

DUX Community Calls FY2025

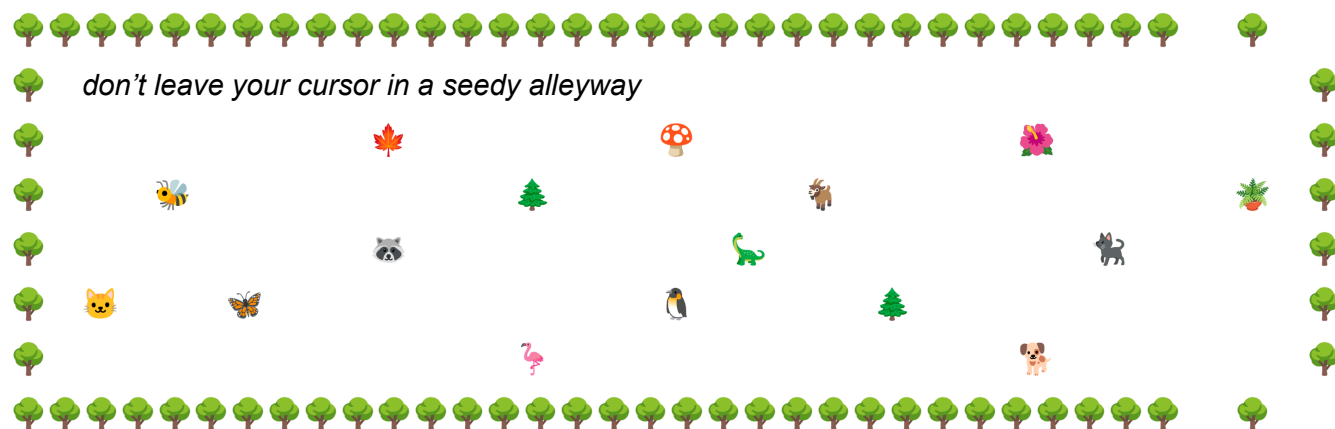
Schedule: Third Wednesdays at 1pm Pacific, unless otherwise designated

Zoom access: [Join Meeting](#) and ID (87240102998)

[Alliance Code of Conduct](#)

Recordings and agendas of previous calls are available on the [DUX Community Calls](#) page.
Prefer to ask an anonymous question? Please use Zoom's **Q&A** or [Anonymous Ask!](#)

Cursor Garden



June 25, 2025

Attendees (add your name and member library as you join): Veronica Vichit-Vadakan (Portland Community College), Thomas Dodson (SOU), Taylor Ralph (OSU) Lizzie Aubrey (SOU), Casey Eisiminger (St. Martin's University), Ren Thomas (Evergreen), Melissa Molek (Reed College)

Agenda

1. **Welcome! (Amy) (3 min)**
2. **Central Staff Update (Amy) (3 min)**
 - a. [Alliance Connections](#) (AllCon) - July 22-24 (friendly reminder about registration)
 - b. Next [DUX Check-In](#) is July 8 at 2pm - any topic requests?
3. **Accessibility Standing Group Update (Ren) (20-25 min)**
 - a. [ASG End of Year Updates](#) (Google Slides)
4. **Diversity, Equity, and Inclusion Standing Group Update (Lizzie) (20-25 min)**
 - a. [DEISG Year-End Update](#) (Google Slides)
 - b. What would you like to see the DEISG focus on next year?
 - i. Thanks for all the work you did in this crazy year! :)

- ii. Thanks for all your great work!
- iii. Continue adding to those great documents you started, such as Ability and Disability! - with a ♥ added

5. Open Conversation or Questions (All) (5-10 min)

- a. This can be related to topics from today's call, or general items you'd like to discuss.
- b. It's okay if you have thoughts that are not fully formed into beautiful sentences, or if you have more of a partial question than a defined request or comment.

May 21, 2025

Attendees (add your name and member library as you join):

Pamela Martin (U of Idaho), Veronica Vichit-Vadakan (PCC), Tracy Scharn (OIT), Tom Dodson (SOU), Holly Gabriel (SOU), Maureen Barney (Linfield), Curt Pavia (WWU), Ren Thomas (Evergreen), Peggy Burge (Puget Sound), Taylor Ralph (OSU), Stephanie Brown (Pacific University Oregon), Michelle Desilets (PSU), Theresa Yancey (Chemeketa CC), April Witteveen (OSU), Jackie Holodak (OIT), Zachary Grant (Clark)

1. Welcome! (Pam) (3 min)

2. Central Staff Update (Amy) (3 min)

- a. [SILS Program Review 2025 Survey](#) - please respond by May 30th
- b. [Alliance Connections](#) (AllCon) - July 22-24; registration opening soon!

3. User Experience Standing Group Update (Leah) (20-25 min)

- a. UXSG report [slide deck](#)
- b. Group member introductions
 - i. Leah Cover, The Evergreen State College
 - ii. Tom Dodson, Southern Oregon University
 - iii. Darla Garcia, Linfield University
 - iv. Emily Pearson, Whitman College
 - v. Amanda Pirog, University of Washington, Tacoma
 - vi. Christy Scott, Walla Walla University
 - vii. Kathleen Veldhuisen, Chemeketa Community College
- c. [Background, charge, and goals for this year](#)
- d. [UX Sampler Sessions](#)
 - i. Overview of final series
 - ii. Process for development
- e. Feedback: What would you like to see from the UX Standing Group next year?
 - i. Resources: Update documentation User Testing Toolkit and UX in Physical Spaces toolkit with new resources for Alliance members.

Results: interested/very interested = 50%

0. not at all interested = 0 (0%)

1. not much interested = 1 (5%)
 2. a little interested = 1 (5%)
 3. somewhat interested = 8 (40%)
 4. interested = 7 (35%)
 5. very interested = 3 (15%)
- ii. Training: Continue to build on UX Sampler Sessions to offer more complete training modules to support UX work in the Alliance
Results: interested/very interested = 65%
0. not at all interested = 0 (0%)
 1. not much interested = 0 (0%)
 2. a little interested = 2 (10%)
 3. somewhat interested = 5 (25%)
 4. interested = 7 (35%)
 5. very interested = 6 (30%)
- iii. Community of Practice: Build a community of practice so more Alliance members can be involved in sharing ideas and practices
Results: interested/very interested = 40%
0. not at all interested = 0 (0%)
 1. not much interested = 1 (5%)
 2. a little interested = 1 (5%)
 3. somewhat interested = 10 (50%)
 4. interested = 7 (35%)
 5. very interested = 1 (5%)
- iv. Other: What ideas or connections haven't we considered?
0. None that I can think of at the moment.
 1. How to do UX in entirely online environments
 2. Maybe offer something on IRB and UX?

