University of Memphis. Avery was previously an ARL/Music Library Association Diversity and Inclusion Initiative fellow in 2015.

Erica Argyropoulos – Northeastern State University (OK)

Dr. Erica K. Argyropoulos serves on the faculty at Northeastern State University as librarian to the College of Business and Technology and the Department of Music. Her library initiatives include advancing librarianship in online learning environments, promoting information literacy in college learning, collection development, and faculty and community outreach. She teaches courses regularly, including Introduction to Online Research and Business Communications. With a PhD in musicology, she remains active as a scholar, specializing in the career of Leonard Bernstein, Jewish American musical identity, and classic rock music. Dr. Argyropoulos is the founder and chair of the Jewish Studies Interest Group for the Society of American music, Music Business Board Member for the College Music Society (South Central Chapter), Consulting Member of the UCLA Lowell Milken Fund for
American Jewish Music working group, and Member-at-Large for the Association of College and Research Libraries (Oklahoma Chapter). She is also a member of Oklahoma Library Association, Community of Oklahoma Instruction Librarians, Society for Metro Tulsa Librarians, Music Library Association (Mountain Plains Chapter), International Association for the Study of Popular Music, and Association for Contemplative Mind in Higher Education.

We appreciate these three candidates for their willingness to stand for election. All current members who are eligible to vote online between April 15 and 22 will receive an email with instructions.

Did you know about the work of Damien Riehl, a composer/programmer/lawyer?

“That new song you heard the other day might not really be new, according to a pair of programmer-musicians. Damien Riehl and Noah Rubin created an algorithm to generate every possible melody, and they copyrighted it. This isn’t a scheme to sue people, though. Quite the opposite, in fact. Riehl and Rubin have released the contents of their universal melody hard drive into the public domain in hopes of saving musicians from frivolous lawsuits.”
– Ryan Whitman, 26 February 2020

Read more about it here: https://www.extremetech.com/extreme/306575-new-tool-generates-every-possible-melody-for-public-domain-use

Listen to Damien Riehl’s Ted Talk here.

The database of melodies and the code for the Riehl and Rubin algorithm are available as open-source materials on Github and the datasets are on Internet Archive.

Did you know about Just Read Podcasts?

Some people in our chapter might know or remember Amanda Pilmer Roberts, a fellow music librarian who got her start in libraries as a student at Brigham Young University’s Music Library, though she worked mostly in the Washington, D.C. area before going on career hiatus to accompany her Navy husband to Japan. With her husband now stationed in San Diego, Amanda is staying home to raise their young daughter. Amanda was invited to be a guest on the Just Read: One Page at a Time podcast. You can listen to Amanda here: https://onepagepodcast.com/2020/03/04/episode-22-how-we-read-with-amanda-pilmer-roberts/?fbclid=IwAR28fEbq5voBz3rroB_JSb7PBRWygVRZA09pnBX1bkRxNmTdvxvgnHFBa
Some of our members presented at MLA 2020. Here are a few summaries.

Amy J. Hunsaker – University of Nevada Reno

At MLA, I took part in the Shining a Light on Women Composers panel hosted by the Resource Sharing and Collection Development Committee. I saw many of you in the audience! I presented on three American Art Song composers: Mary Howe, Ruth Schonthal, and Lori Laitman. It was a fun project and I enjoyed getting to learn more about these composers as I prepared my talk. I am especially interested in Mary Howe and her female contemporaries who composed and/or performed, or powerful women who advocated for women composers at the beginning of the 20th century. I have a few ideas for follow-up research projects....

Rachel Wishkoski – Utah State University

Along with colleagues from the Instruction Subcommittee (Grace Haynes, Veronica Wells, Angela Pratesi, and Z. Sylvia Yang), I facilitated a charrette for 35 music librarians who teach in an 85-minute workshop in Norfolk this year.

The term “charrette” comes from architecture praxis and is a strategy used in multiple design disciplines to provide structured, intense, collaborative feedback on a design problem. At Utah State University, I have co-led interdisciplinary assignment design charrettes for discipline faculty since 2016, modeled after programming and materials from the National Institute for Learning Outcomes Assessment (NILOA).

After recognizing the potential of this model for librarians, I was interested in applying the idea of collaborative instructional design feedback to music teaching materials. As an Instruction Subcommittee team, we came up with four goals for our workshop:

- Engage in focused small group sharing and brainstorming
- Give and receive actionable feedback to refresh participants’ instruction
- Experience a model for peer feedback participants could bring back to their institutions
- Begin to form a teaching community of practice through the sharing of ideas and materials

We asked attendees to bring some sort of teaching object with them, whether that be a full lesson plan, a short activity, an online tutorial, or training material for student workers. After explaining the charrette model and structure, we demonstrated how participants could give feedback on one another’s work with a mock discussion of how to make a citation lesson plan more engaging.

We then gave participants time to reflect on the challenges they are finding difficult to resolve in their own teaching, and in what areas they
would like feedback. Participants gathered in groups of three for quick rounds of discussion. Each 15 minute block included time for the teaching material’s creator to explain their situation and time for their peers to respond. In order to generate ideas, participants could refer to a handout of guiding questions for reflection on teaching materials that we had compiled ahead of time. Areas for possible discussion included: Strengths, learning outcomes, clarity, assumptions, sticking points, inclusive design, engagement, scaffolding, assessment, and connections to the ACRL Framework.

