

Present: Zahin, Megan, Soha, Elizabeth, Nabila, Brooke, Maryke, Rebecca

- I. From previous meetings:
 - The FYS write-in went well, thanks for coming!
 - The book giveaway and Jaswal reading: also very well attended.
 - Mental health resources signs: Maryke brought a draft sign and asked for feedback. Suggestions included: putting a QR code on it and including Mosaic counseling.

- II. Questions from James: proactive pop-up chat on the library website?
 - There was good discussion about this, with most people agreeing something would be preferable because it alerts users to our chat service. One person did not like chat pop-ups, but thought that doing a static pop-up chat window would not be too intrusive (as opposed to one that follows you as your scroll through a page).
 - Suggestion: maybe 1 minute before it pops up? Everyone agreed 3 minutes would be too long.
 - A question that came up: when you start using it, will it follow (or open a separate window) so you don't accidentally lose it?
 - Answer: it will turn into a separate window.
 - Good places for Chat:
 - OneSearch, databases, ILL, Libguides, Homepage
 - James really appreciated your feedback and is testing pop-up chat!

- III. Exams: extended hours and other stuff.
 - Snack suggestions: people suggested a balance between salty and sweet. In particular people asked for FRESH FRUIT.
 - Stress busters: coloring, stretching suggestions, stress balls, puzzles like Sudoku, a sign telling people where the graphic novels are.

- IV. Student concern: the bike rack is blocked by the golf cart – can it be moved back?
 - We share the golf cart with media services – we'll talk to them and get back to the group!

- V. Discussions of FYS read in January, February: what do you love/hate in a book discussion? If you read *Crazy Brave*, is there anything you think is really important to discuss?
 - Suggestions included:
 - Relating the book to people's lives, to avoid the discussion being just a summary.
 - Asking questions that allow readers to be reflective.
 - Making the questions available in advance, but make it clear that answering them is not required (it's not homework).
 - Starting with small groups and then moving to a large group.
 - Make it fun and exciting, have energy.

VI. Drinks/food survey about LSAB meetings: how are we doing, what would you like for these meetings?

- Everyone likes the food!

VII. Staff Guest, Maryke: History, current projects of the Working Group on Slavery

- Maryke is a member of the Hollins Working Group on Slavery and its Contemporary Legacies, and provided everyone with information about what the group is doing. First, the group's meetings and schedule are all posted on their website: <https://wgscl.press.hollins.edu/>. Please join if you're interested: there are no requirements, just talk to any of the members or come to the next meeting.
- A few things the group has done:
 - An archaeological dig on campus on a site believed to be a building where enslaved people would have worked.
 - Universities Studying Slavery conference.
 - Created the first Hollins Day (formerly known as Founder's Day) for the 175th anniversary of Hollins. This included readings by students, faculty and staff of quotes and narratives from Hollins history, with special emphasis on inclusivity.
 - Developed relationships with members of the Hollins Community, including the direct descendants of enslaved people who worked on the Hollins Campus.
 - Taught a J-Term class on enslavement in Hollins' history (it is being taught again this J-Term, by Jon Bohland).
- Other things they're working: a walking tour app, to use locations around campus to teach this history; reclaiming of a historic cemetery on Plantation Road; and an institutional apology for the use of enslaved people by Hollins University.
 - This also led to a question about why we keep the yearbooks around when they include racist imagery, like blackface. From a library perspective, it's important for us to make our history available – ALL of it because we don't want to censor or hide our institution's history. Our print and online yearbooks include this note:
 - This digital archive includes all copies of the Spinster without abridgement or exclusions. Images contained in the digital archives and in the originally published yearbooks contain, in some years, pictures or content that is offensive and is not condoned by the University. We maintain the full contents of each issue of the yearbook for historical accuracy but we believe it is important to provide additional educational context to learn from these depictions or incidents of cultural appropriation. We have linked to educational materials from the specific yearbooks where the issue has arisen. Hollins encourages you to visit <https://libguides.hollins.edu/blackface> to learn more about the history of blackface and its impact.
 - This is something that we, and historically white institutions across the country, are still working on. We welcome your questions, input, and suggestions about how to make this information available, while being respectful toward those impacted by this information.