4. DUX Community Engagement Standing Group Update (Pam) (15 min)

- a. Future check-ins will be June 11 (2pm) and July 8 (2pm)
- b. DCESG update - [slide deck](#)

5. DUX Program Update (Amy) (10-15 min)

- a. DUX Program Year-in-Review FY25 [slide deck](#)

6. Open Conversation or Questions (All) (5 min)

- a. This can be related to topics from today's call, or general items you'd like to discuss.
- b. It's okay if you have thoughts that are not fully formed into beautiful sentences, or if you have more of a partial question than a defined request or comment.

April 23, 2025 at 1pm (rescheduled due to Zoom outage)

Attendees (add your name and member library as you join): Thomas Dodson (SOU), Pamela Martin (U of Idaho), Sagan Wallace (Oregon State University), Joanna Bailey (Western Washington University), Sophia Du Val (Whitworth), Casey Eisiminger (Saint Martin's University), Veronica Vichit-Vadakan (Portland Community College), Lisa Morrow (Portland Community College), Jen Saulnier Lange (WSU), Jackie Holodak (OIT), Kim Olson-Charles (EOU), Jane Littlefield (Clackamas CC), Zachary Grant (Clark), Peggy Burge (Puget Sound), Qing Stellwagen (EWU), Ren Thomas (Evergreen), Charlotte Hull (EOU)

Agenda

1. Welcome! (Pam) (3 min)

- a. DUX Check-Ins - first one on **May 7 at 1pm**
 - i. Focus on student support
 - ii. Share your thoughts: [DUX Check-In Conversation Topics](#)
 - iii. Zoom access: [Join Zoom](#) and meeting ID (816 4105 8471)

2. Central Staff Updates (Amy) (3 min)

- a. Alliance [Communities of Practice](#)
- b. DEI Standing Group - [DEI Training Series](#)
 - i. [Recognizing, Utilizing, & Disrupting Our Individual Defaults in Service of Equity & Justice](#) with Yejin Lee - April 30 at 1:00pm-3:15pm
- c. Accessibility Standing Group - [Neuroinclusion in the Workplace](#) speaker series
 - i. [Managing Executive Dysfunction in the Library: An Examination of Invisible Labor](#) with Nicole Gustavsen (Gonzaga University) - May 1 at 11am
 - ii. [Enhancing Cognitive Functioning and Abilities with Assistive Devices and Tools](#) with Maria Kelley (Washington Assistive Technology Act Program) - May 14 at 11am
 - iii. [Including Neurodiversity](#) with Robert Perret (Washington State Archives) - May 29 at 1pm
 - iv. [Intersection between Cognitive Disabilities and the User Experience](#) with Patrick Patterson - June 10 at 11am
- d. UX Standing Group - [UX Sampler Sessions](#)
 - i. Interview & Survey UX Research Methods, part 2 (surveys and focus groups) with Christy Scott (Walla Walla University) and Amanda Pirog (University of Washington Tacoma) - May 6 at 1pm
 - ii. Participatory UX Research Methods (journey mapping and cognitive mapping) with Darla Garcia (Linfield University) and Leah Cover (The Evergreen State College) - May 20 at 1pm
 - iii. Data Town Hall Conversation (managing and analyzing data once you've gathered it) with the UX Standing Group - June 2 at 1pm
- e. [Primo VE May Release Notes](#)

- i. What's New in Primo Q2 2025 [webinar recording](#) (54:23) and [slides](#) (PDF)

3. Accessibility for Web Content & Mobile Apps (Amy) (30-40 min)

- a. Slide deck ([Google Slides](#))
- b. Agenda
 - i. Background
 - ii. [Supporting documents](#) for ADA Title II and HHS Section 504
 - iii. Federal regulations status
 - iv. Accessibility resources
 - v. Next steps for collaborative support (discussion)

4. Upcoming DUX Community Calls (3 min)

- a. These will be updates from the DUX Standing Groups
- b. May 21 DUX Community Call
 - i. User Experience Standing Group
 - ii. DUX Community Engagement Group
 - iii. DUX Program (overall)
- c. June 25 DUX Community Call ***rescheduled from June 18***
 - i. Accessibility Standing Group
 - ii. DEI Standing Group

5. Alliance Connections (AllCon) Accessibility Session (Ren) (5 min)

- a. Invitation to contribute

6. Open Conversation or Questions (All) (5-10 min)

- a. This can be related to topics from today's call, or general items you'd like to discuss.
- b. It's okay if you have thoughts that are not fully formed into beautiful sentences, or if you have more of a partial question than a defined request or comment.

April 16, 2025 - Zoom Outage

Note

We were unable to meet because of the Zoom outage. These are some resources and notes that folks shared at the top of our agenda while we were continuing trying to access Zoom.

- Anyone else unable to login? - TY Chemeketa
- Global ZOOM outage happening 🤖 - Natalie from Clackamas CC
- <https://www.theverge.com/news/650123/zoom-down-outage-video-calls>
- Here's another resource from Tom's Guide: [Zoom is down — live updates on the massive outage](#)
- Looks like a hacker group named DarkStorm might have launched a DDoS, if that info from Tom's is accurate. Bummer.

- Thanks for coming to the Google Doc! It's 1:15pm, so I'm going to call this as an outage, and I'll reschedule our DUX Call to another week in April. I'm about to send an update to the DUX Discussion list. - Amy C.
- Update: We're rescheduling to April 23 at 1pm. Thank you! - Amy C.

March 19, 2025

Agenda

1. Welcome! (3 min)

2. Central Staff Updates (Amy) (10 min)

- Alliance Connections - [call for proposals and ideas](#) (due March 28)
- Upcoming DUX events and activities
 - [UX Sampler Sessions](#) (UXSG) - 1pm on April 8, April 22, May 6, May 20, June 2
 - [DEI Training Series](#) - 10am April 9, 1pm April 30
 - Neuroinclusion in the Workplace (ASG) - 10am April 17, 11am May 1, 11am May 14, 1pm May 29, 11am June 10
- [Accessibility of Web Content & Mobile Apps](#) (ADA Title II/HHS Section 504) - documentation updates will be coming (more about this in April!)
- [NWHeat workshops](#) - document accessibility (documents, presentations, PDFS); 10am on April 3, April 17, May 1, May 15, June 5, June 18

3. Framing the Conversation

- Recognize this is an emotional space
- Give each other grace for being human in chaotic times
- Allow space for mistakes and leave judgement at the door
- Anonymous options: Zoom Q&A or the [Anonymous Ask](#) form
- Our hope with the call today is to look at the impact of the current administration's initiatives on higher education through a diversity lens, however we want to include space for any other concerns or topics that people want to discuss.