The session closed with a debrief discussion, in which participants shared their colleagues’ insightful comments, innovative approaches to tricky teaching scenarios, and general reflections about the charrette process.


Ellwood Colahan – University of Denver

The presentation I gave jointly with Juli Parrish at MLA 2020 was titled “Composing Scholarly Resources.” It focused on aspects of our collaborative efforts in my graduate music bibliography class to disrupt the top-down culture of teaching and learning that often characterizes the environment of college and university music schools and departments.

Music instruction in higher education is based very much on the traditional apprenticeship model of teaching and learning. This model is very important not only in music but in other areas of professional education, including especially law and medicine, but also architecture, engineering, and even ministry.

Its effectiveness has caused it to persist, even as each of these fields has found its place in the academy. It has the advantage of modeling complex forms of expert behavior for the student, and allowing a careful and often personalized scaffolding of instruction.

However the apprenticeship model of instruction also has a downside – one might even say a dark side – which is summed up in the title traditionally associated with the apprentice’s counterpart: the “master.” The word “master” is so common in music learning that we hardly notice it. We speak of “masterclasses,” and reverentially address an
accomplished artist as “maestro.” But this ethic of voluntary subjugation to authority can place us in a master-slave relationship not only with our teacher, but with our very art. A recent *Atlantic* article on the persistence of sexual harassment at conservatories shows another dark side of this authoritarian culture; it is titled, “Classical Music Has a ‘God Status’ Problem.”

Outside of the studio, this culture of teaching and learning makes it difficult to stimulate critical-analytical discourse in the musicology classroom. Many students arrive in a graduate program in music never having experienced musicology as anything other than a series of revealed truths to be internalized and applied. Many have never written an actual research paper, posing an actual research question. In the course I teach, and with Dr. Parrish's help, I try to struggle against this learned passivity in a number of ways. Dr. Parrish (Director of the University of Denver Writing Center) and I discussed two elements of this struggle in particular.

First, as part of an effort to encourage first-year graduate students to identify as emerging scholars, I publish their annotated bibliographies in Digital Commons, making them discoverable to the world at large. They are often amazed to see the number of times their work is downloaded around the world, and this encourages them to see their own intellectual contribution as inherently valuable. Second, Dr. Parrish and her student writing peer-consultants visit my class near the end of the two-quarter sequence, after students have turned in the first draft of their research paper, to lead them in a series of reflections and exercises. This results in the production of a disciplinary guide to writing in music, where they are able to share what they have learned in the course of the class with students who come after them.

Both of these activities, in different ways, return pedagogical agency to students. Publishing their work allows them to begin to see themselves as co-teachers to the world at large, creating and sharing knowledge. Facilitating the creation of a disciplinary writing guide based on their experience places them in the position of putting their experience at the disposal of future students. It also causes them to reflect deeply on how much they have learned about research and writing. A benefit emphasized by Dr. Parrish is the insights the Writing Center consultants gain into the construction of disciplinary norms and practices in scholarly writing.

We wrapped up our talk by mapping outcomes of these activities to the ACRL Information Literacy Framework. All six frames are forwarded in these activities, but we find they are especially valuable for “Information Has Value” and “Information Creation as a Process,” two of the more slippery and difficult-to-teach threshold concepts.
The Mountain Plains Chapter will be meeting on May 14-15 in a virtual meeting via Zoom. This is a slight change from our traditional Friday/Saturday schedule, but due to meeting online, the board and program committee feel that a Thursday/Friday schedule makes more sense. That way, a work conference will not need to interrupt Saturday plans.

Matt Stock had made great plans for us to meet in Norman, OK, and we were all looking forward to getting together in Oklahoma in May. However, the news about COVID-19 interrupted that plan. Stephanie Bonjack gently suggested that we might want to think about moving the meeting online. At the time, May seemed so far away! Did we really need to worry? However, the chapter board (Chris Mehrens, Myrna Layton, Woody Colahan, Janice Bunker and Christine Edwards) along with our host Matt Stock and Erica Argyropoulos of the program committee, made the difficult decision to move to an online format. In retrospect, that decision was the only reasonable decision, but at the time, it did not seem as obvious as it does now!

Because the meeting is being held online, there is no cost for registration. A no-cost conference is a good thing! Hope to see many of you (on the screen) in May, 2020, as we join together for MPMLA!

Woody Colahan has set up a website for the 2020 meeting, which can be found here: https://sites.google.com/view/mpmla2020

We will hope for a return to normalcy next year! Matt Stock plans to be the host for the May 2021 MPMLA meeting on the campus of the University of Oklahoma in Norman. We also have future offers to meet in Vermilion, South Dakota and Boulder, Colorado. Hopefully, all these future plans will be able to proceed.

Newsletter Editor and Listserv Note:

Myrna Layton is the newsletter editor and manager of the MPMLA listserv. Contact her at myrna_layton@byu.edu.