College & Research Libraries news

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Product screen capture as of August 2021. Actual interface may vary.

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Features

Departments

This month's cover features detail from Folio 14v., a richly colored, full-page miniature of the Pentecost from the *Book of Hours, use of Netherlands,* c.1450 (Catholic Church). The miniatures are professionally painted with life-like, long-stretched figures partaking in different ceremonies, in this case the Pentecost. The festival of Pentecost Sunday, or Whitsunday, is still important to Christians today because it represents the beginning of the Christian Church. The name is derived from the Greek word *pentekoste,* which means 50th as Pentecost Sunday takes place on the 50th day of Easter. The image is part of the University of Southern California (USC) Libraries' collection of Illuminated Medieval and Renaissance Manuscripts, Incunabula, and Rare Books. Learn more about the digitization of the collection on page 420. USC Digital Library, USC Special Collections, Z105.5 1450. C378. University of Southern California.

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In the news

Welcome to the October 2021 issue of *C&RL News.* We start out this month with the latest installment of our Perspectives on the Framework column. Veronica Arellano Douglas, Emily Deal, and Carolina Hernandez of the University of Houston discuss their use of experiential scenarios as teaching tools in "Valuing the everyday."

At Ohio University, librarians use archival materials from a local mental health institution to connect first-year psychology majors to the library. Paul C. Campbell and Stacey Lavender write about the project in their article "Approaching freshman library one-shots in an unconventional way." In this issue's The Way I See It essay, Joel M. Burkholder looks at taking information literacy "From the shelves and into the world" through music.

Using gamification as a learning tool is the focus of this month's Scholarly Communication column highlighting "The Open Axis video game" developed at UCLA, while Vincent F. Scalfani of the University of Alabama writes about his adventures "Using the Linux operating system full-time" in our latest ACRL TechConnect feature.

With fall term in full swing likely comes a full slate of meetings, some of which may remain virtual or hybrid. Rachel G. Rubin and Urszula Lechtenberg of the University of Pittsburgh provide tips for using backwards design to improve meetings of all types in their article "Teach your meetings well." Librarians at the University of Albany worked with their Senate parliamentarian to present a workshop on applying *Robert's Rules of Order* to virtual meetings. Lauren Puzier and Kelsey O'Brien write about their experience in "No Pets on Zoom."

Make sure to check out the other features and departments this month, including a look at the digitization of the "USC Illuminated Medieval Manuscripts" collection by Danielle Mihram and Melissa L. Miller.

Thanks as always for reading the *News!*

—David Free, editor-in-chief, dfree@ala.org

Robert (Jay) Malone named ACRL executive director

Robert (Jay) Malone has been named the new ACRL executive director. Malone's first day in his new role was September 7. An experienced association executive with more than three decades of success in academia and learned societies, Malone will lead the largest of ALA's eight divisions, home to more than 9,000 individual and institutional members.

ALA Executive Director Tracie Hall said of Malone's hire, "The search committee was impressed by the experience in association management, higher education, and partnership development that Jay brought to the table and by his deep respect for the role that academic libraries and their staffs play in adding value to the higher education experience and bolstering student success. We look forward to the contributions he will make to ACRL and to ALA at large."

Robert (Jay) Malone

Hall also took the opportunity to acknowledge Kara Malenfant's interim leadership of ACRL prior to Malone's appointment. "We deeply appreciate Kara's able guidance of ACRL while we searched for its next ED and commend her for the steadying role her leadership played."

Malone comes to ALA from the History of Science Society (HSS), where he served for 23 years. As the HSS's first executive director, he furthered the organization's advocacy agenda; promoted equity, diversity, and inclusion; oversaw and implemented strategic planning; created a fundraising infrastructure; served on a 22-member board; and worked with hundreds of volunteers.

"We are excited to have Jay Malone joining ACRL as the next executive director," added ACRL President Julie Garrison of Western Michigan University. "His long tenure in association leadership, fundraising experience, extensive knowledge of the higher education landscape, and enthusiasm for immersing himself in the critical academic library issues of our field make him the ideal candidate to lead ACRL into the future."

Malone earned a B.A. in History and an M.A. and Ph.D. in the History of Science, all from the University of Florida.

UNC University Libraries releases 21-Day Racial Equity Challenge syllabus

The University Libraries at the University of North Carolina (UNC)-Chapel Hill has released the syllabus of its recent 21-Day Racial Equity Challenge focused on libraries and archives. The syllabus is the work of the University Libraries' IDEA (inclusion, diversity, equity, and accessibility) Council. It is part of the Library's Reckoning Initiative, which commits to using equity, inclusion, and social justice as a lens for its work.

In spring 2021, library employees were invited to follow the daily syllabus in a shared experience of discovery and reflection. Participants in the voluntary program also had opportunities to come together for discussions and caucus meetings.

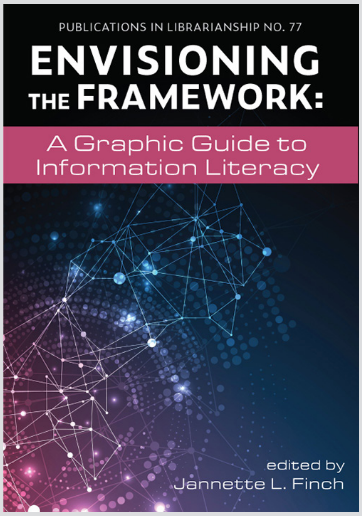
The syllabus is available as an accessible PDF under a Creative Commons license at https://indd.adobe.com/view/bdf6ae66-fcb3-40af-badb-6dd57b28525e.

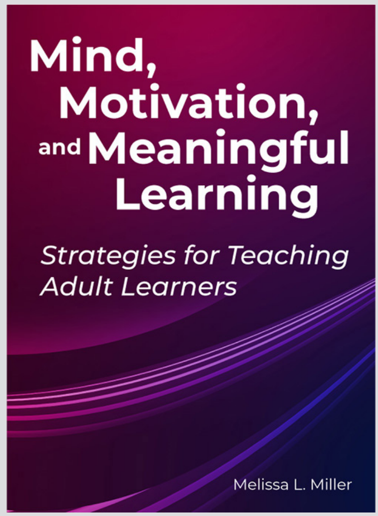
Survey results for COVID-19 protocols for academic libraries

The ACRL Value of Academic Libraries Committee recently sponsored a free

ACRL releases Envisioning the Framework; Mind, Motivation, and Meaningful Learning

ACRL announces the publication of *Envisioning the Framework,* edited by Jannette L. Finch, and *Mind, Motivation, and Meaningful Learning: Strategies for Teaching Adult Learners,* by Melissa L. Miller, Book number 77 in ACRL's Publications in Librarianship series. *Envisioning the Framework* can help you use symbols and visuals for a deeper understanding of the Framework for Information Literacy for Higher Education, map the Framework with teaching and learning objectives, and tell a coherent story to students featuring the threshold concepts of the Framework.





Envisioning the Framework offers a visual opportunity for thought, discovery, and sensemaking of the Framework and its concepts. Seventeen chapters packed with full-color illustrations and tables explore topics including:

- LibGuide creation through conceptual integration with the Framework,
- fostering interdisciplinary transference,
- the convergence of metaliteracy with the Framework,
- teaching multimodalities and data visualization, and
- mapping a culturally responsive information literacy journal for international students.

Mind, Motivation, and Meaningful Learning is a guide to cultivating self-directed and self-motivating learning skills in adult learners for academic librarians, including a sample curriculum with lesson plans and assessments. The book provides a blueprint that academic librarians can apply to their instructional design that facilitates a change in students' motivation and learning strategies. Five chapters explore the theories behind adult learning, culminating in a seven-unit curriculum scalable to a variety of learning domains complete with lesson plans, activities, assessments of the learning goals, and student reflections.

Mind, Motivation, and Meaningful Learning can help you identify the components of academic learning that contribute to high achievement.

Envisioning the Framework and *Mind, Motivation, and Meaningful Learning: Strategies for Teaching Adult Learners* are available for purchase in print and as an ebook through the ALA Online Store; in print through Amazon.com; and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.

ACRL Online Discussion Forum to share findings from a survey asking what protocols academic libraries used during the COVID-19 pandemic to ensure safe library operations (services, resources, spaces, personnel interactions).

While the survey findings are specific to academic libraries, they are relevant to public and other libraries and other academic entities. The forum highlights survey findings followed by questions from participants.

The recorded webcast is now available at https://www.youtube.com/watch?v=pvI53B-HWy0. Access to the full report and the de-identified data set are provided at www.ala.org/acrl/issues/value.

LYRASIS 2021 Open Source Software Survey

LYRASIS has released its 2021 "Open Source Software Survey: Understanding the Landscape of Open Source Software Support in American Libraries," authored by Hannah Rosen, strategist for research and scholarly communication, and Jill Grogg, strategist for content and scholarly communication initiatives.

Included in this report are the results of the 2021 LYRASIS Open Source Software (OSS) survey along with an executive summary outlining the key findings from survey respondents. These findings paint a broad picture of the OSS landscape for libraries, archives, museums, and research

Reviewing ACRL's Awards Program: An update from the Awards Task Force

You may have noticed something missing from the September issue of *College & Research Libraries News* this year: the annual call for nominations for ACRL's Awards Program.

At its January 2021 meeting, the ACRL Board of Directors approved a proposal to pause ACRL's Awards Program and appointed a task force to undertake a critical review of the program and make recommendations for its future. This pause presents an opportunity to ensure all ACRL awards align with the association's core commitment to equity, diversity, and inclusion, and for the program to emerge in a stronger position in both solid finances and inspired purpose.

Specifically, the task force was charged with investigating the following questions:

• What value do members derive from the current awards program?

• Are current funding mechanisms sustainable to support awards into the future?

• Where is there overlap in awards?

• Are there professional gaps that the current awards program does not address?

• Do ACRL awards programs benefit ACRL's diverse group of members and do they further our Core Commitment to equity, diversity, and inclusion (EDI)?

• Are there other models ACRL should consider adopting to recognize achievement that would provide value to members of the profession, their libraries, and the communities they serve?

To address these questions, the task force has gathered input from award committees to understand the history and achievements each award is working to recognize; conducted an environmental scan of other associations to discover alternate models and benchmark effective practices for recognizing achievement; and collected input from a broad cross-section of ACRL members and nonmember academic library workers to understand how meaningful the ACRL Awards Program is to our communities.

The task force will submit its findings and recommendations to the ACRL Board of Directors in November 2021. For questions about the survey or the task force's work, contact the task force cochairs: Merinda Kaye Hensley, mhensle1@illinois.edu, and Erin T. Smith, smithet@westminster.edu.

For more information about ACRL's Awards Program, visit the Awards section of the ACRL website at www.ala.org/acrl/awards.

institutions (particularly American academic institutions), and contextualize the current environment for OSS. The goal of the report is to provide the field with a better understanding of overarching attitudes within their community and to see where they fit within the spectrum.

The report can be accessed on the new LYRASIS Research Repository at http://hdl.handle.net/20.500.12669/97.

ProQuest adds new Gannett newspapers

ProQuest has announced that an additional 34 newspaper titles from Gannett are now exclusively available to academic and public libraries for research, teaching, and learning on the ProQuest platform.

The additional Gannett titles include the *Memphis Commercial Appeal*, *Evansville Courier & Press*, *El Paso Times*, *The Record* (Bergen County, New Jersey), *Corpus Christi Caller Times,* and many more. Some of these titles have never before been digitally available to libraries.

ProQuest plans to offer these titles from their first date of publication to the present, along with the other 124 Gannett newspapers the company distributes. All of these Gannett titles will be offered in ProQuest's Historical Newspapers collection in full digital format.

In addition, contemporary news content from these titles, including unique web-only content, will be added to ProQuest's U.S. and Global Newsstream product lines for users to access the most current news from each title.

Digital Science launches Dimensions Life Sciences & Chemistry

Digital Science recently announce the launch of a new version of its popular Dimensions platform, Dimensions Life Sciences & Chemistry (Dimensions L&C), focused on life sciences and chemistry research activities. Dimensions L&C analyzes more than 120 million scientific publications and millions of patents, grants, and clinical trial documents. It is both larger than other databases, and unlike traditional manually curated tools, applies up-to-the-minute semantic text analysis tools and ontologies, providing powerful up-to-date discovery functionality previously unavailable at such scale.

Users can search for small molecules, chemical reactions and gene sequences, validate biomarkers, understand disease mechanisms, and identify drug targets. They can also quickly discover relevant chemical information in broader life sciences and chemistry research areas working with a chemistry structure editor and a biosequence search for nucleotides and proteins.

Learn more at www.digital-science.com/product/dimensions.

Tech Bits . . .

Brought to you by the ACRL ULS Technology in University Libraries Committee

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—Cori Biddle
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Veronica Arellano Douglas, Emily Deal, and Carolina Hernandez

Valuing the everyday

Using experiential scenarios to evaluate information

The University of Houston's (UH) student body is one of the most diverse in the nation, and first-year writing courses are where the UH Libraries Instruction Team teach students early in their academic careers.[1]

These students bring a wealth of lived experience to the classroom that our team sought to include in a lesson on critically evaluating information. We developed everyday information-seeking scenarios to discuss the contextual nature of information use and the concept of information appropriateness and fit. By drawing on the Authority is Constructed and Contextual, Information Creation as a Process, and Searching as Strategic Exploration frames, students used their personal experiences to make their own critical evaluative processes explicit as a way to demystify the evaluation of information in an academic context.

In this article, we will share our development process, details about our lesson plan, sample scenarios, and connections between this activity and the ACRL Framework for Information Literacy for Higher Education.