4. Zoom Poll Questions (5 min)

This is only for recording aggregate responses.

- Are your institutions providing guidance about DEIA impacts from the federal administration statements?
 - Yes, we're receiving regular guidance (17%)
 - Yes, we're receiving specific instructions (13%)
 - Sometimes, information about some topics, but not others (48%)
 - Generic admin emails or statements (52%)
 - No, not really (13%)

- b. Have your institutions talked about the following DEIA topics?
 - i. Public safety sharing ICE training with the library/school (70%)
 - ii. Administrative recommendations for research impacts (30%)
 - iii. Potential budgetary impacts and planning (45%)
 - iv. Personnel implications (hiring freezes, job titles, job responsibilities) (25%)
 - v. Emotional/counseling support for staff and students (45%)
- c. Time for discussion of reactions to the polling - expand on anything brought up in the polls
 - i. Follow-up conversation about responses to ICE coming to campus.
 - 1. Many recommendations are for referrals – to public safety, academic administration (provost, president, VP student affairs, finance and operations, etc.), and/or legal (general counsel).
 - 2. Many are told to indicate they're not authorized to respond to ICE officers and not to disclose information.
 - 3. Instructors can refuse ICE entry to individual classrooms. (Only registered students are authorized.)
 - 4. Some libraries are locked with only authorized entry to students, staff, and faculty. They're told not to open the doors to ICE, and to contact safety and legal representatives, instead.
 - 5. Concerns about protecting students at all levels, including student employees.
 - 6. ICE activities are happening in cities around campuses, which have affected students who have friends and family impacted by the actions.

5. DEIA Conversation (All) (30-35 min)

- a. What challenges is your library currently facing with DEIA initiatives?
 - i. Receiving advice from administration for instructors to focus on content that is germane to their subject.
 - ii. Some have started reducing language related to DEIA in their documentation, such as strategic plans.
 - iii. Some have started to receive requests to remove content from institutional repositories, which then leads to conversations about scholarly communication and the flow of information.
 - iv. Conversations about how we identify ourselves with our work (LibGuides, etc.), and how we determine which materials to share in instruction.
 - 1. Recognizing that one of the goals is to have a chilling effect and to create these situations of self-censorship.
 - v. Potential impacts for grant funding at multiple levels - principle investigators, student employees, library collaboration, etc.
- b. Is your library actively talking about recent developments in DEIA funding in higher education? (Formal meetings? Communication?)

- i. Wondering if some of this may be a matter of time based on institution size. Seeing attention drawn to larger institutions, but not smaller ones (yet).
 - ii. Some administrative statements that state law isn't changing, but would appreciate more direct statements in support of continuing DEIA work to reduce potential self-censorship.
- c. How are folks adapting and partnering with others in supporting students, especially immigrant students?
 - i. Informal collaborations with student groups and student centers to publicly indicate support and share resources.
 - 1. While these displays may have been things libraries already did, the partnerships have helped strengthen conversations.
 - ii. Some areas have had official offices/centers disbanded, which limits some opportunities. (Groups can continue on their own, but without institutional support.)
 - iii. There's an element of waiting for students to raise opportunities for action, which libraries could then support.
 - iv. Some uncertainty about what next steps may be.
 - v. Also some connections with vendors - how they represent themselves and how libraries adjust decisions based on those representations.
- d. How have people adapted their instruction to address information censorship and data disappearing from government sites?
 - i. Coming to DEIA topics through other directions, especially for broad ideas like censorship.
 - ii. Reconsidering use of language to be more specific.
 - 1. Reduce use of acronyms - use the words.
 - 2. Use direct language to limit vague qualities.
- e. How do libraries remain devoted to DEIA in library policies and practices when DEIA wording/policies are changed or removed across the institution?
 - i. See notes above about using language in specific, intentional ways.
 - ii. Using examples, such as websites, books, articles, that are from diverse creators and about diverse topics. Also, recognize that some types of sources will often be received differently by different groups of people.
 - iii. Considering how to talk about evaluating government information:
 - 1. Highlight the communications being shared on the sites themselves (altered to comply with recent executive orders).
 - 2. Libraries are considering how to communicate information on their LibGuides.
 - 3. Recognizing the nuances about bias in information and how government information changes are part of that information landscape.
 - 4. Goal to encourage conversations that help students interact with concepts of bias and their relationships with bias.

5. Differences between abilities in full classes vs one-shot approaches.
- f. Any other comments or questions on DEIA in libraries?
 - i. Consider opportunities for “pop-up conversations” to continue these types of discussions.

6. Open Conversation or Questions (All) (5-10 min)

- a. This can be related to topics from today’s call, or general items you’d like to discuss.
- b. It’s okay if you have thoughts that are not fully formed into beautiful sentences, or if you have more of a partial question than a defined request or comment.

7. No updates from DUX Standing Groups this week

- a. Work continues on the projects shared during the last DUX Community Call.

February 19, 2025

Attendees (add your name and member library as you join, if you wish): Michelle Desilets (PSU) Jackie Holodak (OIT), Tracy Scharn (OIT), Veronica Vichit-Vadkan (Portland Community College), Shaleigh Westphall (WU-PNCA), Jen Saulnier Lange (WSU), Kim Olson-Charles (EOU), Lizzie Aubrey (SOU), Maureen Barney (Linfield), Holly Gabriel (SOU), Elsa Loftis (PSU), Curt Pavia (WWU), Theresa Yancey (Chemeketa CC), Stephanie Brown (Pacific U), Taylor Ralph (OSU), Elaine Goff (OSU), Qing Stellwagen (EWU), April Witteveen (OSU-Cascades), Blake Galbreath (WSU), Linh Le (OHSU), Jane Littlefield (Clackamas CC), Billy Nee (PSU), SD DeWaay (Clackamas CC), Thomas Dodson (SOU), Zachary Grant (Clark), Melissa Molek (Reed), Leah Cuplin (UW)

