

PLP Innovation and Technology Opportunity Grant Program Application

Library Name: CSU Monterey Bay - Tanimura & Antle Family Memorial Library

Project Title: OtterPod - a social science and public humanities podcast

Select criteria that you are applying under (check all that apply):

- Service that introduces a new idea, program or vision that is not currently used in libraries in response to the COVID-19 pandemic.
- Service that may benefit other PLP members in response to the COVID-19 pandemic.
- Service that may benefit other California libraries in response to the COVID-19 pandemic.

1. Please provide a one paragraph project summary.

In Fall of 2020 we will launch the OtterPod, a social science and public humanities podcast by CSUMB undergraduates that focuses on issues of social, racial, and environmental justice aimed at using storytelling to validate different ways of knowing and diverse lived experiences. In future semesters we intend to expand the podcast to include other disciplines across campus. One of the most important topics we hope to document is the impact of the COVID-19 pandemic through the eyes of the students. The podcast will stream from the [CSUMB Digital Commons](#), and any CSUMB students can submit episodes which will go through an editorial board review before being uploaded for streaming from the platform. Students can then list podcast production on their resumes. CSUMB instructors can use the [guides to podcasting](#) that we have created in their own courses and have students complete research projects in the form of podcast episodes, which can then stream from the OtterPod.

2. Please provide a detailed description of the proposed project including the population served and the demographics of that population.

In Fall of 2020 we will launch the OtterPod, a social science and public humanities podcast by CSUMB undergraduates that focuses on issues of social, racial, and environmental justice aimed at using storytelling to validate different ways of knowing and diverse lived experiences. In future semesters we intend to expand the podcast to include other disciplines across campus. The podcast will stream from the [CSUMB Digital Commons](#), and any CSUMB students can submit episodes which will go through an editorial board review before being uploaded for streaming from the platform. Students can then list podcast production on their resumes. CSUMB

instructors can use the [guides to podcasting](#) that we have created in their own classes and have students complete research projects in the form of podcast episodes, which can then stream from the OtterPod.

Students will learn to use podcasting as a medium for disseminating knowledge and scholarly research. In the Fall of 2020, to launch the platform, students enrolled in *Global Studies 336: Cultural Geography* and *Social & Behavioral Studies 364: The Japanese Internment Camps* and will produce their semester-long research projects in the form of 8-15min-long podcast episodes, which will then be submitted to review for streaming from the Digital Commons. Students will utilize the free, open-source software Audacity to produce their podcast episodes.

The Covid-19 pandemic has necessitated online/remote-learning for the 2020-2021 academic year, and into the foreseeable future. Producing podcast episodes is a skill and method of disseminating research that students can learn from home with just a computer or a smartphone, and the free, open-source software from Audacity.

3. What are the goals and objectives of the project?

To make scholarly research accessible to a wider audience; to learn to use storytelling/podcasting as a medium for disseminating knowledge and research; to learn how to use Audacity to edit, mix, and produce professional-quality podcast episodes; to use storytelling to validate diverse ways of knowing, lived experiences, and positionalities; to utilize alternative media to showcase and disseminate students' academic research; to include a diverse range of stories and voices (teaching students to always think about who needs to be included in the conversation); to feature underrepresented voices in mainstream academic publications.

4. Explain how this project fits with the library's strategic directions.

[Library's Priorities Based on University Strategic Plan](#)

Student Success - "Maintain a robust open access digital repository to preserve CSUMB scholarship and creative works" - the OtterPod meets this element of the strategic plan by creating a digital repository and streaming platform for student-produced social science and public humanities podcast episodes, both as part of their coursework but also as independent projects outside of class.

"Commit to proactive outreach within the CSUMB community" - "Seek opportunities to collaborate with partners university-wide in support of student success" - the OtterPod meets this element of the strategic plan by making scholarly research accessible to a wider audience, including community voices and experiences in ways that validate diverse ways of knowing, lived experiences, and

positionalities, and including a range of stories and voices within and beyond the Monterey Bay community. For example, Service Learning (which involves volunteering in the local community and with community organizations) is required for graduation at CSUMB, and we anticipate service-learning students creating podcast episodes that represent and promote the work of these local organizations.

“Provide students with experiences and skills to enhance their sense of social responsibility and commitment to social justice at home and in the world” - the OtterPod meets this element of the strategic plan by training students step-by-step in how to produce a professional-quality podcast episode using the free, open-source Audacity software. This is a skill that students can then list on their resumes, and former students of Dr. Salazar Hughes who produced podcast episodes for class assignments have since gone on to intern for podcasts at NPR. From our comprehensive [Guide: Recording a Podcast](#): “You might have noticed, but podcasts are EVERYWHERE and come in all sorts of varieties. In fact, we’re living in what many people are calling a new “Golden Age” for audio. We’ve already seen that audio CAN go viral (ahem, Serial, S-Town...) in podcast form. And thanks to our cell phones, most of us are carrying around a kind of digital audio player and recorder with us all the time. Today more people than ever are getting creative with podcasting as a form of intimate, engaging storytelling. In other words, people are listening — not just to journalists or comedians, but also to ordinary people who decide to share their stories, expertise, and ideas.” Our students in particular are producing podcast episodes related to social and environmental justice, and which are aimed at using storytelling to validate different ways of knowing and diverse lived experiences.

“Provide increased opportunities for student, faculty, and community research collaboration” - the OtterPod meets this element of the strategic plan by providing students experience with disseminating academic/scholarly research in the form of a podcast episode, so as to make scholarly research accessible to a wider audience. Students in Global Studies 336: Cultural Geography in Fall 2020 will produce their podcast episodes in groups/teams, giving students experience in collaborating on creative and scholarly work under the direction of the instructor.