The Instruction Team, situated within the Liaison Services Department at UH Libraries, is responsible for the integration of information literacy (IL) in certain foundational undergraduate courses, including the two-course sequence of first-year writing (FYW). Historically, the Instruction Team and the FYW program have had a strong partnership, with members of the team teaching assignment-focused IL classes and training first-year writing instructors on the integration of IL in writing instruction. IL instruction in FYW focuses on analyzing visual media, ethical incorporation of sources, research question or topic development, strategic searching, and the critical evaluation of information. All of these concepts supplement and shape the development of students as writers and information creators.

Lesson development

In 2019, after the arrival of a new coordinator and two new team members, the Instruction Team began to evaluate the existing lesson plans for FYW. At the time, information evaluation in FYW was taught as more of a checklist, where students brainstormed evaluative criteria and then used the criteria to evaluate an article. However, this approach felt like an oversimplification of the complex process of information evaluation. In our attempt to move away from evaluation as a checklist, we went through several iterations of the information evaluation lesson.

We experimented with using the rhetorical triangle (author, audience, purpose) as a way to teach students about source evaluation. However, it was difficult to get past surface-level explanations with this method in the

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short time allotted for library instruction sessions. We tried to adopt Kevin Seeber's process cards activity to highlight the connection between the form of information sources to their function and use, which was helpful, but didn't address the importance of determining which sources were most appropriate for a given situation.[2]

We did not realize it at the time, but in our attempts to develop an information evaluation lesson plan that resonated with our students, we were enacting the same kind of iterative process that we encourage our students to lean into during their research. Try something new, reflect, and revise. Our team repeated this process several times in class sessions and in an intensive team brainstorming session and ultimately concluded that we needed to address just two of the many facets of information evaluation: appropriateness and fit. In focusing on appropriateness and fit, we wanted students to consider the usefulness of an information source to their information need as well as its authoritative appropriateness to their situational context.

Given the complexity and nuance that accompanies the act of evaluating information, we knew we wanted to take a problem-based approach—"using real-world problems . . . as the vehicle to promote student learning of concepts and principles"—in our learning activity.[3] Where perhaps we differed from other IL learning activities in our application of problem-based learning is that we were less concerned with answers or solutions and more focused on uncovering the thought-processes by which students make evaluative judgements of information.

Why scenarios?

Developing an activity built on potential real-life information-seeking scenarios was an ideal way for us to dig into the metacognition (or thinking about the thought process) of information evaluation.[4] As previously stated, students at UH have a wealth of life experience that they bring to the classroom, which informs the way they approach and solve information problems. Rather than impose a predetermined, academic set of evaluation criteria (or steer students in that direction), we wanted students to share their own methods of seeking out information and determining which sources to use to solve a problem. We had no "right" answer we were angling towards in our scenarios. Instead, we wanted students to see their own strengths and abilities in making sound judgments about what information to trust in their own lives based on their own experiences.[5]

We created a total of ten real-life information-seeking scenarios that we tried to relate to the everyday experiences of students living, working, and studying in the Houston metro area.[6] Scenarios included everything from finding the best route to and parking at the Houston Rodeo to picking a fantasy football team to determining the best eyeliner to purchase. We chose to develop these types of scenarios rather than academic ones to demystify the process of information evaluation and highlight the critical thinking skills that are constantly used in our day-to-day lives. There is something jarring for early-career students about suddenly having to decide what's appropriate for an academic paper that makes all of their previous critically evaluative experience seem unimportant. This could be because of the way we tend to divorce academic thinking from lived experience (as though one doesn't inform the other) or because of the unfamiliar nature of academic research in a college or university setting. We wanted to remove the pressure to determine whether a source was "good enough" for an academic paper and instead focus on what makes information worthwhile, useful, and trustworthy in a more familiar situation. Doing so gives students the opportunity to delve into the practice of critical information evaluation without having to worry about being academically correct.

One of our favorites was the following:

You're sick!

You've had a weird pain in your foot for the last few days that makes it difficult to walk. You don't have time to go to the doctor this week, so you decide to do some research into what could be wrong. How do you find out:

- What could be causing this pain?
- What foot disorders exist?
- Am I dying?
- How can I treat or lessen the pain?

As with all our scenarios, this one was open-ended and broken down into discrete questions. Our goal in proposing these situations was not to lead students towards predetermined answers, but to uncover how they would seek out answers and why they would use particular information sources.

In addition to scenario-specific questions, we developed shared metacognitive questions that would be applied to all scenarios:

1. How did you decide where you might look for that information?
2. Is there a reason to trust one source over another?
3. Would you look at more than one source for an answer? Why or why not?

By asking these questions, we wanted to make explicit the implicit judgements students make in information-seeking situations and tie those evaluative processes to broader concepts within the Framework for Information Literacy. Addressing trust is tied to the notion of authority and credibility, which, as the Authority is Constructed and Contextual frame states, can vary based on need and community. In determining where to look for information and whether to consult multiple sources, students are thinking through the concept of Searching as Strategic Exploration. They are also determining the scope of their need and whether they need to keep looking or are satisfied with the information they find.

The notion of Information Creation as a Process comes into play as students evaluate the information they might use to answer a question based on why and how it was created. This line of questioning is a way of relating the Framework to IL in a broader context, or, as one first-year writing instructor put it, "This shows me that when the outcome really matters to students—when they have to live with the consequences of a decision or spend money—they put a lot of thought into the information they consult to make a decision."

In the classroom

In this lesson, students self-select into small groups of three to five, and each group selects between two different scenarios. After they have selected their scenario, talked through the discussion questions, and recorded responses, the whole class reconvenes. Each group shares their responses and thought processes, and the librarian facilitates a whole-class discussion based on their replies.

As with any lesson plan, there is always the possibility that a class will not shake out quite as you expected. But again, we created this lesson with the intention of letting our students' experiences guide the discussion and learning process. Not surprisingly, students' responses to the initial hypothetical information-seeking questions and the metacognitive questions revealed a sophisticated and nuanced understanding of the nature of authority and credibility, why certain information is created, and how it is best used. They have good instincts and understand what they need to do when evaluating sources for their particular needs.

Although responses vary from class to class, many students consistently mention the need to determine whether information is relevant to their needs, express how they determine expertise, and consider whether the information they use offers a variety of perspectives.

For example, in the "You're Sick!" scenario, students will often (shyly) mention their mother as a credible source they might turn to for health information. Digging into this response reveals the contextual nature of expertise. Students explain that their mother has prior experience taking care of them, so they see them as experts in this type of situation. This type of response allows us to talk about "Authority is Constructed and Contextual," which they already seem to understand, but talking through it helps make this thought process explicit.

In another scenario, where they are trying to pick a new restaurant to try, students talk about needing to look at a variety of reviews, pointing out that one customer's bad experience is not always indicative of a restaurant's quality. This demonstrates an understanding of the importance of gathering multiple perspectives.

Drawing out the underlying concepts in their evaluative process of everyday information scenarios gives students the opportunity to apply them in an academic context. After the everyday scenario activity, each group receives a research question that is an academic variation on their original scenario.[7]

For the group working on the "You're Sick!" scenario, the academic version focuses on working on a health paper about bunions and foot pain, which requires finding information about the causes and treatment of bunions. They go through a similar process of determining what kind of information will best fit their need, and what makes it appropriate for academic research.

Conclusion

The day-to-day scenarios activity has provided a way for our students to build on their prior knowledge by having them reflect on their process of evaluating information in a familiar context. Though we initially developed this activity for face-to-face classes, the COVID-19 pandemic gave us the opportunity to adapt it for an online learning experience, ultimately becoming the core of our asynchronous Evaluating Information Sources module.[8]

This strengths-based approach to teaching components of the Framework demonstrates how our students are already knowledgeable and savvy when it comes to IL in their everyday lives.

We look forward to finding ways to similarly emphasize our students' lived experiences throughout our teaching. We urge other instruction librarians to assume the best of their students' critical thinking abilities, help them build on their existing strengths, and find ways to relate students' experiences to the Framework for Information Literacy for Higher Education.

Notes

1. "Campus Ethnic Diversity," *U.S. News & World Report,* accessed June 10, 2021, https://www.usnews.com/best-colleges/rankings/national-universities/campus-ethnic-diversity.

2. Kevin Patrick Seeber, "Teaching 'Format as a Process' in an Era of Web-Scale Discovery," *Reference Services Review* 4, no. 1 (January 1, 2015): 19–0, https://doi.org/10.1108/RSR-07-2014-0023.

3. "Problem-Based Learning (PBL)," *Center for Innovation in Teaching & Learning,* accessed June 10, 2021, https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/problem-based-learning-(pbl).

4. Nancy Chick, "Metacognition," Vanderbilt University Center for Teaching, accessed June 10, 2021, https://cft.vanderbilt.edu/guides-sub-pages/metacognition/.

5. Chelsea Heinbach, Brittany Paloma Fieldler, Rosan Mitola, and Emily Pattni, "Dismantling Deficit Thinking: A Strengths-Based Inquiry into the Experiences of Transfer Students in and out of Academic Libraries," *In the Library with the Lead Pipe,* February 6, 2019, http://www.inthelibrarywiththeleadpipe.org/2019/dismantling-deficit-thinking/.

6. See the following Google Doc for a complete list of everyday life activity scenarios at https://docs.google.com/document/d/1RrcgTLzFBviluYPKzr6OsfYsrNf_ROnISXCIZw057M/edit?usp=sharing.

7. See the following Google Doc for a complete list of academic scenarios: https://docs.google.com/document/d/1FPMRmSV1Xo9lMZikV7vIxqLW4fxcGnU8i4CoAPVaqmk/edit?usp=sharing.

8. See Evaluating Information Sources online lesson at /https://rise.articulate.com/share/G2yMtSMhCEHbyBohwbrYfiLIqRXXbcu.

Paul C. Campbell and Stacey Lavender

Approaching freshman library one-shots in an unconventional way

Using archival materials to connect students to the university and their major

Instructional librarians are commonly asked to provide library instruction to freshman courses without an assignment that directly connects to the instruction. This type of request presents a quandary for librarians who do not think it is an effective way to teach library skills but still want to connect the library to incoming freshmen while building relationships with instructors.[1] This article presents the way in which a social science librarian and a special collections librarian worked to include their library's unique archival materials within a freshman psychology course in an unconventional way. Thinking about this type of instruction request in a different light provided us an opportunity to creatively use the library's archival collections to connect psychology students to the rich history of their major and to the local community.

Ohio University has a first-year course intended to connect incoming freshmen with their selected major and to the larger university community. This course also serves to teach students how to adjust to college life, including an introduction to the many university offices and services. This course is offered primarily in the fall through the University College and is called UC 1900: Exploring the Major. Due to the large number of sections of the UC 1900 course, the University Libraries has created a train-the-trainer LibGuide for UC 1900 instructors to introduce the library to their students. However, subject librarians still regularly get individual requests to teach library one-shots within some sections of this course.

In fall 2018, we started a multiyear collaboration using a collection of archival documents from the Athens Mental Health Center (AMHC) in UC 1900 classes for students planning to major in psychology. Originally named the Athens Lunatic Asylum, AMHC was a local mental health institution that housed patients from 1874 to the mid-1990s. Throughout its history, AMHC maintained strong connections to the community and Ohio University. It was a major employer for many years, and Ohio University students often explored AMHC's picturesque grounds and participated in volunteer programs.

The Mahn Center for Archives and Special Collections at Ohio University holds a collection of approximately 75 linear feet of materials spanning the history of the organization, including patient inquest of lunacy records from the years 1874 through 1911.[2] These records are official court documents that accompanied patients to AHMC, legally declaring their insanity and often containing brief case histories and possible diagnoses. Records for patients who have been deceased for more than 50 years are open to the public and are an exciting classroom

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tool, as they highlight stories of real people from the local region. They also provide glimpses into the history of psychology that frequently surprise students, including archaic diagnoses like “menstrual derangement” and the small amount of evidence required to have people institutionalized in the past.

Lesson plan development

With 80 minutes scheduled for each section of UC 1900, our goal was to create a lesson plan that not only integrated the inquest of lunacy records but also had students take what they learned from these records to explore a modern-day article database. We identified the three ACRL frames that our sessions would focus on: Research as Inquiry, Searching as Strategic Exploration, and Authority is Contextual and Constructed.[3] We divided the class into two parts, focusing on the Research as Inquiry frame for the first half and Searching as Strategic Exploration in the second half. We used the Authority frame in both parts of the lesson plan, which provided a connecting thread between both halves while allowing each of us to teach different aspects of authority.

In the first half of each session, we focused on Research as Inquiry. We had the students pair up and examine two inquest records, instructing each group to organize their pairing of records by identifying which record described a mental illness that we would recognize today and which one they found bizarre, unexpected, or even shocking. Students soon realized that the inquest records depict a practice of psychology that differs radically from today, and that the information these documents provide often raises more questions than answers. This initial analysis of these records taught students that the research process begins by organizing the information we have and then formulating questions intended to fill information gaps.

To help explore these information gaps, we handed each student a worksheet with open-ended questions prompting them to think critically about how engaging with these records changed their perceptions of mental illness, the history of psychology, their major, and their connections to the local community. After completing the worksheets, we held a class discussion during which each group described their records along with what elements they found interesting or unexpected and was able to ask the special collections librarian any questions raised by the records.

For the second part of the class, we focused on Searching as Strategic Exploration by having students take what they learned from the inquest records to explore the article database PsycINFO. First, we had students identify current terminology used for the ailment described in their record of a recognizable mental illness. Having students build this keyword bank of related terms established the foundations in developing an effective search strategy. We then asked where they would search for current literature reviews on the treatment for this illness. This question quickly demonstrated that students did not know where to find such information and provided an opportunity to demonstrate how experts are strategic in exploring sources that fill their gaps in knowledge. Then, after explaining the strategies for using PsycINFO effectively, we had students search for current literature reviews. Each student needed to select a literature review that was somehow interesting to them and share it with the rest of the class.