Agenda

1. Welcome! (All) (3 min)

- a. Safe and brave spaces for vulnerability

2. Central Staff Update (Amy) (5 min)

- a. [Alliance Advocacy Framework](#)
- b. Brief updates on behalf of the three other DUX standing groups (see the [projects shared](#) during the October DUX Community Call for the full list)
 - i. DEISG members are working on an intellectual freedom support project and finalizing [April DEI training sessions](#)
 - ii. ASG members are coordinating a Neuroinclusion in the Workplace: Libraries & Archives speaker series (likely mid-April to mid-June) and an accessibility testing techniques training/support resource
 - iii. UXSG members are planning a series of sessions about UX research methods (likely mid-April to mid-June) with corresponding documentation

3. Collaborative Peer Review for Learning Objects (30-45 min)

- a. Sharing processes and experiences:
 - i. What are some of the best practices you developed? Or what best practices are guiding this project?
 - ii. What was the collaborative process?
 - iii. How have you encouraged buy-in from colleagues?
 - iv. How do you determine prioritization?
- b. LibGuides: Michelle Desilets, Elsa Loftis, Billy Nee (PSU)
 - i. Intent is to look at the mechanics of the guides and reviewing compared to best practices
 - ii. Currently in an early stage. Implementation will start soon with volunteers for both peer reviewers and reviewed content.
 - iii. Ideas for encouraging buy-in are connected to collaborative work, such as training together for the peer reviewers.
 - iv. The group is planning to receive feedback and revise based on that feedback.
 - v. The documentation will be available through Creative Commons licensing for others to use.
 - vi. Our guides have a range of use cases, from subject guides to course guides. It looked like the peer review process attempts to be as agnostic as possible to respond to all types of guides. Is that interpretation accurate?
 - 1. Yes, we'd definitely say so. Guides are typically broken down into subject guides and individual course guides.
 - vii. Have you considered reaching out to non-librarian faculty to participate in the process?
 - 1. Not for the peer review process, but there has been some collaboration for guide creation.
- c. A-Z List: Elaine Goff (OSU)
 - i. Developed a best practices with inclusion guidelines for the A-Z database list (what is included or not, what needed to change). This was a collaborative process. Discussed who the main user group on the A-Z list was - difficult to fully answer without halting the project and doing some user research to determine. Gathered usage statistics for limited interim information.
 - 1. Shorten descriptions
 - 2. Use of graphics/icons
 - 3. Resource naming conventions
 - 4. Links to the best landing spots
 - 5. Determining the need for contextual LibGuides
 - ii. Inclusion guidelines
 - 1. Move away from a binary approach (everything in one place) and toward a holistic approach (best discovery pathways)

- 2. Smaller team that worked on a tighter deadline
 - 3. Reviewed statistics as compared to use in LibGuides
- iii. Standardizing styles and formats
 - 1. Part of the best practices work
 - 2. Description updates took the longest, and this part of the project is continuing
- iv. What was it like for recruiting volunteers?
 - 1. Tried to appeal to the liaison librarians the most in the initial meeting.
 - 2. Recognized their use of the A-Z links in both LibGuides and instruction - having their input could help ease any additional work they may be doing in those areas.
- d. Community sharing:
 - i. What similar types of work have you been doing?
 - ii. What are some examples of successful interdepartmental collaborations, such as technical services and research and learning, that you've been part of?
 - iii. If you experienced challenges, what are some recommendations for things to avoid or try differently?

4. Open Conversation or Questions (All) (5 min)

- a. This can be related to topics from today's call, or general items you'd like to discuss.
- b. It's okay if you have thoughts that are not fully formed into beautiful sentences, or if you have more of a partial question than a defined request or comment.

5. Checking in (5 min)

- a. Let us know in the [Anonymous Ask](#) if you have any topics for future calls!
- b. Potential topic for March: How are the restrictions/statements on DEIA affecting your schools?
 - i. Would this conversation be helpful?
 - ii. What type(s) of framing would be productive for sharing takeaways?

January 15, 2025

Attendees (add your name and member library as you join): Jackie Holodak (OIT), Ella Padden (UO), Jen Saulnier Lange (WSU), Lizzie Aubrey (SOU), Kate Wimer (George Fox), John Repplinger (Willamette), Sarah Nolan (Clackamas), Janet Calderon (Reed), Zachary Grant (Clark), Michelle Desilets (PSU), Pavel Batalov (Puget Sound), Lise Stephens (Clackamas), Lorena O'English (WSU), Curt Pavia (WWU), Thomas Dodson (SOU), Ren Thomas (Evergreen), Claire Dannenbaum (LaneCC), Kim Olson-Charles (EOU), Qing Stellwagen (EWU), Rami Attebury (UID), Maureen Barney (Linfield), Diane Prorak (U of Idaho), Pamela Martin (U of Idaho), Julie Drengson (OSU-Newport), Erin McCaslin Kooyman (OSU), Pavel Batalov (Univ. Puget Sound), Jane Littlefield (Clackamas CC), Tracy Scharn

(OIT), Sagan Wallace (OSU), Leah Cover (TESC), Stephanie Michel (UPORT), Anji Mertens (Gonzaga)

Agenda

1. Welcome! (Pam) (2 min)

2. Central Staff Update (Amy) (5 min)

- a. Alliance Recruitment
 - i. [Alliance Training Project Group](#) - [email interest](#) by **January 24**
 - ii. Alliance Connections (formerly Summer Meeting) program committee - email interest to [Elizabeth Duell](#) and [Amy C.](#) by **January 24**
- b. DEI Upcoming Training
 - i. [Safer Libraries De-escalation Training](#) from Defend Yourself - training will be February 19 at 10am; applications due **February 4**
- c. [Helmer Professional Development Award](#) - applications are due **January 17**
- d. Ex Libris Primo Webinars
 - i. What's New with Primo (February Release) - [recording](#) (to be added)
 - 1. Release notes will be published by the end of the week
 - 2. Primo NDE UI updates
 - 3. Updated [Accessibility Statement](#), [VPAT](#) (based on Aug 2024 Release), and [Primo Accessibility Roadmap](#)
 - 4. Updated [Primo Classic and Primo VE Roadmap Highlights: 2025 - 2026](#) (combined; 18 months instead of 12)
 - ii. Mixpanel User Engagement Analytics - [recording](#) (YouTube, 1:00:25)
 - 1. See [Alma 2025 Roadmap Webinar Series](#) and [Presentations and Documents - Mixpanel](#) for accompanying documentation
 - 2. Mixpanel will be the only analytics platform for Primo NDE
 - 3. Mixpanel is only available for Primo VE customers who requested early adopter access. (Alliance early adopters received access in December/January. They'll share information after they've had an opportunity to explore the platform.)
 - 4. While analytics topics usually come through Systems, I'll be sharing updates for UX perspectives.
 - iii. 2025 Primo Roadmap Highlights - January 27 at 7am Pacific ([register](#))