5. Please include your project timeline (include detail of activities).

Summer 2020: created the [Guide: Recording a Podcast](#) (which includes five scaffolded podcasting assignments that prepare students for producing a podcast from start to finish - from gathering ideas to exporting their finished audiofile), a step-by-step guide for [Learning to Use Audacity](#) (free, open-source software for editing and mixing audio files), and a [Podcasting final research assignment](#) for Global Studies 336: Cultural Geography (a modified assignment will be assigned for Social & Behavioral Studies 364 The Japanese Internment Camps).

Fall 2020 (October-November): The OtterPod will be set up to stream from the CSUMB Digital Commons, featuring an introductory/teaser episode by executive producers Sara Salazar Hughes (Assistant Professor of Global Studies) and Lizeth Zepeda (Research and Instruction Librarian). Criteria for episodes accepted for streaming from the platform will be agreed upon by the editorial board (Dr. Sara Salazar Hughes, Lizeth Zepeda, and Dr. Chrissy Lau) and posted for students along with instructions for submission and the podcasting guides.

Fall 2020 (December): Accepted episodes from students in Global Studies 336: Cultural Geography and Social & Behavioral Studies 364 The Japanese Internment Camps will stream from the OtterPod, hosted on the CSUMB Digital Commons.

Spring 2021: The editorial board will discuss plans to promote the podcast to students across the social sciences and public humanities (there is already interest from instructors in the Humanities and Communications Department at CSUMB).

Summer 2021: The editorial board will discuss plans to extend the podcast to other disciplines on campus beyond the social sciences and public humanities. Additionally there will be initiative and Podcast Workshops at the CSUMB Library to collect podcast stories about the CSUMB communities experiences during the COVID-19 pandemic.

Fall 2021: Podcasting equipment will be available for CSUMB students to check out from the CSUMB library. The editorial board/student assistants will record a step-by-step visual guide to editing/mixing audio in Audacity, so that we no longer need to pay for the lesson “Learning Audacity” by Garrick Chow from LinkedIn Learning. This will eliminate one ongoing cost of teaching students to produce podcast episodes. The editorial board will reach out to instructors in other disciplines (beyond the social sciences and public humanities) to gauge interest in utilizing podcasts as assignments in their courses.

6. Please include your project budget. (Note: Indirect costs are not allowed).

Budget total: \$4,157.19 (includes microphones, Linked-In Learning lesson “Learning Audacity,” and external harddrive)

So that instructors can be assured that every student in their class will have the necessary equipment (most classes are capped around 30 students), and so that there is equipment available for CSUMB students not enrolled in a class with a podcasting research assignment, we’re estimating for equipment for 45 students to be able to check-out from the library.

- 45 microphones - **\$1,787.7** total

- **\$721.20** for 15 “field” microphones - [Professional Grade Lavalier Lapel Microphone Omnidirectional Mic with Easy Clip On System Perfect for Recording Youtube / Interview / Video Conference / Podcast / Voice Dictation / iPhone/ASMR](#) (\$48.08 each including 3-year protection plan and including tax)
- **\$1,066.50** for 30 “desk” microphones - [USB Microphone, Fine Plug & Play Home Studio USB Condenser Microphone for Skype, Recordings for YouTube, Google Voice Search, Games\(Windows/Mac\)-K668](#) (\$35.55 each including tax)
- LinkedIn Learning subscription - Annual Fee to cover 50 users is \$7,750, and the Annual Fee to cover the full campus (8,200 users) is \$42,000. Since we are priced out of this option at this time, the Linked-In learning lesson utilized for the OtterPod is **“Learning Audacity” by Garrick Chow**, released on LinkedIn Learning on 30 Jan 2020 (**\$39.99** to purchase just this one lesson): <https://www.linkedin.com/learning/search?keywords=audacity> (1:41:00min). To purchase the lesson for 50 users would cost **\$2000**. In the future, to eliminate this cost, we would record our own professional-quality, multi-chapter lesson for learning the free, open source audio editing software Audacity.
- External harddrive for backing up and storing episode submissions (password protected and with 3TB storage) - **\$369.49** with 3yr protection plan and after tax https://www.amazon.com/dp/B074P1SD9N?linkCode=ogi&tag=pop-lift-20&ascsubtag=%5Bartid%7C10060.a.31787710%5Bsrc%7Carb_ga_pop_d_bm_h_p_a31787710%5Bch%7C06a102992eda0e8ff077002a30378feb%5Blt%7C&th=1

7. Please indicate how you will evaluate the success of your project.

For Fall 2020, the launch of the podcast will be deemed successful if $\frac{3}{4}$ of students enrolled in *Global Studies 336: Cultural Geography* and *Social & Behavioral Studies 364: The Japanese Internment Camps* produce podcasts of a quality high enough for streaming from the OtterPod.

In subsequent semesters, the OtterPod will be deemed successful if 5-10 students submit podcast episodes, with at least half of a quality high enough for streaming from the OtterPod, and if at least $\frac{3}{4}$ of podcasting equipment available for check-out in the library is borrowed by students each semester.

8. Please indicate how the project will be sustained after the grant term is over.

This project will be archived and preserved at the [CSUMB Digital Commons](#). The podcasts will have metadata and tags and will be accessible through the CSUMB website and Google. Submissions will be reviewed every year by an editorial board and will be open for anyone interested in uploading a podcast to the repository. The



partners in this grant will outreach with workshops to other professors to use podcasts in their courses.

The LinkedIn Learning courses that we will be working with to teach students how to make podcasts will not be permanent. The LinkedIn Learning tool will provide the instructors and students in the CSUMB campus in an accessible way to create and teach podcasts. We will also be creating a research guide hosted in the library's website available to view by anyone interested in creating podcasts.