Connecting each half of the lesson with the Authority frame allowed us to demonstrate that there are many different types of authority. We had students address how the authority of information is constructed by thinking critically about why and by whom different kinds of documents are created. For the inquest records, the authority is constructed because of the societal position that the court system, local judges, and doctors had in deciding the mental state of an individual. Whereas the literature reviews were authoritative because of the education and experience of the psychologists synthesizing current research on treatment practices. Both documents have authority, but for very different reasons. This discussion exemplified the need for authoritative sources like PsycINFO over simple Google searches.

Assessment

To assess students’ experiences in these classes, we developed a survey to be administered at the beginning and end of each session and had it approved by the university's institutional review board. The survey consisted of ten statements for students to respond to using a seven-point Likert scale. The statements were designed to measure the student's enthusiasm for their major, the class session, and different library resources. There were also statements intended to gauge the students' confidence in performing research and evaluating information.

Students were given approximately five minutes at both the beginning and the end of each session to complete the survey online. By collecting the survey responses twice, we hoped to see if their attitudes shifted after the in-class activities. We emphasized that the surveys were voluntary, anonymous, and in no way connected to the students' grade in the class. We also stressed that we were looking for honest feedback, in the hopes that they would answer frankly and not worry about hurting our feelings.

In the two years that we taught using this lesson plan, 131 students in nine sessions completed pre- and post-class surveys. Overall, the survey responses showed a general shift toward higher levels of enthusiasm for using library resources and interacting with primary sources in all class sessions. For example, in responding to the statement "I feel that library orientation is exciting," 29% of students placed themselves within the top three points of the Likert scale (somewhat agree, agree, or strongly agree) before the class session. After the class session, 62% of students responded within the top three points of the scale. Similarly, for the statement "I feel excited about using archival resources related to my major," 59% of students placed themselves within the top three points on the scale in the pre-class survey, compared to 70% after the class.

We also saw increased levels of self-reported confidence in students' ability to use library resources. For the statement "I feel confident in my ability to find, access, and evaluate information," 63% of students responded with somewhat agree, agree, or strongly agree before the class session, and 80% chose one of those three responses after class. Enthusiasm for the psychology major tended to be high in both the pre- and post-tests, indicating that students came into the class already excited for their major. In some sessions, we did see a slight drop in the number of students completing the post-class survey as compared to the pre-class survey, which adds some complication to interpreting the results.

Conclusion

Requests for freshman library one-shot instruction without an assignment often place librarians in the difficult position of creating meaningful learning experiences for students without any relevance to their immediate informational needs. Instead of focusing on teaching specific skills that students are unlikely to retain without an assignment, we sought to rethink this type of one-shot instruction by focusing on connecting students to their major and to the larger university community through the lens of our unique collections. What we ended up with was an unconventional lesson plan that capitalized on students' enthusiasm for their major, increased enthusiasm for a variety of library resources, and reduced anxiety around finding and evaluating information.

Selecting three of the ACRL frames was essential in creating an active learning lesson plan that incorporated highly relevant archival and article database collections to teach information literacy. Applying keywords and ideas drawn from the archival documents to an article database helped demonstrate the research process as a whole. Connecting archival documents to modern article searching helped students see the larger arc of scholarly communication and begin to see themselves as active participants within the scholarly conversations happening within their field of study.

Having students critically examine archival documents highly relevant to their major has a "wow" effect that instruction centered on simple database demonstrations does not have. Handling these original records allows students to realize that these records represent real people in local history. This unintended outcome fostered student empathy for the lived experiences of patients in a local mental hospital and confronted stigmas surrounding mental illness. This empathy is so often missed when conducting basic database demonstrations that are often clinical and even sterile.

While these inquest of lunacy records are unique to Ohio University, we hope that other universities may develop similar lesson plans using their own archival collections or by finding relevant materials through collaboration with a local history center, state library, or public library. What materials do you have that could connect your students to their university, town, or to the students who came before them? How do those materials intersect with specific areas of study? These questions can lead to a unique classroom experience geared directly toward introductory students anywhere, and with any specific subject area of interest.

At the outset of the COVID-19 pandemic, universities had to quickly shift focus to online learning pedagogies, and the value of instruction that could be adapted to a hybrid environment was more apparent than ever before. Even now, as a return to normalcy seems within reach, it is clear that hybrid and online learning environments are likely to remain a significant component of higher education. One challenge that arises from this increase in online learning is how to help students cultivate connections to their major, institution, and local community despite not being physically on campus. The activity outlined in this article, when adapted to a virtual or hybrid environment by using digitized materials, either from a university's existing digital collections or from the digital collections of another local, regional, or even national repository, could serve as a pathway for students to develop connections to their major and the larger university community, regardless of their geographic location.

Notes

1. Nora Belzowski and Mark Robison, "Kill the one-shot: Using a collaborative rubric to liberate the librarian-instructor partnership," *Journal of Library Administration* 59, no. 3 (2019): 282–97, https://doi.org/10.1080/01930826.2019.1583018.

2. Inquest of Lunacy Records, 1874, MSS 263, Athens Mental Health Center Records, Mahn Center for Archives and Special Collections, Ohio University Libraries, http://alice.library.ohio.edu/record=b4939502~S7.

3. ACRL Framework for Information Literacy for Higher Education, February 9, 2015, http://www.ala.org/acrl/standards/ilframework.

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Joel M. Burkholder

From the shelves and into the world

Imagining information literacy in the everyday

When I was the instruction librarian at York College of Pennsylvania, I hosted From the Shelves, a show on WVYC, the campus radio station. Outside of teaching, it was my favorite part of the job. I played music spanning genres and artists: the Mountain Goats, Petula Clark, XTC, De La Soul, and Katy Perry. Part of the fun was planning themed editions: two hours of music built around a central idea (e.g., foreign-language versions of popular songs, songs featuring spelling, and songs containing cowbell).

In 2012, I decided to play two hours of music illustrating aspects of information literacy (IL). Building the playlist opened my eyes to how much I had defined IL's meaning and value of library-related research projects and traditional scholarship. Building the playlist encouraged me to imagine how IL's central skills and concepts play out in every aspect of our lives: academic, professional, and personal.

Before I illustrate this with Taylor Swift's "Shake It Off," some background on building the playlist. On my own, I came up with a limited number of songs. Googling "library songs" yielded results. Googling "information literacy songs" did not. So, I appealed to the collective wisdom of the ALA's information literacy listserv, ILI-L. Within weeks, I received dozens of suggestions, and compiled a playlist, arranging everything into three categories.[1]

The organization of the first two, songs about the research experience and songs about libraries/librarians/reading, was obvious. Organizing the third, however, songs describing elements of IL as described the Information Literacy Competency Standards for Higher Education (the guiding document of the time), wasn't so straightforward.

The standards present IL as a set of discrete, predictable, and generic skills,[2] but that's not how most songs describe them. They place those skills in the context of some lived experience, not a research assignment. Take Don Henley's "Dirty Laundry." Told from the perspective of a news anchor, it functions as a broad critique of the media. From the perspective of the standards, it could fit under Standard One (the news a source of information), Standard Three (the critical evaluated of sources), and Standard Five (issues surrounding information use). Similar examples, like Stan Freeberg's "Tele-Vee-Shun" and the Disposable Heroes of Hiphoprisy's "Television, the Drug of the Nation," were equally complex and defied easy classification. A skill-based classification seemed inadequate for developing a nuanced understanding of the complexity of any lived experiences of IL.

So, when the Framework for Information Literacy for Higher Education came along and offered a way for understanding IL as social practice, I was intrigued by the possibility of using its frames—Scholarship as a Conversation, Research as Inquiry, Searching as Strategic Exploration, Authority is Constructed and Contextual, Information Creation as a Process, and Information has Value—to guide an understanding of how IL

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is experienced in context. And the playlist gave me plenty of material to analyze.

Now, let's look at "Shake It Off." At first listen, it seems like just another entry in Swift's impressive catalog of hits. Yet, that trivializes what it says about the constructed and contextual nature of authority. In the first verse, she sings:

> I stay out too late
> Got nothing in my brain
> That's what people say, mmm-mmm
> That's what people say, mmm-mmm
> I go on too many dates
> But I can't make 'em stay
> At least that's what people say, mmm-mmm
> That's what people say, mmm-mmm[3]

For much of her career, a narrative of her as a vapid wild-child and a high-maintenance maneater has been a fixture of the entertainment media. Turn on *Access Hollywood.* Read *US Weekly.* Visit *TMZ.* Though not scholarly, it's a conversation taking place in a variety of venues with varying information creation processes. And while some may question the accuracy of certain claims or the credibility of certain authors, the pervasiveness of the narrative grants it a widely recognized authority.

Like a public relations offensive, verse two attempts to co-opt the narrative. She asserts her personal authority and presents a different picture:

> I never miss a beat
> I'm lightning on my feet
> And that's what they don't see, mmm-mmm
> That's what they don't see, mmm-mmm
> I'm dancing on my own
> I'll make the moves up as I go
> And that's what they don't know mmm-mmm
> That's what they don't know mmm-mmm[4]

Does it correct any misconceptions? If you're a fan, maybe. But that may be beside the point. She recognizes the dominant authority of the sensational story. The only option is to "shake it off." In a commentary about the song, Swift says:

You know the feeling of humiliation is the same when a girl has a rumor spread around about her at school that isn't true. It's the same feeling I feel when I'm checking out at the grocery store, and I read some crazy headline about me. And I think the way we have to deal with those issues is the same—you have to learn to have a sense of humor about things after a while or else you'll just live in an endless sea of resentment and bitterness.[5]

Swift has admitted, however, that resisting the narrative's authority is easier said than done.[6] For her, dealing with the constructed and contextual nature of authority is more than an academic exercise, it has real impact on her life. Understanding that perspective helps reveal the ways this concept of the Framework is embedded in the artifacts of culture, not just academia.

I'm not suggesting librarians analyze songs (or novels, advertisements, and movies) for the sole purpose of identifying captivating examples to use in the classroom. Teaching students to identify IL's presence in the everyday creates an awareness of skills and concepts beyond the limits of a student's academic career. And for librarians, it can foster a more holistic view of what we teach. If it is a context-specific social practice, then we need to understand those contexts as they are experienced. If Taylor Swift, Talking Heads, or Tool can show us the way, why don't we see where they can take us?

Notes

1. Joel M. Burkholder, "Information Literacy Playlist," April 30, 2020, https://sites.psu.edu/infolitplaylist/.

2. Nancy M. Foasberg, "From Standards to Frameworks for IL: How the ACRL Framework Addresses Critiques of the Standards," *portal: Libraries and the Academy* 15, no. 4 (2018): 699-717. https://doi.org/doi:10.1353/pla.2015.0045.

3. Nina Braca, "Here Are the Lyrics to Taylor Swift's 'Shake It Off,'" *Spin* online, May 22, 2019. https://www.spin.com/2019/05/taylor-swift-shake-it-off-lyrics/.

4. Ibid.

5. Taylor Swift, "Shake It Off (Commentary)," YouTube video, 2018, https://youtu.be/zN6bRuXOkD8.

6. Laura Snapes, "Taylor Swift: 'I Was Literally about to Break': The Singer Spills on Feuds, Fame, Failure—and Why She's Taking on Trump," *The Guardian,* August 24, 2019, https://www.theguardian.com/music/2019/aug/24/taylor-swift-pop-music-hunger-games-gladiators.

Danielle Mihram and Melissa L. Miller

USC Illuminated Medieval Manuscripts

A second polymathic multimodal digital project

The University of Southern California (USC) Libraries' collection of Illuminated Medieval and Renaissance Manuscripts, Incunabula, and Rare Books includes 16 unique and invaluable illuminated medieval manuscripts, as well as 12 other medieval manuscripts (with pen-flourished initials or borders) originating in Europe.[1] A substantial number of those manuscripts and rare books were acquired in the early to mid-20th century by Ralph Tyler Flewelling[2] who joined USC in fall 1917. He became the first director of the School of Philosophy when it was established in 1929 with the completion of the Seeley Wintersmith Mudd Memorial Hall of Philosophy building. That growing collection of books, known as the James Harmon Hoose Library of Philosophy Collection, was cataloged according to the Dewey Decimal Classification. Hoose was the first head of the Philosophy Department, originally housed in the university's administration building. In the latter part of the 20th century, this rare collection was relocated to the Special Collections Department in the Doheny Memorial Library.

Currus pharaonis et exercitum eius proiecit in mare Adiutor (1201-1300?).

The existence, as well as the scope of these unique historical artifacts, has remained largely unknown by our USC community of scholars and students, as well as by researchers nationwide and worldwide, primarily because pre-modern manuscripts frequently require individual paleographical, codicological, or diplomatic analysis—a level of detail that is not part of either the Dewey or the Library of Congress classifications. Consequently, an array of information has been available elsewhere, often in finding aids that stand apart from the main library catalog, such as handwritten inventories, card files, printed catalogs, and individual institutional records.

As a result of the 2003 publication of *Descriptive cataloging of ancient, medieval, Renaissance, and early modern manuscripts,*[3] the "discoverability of our manuscripts began in 2016 when Melinda Hayes (rare books librarian and cataloguer, Special Collections) began a project to physically examine books created before 1601, and to review approximately 2,500 titles in our USC Libraries Special Collections published before 1701.

Showcasing the Hoose Library of Philosophy Collection of Manuscripts and Incunabula thus became possible, and this led, in 2019, to our successful proposal for a Dean's Challenge Grant

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(FY 2019-20) and, subsequently, to our creation (in spring 2020) of our Scalar publication, *USC Illuminated Medieval Manuscripts,*[4] our second USC Libraries' librarian-led Digital Humanities (DH) project, which builds upon the successful model of its predecessor, created in 2017. *USC Digital Voltaire*[5] is a digital multimodal polymathic edition of 31 original autograph letters and four poems written by Voltaire (François-Marie Arouet, 1694-1778) between the years 1742 and 1777.[6] An article about this book's publication appeared in *C&RL News* in 2017.[7]

Book of hours, use of Rome, Northern France, and/or Bruges (between 1460 and 1470).