3. Primo Instruction: Complementary Perspectives (35-40 min)

- a. Sharing perspectives and experiences about:
 - i. Determining which platforms and interfaces to teach
 - ii. Teaching strategies and demonstrations
 - iii. Learning objectives and outcomes
 - iv. Assignments, scenarios, and activities
- b. Leah Cover (The Evergreen State College)

- i. Many interdisciplinary classes
 - ii. Understand library resources and find peer-reviewed literature; navigate library resources
 - iii. Develop clear strategies for finding and accessing resources; catalog seems like a straightforward and flexible tool for demonstrating these skills
 - iv. Understand how platforms intersect and operate - separately and together, depending on how they (students) are using them.
 - v. Roadmap:
 - 1. Define “peer-reviewed” literature
 - 2. Where to search
 - 3. Develop search language
 - 4. Connecting keywords strategically
 - 5. Evaluating search results
- c. Pamela Martin (University of Idaho)
- i. Focus on teaching composition classes; less interdisciplinary but some multidisciplinary because of topic selections
 - ii. Tend to treat Primo more as a catalog and recommend students go to databases (such as Academic Search Premier) for articles
 - iii. Preferences for filtering options in databases over ones provided in Primo
 - 1. Primo results can be overwhelming to filter from a basic search
 - 2. Databases are already limited to articles (mostly)
 - iv. Value in starting with easier resources for first-year students who are exploring topics
 - v. Also want students to know that the library provides more resources than the main search bar (which goes to Primo)
- d. Community conversation - questions, thoughts, and feedback
- i. John Repplinger (Willamette University)
 - 1. Teaches from first-year to advanced (senior) levels
 - 2. Noticed some differences in Primo setups
 - 3. Initially, Willamette’s Primo showed everything. Then, they changed the default to focus on books with additional views in the drop-down to expand to show articles and more
 - 4. Demonstrates for students how to expand from Primo focused on books, to Primo expanded to articles and more, to specific databases
 - ii. Pam: Teaching preferences might be based on how your library sets up Primo, which can differ for everyone
 - iii. Kate Wimer (George Fox University)
 - 1. Teaches from general ed all the way to doctoral students
 - 2. Goals: Trying to make sure undergraduate students are prepared to go to grad school at another institution with different systems, tools, and names

3. Teach how to navigate more than one tool, which is usually required when teach multiple databases
 4. If focus on Primo, that can limit students' ability to use the variety of library platforms and systems
- iv. Pam: Leah, have you had problems with students getting confused with Primo?
1. Leah: Students getting stuck when looking for articles if they don't know to adjust the scope from "Evergreen & Summit" (default) to "Articles and more." Also, students will choose "Journals" from "Material Type" dropdown menu assuming that they'll get journal articles, not journal titles.
- v. Poll: Do you use Primo for instruction?
1. Most of the time (9/25) 36%
 2. Sometimes yes, sometimes no (9/25) 36%
 3. Depends on the class (8/25) 32%
 4. Rarely (7/25) 28%
 5. Never (0/25) 0%
- vi. Ren Thomas (The Evergreen State College):
1. Using Primo to teach specific skills, but hearing that folks who aren't teaching from Primo as much are still focusing on teaching those same skills. Maybe the platform being taught is less important.
 2. Wonders if some of our issues with Primo could be solved by greater departmental connectivity to learn from each others' work.
- vii. Kate: Are there opportunities to collaboratively share adjustments, awareness, and settings to correct user pain points?
1. Amy: Yes - let's start with the DUX discussion list to help narrow down topics. Then, we can identify potential items for collaborative work in DUX groups.

4. Open Conversation or Questions (All) (5-10 min)

- a. This can be related to topics from today's call, or general items you'd like to discuss.
- b. It's okay if you have thoughts that are not fully formed into beautiful sentences, or if you have more of a partial question than a defined request or comment.

5. No updates from DUX Standing Groups this week

- a. Work continues on the projects [shared during the October](#) DUX Community Call

December 18, 2024

Attendees (add your name and member library as you join):

Janet Calderon (Reed College), Veronica Vichit-Vadakan (Portland Community College), Daniel Dolan-Derks (Gonzaga University), E.J. Carter (Lewis & Clark), Kate Wimer (George Fox), Jen Saulnier Lange (Washington State University), Blake Galbreath (WSU), April Witteveen (OSU-Cascades), Jackie Holodak (OIT-PM), Alex Kim (UW), Lise Stephens (Clackamas CC), Stephanie Brown (Pacific University), Julie Drengson (OSU-Newport), Rami Attebury (UID), Curt Pavia (WWU) Taylor Ralph (OSU), Alla Powers (OIT-KF), Leah Cover (TESC), Ren Thomas (TESC), Stephanie Michel (UPORT)

Agenda

1. Welcome! (Veronica) (5 min)

- a. Favorite soup or holiday meal? (Do you have a favorite recipe?)

[Shared recipes are linked]

- i. [Creamy Spiced Cauliflower Soup](#)
- ii. Pozole
- iii. [Lobscouse](#)
- iv. [One Pot Chicken and Rice](#)
- v. [Spanish Potato Soup with Chorizo](#)
- vi. [Slow Cooker Spicy Black Bean and Sweet Potato Chili](#) (might be behind a paywall)
- vii. [Thai Green Curry with Spring Vegetables](#)
- viii. Chicken and Gnocchi
- ix. [Caldo Verde ~ Portuguese Green Soup](#)

2. Central Staff Update (Amy) (3 min)

- a. [ADA Title II](#) - [summary](#) and [considerations](#) documents.

- i. Please share feedback or questions.
- ii. These documents are designed for easy updates as we all continue to learn about the ADA Title II updates and how libraries will and are responding to them.

- b. [John F. Helmer Professional Development Award](#)

- i. The current award program supports efforts to promote collaboration and learning across the Orbis Cascade Alliance.
- ii. For example, funding could support a workshop, a one-day symposium, a collaborative learning program, or a guest speaker/trainer.
- iii. Alliance working groups and individual member staff are encouraged to submit applications.
- iv. Proposals are due **January 17, 2025**.

3. DUX Town Hall (Veronica) (35-45 min)

- a. Current status of DCESG's conversations to plan these calls
- b. Trends, User Behaviors, Experiences, & Questions
 - i. Searching

1. What are some user trends you're seeing? (students, faculty/staff, public visitors)
 - a. When working with students 1:1, it seems like students are unsure about how to filter information. They'll also often start with Google and then get bogged down by the new AI Overview that Google offers, which can sometimes lead to false articles. This then leads to conversations about how to identify relevant articles and sharing tools to help them continue their research on their own.
 - b. Another aspect is "low computer literacy." Many students are well-trained on Google on a mobile device. They may not be looking past the first thing on the page - the AI Overview, the first few results, etc. They're not thinking to look further. This can create awkward conversations to have about our tools.
 - c. Because of the Google training that we have, another approach is to honor those skills, which can help build confidence in academic search skills. Transfer work from random Google searches - scaffold with more fine-tuning things. Become a hype person to adjust Google search skills to more advanced search skills.
 - d. Recognizing the range in skills and confidence for first generation students or returning students who may feel awkward about their academic skill sets.
2. Are you adjusting how you search and/or how you talk about searching?
 - a. This often depends on context and topic.
 - b. Also use Google for own searching, and share that information with students. Recognizing the breadth and depth of available tools and differentiating between resources.
 - c. Working with gen ed classes to stop requiring that every single source for their persuasive speech be from the library, especially if the topics don't align with common curriculum.
 - d. [Question Formulation Technique](#) (QFT) from the Right Question Institute is a great resource to help!
 - e. This relates to broader struggles with what types of resources to use with different types of projects.
 - f. A related struggle is not hearing from students when resources aren't working (service outages). They seem to have presumed user error - thinking it's an issue with them rather than reaching out to the library to ask if platforms/systems are down.

1. When and how do you use Primo for searching?
 - a. When working with first years, usually instruct them to go to Primo first and compare it to Google as having a lot of stuff (not everything, but a lot of things). Try databases after Primo, after they've clarified their search needs.
 - b. Similar approach - start with Primo and then introduce databases as opportunities to narrow down results or get a different experience. This can backfire if they start with databases first - share perspectives of going back and forth from broad (Primo) to narrow (databases).
 - c. Another potential comparison for Primo could be Amazon, especially for known-item searches.
 - d. Tend to go directly to library databases unless looking for known items. Student workers at the research desk tend to go to Primo first. Find it interesting that that's their go-to tool, even though they probably could have found more relevant results by going to a database, first.
 - e. Primo also feels like a black box search. "The parameters are so fuzzy (and it often seems to disregard my more specific requests)."
 - i. "With Primo, especially when searching books + articles, there are still too many occasions when I can't explain why an item appeared in my search results, or why it appeared above other (seemingly more relevant) results"
2. Are there folks here who use Primo as a primary search for instruction?
 - a. It can be helpful when teaching "both/and" scenarios, such as benefits and drawbacks of both Primo and databases. Also helpful to clarify connections between Primo and databases.
 - b. Primo is also helpful for interdisciplinary search needs.
 - c. Exploring ways of using Primo more often for instruction - finding that students aren't necessarily identifying how Primo connects to databases, which is important when instructors give assignments that require sources from library databases.
 - d. Primo contributes to obscuring how the library information landscape is stitched together. When we want to show how information sources are both disparate and connected, Primo makes that hard. Want to manage the experience of connecting from one resource to another to show how resources intersect and run parallel to each other.

3. When do you avoid it?
 - a. (Combined in responses to other questions.)
4. Have your attitudes about Primo changed? If so, how and what changed your mind?
 - a. Attitudes have mostly changed because of trying to tame and configure it. Primo is both slick and bumpy at the same time, mostly because it's really bumpy where it tries to be slick.
 - b. Efforts to improve relevance and remove crappy results, but there's only so much we can do.
5. Why are some people staying away from Primo? What barriers are they encountering?
 - a. Primo over-retrieves information.
 - b. It emphasizes quantity over quality.
 - c. "'Discovery Tool' is the only library jargon I insist on in instruction, and I often combine it with calling Primo a golden retriever."
 - i. "Here, have a random synonym!"
 - ii. "I combined your search... because I love you (Dug from Up)"
- iii. Community interactions
 1. Are there other aspects of these topics you'd like to discuss?
 - a. "We had a question at OSU about how neat it would be if there were analytics that could capture trends on searching- like we may have a sense that students, etc are getting a lot of questions on a certain thing, but we can't know for sure..."
 2. Questions about the "D for Diversity" version of DUX:
 - a. When should topics/questions be directed to Systems, DUX, and/or both?
 - b. The user side of Primo, especially Reference/Instruction/user experience, has been a bit lost after the transition (transition from "D for Discovery" to "D for Diversity").

4. No updates from DUX Standing Groups this week

- a. Work continues on the projects [shared during the October](#) DUX Community Call

November 20, 2024

Attendees (add your name and member library as you join): Theresa Yancey (Chemeketa CC), Veronica Vichit-Vadakan (Portland Community College), Kate Wimer (George Fox), Jen Saulnier Lange (WSU), Taylor Ralph (OSU), Erin McCaslin Kooyman (OSU), Pamela N Martin (Idaho), Jackie Holodak (OIT), Maureen Barney (Linfield), Adam Epp (LCC), Rami Attebury

(UID), Michelle Desilets (PSU), Galin Brown (WU-LAW), Ella Padden (UO), Doug Eriksen (SU), Zachary Grant (Clark), Sara Bystrom (PNCA), Stephanie Brown (Pacific University), Michele DeSilva (COCC), Jane Littlefield (Clackamas CC), Curt Pavia (WWU), Carlos Torres (SU), Daniel Dolan-Derks (Gonzaga University), Qing Stellwagen (EWU), Blake Galbreath (WSU), Lizzie Aubrey (SOU), Julie Drengson (OSU-Newport), Lise Stephens (ClackamasCC), Janet Calderon (Reed), Kim Olson-Charles (EOU), Amy Coughenour (Alliance)

Agenda

1. Welcome! (Pam) (3 min)

- a. What is your experience with AI? (interactive poll)
 - i. not familiar 7% (2/30)
 - ii. becoming more familiar 67% (20/30)
 - iii. pretty familiar 17% (5/30)
 - iv. feeling overwhelmed about it 30% (9/30)
 - v. frustrated 17% (5/30)
 - vi. confused by how people are talking about it 7% (2/30)
 - vii. curious 40% (12/30)
 - viii. excited 20% (6/30)
 - ix. want more practical information (how to apply it) 30% (9/30)
 - x. trying some things out 47% (14/30)
 - xi. add more thoughts in chat!
 1. Maybe consider the feeling, "concerned", with how it is being applied to products that don't need it and what people are trying to accomplish
 2. Along with what they think it can do.
 3. I'd like to bury my head in the sand, but it's not looking possible!