Medieval manuscripts as cultural artifacts

Compared to the holdings of other research institutions, the number of our illuminated manuscripts is relatively small. Yet, as is the case for USC Digital Voltaire, we have a second opportunity to create a digital multimodal critical edition, and our polymathic approach gives us the chance to explore the multiple interdisciplinary dimensions of these manuscripts.

With their unique representation of medieval life and thought, illuminated manuscripts are among the most significant and aesthetically captivating and irreplaceable artifacts (as "time capsules") to survive from the Middle Ages. Each of these manuscripts was written on either vellum (a fine grade of calf skin) or parchment (goat, or sheep, skin). Each was also carefully handwritten, illustrated, and gilded, requiring a high degree of craftsmanship.

The great majority of medieval manuscripts in the Western world are of religious content so that most manuscript leaves and books surviving today are bibles, books of hours, antiphonals, missals, and breviaries, as well as Latin writings from before the common era (BCE). Generally, these works are attributed by the style of the script and rubrication (from the Latin *rubrico,* "to color red"), which are quite unique to their time and place of origin, and they can readily be so recognized. Thus, surviving works can be attributed with authority both to a correct city or region, and to their period within a date range of a generation or so.

By reading these texts and looking at their illustrations, we can learn a great deal about the social, spiritual, and cultural conditions of the medieval period. Prayers centered around the cult of the Virgin Mary are examples of moving literary expressions of core human emotions, while the frequency of scribal invocations (within marginalia) to Saints Sebastian, Apollonia, and Margaret inform us about the "chronic problem of plague, the annoyance of toothache, and the dangers of childbirth."[8]

USC Illuminated Medieval Manuscripts

The original goal of the USC Illuminated Medieval Manuscripts project was to focus on four manuscripts[9] that offered a variation of complexity, and to digitize them for inclusion in our Digital Library.[10] By using the current technology and tools available, we aimed to determine the initial digitization preferences for each unique manuscript, and then create (in Scalar) a detailed polymathic multimodal *Catalogue Raisonné* for all manuscripts, in order to develop best practices and prototypes. In collaboration with the USC

Dornsife Center for the Premodern World and the USC Dornsife Classics Department, we discussed research and editorial preferences for each of our unique manuscripts, to pave the way for its discovery and its eventual research and learning potential.[11]

Three goals for the project emerged from these discussions. First, we wanted to both highlight our Special Collections' primary and secondary sources within a specific area, and to continue incorporating such resources into interdisciplinary research and curricular activities. Our second goal was to make available a model of interdisciplinary collaboration, one that provides multiple levels of discovery so as to open new research perspectives on both Medieval Europe and antiquity, as evidenced by our collection of manuscripts that is quite diverse, including both religious and secular manuscripts, dating from the 13th through 15th centuries.

Lastly, we sought to create a community of practice and develop strategic alliances by bringing together scholars and students from different fields in the humanities—including (as a start) faculty and students in disciplines such as history, philosophy, religion, art history, music, classics, manuscript culture, and medieval literature—to reflect upon the role that the medieval period historical sources can play in contemporary humanistic and social sciences debates and engage students in multiple literacies and evolving multimodal forms of expression.

Strategic changes resulting from the COVID-19 pandemic

In early spring 2020, we were informed that, due to the COVID-19 global pandemic, our Digital Library would not be able to work on our project, and access to our Special Collections Department was placed "on hold."

Consequently, our modified course of action was to photograph pages of one of our initially selected manuscripts Cicero's *De officiis,* a manuscript frequently used by Fred Clark of the Classics department in his courses,[12] and select three manuscripts that had been digitized prior to 2019: a leaf from a breviary *(Currus pharaonis et exercitum eius proiecit in mare Adiutor . . .),* with Latin text and music notation[13] for use by the nuns in the Church of St. Pierre at Langres, France (more specifically, for vespers for the fourth Sunday of Lent), and two books of hours, one from Bruges[14] and one from Louvain[15] to support the Center for the Premodern World's inaugural lecture series launched in February 2020, as a collaborative initiative between the Libraries and the Center.[16]

Book of hours, use of Rome, Northern France and/or Bruges (between 1460 and 1470).

Looking ahead

As we look forward to resuming the digitization of our manuscripts, our strategic approach includes revealing and documenting each manuscript's particularities and idiosyncrasies, such as original binding, parchment, or vellum; gold and gold leaf; brilliant colors and composition of the illustrations; the *mise-en-page* (the French expression meaning "putting on the page," i.e., the layout of the page, including text and images); the ductus (the specific handwriting of the scribe), scribal practices; and provenance.

We also hope to explore each manuscript as an archaeological artifact by using technological tools to gradually "excavate" the complex layers that make up each manuscript. We plan to select advanced imaging techniques, including 3-D, RTI (Reflectance Transformation Imaging), hyperspectral and multispectral imaging to analyze, for example, elements in inks, variations depending on preparation and the quality of the vellum or parchment, or to recover erased texts

(Palimpsests) that are otherwise illegible and, in some cases, nearly invisible to the naked eye.[17]

Such an approach, consonant with the broad range of technical and analytical approaches currently employed by scholars for the scientific analysis of manuscripts, fosters the exploration of innovative approaches to cross-disciplinary research as well as opportunities to forge new collaborations. Our hope is that, as we move forward with our project, a fruitful dialogue and exchange of ideas from experts in different fields will advance the study, care, and preservation of our collections' irreplaceable testimonials of our cultural past.[18]

Notes

1. See in our Research Guide, Medieval Studies and Research, the page titled: "Medieval Manuscripts at USC," https://libguides.usc.edu/MedRenMSSandRareMatStudies/atUSCbyauthor.

2. Ralph Tyler Flewelling (1871-1960) was an American Idealist philosopher whose writings and teaching established USC as one of the strongholds of Personalism. See Wallace Nethery, Dr. Flewelling, and the *Hoose Library: Life and letters of a man and an institution* (Los Angeles: University of Southern California, 1976).

3. Gregory A. Pass, *Descriptive Cataloging of Ancient, Medieval, Renaissance, and Early Modern Manuscripts* (Chicago: Association of College and Research Libraries, 2003).

4. Danielle Mihram and Melissa Miller, eds., *USC Illuminated Medieval Manuscripts* (Los Angeles: University of Southern California, 2020), https://scalar.usc.edu/works/usc-illuminated-medieval-manuscripts/index (accessed February 10, 2021.) See also our Research Guide, "Medieval Studies and Research," https://libguides.usc.edu/MedRenMSSandRareMatStudies, which complements this publication (accessed February 10, 2021).

5. Danielle Mihram et al, USC Digital Voltaire (Los Angeles: University of Southern California, 2017), https://scalar.usc.edu/works/voltaire/index (accessed February 10, 2021).

6. All of these letters and poems are part of the Hoose Library of Philosophy Collections.

7. Danielle Mihram, "The University of Southern California Voltaire Letters: A polymathic multimodal digital project," *College & Research Libraries News* 78, no. 11: 592 (Dec. 2017).

8. See https://crln.acrl.org/index.php/crlnews/article/view/16834/18429.

9. Digital Library, http://digitallibrary.usc.edu/.

10. Charles E. Pierce, "Preface," in Roger S.Wieck, *Painted Prayers–The Book of Hours in Medieval and Renaissance Art* (New York: George Braziller, 1997, p. 7.).

11. Giles of Rome, Liber sententiarium, cum duobus tabulis (13th century); Cicero, De Officiis (15th century); Petrus de Palude, Commentary upon Peter Lombard's 'Quatuorum libri sententiarium' (15th century); William of Ockham, Scriptum aureum inceptoris Willielmi Occham supra praedicabilia et praedicamenta, with the quodlibets of Walter Burley (14th century).

12. For a listing of our project team, see: "Project Developers," https://scalar.usc.edu/works/usc-illuminated-medieval-manuscripts/project-developers.

13. See "USC's Cicero Digitalandum," by Frederic Clark (USC Classics), response by David Ulin (USC and *LA Times)* DecamerOnline, Day 4–May 20, 2020, https://dornsife.usc.edu/labs/decameronline/day-four/.

14. Catholic Church, *Book of hours, use of Rome, Northern France and/or Bruges (1460-1470),* Special Collections: Z105.5 1460 .C378, Digital Library Link, http://digitallibrary.usc.edu/cdm/ref/collection/p15799coll58/id/48885.

15. Catholic Church, *Book of hours, use of Netherlands, Groot Begijnhof van Leuven and/or Ghent (between 1445 and 1460),* Special Collections: Z105.5 1450 .C378, Digital Library Link: http://digitallibrary.usc.edu/cdm/compoundobject/collection/p15799coll58/id/49243/rec/7.

16. See "An Invited Lecture by Dr. Greg Clark," https://scalar.usc.edu/works/usc-illuminated-medieval-manuscripts/greg-clark-lecture (accessed February 10, 2021).

17. See, for example, "The Sinai Palimpsests Project," http://sinaipalimpsests.org/technologies.

18. Paola Ricardi, "Manuscripts in the Making: Art and Science," *Heritage Science* 7, article no. 60 (2019), (Open Access) https://heritagesciencejournal.springeropen.com/articles/10.1186/s40494-019-0302-x.

Courtney Hoffner, Jennifer Chan, Salma Abumeeiz, Simon Lee, and M. Wynn Tranfield

The Open Axis video game

Using gamification for learning and Open Access Week

International Open Access (OA) Week inspires us to pause and reflect on the growth and development of OA programming around the world, as well as consider its evolution at our own institution. The occasion highlights and cultivates global support for free and immediate access to the results of scholarly research,[1] while spotlighting regional and disciplinary nuances to OA outreach. OA Week events across the globe are varied and have ranged from presentations to movie screenings to Wikipedia edit-a-thons. UCLA Library has facilitated its own OA Week events for many years, and recently began experimenting with gamification and play-based learning by way of original analog board games and interactive learning stations.[2] These games covered the basic tenets of OA, scholarly communication, and keystone library services. Gamification can be a useful tool to explain concepts and acknowledge that there are many different paths to success, much like scholarship. In 2020, the pandemic prompted us to expand and apply the same OA learning concepts with game-based learning into a remote learning environment with Open Axis: The Open Access Video Game. The goal was to create a learning object that met asynchronous learning outcomes for a multitude of disciplines and various academic levels.

Creating the game

Open Axis incorporates role-playing game (RPG), platformer, and choose-your-own-adventure style elements in a mix of text-based and multimedia formats to deliver a remote-friendly, play-based learning tool that highlights the importance of OA to a wide academic audience. It is a robust example of collaborative remote outreach, innovative scholarly communication instruction, gamification in academic libraries, and OA promotion. Diverse character profiles and gender-neutral names are built into the game's core narratives that feature undergraduates, graduates, and faculty, exploring issues unique to their respective positions. The iterative design process took into account users with varying levels of video game experience by allowing baseline play to be accomplished by someone with little-to-no experience, with more challenging mini-games embedded for experienced gamers. The timeline from conceptualization to game launch took a five-person team, drawn from across multiple campus libraries, approximately five months. Complex learning outcomes are based on the Framework for Information Literacy for Higher Education.[3]

Open Axis was created using an open source program called Twine,[4] which enables creators to tell interactive, nonlinear stories with only basic CSS and HTML knowledge (see figure 1). We also used LucidChart,[5] a virtual workspace for

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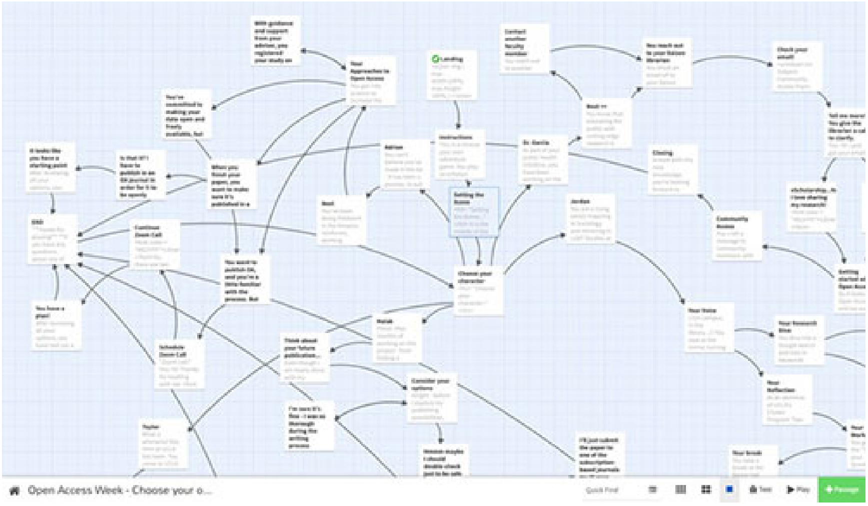

Figure 1. Backend of Twine storyboard.

teams, to craft "rough drafts" of our story arc. This allowed us to collaborate on various storylines before creating the final game product in Twine.

Within the interactive Twine game are short, embedded 8-bit platformer style video mini-games, which serve as brief interludes from the more substantive Twine adventures, but also impart simple information literacy and OA concepts (see figure 2). The mini-games were created using a browser-based game toolkit made with Flowlab Game Creator.[6] Flowlab uses a visual logic builder, which requires no coding or programming experience. The Flowlab website contains extensive help sections, from video tutorials to online forums. There are also many built-in basic behaviors and visual assets that can serve as an easy starting point for new creators. Although there is a free version of Flowlab, we chose to upgrade to an educational plan to enable unlimited game creation and asset upload.

Figure 2. Screenshot of Flowlab minigame.

The final version of Open Axis was uploaded to our UCLA Library GitHub account, and then the code was embedded directly into our library website.[7]

The player experience

Open Axis players are asked to choose from a series of five diverse scholar-characters designed to engage the game's themes through a variety of disciplinary lenses at different stages of the character's academic career. Using text prompts, the choose-your-own, adventure-style narratives present the player with a research or scholarly publishing dilemma. Gameplay incorporates a variety of library resources and services. For example, one narrative follows a character through a 24/7 Ask A Librarian virtual chat, while another directs a graduate student to the library's institutional repository. The minigames enforce broader themes, such as "collecting sources" and "finding research help," and provide an additional, fun means of engagement. Player choices determine the path and, ultimately, the ending of the character's story.

Upon completing the game, players learn how their decisions impact the availability of published material in the current scholarly landscape.

To ensure accessibility, the learning object is compatible with screen readers, unbound by technology, and modular enough to be embedded in learning management systems. Text, colors, and links are W3C compliant. Furthermore, the original transcript for Open Axis can be made available for universal access.

Incorporating game-based instruction

Video games and gamification—which is the "use of game elements in a non-gaming context" present opportunities for engaged, active learning within academic library instruction.[8] As noted by Dickey, "[t]he benefit of engaged learning is that this design promotes student collaboration and fosters students taking an active role in their learning."[9] Games are well-suited to support engagement due to their design, which necessitates that players make decisions by applying information, skills, and critical thinking to proceed. This is especially true for RPGs, which require players to assume the role of a fictional character and make decisions on behalf of that character to propel the narrative forward. Open Axis uses RPG elements—in tandem with side-scrolling, casual minigames—to encourage players to consider how they might respond to publishing, research, and information challenges from the perspectives of characters at various stages in their academic careers. The emotive potential of games—as evidenced by the growing use of gamification in academic libraries[10] and positive reception of Open Axis—present opportunities for library instructors to involve students in their own learning as active, engaged participants.

The opportunities associated with incorporating games into library instruction extend beyond the ability to create immersive learning experiences. When used in consort with other instructional approaches, they can promote or supplement learning outcomes.

For instance, analog games—like board games—can be used within in-person instruction sessions to enhance instructional content, while digital games may be assigned as pre- or post-work to a traditional library session. In either case, games can be used to check and verify knowledge, provide scenario-based opportunities for students to apply their knowledge, and provide a means for social and collaborative learning.

Web-based games in particular present added benefits due to their repurposability, they can be easily linked within learning management systems or static web pages, and they can be expanded or adapted for future iterations to include new features and content. The Open Axis game is easily reproducible and customizable at other institutions, requiring only a basic technical background. The game is modular, so different sections may be extracted for outreach, instruction, and orientation events. Librarians may assign specific characters to learners as prework before an instruction session. Contents of the game can be updated as UCLA Library services evolve.

Outreach and engagement

The Open Axis browser-based format allowed us to generate a higher level of engagement than our previous OA week activities. The link to our game was easily shared via social media, our website, on LibGuides, and through instruction sessions. This gave us the opportunity to engage with audiences worldwide, extending the game's impact beyond the UCLA community. The game appealed to a wide range of users. At the end of the game, we administered a six-question feedback survey. Multiple-choice and qualitative responses indicated that the game was successful in helping players learn about OA topics and core library services. This feedback, coupled with our increasing experience, will inform what we add to the next iteration of Open Axis.

Considerations and conclusions

Open Axis can be modified to become a relevant tool at any institution. The game offers opportunities for incorporating game-based learning into library instruction: it is reproducible, customizable, engaging, and marketable. Gamification is particularly well suited for exploring scholarly communication topics because the consequences for player behaviors are often delayed or even hidden, much like real-world publishing decisions.

Just as scholarly communication services have evolved over the years to respond to changes in areas of support, we must now also examine areas of opportunity for supporting the remote or hybrid learning environment.

As of July 2021, Open Axis continues to enjoy social media attention and is both shared and played by members of the online community far beyond the confines of the UCLA campus. The time invested in developing Open Axis is worthwhile, as the game's practicality extends beyond a singular week of events. Creating the game on an open-source platform encourages sharing and repurposing among the broader scholarly community.

As International Open Access Week continues to expand, so will the diversity of its events and learning materials. We look forward to sharing future iterations of Open Axis, and seeing games and gamification utilized in future OA Weeks and beyond.

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Vincent F. Scalfani

Using the Linux operating system full-time

Tips and experiences from a subject liaison librarian

About a year ago, I requested and received a university libraries issued Ubuntu Linux computer.[1] Ubuntu is a popular open-source GNU/Linux operating system.[2] Since then, I have used Linux every day for all of my liaison librarianship duties, professional service, and scholarship.

Before switching to Linux, I mainly used Microsoft Windows. I occasionally tried Linux, but never thought I could use Linux as my main operating system, especially for all of my academic work. I always thought that there were too many software packages I needed that were not available on Linux or that being on a different operating system than most students and faculty would cause compatibility issues. Well, I was wrong. And, in fact, I quickly discovered it was not only possible for me to use Linux for my liaison duties, but that I preferred using Linux.

Why even use Linux?

Several previous reports have provided an overview of Linux and argued for its use by librarians, libraries, and academics more generally. Some of the reasons reported for using Linux are that it is available at no cost, can be customized, runs well on older hardware, and offers an opportunity to support free and open-source communities, which may be more in-line with personal or institutional motivations and philosophies.[3]

My own reasons for switching to Linux were:

1. I wanted to support, promote, and contribute to more open-source projects. If I wanted to promote open source, open science, and open scholarship to the campus community, I felt that a move to the Linux environment may help my efforts.

2. I wanted to learn something new, in particular, how to use the command line for system management and data analysis.

3. I had recently started using the Python programming language and exploring new open source software libraries. During some testing, I found that I preferred to install, manage, and use these software tools in a Linux environment.

Making the switch to Linux

Switching to Linux as your main operating system is a big decision, and it requires considerable thought. Below I have outlined the steps I took over the course of several months preceding my switch to Linux, which should be helpful for those considering a similar move.

1. *List the software you use and support.* The first step is to list all the software you regularly use and determine if the software is available on Linux or if there is a suitable alternative. To complete this exercise, I created two categories: a list of required and frequently used software and a list of software that I like, but would be fine with an alternative.

Several observations from this exercise were immediately apparent. The first observation was that for the majority of my time, I was working in a standard web browser or basic text editor. The bulk of my work includes using various library databases, editing research guides, and creating tutorial material using online platforms like Google Slides and GitHub. As Steven Ovadia notes, using cloud-based tools within a web browser "makes

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Linux viable for academics."[4] Web-based work is well supported in Linux as both Chrome and Firefox are available.

For locally installed office productivity software, LibreOffice is a popular open-source desktop office suite on the Linux platform that can read/write Microsoft Office formats. However, having access to the Microsoft Office suite was still important to me for collaborating with colleagues, but again, I could work in the web-based versions of Word, Excel, PowerPoint, and Outlook, available through Microsoft Office 365. A basic version of Office 365 is currently free for eligible academic faculty and staff.

Moving on from web-based tools and office productivity requirements, my second observation was that if I excluded open-source tools like Jupyter Lab and Python libraries, which I used and knew were available on Linux already, there were only a handful of software applications outside of a web browser that I actually needed. For example, MATLAB and other commercial/academic scientific software I needed were available for Linux, while other software I used for image editing and reference management was not available on Linux, but I was easily able to find many suitable alternatives.

In summary, take inventory of the software you use for librarianship duties. You will probably find that much of your work is web-browser based. In addition, many software applications you use may be available for Linux, and if the software is not available, there are likely suitable alternatives.

2. *List the devices you use and support.* With Ubuntu Linux and other popular Linux distributions, you can generally expect devices like USB drives, wireless mice, external monitors, and wired headphones to work without any user setup. However, if there are unique devices that you are required to support or use like specialty document scanners, see if they are supported on Linux.

3. *Consider remote work.* Even as we move into the vaccination and reopening phases of the COVID-19 pandemic, it is critical to consider what kind of virtual meeting software you will need, as well as any network connections you need to establish from Linux while working virtually. Many popular virtual conference meeting software platforms such as Zoom and Microsoft Teams currently have dedicated Linux desktop applications, while others such as Google Meet and GoToMeeting support Linux through web browser-based connectivity.

Next is to consider what kind of network connections you may need to make to university resources off-site. For example, if your university uses a VPN to authenticate for library and other resources when off-campus, be sure there is a Linux-supported client. In my case, The University of Alabama (UA) supports VPN connections from Linux using the OpenConnect VPN client.

4. *Create a data backup plan and workflow.* Consider the approved options for where your university-related files need to be stored and how you will connect to them from Linux. There are a variety of methods to connect to shared network drives in Linux either directly from the file manager window or with a command line utility. This is one of those items that is best to ask your information technology staff. They will have an understanding of the network drive protocols and if you should expect any challenges connecting from a Linux computer.

Cloud storage options like Google Drive, DropBox, Microsoft OneDrive, and Box, are readily accessible from any standard web browser. However, if you rely on syncing files and accessing files from cloud storage directly from your file manager, options in Linux will vary depending upon the cloud storage service. For Google Drive, Ubuntu Linux has a built-in online accounts option which allows you to connect and access Google Drive files directly from the file manager window. Dropbox has its own Linux desktop application, while Microsoft OneDrive and Box do not.

At UA, Box is our approved cloud storage provider. I do not often work on more than one local file a day, therefore the easiest workflow for me was to simply upload any local files to Box via a web browser at the end of each workday.

5. *Create an operating system and software maintenance plan.* Unless your information technology staff already manage Linux desktop computers, you are probably going to be responsible for your own Linux system maintenance, software

installations, and technical support. For the operating system, create a plan for checking and applying updates (particularly security updates) frequently. You should expect that some Linux software can only be installed through a terminal window using command line package manager tools. However, most user-friendly distributions like Ubuntu have graphical interfaces for system updates and common software package installations.

Check the documentation of your chosen Linux distribution for more details and to determine your level of comfort with maintaining and installing software in Linux.

As far as technical support, there are commercial Linux support services available. Otherwise, there are many community-driven support wikis and forums for most Linux distributions where you can post and find answers about Linux openly from the community. The latter option was acceptable to me as I have always enjoyed maintaining and troubleshooting software issues on my own computers.

Finally, consider how you will recover your operating system and software installations in the event of damage, theft, or hardware failure. There are drive cloning tools available in Linux where you can create a copy of the drive and restore your Linux operating systems and software from a known point in time. The alternative would be to reinstall Linux and any local software, which was my preferred plan.

6. *Try Linux and test your workflows.* The next step is to try Linux. Popular and beginner-friendly distributions are often discussed or recommended.[5] One of my own considerations when picking a Linux distribution was to choose a distribution that was also available pre-installed on computers from manufacturers. This way, if I liked the Linux distribution, I had the option of buying a computer in the future with the distribution I was already familiar with using. As an example, currently Dell sells computers with Ubuntu or Red Hat Enterprise Linux pre-installed, System76 sells computers with Ubuntu and Pop! OS, and Lenovo sells computers with Ubuntu or Fedora.

Ovadia discusses a variety of ways to try Linux without affecting your current operating system. During my own testing, I installed Ubuntu on my university Windows 10 computer in a virtual machine created with VirtualBox. This method allowed me to test Ubuntu, install software, and try my workflows over the course of months, without changing anything permanently.

7. *Write a proposal.* If you decide that switching to Linux is the right decision for you, I recommend writing a one-to-two page proposal, including your own justifications for using Linux, your findings from Steps 1-6, and how a move to Linux can advance your library services. If your university purchases computers from a particular manufacturer, see if they have Linux computers available as these workstations are generally configured and tested to work with Linux. Alternatively, you could also propose installing Linux on your current PC as the main operating system. In my own case, providing a written proposal to my administrators was an ideal way to start the conversation and show that I had thoroughly considered my request for a Linux computer.

Experiences and conclusions

With careful planning and testing, I found that the transition to Linux full-time was a smooth experience. Around month two of using Linux every day, I decided to force a partial update (despite Ubuntu warning me not to) and ended up breaking many dependencies. Ultimately, I decided to reinstall the operating system and start over. Thankfully, I had kept a log of how to install the local software I needed using terminal commands, so it only took me a couple hours to get back up and running on a new setup. Even with that minor setback, I have enjoyed every minute of using Linux, and each day feels like I am learning something new.

There have been a handful of times that I needed access to a Windows or Mac computer over the past year to help a student with a piece of software or run a specific program not available on Linux, but overall, I have found that my library liaison workflows in Linux are highly compatible with colleagues and patrons.

What I have enjoyed most about using Linux is learning how to use the terminal window (e.g., Bash Shell) and various GNU command-line utilities for my daily work. I am no longer dependent on spreadsheet applications for data manipulation and basic data analysis tasks.[6] I have also taught workshops with the terminal, showing users how to do reproducible basic data analysis with the GNU utilities, as well as search PubMed from a Linux terminal,[7] which is a lot of fun.

Switching to Linux has increased my skill set exponentially and has been one of the best decisions I have made for my career. In the years to come, I look forward to learning more about Linux and contributing to the Linux community.

Acknowledgments

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Rachel G. Rubin and Urszula Lechtenberg

Teach your meetings well

Backward design for better virtual meetings

As COVID-19 continues to influence the ways in which academic libraries serve faculty and students, so too does it impact the internal communications, planning, and processes of library teams. As libraries adapt to fully remote or hybrid staffing arrangements, meetings have shifted to platforms such as Zoom, WebEx, and Microsoft Teams. Flexible work arrangements, in which some staff may be onsite while others are dispersed, are likely to persist even as campuses return to more face-to-face operations. Leading effective meetings in person is a learned skill, one that can be adapted to the remote environment with some help from best practices in digital pedagogy and, in particular, the principles of backward design. These best practices can improve meeting productivity, encourage interaction, and increase inclusion for colleagues in satellite locations.