2. Central Staff Update (Amy) (5 min)

- a. Balancing this community space and recording DUX Calls
- b. [John F. Helmer Professional Development Award](#)
 - i. The current award program supports efforts to promote collaboration and learning across the Orbis Cascade Alliance.
 - ii. For example, funding could support a workshop, a one-day symposium, a collaborative learning program, or a guest speaker/trainer.
 - iii. Alliance working groups and individual member staff are encouraged to submit applications.
 - iv. Proposals are due **January 17, 2025**.
- c. Ex Libris Items
 - i. Zoom into the Next Discovery Experience (NDE) - [recording](#) and [slides](#) posted from the Ex Libris webinar (Nov 13)
 - ii. Primo verbatim search issue
 1. Related an update from the Nov 2024 Release: [Verbatim Search Option for CDI Searches](#)

2. On Nov 14, folks on the [ELUNA Primo list](#) started reporting issues with verbatim searches for articles (article titles wrapped in double quotation marks). These searches are frequently not working in CDI searches, which is creating negative impacts for users and for ILL.
3. Examples:
 - a. ["Inotropic interventions in the assessment of myocardial failure"](#) (search failed)
 - b. ["Normativity, Epistemic Rationality, and Noisy Statistical Evidence"](#) (search failed)
 - c. ["whale snow iñupiat, climate change, and multispecies resilience in arctic alaska"](#) (full title search only retrieved local catalog results; shortened to ["whale snow: iñupiat, climate change"](#) retrieves local catalog + CDI results)
4. Some folks reported a difference between smart/curly double quotation marks ("") and straight quotation marks (""). Most haven't experienced a difference. Some reported that brackets ({}) work (such as used in Elsevier products), but that could just be Primo ignoring the brackets (i.e., functioning the same as no double quotation marks).
5. Per Amy Pemble on Nov 19, Ex Libris will deploy a hot fix for this issue on Nov 20.

iii. Primo labels

1. There are early reports of Primo labels changing or reverting to defaults, especially for resource sharing.
2. Are UX folks tracking similar issues elsewhere for Primo?

3. AI in Practice (Exploring AI Research Assistants) (30-35 min total)

- a. Kate Wimer, George Fox University
- b. Taylor Ralph, Oregon State University
 - i. [Oregon State University Libraries & Press Strategic Action Plan 2024-2026](#)
 - ii. Bridges, L. M., McElroy, K., & Welhouse, Z. (2024). [Generative Artificial Intelligence: 8 Critical Questions for Libraries](#). *Journal of Library Administration*, 64(1). DOI: [10.1080/01930826.2024.2292484](#)

4. Open Conversation or Questions (All) (10-15 min)

- a. Potential discussion questions from the DCESG:
 - i. How have AI assistants in library systems been working for you and your library? What do students and professors think?
 - ii. What problems have you encountered with AI in library platforms?
 - iii. What is working well about embedding AI in library platforms?
 - iv. What testing or feedback did you incorporate when considering an AI tool?

- v. What did your library consider when planning to communicate the addition of AI tools in your resources?
- b. Add your questions, too! 😊**
 - i. What accessibility problems are students, staff or faculty encountering when using the AI Research Assistant? - Zachary G. @ Clark
 - 1. No specific problems have been reported, yet. Accessibility testing is to come. So far, when folks have asked vendors to share accessibility information, responses have been limited to referrals to technical teams. The group discussed responses to those referrals that go beyond VPATs/ACRs. For example: asking about what assistive technology vendors use with their testing/audits, and what types of prompts or search strategies they incorporate.
 - ii. Can these AI assistants identify gaps in literature? (Tell us what's not there?) Guess that's another way of asking if AI can tell us what it doesn't know....- Pam @ Idaho
 - 1. They may be able to help "smooth the corners," but Kate and Taylor don't think they'll be able to provide clear responses.
 - iii. Do we have access to statistics from Primo to know if users are accessing the Primo RA first before starting a search in the catalog? - Janet @ Reed
 - 1. Yes, there are some actions recorded in Primo Analytics. More information is shared by Ex Libris at: [Getting Started with Primo Research Assistant](#) > [Analytics for Primo Research Assistant](#)

5. No updates from DUX Standing Groups this week

- a. Work continues on the projects [shared during the October](#) DUX Community Call

October 16, 2024

Attendees (add your name and member library as you join): Amy Coughenour (Alliance), Sophia DuVal (Whitworth), Taylor Ralph (Oregon State), Ella Padden (UO), Kate Wimer (George Fox), Leah Cover (The Evergreen State College), Peggy Burge (Univ. of Puget Sound), Pavel Batalov (Univ. of Puget Sound), Tracy Scharn (OIT), Ren Thomas (The Evergreen State College), Michelle Desilets (PSU), Alex Kim (Univ. of Washington), Zachary Grant (Clark), Veronica Vichit-Vadakan (Portland Community College), Qing Stellwagen (EWU), Devon Erdman (University of Idaho), Theresa Yancey (Chemeketa Community College), Pamela Martin (University of Idaho)

Agenda

- 1. Welcome! (Amy) (3 min)

2. Central Staff Updates (Amy) (3 min)

- a. [SCTS Days](#) (October 22-24) - registration reminder
- b. Ex Libris - October 2 outage
 - i. Root Cause Analysis from Ex Libris (Tamara's email to discussion lists)
 - ii. [Alma/Primo Down Recommendations](#) (new) from Alliance Program Managers
- c. Ex Libris - webinars
 - i. What's New with Primo (Nov Release) - [YouTube](#) and [PDF](#)
 - ii. [From Theory to Real AI Solutions – Enhance Library Services for Users and Staff](#) - November 7 at 8am
 - iii. [Zoom into the Next Discovery Experience \(NDE\)](#) - November 13 at 7am