Background

There is no shortage of literature on the characteristics of effective meetings. Sharing an agenda, keeping minutes, respecting the time of participants, staying on task, maintaining an appropriate environment, and encouraging participation are commonly accepted practices for success.[1] Many library practitioners have a great deal of experience leading meetings in person, but less so leading meetings in a dispersed environment. Encouraging and managing participation, for example, requires a different approach on Zoom, as does maintaining an appropriate meeting environment. Even with cameras on, it can be difficult to read the social and nonverbal cues that are typically critical for effective communication.[2] Indeed, creating a sense of psychological safety, described as "people feeling they can raise questions, concerns, and ideas without fear of personal repercussion,"[3] presents a new challenge in remote environments, especially for new teams that may not already have trusting relationships established. Much like a virtual classroom, the most effective online meetings require skilled facilitation and full engagement by participants.

When done well, virtual meetings have the potential to be even more effective than in-person meetings. They may provide the facilitator with a greater degree of control, speed, structure, and clarity, especially for activities such as brainstorming.[4] They also mitigate the inherent imbalance in meetings in which some participants are literally "in the room" while others find themselves listening in remotely. Hybrid meetings require particular attention to ensure that in-person participants do not dominate the conversation to the exclusion of remote participants.[5] To capitalize on the benefits of virtual meetings and mitigate potential problems, it is helpful to reflect on successful approaches in remote instruction.

Remote teaching has its own best practices rooted in instructional design. Instructional design models can effectively organize and structure content into learner-centered lesson plans for online instruction, while incorporating the added variable of web conferencing technology. Backward design is one such approach. This model asks instructors to 1) identify goals and desired results, 2) determine

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acceptable evidence of meeting those goals, and 3) design learning experiences and instruction based on that information.[6] In a technologically dependent setting, defining outcomes and desired results requires that the impact of instructional technologies be considered: whiteboards, breakout rooms, and other tools embedded in web conferencing platforms can be implemented in support of reaching intended goals.

Matching instructional technologies with learning (or meeting) scenarios can be both exciting and frustrating, considering the number of tools available and the amount of time it might take to learn those tools well. Facilitators can start with the technologies provided and supported by their organization (e.g., LibGuides, LibWizard, or Zoom breakout rooms) and match them to their intended goals. While it is impossible to become an expert in all available platforms, Char Booth provides a useful set of steps that help balance maintaining current awareness of technologies while adapting to constant change. 1) Experience: authentic, hands-on experiences will demystify a platform or tool. Try testing it out in a low-stakes environment with colleagues before using it in practice. 2) Evaluate: in line with backward design, consider if and how the technology will achieve specific outcomes. 3) Customize: incorporate the technology based on the actual needs and objectives of your teaching or meeting scenario.[7] Through this strategy, instructors and meeting facilitators can build their toolkits to design effective experiences using various technologies and become sufficiently comfortable with a few key platforms.

Strategies

Most meetings do not require (nor do most employees have the time to devote to) rigorous design and assessment. No matter the importance of the meeting, however, it is worthwhile to spend a little time revisiting these backward design principles when creating your agenda: 1) identify goals and desired results, 2) consider what would constitute evidence of meeting the goals, and 3) design the meeting experience to ensure success and inclusion. With practice, these steps can become a relatively quick and efficient way of adapting teaching and learning approaches to effective meetings. If a topic is worth meeting about, it is also worth investing some effort to ensure that the meeting is a good use of everyone's time.

Identify goals and desired results

The first step is to identify the overall purpose of the meeting and the goal of each agenda item. Is the meeting intended to generate discussion, share information, or to make decisions? Is it for big-picture brainstorming, gathering feedback, or project planning? It is not unusual for meetings to address more than one objective, so in addition to thinking about the overall purpose, it is important to reflect on the intended outcome of each agenda item. Next, consider what resources (people, documents, or supplementary information, for example) will be necessary to successfully meet each goal. Recurring project or deadline-based meetings may benefit from this type of planning. Working backward from a deadline or intended outcome, for example, meetings can be scaffolded to build up to the completed project by working through the purpose, goals, and desired results for each meeting in advance. These preliminary steps will also help to select appropriate interactive technologies later in the process.

Identify evidence of meeting the goals

Agenda items may result in immediate outcomes such as decisions or actions, but everyone has experienced "next step limbo," especially when goals are unclear. One way to quickly evaluate if the goal has been achieved is to create a standard nomenclature for desired outcomes that can be applied to each agenda item. For example, each topic can be clearly labeled discussion, action item, decision, or announcement on the agenda itself. This process requires that the person creating the agenda take the time to identify what form "success" will take. For example, consider the agenda item "continuing no-contact pickup." The subject is clear, but the goal is not. Is the purpose to make a decision, to have a discussion, or to share an announcement? Alternatively, the agenda item could read: "Decision: continuing no-contact pickup." Simply by adding a notation about the purpose of the item, two needs are met: 1) participants understand the expectations for their participation on that item prior to the meeting, and 2) it is easy to assess whether the goal has been met. Was a decision made or not? In this case, the "evidence" is not tied to what happens after or outside the meeting. Here, success is measured by whether the stated expectation for the item was met during the meeting: yes, a decision was made.

Design the meeting experience

Design and implementation are where in-person and virtual experiences diverge most. While purpose and goals may be shared, technology adds an extra layer of complexity to the facilitation and engagement process. This is in part because a meeting must function on multiple levels. In an online environment the existence of those levels can be more palpable because they require more intention and attention: facilitators need to be able to select and be comfortable using the appropriate tools (e.g., whiteboard, chat, polls); interpersonal dynamics must be managed while navigating mixed use of cameras, sound or visual delays, and diverse levels of technological prowess; and last, but certainly not least, the meeting itself must stay on time and on task. One way to approach this challenge is to break down the design phase into tools and rules.

The first step is to match the appropriate tools to the objectives of the meeting. For a highly interactive activity such as brainstorming, for example, one approach is to share your screen and capture contributed ideas in real time. This can be done by the facilitator or an assigned notetaker in a shared document. This ensures that all participants can see and build on previous comments, correct any misrepresentations or clarify confusion, and engage in creative thinking without worrying about taking notes. An integrated whiteboard can also be used effectively for this.

If the goal is decision making, tools like polling and screen annotations may be useful. The polling option in Zoom allows the host to create a set of multiple-choice questions that can be shared at any point of the meeting. Once answers are selected, the votes are tallied, and the results are displayed. A benefit of this approach is anonymity: a poll might be the best way to elicit honest feedback if the topic is sensitive or if a team has not yet developed a high degree of trust. For a more interactive approach, consider using screen annotations. As a meeting host in Zoom, you can share the topics or objects under consideration, whether they are on a website, in a shared document, or even on a whiteboard. Participants can then mark their choices using the annotation feature, which includes checkmarks, stars, and hearts.

Lastly, many meetings consist of discussion items. For this type of activity, breakout rooms can be a good tool to organize larger groups for discussion. Participants can be populated into small groups randomly or in advance. In Zoom, the facilitator can also create rooms based on topics, themes, or questions, and participants can self-select their discussion forum. Discussion-heavy meetings can be particularly difficult to manage in the online setting, which is one reason why having clear rules is so important.

Regardless of the tools employed, shared guidelines for participation are essential to ensure equitable opportunities for engagement. For example, you might require that participants use visual cues, such as a raised hand, to indicate a desire to speak. Such a system can be tailored so that a raised hand might signify a comment on a new subject, while a green "yes" checkmark indicates a follow-up comment on the current topic.[8] A moderated system such as this can prevent individuals from dominating the conversation, takes the burden off speakers to "jump in," allows participants to focus on listening and speaking in an orderly fashion, and gives the facilitator the ability to manage the conversation while mitigating a lack of social cuing. Rules for when to use the chat function may also come into play, especially if not all participants have access to a microphone. No matter what rules the facilitator and group members establish, everyone must agree to follow them so that participants can focus on what they want to say, not how they will be able to say it.

Conclusion

Virtual meetings can be socially complex and technologically challenging. The virtual environment can make it difficult to read social cues that normally facilitate in-person discussion, and mixed access to and comfort with technology can be a barrier. For meeting facilitators, the pressure to be comfortable with many technologies can feel overwhelming. The best practices discussed here can be applied with varying degrees of rigor to meetings of all types to help reduce these stresses. Taking a backward design approach has the potential to make virtual meetings equally if not more inclusive, efficient, and productive than in-person meetings. As academic libraries continue to integrate the lessons learned during the pandemic, the benefits of virtual meetings can be sustained. With some direction from backward design and a bit of planning up front, future meetings may be even more fruitful and productive meeting experiences for all participants.

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Lauren Puzier and Kelsey O'Brien

No Pets on Zoom

Learning to apply parliamentary procedure in virtual meetings

Last fall, as we acclimated to remote work for the foreseeable future, the University at Albany Libraries faculty had an important matter to settle. A lively discussion ensued over Zoom as we took turns raising virtual hands.

"Speaking in favor of the motion, I often notice cats goofing around in the background of people's Zoom videos, and it makes it very hard to concentrate."

"I oppose the motion; I find that cats are calming, and they make meetings more pleasant."

"I also think we should require everyone to mute their microphones."

"Point of Order! The previous comment doesn't pertain to the current discussion."

"Point well taken. The discussion should only pertain to the motion on the floor. Is there any further discussion on the motion to not allow cats at Zoom meetings?"

L. Puzier, 2020, No Pets on Zoom: Parliamentary Procedure Program marketing image [digital image]. UAlbany Libraries.

In spring 2020, along with the majority of institutions across the country, the University at Albany (UAlbany) was forced to quickly adapt to remote work in response to the COVID-19 pandemic.[1] In addition to ramping up our virtual reference services and implementing curbside pickup, the UAlbany Libraries had to make adjustments to our day-to-day operations, including faculty meetings. As part of its health and safety guidelines, the university advised that staff and faculty hold meetings virtually using the extensive range of available collaboration tools (e.g., Zoom).[2]

The University Libraries' Professional Activities Committee (PAC), which implements professional interest and continuing education programs for the library faculty, had previously added parliamentary procedure to the lineup of professional development workshops. We planned to introduce *Robert's Rules of Order*,[3] the governing guidelines for our faculty meetings, to junior faculty members and refresh senior faculty members more familiar with it. The workshop was continually bumped down the list for other programs, but its relevance became especially apparent as the library faculty adjusted to the particular challenges of remote meetings. We decided to revisit the idea with a focus on virtual meetings and came up with an entertaining scenario: "No Pets on Zoom."

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Planning the workshop

> [Henry Martyn Robert] published his first book in 1876, and it was about 180 pages. . . . Since that time . . . it's the 12th edition, and this book is a little bit more than 700 pages. So, it's gone from about 180 to 700 pages. Now the purpose of Robert's Rules is to help organizations get things done in an orderly fashion.—UAlbany Senate Parliamentarian Ronald Vero.[4]

The UAlbany library faculty refer to the latest edition of Robert's Rules of Order for their meeting procedures.[5] Shortly after the pandemic shutdown necessitated a nationwide shift to remote work, the Robert's Rules Association published a set of sample rules for hosting electronic meetings in *Robert's Rules of Order Newly Revised, 12th Edition.*[6] This new information increased the potential value of a workshop to all faculty members who needed to know how to apply the rules when participating in meetings on a virtual platform, in this case, Zoom.

Henry Martyn Robert [digital image]. (n.d.). Public Domain, https://commons.wikimedia.org/w/index.php?curid=190990.

In preparation for the workshop, the three members of PAC reviewed our faculty bylaws, researched parliamentary procedure, and made sure the library purchased the latest edition of Robert's Rules of Order for the collection.

We also reached out to the UAlbany Senate Parliamentarian Ronald Vero to see if he would be interested in participating in the workshop. Ultimately, the committee members met with Vero several times over the next month to learn about the rules' most common applications and the brand new guidelines for electronic meetings. Vero's knowledge as a parliamentarian was indispensable as the team developed an interactive workshop that would keep staff engaged and allow them to practice applying the rules firsthand.

In November 2020, staff were invited to a mock library faculty meeting in which the group role-played the chair, parliamentarian, and faculty body. PAC marketed the event as a useful workshop for anyone interested in learning about *Robert's Rules of Order* or understanding how parliamentary procedure helps meetings run smoothly.

Running the workshop

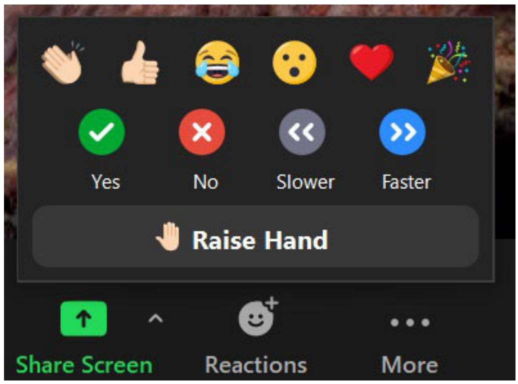
The "No Pets on Zoom" parliamentary procedure program focused on how motions are raised, amended, and voted on during faculty meetings, which can be a mysterious process for those unfamiliar with Robert's Rules of Order.

For the first part of the workshop, Vero led attendees in a brief and engaging overview of the history of Robert's rules. Yes, Henry Martyn Robert was a real fellow. After an embarrassing experience trying to run a local meeting without guidance, Robert started to research legislative assemblies' rules. He would carry note cards to meetings with some rules written down to guide him but continued to find the rules inadequate.[7] Robert traveled across the United States as a military member and found no universally accepted rules for running meetings. To help folks manage orderly meetings, he wrote the first edition of rules, Pocket Manual of Rules of Order for Deliberative Assemblies, in 1876.[8]

Vero also reviewed the most common uses of the rules in meetings, such as motions, amendments, and discussions. He stressed, however, that "Robert's Rules of Order supplement the procedures outlined in the faculty bylaws. In the event of disagreements between the two documents, the bylaws have supremacy."[9] This was an important reminder for all faculty to review the bylaws in addition to having Robert's Rules cheat-sheets handy.

For the second part of the workshop, the mock faculty meeting, the PAC members developed an easy-to-follow script with two interactive scenarios.[10] We enlisted some volunteers to play the scripted roles, but also left room for open discussion and practice. In the first scenario, a graduate research award was proposed. This scenario demonstrated the raising of a simple motion, which someone then seconded (affirming their interest in it and moving the motion forward). Next, the motion was stated (motion on the floor), followed by a group discussion and group vote. Finally, the chair announced the results of the vote. This practice scenario helped attendees see a meeting's rhythm as the chair directed communication, questions, and comments, and Vero, as parliamentarian, answered questions in real-time.

The role-playing exercise also gave everyone the chance to practice using Zoom's nonverbal feedback and meeting reactions features, as we would in a real faculty meeting. Once enabled by the host, these buttons allow attendees in virtual meetings to participate without unmuting their microphones.[11] When a member needed the attention of the chair, they used the raise-hand feature and waited to be acknowledged. When it was time to vote, attendees were asked to use the Yes or No buttons to vote for or against the motion.



Nonverbal feedback and meeting reactions on Zoom toolbar. (2021). Screenshot by author.

The headlining motion, which proposed that cats not be allowed at Zoom meetings, was next. This scenario was designed to open the discussion and encourage attendees to engage and participate in the procedure. While the introduction and first scenario were recorded for later viewing, PAC did not record this part of the workshop to make everyone feel more comfortable participating. In this scenario, the motion was raised to ban cats from Zoom meetings. Another attendee quickly seconded the motion. The chair asked the first attendee if they would like to speak their motion. "I would like to propose this motion because cats have been stepping all over people's keyboards and typing into the chat, and it's very distracting during meetings." Someone proposed an amendment to ban all pets on Zoom, leading to a fun and energetic discussion. After the debate, a point of order was called, the group held a vote on the amendment, and then a final vote was taken on the amended motion. Ultimately, the nays had it, and the faculty voted to permit all pets at Zoom meetings (much to the delight of one author's cat who made a timely cameo at the end of the meeting).

Outcomes

"No Pets on Zoom" was one of the most well-attended professional development workshops hosted by PAC. The workshop was voluntary and of the 66 library faculty members, 27 attended the live program and 13 viewed the recording. Attendees provided feedback via the post-event survey, noting, "It was helpful to have two role-playing scenarios in order to repeat rules and basic meeting flow" and that it was an "informative, fun, interactive experience completely through Zoom." Our faculty chair, who agreed to role-play as the chair during the session, also noted the value he found in the program:

The workshop was really helpful for me to understand how to properly run our faculty meetings. It's healthy for us to disagree, and while Robert's Rules can feel odd or overly formal at times, it's really important to have a standard process to govern discussion to help make these exchanges more productive and less harmful. The workshop also spurred a necessary conversation about the purpose of our faculty meetings and what we as a faculty want to get out of them.[12]

A library faculty member who regularly serves as parliamentarian for faculty meetings also shared positive feedback:

The invitation to "No pets on Zoom" must have intrigued colleagues because the event was well attended and pretty interactive. The program was held well into the 2020 COVID epidemic, when conducting our faculty business via Zoom had lost its luster. So, it's ironic that the planning committee successfully delivered a program about a dry topic via Zoom by couching it in a stimulating debate about Zoom![13]

PAC followed up after the workshop by sharing some helpful resources on parliamentary procedure along with the Zoom recording for anyone who missed the event or wanted a refresher.[14] The resources were posted on the libraries' internal website and have had 136 views to date. Most popular is the Robert's Rules Cheat Sheet, a useful document to have on hand when attending a faculty or a senate meeting.

PAC will likely offer some version of this workshop again as a periodical refresher for our library faculty. In the next iteration, we may hold a live mock faculty meeting rather than meeting on Zoom. One benefit of our online workshops, however, is that the recordings will serve as useful resources for anyone who would like a review.

Conclusion

Hosting an introductory workshop like "No Pets on Zoom" is incredibly helpful for faculty members of all ranks who participate in parliamentary procedure or who would like to learn about a well-established method for bringing more order to meetings, whether virtual or in person. While parliamentary procedure may be intimidating to those who are unfamiliar with the etiquette, a primary goal of Robert's Rules is to give everyone in an organization an equal chance to have their ideas and opinions heard.

The lessons from this workshop apply to virtual meetings held during the pandemic and beyond. As local pandemic restrictions lift and institutions move toward a return to the office, we may see hybrid meetings with some in-person and remote attendees. Participants can bring the rules and tools from the workshop to use at virtual, hybrid, and entirely in-person meetings as institutions gradually adjust to a flexible post-pandemic workplace.

For those who are interested in offering a similar workshop, we recommend connecting with your organization's parliamentarian or a local parliamentarian who can share their expertise with you or participate in a workshop with your members. In order to create a friendly practice space that invites participation, try to brainstorm fun and punchy topics for debate. Plan to have at least two items for discussion so that your members can practice different scenarios and share information for folks to have at hand after the workshop so that they may refer back to it when needed. Creating an engaging and interactive workshop on parliamentary procedure is possible (and without breakout rooms).

Notes

1. Pradeep Sahu, "Closure of Universities due to Coronavirus Disease 2019 (COVID-19): Impact on Education and Mental Health of Students and Academic Staff," *Curēus* 12, no. 4 (2020): e7541, https://dx.doi.org/10.7759%2Fcureus.7541.

2. "Guide for Returning to the Workplace," University at Albany, 7, updated June 11, 2020, https://perma.cc/S6BQ-TFAG.

3. Henry M. Robert III, Daniel H. Honemann, Thomas J. Balch, Daniel E. Seabold, and Shmuel Gerber, *Robert's Rules of Order Newly Revised, 12th edition* (New York: PublicAffairs, 2020).

4. Vero, Ronald. "No Pets on Zoom: Parliamentary Procedure Program" (online workshop, University at Albany Libraries, Albany, NY, November 14, 2020).

5. University at Albany Libraries, "University Libraries Faculty By-laws," in *Library Faculty Handbook* (amended 2017), Section 1.2

6. "Sample Rules for Electronic Meetings," Robert's Rules of Order, June 22, 2020, https://perma.cc/JHN9-TE5F.

7. Rita Cook, *The Complete Guide to Robert's Rules of Order Made Easy* (Ocala: Atlantic Publishing Group, 2008), 18.

8. "Our History: A Short Look at our Past and our Future," Robert's Rules of Order, 2021, https://perma.cc/RBB7-TFTJ.

9. Tyler Norton, "No Pets on Zoom: Library Faculty Participates in Robert's Rules Workshop," *Library News,* University at Albany Libraries, 2020, https://library.albany.edu/news/fall-2020-no-pets-on-zoom-workshop.

10. See Robert's Rules Demonstration script, https://tinyurl.com/pa2an4wj.

11. "Non-Verbal Feedback and Reactions," Zoom Help Center, January 28, 2021, https://perma.cc/D9B8-SE2H.

12. Greg Wiedeman, Chair of Library Faculty, email message to Lauren Puzier, March 5, 2021.

13. Karina Ricker, Library Parliamentarian, email message to Lauren Puzier, March 11, 2021.

14. See Parliamentary Procedure Resources, https://tinyurl.com/vk6jmstb.

Tuition-free community college advances in House

Tuition-free community college, a key part of President Biden's campaign platform, took a step towards reality on September 8 with the release of the House Education and Labor Committee's budget reconciliation bill. Included in the nearly 300-page bill is a provision that would provide two years of tuition-free community college for eligible students. Supporters of the initiative aim to encourage more students to enroll in community college and then transfer to a four-year college.

Under the House Committee bill, the five-year program would take effect in the 2023–24 academic year, sunsetting after five years. States would receive grants covering 100 percent of tuition costs for all enrolled students. Federal grants would decline in award year 2027–28 to cover 80 percent of student costs, with states contributing the difference. The Committee proposal ensures the benefit would extend to historically Black colleges and universities, tribal colleges, and other minority-serving institutions. The legislation would provide "such sums as may be necessary."

While the program would not provide funding directly for community college libraries, any increase in student enrollment would likely encourage community colleges to increase support for academic services, including libraries. Librarians and library advocates need to make this point with administrators: libraries are pleased to provide services to more students—especially those from challenged backgrounds—but more work necessitates more resources for the library.

The House Education and Labor Committee was expected to approve its bill by mid-September, with possible consideration in the full House by September 30. ALA will continue to follow proposals in the House and Senate as a final spending bill winds its way through Congress and to the president.

Kevin Maher is ALA's deputy director of government relations, email: kmaher@alawash.org

ALA accepts nominations for Copyright Award, October 31 deadline

The ALA Public Policy and Advocacy Office is accepting nominations for the L. Ray Patterson Award. Established in 2002, the honor recognizes individuals or groups who "embody the spirit of the U.S. Copyright law as voiced by the framers of our Constitution: to advance the knowledge of science and useful arts" (U.S. Constitution, art 1, sec 8). Nominations will be accepted through October 31, 2021.

The award is named after L. Ray Patterson, a key legal figure who explained and justified the importance of the public domain and fair use. He helped articulate that copyright law was negatively shifting from its original purpose and overly favoring rights of copyright holders. His book, *The Nature of Copyright: A Law of Users' Rights,* is the definitive book on the constitutional underpinnings of copyright and the critical importance of the public domain.

Appropriate nominees for the Patterson Award are persons or groups who have made significant and consistent contributions in the areas of academia, law, politics, public policy, libraries, or library education to the pursuit of copyright principles.

Nomination letters should include illustrative examples of how the nominee has contributed to the pursuit of the fundamental tenets of copyright law. Nominees who have worked or collaborated with libraries will be given special consideration.

Send letters of nomination outlining a candidate's qualifications for this award to Alan Inouye, senior director, Public Policy and Government Relations, by email at ainouye@alawash.org.

The Art Institute of Chicago—The Collection. *Access:* https://www.artic.edu/collection.

The Art Institute of Chicago—world renowned for its vast and diverse collections of works from every genre and every corner of the earth—provides thousands of images of its works online, many of which are in the public domain and available for download. The site provides a variety of ways to explore the Institute's collections, to read about the history and research discoveries behind each work featured, and to take advantage of opportunities to learn about art and architecture in its many forms.

The Collection site consists of three primary pages: "Artworks," "Writings," and "Resources." "Artworks," the featured page, opens to a gallery of the most well-recognized works in the Institute's holdings, among them Van Gogh's The Bedroom, and Seurat's A Sunday on La Grande Jatte. Approximately 50 thumbnail images fill the page. A row of buttons appears at the top of the page to filter the gallery to curated selections, such as cityscapes, Impressionism, African diaspora, or fashion. Additional filters further refine the displayed images by date, artist, medium, subjects, and more. Click on any gallery image to open a full view, including details such as description, exhibition history, provenance, and educational resources. Many works include multimedia links to audio or video snippets that supplement the viewing experience, often featuring behind-the-scenes analyses of the works. If the work is in the public domain, a Creative Commons Zero designation appears, along with an option to download an image file. The Explore Further section includes related works—by the same artist or from the same movement—providing an easy way to connect with other works of interest in the collection.

For deeper investigation, "Writings" displays a selection of publications by the Institute, including articles from the blog, interactive features, full access to digital publications, and a bibliography of print publications. These selections highlight the wealth of scholarship that is produced by the Institute, providing context for works within place, culture, and history. Finally, "Resources" promotes the Institute's world-class library, archives, research guides, and educator tools.

This site showcases the Institute's digital collections, scholarship, and educational resources in a format that is simple to use and entertaining. It is suitable for content creators and designers looking for open access images, researchers, students and teachers, and any user seeking to discover all that the Art Institute of Chicago has to offer.—*Sarah-Lynda Johnson, Lewis & Clark Law School, sarahjohnson@lclark.edu*

US Energy Information Administration.. *Access:* https://eia.gov/.

The Energy Information Administration (EIA) was created in 1977 as the primary U.S. government agency to collect, analyze, and disseminate a broad spectrum of energy-related information, independent of policy considerations. By law, EIA does not formulate policy or advocate conclusions, and its analytical outputs cannot be subject to prepublication review outside of EIA.

EIA's data, reports, and projections are considered to be objective, nonpartisan, and also reliable. EIA's outputs are used by a wide audience of governmental units, economists, corporations, journalists, lobbyists, investors,

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and citizens at large. EAI's website offers access to annual, quarterly, monthly, weekly, and even daily data on energy sources, such as coal, natural gas, geothermal, hydro, nuclear, petroleum, solar, wind, or wood.

EIA's coverage includes retail prices for fuels and electricity, energy consumption by type of user, and measurements of supply/demand/flow. All data elements are collected domestically, with some items also collected globally. EIA also keeps an eye on three gases (carbon dioxide, nitrogen oxides, sulfur dioxide) that are emitted as byproducts from electricity generation.

Although EIA is an enormous source of time series data as XLS files, the excruciating level of details offered for thousands of U.S. electric generating plants in ZIP files can become bothersome for first-time users. Luckily this website has a fast search engine and six ways of organizing the underlying resources: "Sources & Uses," "Topics," "Geography," "Tools," "Learn About Energy," and "News." Each of these include an alphabetic A-to-Z index.