3. Introductions from DUX Standing Groups (see below) (10-15 min)

- a. [Accessibility Standing Group](#) (ASG) - Pavel Batalov, Chair
 - i. Collaborating with the [User Experience Standing Group](#) (UXSG) for the ASG-UXSG community needs assessment.
 - ii. Identify future resources and training focused on [cognitive diversity and neuroinclusion](#), as well as accessibility testing techniques
 - iii. Maintain and develop collaborative relationships
 - iv. Ongoing maintenance and improvement of the [Accessibility Toolkit](#)
- b. [Diversity, Equity, and Inclusion Standing Group](#) (DEISG) - Lizzie Aubrey, Chair
 - i. [DEI Training Series](#) - anti-bias and anti-harassment topics
 - 1. [Applications](#) for [Navigating Our Unconscious: Strategies for Managing Implicit Bias](#) are due by **5pm on October 21**
 - 2. Plans for additional training sessions on similar topics
 - ii. [DEI Key Terms and Concepts](#) - updates for Race and Racism section; development of an additional section
 - iii. Exploring other areas for sharing resources and best practices, such as for intellectual freedom issues
- c. [DUX Community Engagement Standing Group](#) (DCESG) - Pamela Martin, Chair
 - i. Planning these types of events - community calls
 - ii. Will be reaching out for feedback - what's helpful for you and what you're doing; help us shape these conversations and identify the topics we want to learn from each other
- d. [User Experience Standing Group](#) (UXSG) - Leah Cover, Chair
 - i. Collaborating with the [Accessibility Standing Group](#) (ASG) for the ASG-UXSG community needs assessment.
 - ii. Keep an eye out for future community engagement and training focused on research methods and techniques. (Some may be during DUX Community Calls!)
 - iii. Ongoing maintenance and improvement of UX documentation ([User Testing Toolkit](#) and [User Experience in Physical Spaces](#)).

4. Upcoming Year (Amy) (10 min)

- a. Last May, shared a [Program Year in Review](#) (Google Slides)
- b. This October, sharing an [Upcoming Year in Context](#) (Google Slides)

5. Feedback Conversations (20-25 min)

- a. We'd like your feedback for conversation topics for the year. [Last year](#), we discussed reference services and generative AI, including:
 - i. Cooperative Reference Services & Models (December 2023)
 - ii. Reference Models: Research & Writing Studio; Student Reference Assistants; Collaboration with Campus Departments (January 2024)
 - iii. Library Instruction and AI (March 2024)
 - iv. AI Conversations: Exploring and Sharing AI LibGuides (April 2024)
- b. **What are you excited about doing this year? What are you curious about?**
(*This could include ADA Title II, Primo Research Assistant, DEI training, accessibility audits, user experience research, library instruction, and more.*)
 - i. Zachary Grant (Clark): How all these different AI tools (primarily Primo) will work. Curious about accessibility portions of these tools and where there may be issues of concern, especially with screen readers. ADA Title II and conversations with vendors. Vendors are aware but not yet doing the work.
 - ii. Taylor Ralph (OSU): Excited about user testing for ILL and our article delivery service (article galaxy scholar). We are looking at terminology and descriptions and how they are causing barriers to use to see if we can make positive changes.
 - iii. Veronica Vichit-Vadakan (PCC): Considering moving to a more Primo-centered instruction model rather than individual databases. Interested to hear from institutions who're already doing this and what recommendations they may have. Considerations: instruction, accessibility, systems configurations and customizations to enable better discovery.
 - iv. Michelle Desilets (PSU): At PSU, our Learning Objects Committee has developed a peer review process for libguides that I'm excited to try out this year. And focusing on accessibility and best practices.
 - v. Kate Wimer (George Fox): Doing all the new things this year - EBSCO UI, LibGuides new beta A-Z, Primo Research Assistant, AI in three of their platforms. Looking forward to conversations with others doing this work.
- c. **What challenges could you use help with?**
 - i. Kate Wimer (George Fox): Is anybody else seeing the right-click "search Google for [x]" behavior from users?
 - ii. Zachary Grant (Clark): How about integrating AI into instruction?

- iii. Theresa Yancey (Chemeketa): Outreach to and promotion of library resources for some CTE (Career Technical Education) programs, especially applied technology
- iv. Veronica Vichit-Vadakan (PCC): We are struggling with collecting in non-English languages.
- v. Kate Wimer (George Fox): Talking about the increasing black-box nature of online searching?
- d. Zoom Polls
(These will help us prioritize your feedback.)
 - i. What DUX-related topics would you like to discuss this year?
 - 1. accessibility 10/18 (56%)
 - 2. user experience 11/18 (61%)
 - 3. diversity, equity, and inclusion 10/18 (56%)
 - 4. teaching and learning 13/18 (72%)
 - 5. reference services 7/18 (39%)
 - 6. other (please add in the Zoom chat or Q&A) 0/18 (0%)
 - ii. How would you like us to engage with you during DUX Community Calls?
 - 1. demonstrations (e.g., screenshares, sample uses/workflows) 14/17 (82%)
 - 2. discussions - small group (e.g., breakout rooms) 5/17 (29%)
 - 3. discussions - full group (e.g., no breakout rooms; size varies) 12/17 (71%)
 - 4. presentations (e.g., speaker-led) 13/17 (76%)
 - 5. workshops (e.g., interactive) 11/17 (65%)
 - 6. other (please add in the Zoom chat or Q&A) 0/17 (0%)

6. Open Conversation or Questions (All) (5-10 min)

- a. This can be related to topics from today's call, or general items you'd like to discuss.
- b. It's okay if you have thoughts that are not fully formed into beautiful sentences, or if you have more of a partial question than a defined request or comment.

Date (Template)

Attendees (add your name and member library as you join):

Agenda

1. Welcome! (Pam) (3 min)

a.

2. Central Staff Update (Amy) (3 min)

a.

3. Updates from DUX Standing Groups (see below) (10-15 min)

- a. [Accessibility Standing Group](#) (ASG) - Ren Thomas, Chair
 - i.
- b. [Diversity, Equity, and Inclusion Standing Group](#) (DEISG) - Lizzie Aubrey, Chair
 - i.
- c. [DUX Community Engagement Standing Group](#) (DCESG) - Pamela Martin, Chair
 - i.
- d. [User Experience Standing Group](#) (UXSG) - Leah Cover, Chair
 - i.

4. Conversation Topic (30-35 min)

- a.

5. Open Conversation or Questions (All) (5-10 min)

- a. This can be related to topics from today's call, or general items you'd like to discuss.
- b. It's okay if you have thoughts that are not fully formed into beautiful sentences, or if you have more of a partial question than a defined request or comment.