The glossary is easy-to-use, and provides meaningful hyperlinked cross-references. The "Geography" tab provides access to both historic and dynamically generated maps such as electricity distribution disruptions, locations of wind turbines, or potential geothermal sites. The wide variety of time series data and reports offered by EIA could be used as raw ingredients for any course in economics, statistics, social trends, public policy, or resource management. The omnibus search engine combined with the glossary and FAQ files makes this information warehouse very accessible to undergraduate students.—*Gary Klein, Willamette University, gklein@willamette.edu*

World Flora Online. *Access:* http://www.worldfloraonline.org/.

World Flora Online (WFO) is a fine example of international scientific collaboration, and an impressive botanical resource. Its tagline proudly proclaims it to be an "online flora of all known plants," and this is no exaggeration: the WFO contains information for more than 350,000 species, including 1.3 million plant names.

This monumental undertaking dates back to a goal set at the 2002 United Nations Convention on Biological Diversity to create an open access scientific portal compiling all known land plant species. The first iteration, The Plant List, was a static list of known plant species.

World Flora Online, its successor, is really two resources in one: first, an expertly curated list of all known species, placed within a taxonomy that reflects current (and ever-changing) scientific consensus on plant taxon classification. Second, a database of data related to those plants, ranging from pictures and descriptions to linked publications. WFO is designed to be an ongoing and frequently updated database that can offer a global, openly accessible resource for information on plant species and related data, such as conservation status and geographic distribution.

The user experience for this database is mixed. It will likely be quickly and immediately relevant to experienced researchers who have a solid foundation of botanical knowledge. For instance, users can browse by plant classification but the "browse" page is simply a list of Latin names in alphabetical order. Some quick lateral research (e.g., copy and pasting into Google) allowed this reviewer to eventually figure out that it was a list of plant orders. Users are more likely to start with the search box on the main page, which invites search "by species, genus or family name, or any words describing the plant." The site offers a "tour" of search features, with pop-up windows giving short explanatory overview of available search facets, options for sorting or downloading results, etc. This overview was welcome the first time, but irritating when it appeared subsequently. Users may register for a free account to access some features, such as downloading data, but it's not necessary for casual use.

For experienced plant taxonomists and researchers, this is a clearly valuable resource, with helpful hints for those who are novices when it comes to online databases. Users who are familiar with online database interfaces but are novices when it comes to botanical knowledge, might have a harder time getting full value from WFO. —*Eli Gandour-Rood, University of Puget Sound, egandourrood@pugetsound.edu*

The George A. Smathers Libraries at the University of Florida (UF) received a grant award from the National Endowment for the Humanities (NEH) to expand newspaper digitization efforts and continue participating in the National Digital Newspaper Program (NDNP). This is the fifth NDNP award the libraries have received since 2013, bringing the combined project total to nearly $1.5 million. The NEH award will fund the Ethnic Florida & U.S. Caribbean Region Digital Newspaper Project, building on work from previous project phases. During the eight-year period from 2013 to 2021, more than 400,000 pages of historical newspapers published in Florida, Puerto Rico, and the Virgin Islands were digitized and made publicly available online. Over the next two years, the UF project team will continue to collaborate with partners at the University of the Virgin Islands libraries to digitize an additional 100,000 pages from newspapers published between 1800 to 1963. Selected content will include ethnic newspapers published in Florida and the Panama Canal Zone newspapers, and newspapers from the U.S. Virgin Islands. The project will run from September 2021 to August 2023. All digitized content will be text-searchable and freely accessible in the University of Florida Digital Collections (www.ufdc.ufl.edu/ufndnp) and Chronicling America (https://chroniclingamerica.loc.gov/), a site created and maintained by the Library of Congress for the National Digital Newspaper Program.

An image of work by Alia Farid from the Amistad Research Center.

The Amistad Research Center (Amistad), in partnership with the Rivers Institute of Contemporary Art and Thought (Rivers), has received an award of $500,000 from The Andrew W. Mellon Foundation to support artist archival research residencies at Amistad and the development of new work that circulates material history. Beginning in August 2021 and ending in December 2023, the co-organized artist research residencies will welcome five international artists to New Orleans research. American-born artist and 2020 Mohn Award recipient Kandis Williams uses collage, performance, writing, publishing, and curation in her artistic practice. She explores and deconstructs critical theory around race, nationalism, authority, and eroticism. Founder of Cinémathèque de Tanger, Moroccan-French artist Yto Barrada is recognized for her multidisciplinary investigations into cultural phenomena and historical narratives. British artist Helen Cammock probes social histories through film, photography, print, text, song, and performance to question mainstream historical narratives around blackness, womanhood, wealth, power, poverty, and vulnerability. Alia Farid, a Kuwaiti-Puerto Rican visual artist, works at the intersection of art and architecture to give visibility to narratives that are obscured by hegemonic power. American collage artist Troy Montes-Michie works in assemblage and juxtaposition to engage Black consciousness, the Latinx experience, immigration, and queerness to subvert dominant narratives by placing past and present in confrontation. Additional information about the collaborating institutions can be found at Amistad Research Center at https://www.amistadresearchcenter.org/ and the Rivers Institute of Contemporary Art and Thought at https://riversinstitute.org/.

Ed. note: Send your grants and acquisitions to Ann-Christe Galloway, production editor, *C&RL News,* at email: agalloway@ala.org.

Appointments

Jason Broughton has been appointed director of the National Library Service (NLS) for the Blind and Print Disabled, where he will be responsible for the oversight and administration of the NLS program of the Library of Congress, including the expansion of online and digital delivery of program services. Prior to joining the Library of Congress, Broughton became the first African American to serve as Vermont State librarian, where he engaged in strategic planning for the Department of Libraries and establishing a long-term vision for the State Library. For over a decade, Broughton held numerous library roles in South Carolina and Georgia, where he used his prior training as an educator to focus on such issues as workforce development and public outreach engagement.

Aslihan Bulut has been appointed Law Librarian of Congress after serving in that position in an acting capacity for almost five months. Since 2019, Bulut served as the deputy law librarian for collections at the Law Library of Congress, where she oversaw the Global Legal Collections Directorate in establishing priorities, design, launch and execution of Law Library initiatives related to physical and digital collections. Before joining the Law Library, Bulut served as the director of academic services in the California State University system at the San Jose State University-King Library campus, where she provided leadership, planning, and administration for collection development, research support, and instruction. For most of her career, she has developed unparalleled experience in academic law libraries, including the Langdell Law Library of Harvard Law School and the Arthur W. Diamond Law Library of Columbia University School of Law.

Ed. note: To ensure that your personnel news is considered for publication, write to Ann-Christe Galloway, production editor, *C&RL News,* at email: agalloway@ala.org.

Robin Dale has been appointed deputy librarian for the Library Collections and Services Group at the Library of Congress, where she will be responsible for the collaborative group that acquires, stewards, describes, and shares the library collections. Prior to her promotion, Dale had served as associate librarian for Library Services since April 1, 2019. An accomplished author and service-oriented administrator, Dale has more than 25 years of experience in various library management and program roles working in and with research libraries, including Columbia University, the Research Libraries Group, the University of California-Santa Cruz, and the Institute of Museum and Library Services. Throughout her professional career, Dale has been a strong advocate for libraries and has expertise in library technologies, digital library service development, collection access management and preservation, library space and renovation, and personnel management.

Danianne Mizzy is now Montclair State University's dean of library services to oversee all library departments, operations, and activities. Previously a special projects librarian at Cornell University, as associate university librarian Mizzy provided vision and strategic planning and led a team of five directors for 14 libraries. Mizzy brings more than 20 years of leadership experience in library services to her new role. Among her many accomplishments at Cornell, Mizzy launched a personal librarian program


Danianne Mizzy

to welcome first-year, first-generation students to help them make a successful academic transition and foster a sense of belonging. During the pandemic, Mizzy was a member of Cornell's COVID-19 response planning team and its Return to Campus task force that provided leadership for public services, including contactless pickup and scanning, course reserves, virtual reference and instruction, public computing, virtual orientation, and much more. She also oversaw the library's partnership with Cornell's Center for Teaching Innovation to support the transition to remote instruction and sponsored development of a virtual catalog browser. Before joining Cornell, she worked in libraries at the University of North Carolina-Chapel Hill (UNC-CH), Columbia University, the University of Pennsylvania, The Academy of Natural Sciences, and the University of Pittsburgh. At UNC-CH, she served on the task force to create and implement its Research Hub plan supporting innovation and launching a makerspace in the Kenan Science Library. Mizzy was a cofounder of the BeAM (Be a Maker) network of makerspaces at Carolina and founded the Triangle Learning Network, which catalyzes connections and collaborations to foster learning innovation and support lifelong learning in the Research Triangle region of North Carolina.

Simon Neame is now dean of university libraries at the University of Washington Libraries.

Victoria O. Akinde has been appointed head of organizational development and diversity at Northwestern University Libraries.

Bridgette Flamenco has joined the CWU Libraries at Central Washington University as an ACRL diversity alliance resident.

Madeline Mitchell has been named media archivist in the Moving Image Archive at the Indiana University Libraries-Bloomington.

Wendy Spacek has joined the CWU Libraries at Central Washington University as the Arts and Humanities librarian.

Erin Sulla has joined the CWU Libraries at Central Washington University as the first year and transfer experience librarian.

Retirements

Kitti Canepi, director of library services for Roseman University of Health Sciences in Nevada, is retiring at the end of October 2021 after 12 years in this position. Prior to joining Roseman in 2009, she worked as head of information resources management for Southern Illinois University-Carbondale; campus librarian for the University of the Virgin Islands-St. Thomas campus; resources management librarian for Florida Gulf Coast University; library manager for the Kingsport (Tennessee) Public Library and Archives; and extended campus services librarian for East Tennessee State University. She began her career working in staff positions for Mohave County Library before becoming outreach librarian upon completing her Master's degree with the University of Arizona. Canepi has been a member of ACRL since 1996 and served on numerous committees over the course of her career for ALCTS, NASIG, the Tennessee Library Association, and the Arizona Library Association. She was a founding member and second chair of the ALCTS/LITA Electronic Resources Management Interest Group (2005, 2006). She was awarded an ALA New Member Roundtable/Baker & Taylor Grassroots Grant (1994), accepted into the Beta Phi Mu International Library Science Honor Society (1996), received a Bill & Melinda Gates Foundation Library Grant (2000), and selected for both the ACRL/Harvard Leadership Institute (2004) and the AAHSL New Directors Symposium (2015).

Fast Facts

Opportunities after high school

"While having their child attend a four-year college remains the ideal for many families, 46 percent prefer other options. Even among parents who hope their child will earn a bachelor's degree, at least 40 percent are interested in career-related learning opportunities such as internships or apprenticeships. Forty-two percent say that trade or technical skills training provides excellent preparation for a successful career, the highest rating of any option offered, followed by apprenticeships (40 percent) and a four-year college degree (34 percent)."

Carnegie Corporation of New York, "National Survey Reveals Disconnect between Parental Aspirations and Opportunities for Students after High School | Future of Learning & Work," April 7, 2021, https://www.carnegie.org/topics/topic-articles/future-learning-work/national-survey-reveals-disconnect-between-parental-aspirations-and-opportunities-students-after-high-school (retrieved September 8, 2021).

Audio

"Amazon is investing heavily in a new live audio feature. Music, audiobook, and podcast services are expected to reach $10 billion in revenue, up 19 percent over last year, according to the Consumer Technology Association. Audiobooks are the fastest-growing sector within the book publishing industry, according to The Association of American Publishers."

Sara Fischer, "Axios Media Trends," August 31, 2021, https://www.axios.com/newsletters/axios-media-trends-356752ce-7cb8-4232-ac87-cc5a1071d696.html (retrieved September 8, 2021).

Postbaccalaureate enrollment

"Forty-three percent of 2007–08 bachelor's degree recipients had completed another degree or certificate program as of 2018. Most who went on to obtain additional postsecondary credentials after 2007–08 had earned a master's degree by 2018 (27 percent of all students). Additionally, 6 percent of all students completed an undergraduate certificate, associate's degree, or additional bachelor's degree; 5 percent completed a professional or other doctoral degree; 4 percent completed a post-bachelor's or post-master's certificate; and 2 percent completed an academic doctoral degree."

Melissa Cominole, Erin Thomsen, Mihaela Henderson, Erin Dunlop Velez, and Jennifer Cooney, "Baccalaureate and Beyond (B&B:08/18): First Look at the 2018 Employment and Educational Experiences of 2007–08 College Graduates (NCES 2021-241)," U.S. Department of Education, Washington, DC: National Center for Education Statistics, https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2021241 (retrieved September 8, 2021).

Ethnic studies increases student engagement and high school graduation

New research shows that enrolling 9th graders who are struggling academically in an ethnic studies course greatly improves attendance and the likelihood those students will graduate from high school and enroll in college.

Sade Bonilla, Thomas S. Dee, and Emily K. Penner, "Ethnic Studies Increases Longer-Run Academic Engagement and Attainment," Proceedings of the National Academy of Sciences 118, no. 37 (September 14, 2021), https://doi.org/10.1073/pnas.2026386118 (retrieved September 8, 2021).

Partisan divides in media trust

"Nearly eight-in-ten Democrats and Democratic-leaning independents (78 percent) say they have "a lot" or "some" trust in the information that comes from national news organizations–43 percentage points higher than Republicans and Republican leaners (35 percent)–according to a new Pew Research Center survey conducted June 14-27, 2021. Overall, about six-in-ten U.S. adults (58 percent) say they have at least some trust in the information that comes from national news organizations. Americans tend to have greater trust in local news organizations."

Jeffrey Gottfried and Jacob Liedke, "Partisan Divides in Media Trust Widen, Driven by a Decline among Republicans," Pew Research Center (blog), August 30, 2021, https://www.pewresearch.org/fact-tank/2021/08/30/partisan-divides-in-media-trust-widen-driven-by-a-decline-among-republicans (retrieved September 8, 2021).

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