College & Research Libraries
news
Association of College & Research Libraries

November 2021
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Invention and Technology in America: American Inventor, 1878-1887 provides an opportunity to investigate American inventions and technology from workbench to home use!

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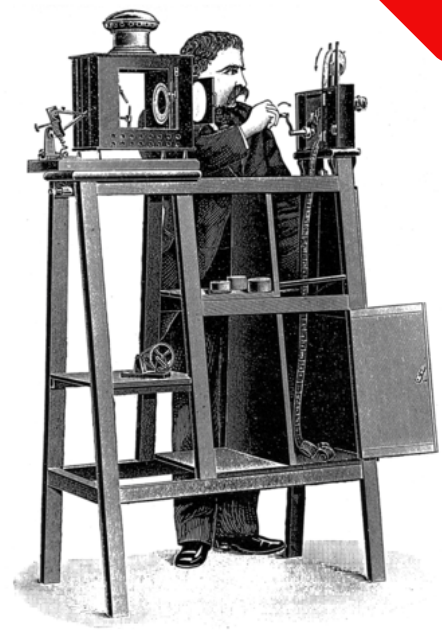

American Inventor, Part I: 1878-1882 & Part II: 1883-1887

- Touted as the "...Journal Devoted Exclusively to...Art, Science, and Manufactures."
- Provided an outlet for those seeking to promote their new inventions and improving old ones.
- Included an editorial section, book reviews, commentary on the patent system and reforms, and brief biographies of inventors
- Presented articles and analyses on inventions from the iron foot plow to power woodworking tools to the telephone to portable power sources.
- Covered information on inventions in agriculture, building and mechanical industries, infrastructure, particularly transportation, electricity, and communications.
- Highlighted the growing consumer culture spreading across America.

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Features

Departments

This month's cover features an image from the opening of the Oakland University Kresge Library in Rochester, Michigan.

Sixty years ago, on October 27, 1961, students wheeled books and periodicals from their temporary storage to the newly completed Kresge Library building on the campus of Oakland University. Leading the way were Provost Donald O'Dowd and Chancellor Durward B. (Woody) Varner. The young university had opened in fall 1959, and the new library was only its third building. Varner selected the highest point of campus for the library's home to symbolize the unique contribution of a library to a university campus.

The image is part of the photograph collection at the Oakland University Libraries Archives and Special Collections. Learn more at https://library.oakland.edu/archives/.

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In the news

Welcome to the November 2021 issue of *C&RL News.* Paulette Kerr, Kathryn La Barre, and Spencer Lilley start us off with the latest installment of the International Insights column. They discuss a project to develop an internationally scoped guide to help librarians worldwide develop antiracist educational materials in "Diversity in local and comparative contexts."

At the University of Illinois-Chicago, Catherine Lantz, Glenda Insua, and Annie Armstrong adapted a model from UCLA to develop student-created, student-centered learning objects. They write about the project in their article "Students leading the way." In "Broadcasting the Framework," Stella Herzig of St. Ambrose University discusses a project to help students develop information literacy skills through creating podcasts as a class assignment.

Building on their existing family study space, librarians at the University of Toronto responded to the needs of their student parent population by piloting a free childminding center in the library during semester crunch time. Jesse Carliner and Kyla Everall outline the project in "Time of one's own."

Many academic librarians continue to move into management positions feeling a lack of preparation or background in leading teams. Alyssa Archer, Candice Benjes-Small, Katelyn Burton, Jennifer Resor-Whicker, and Rebecca Seipp discuss their efforts at "Mentoring each other" through an ongoing online virtual support system for new and aspiring managers. Jody Hanshew and Adam Alley of Emory & Henry College write about "Confronting the beast" to make the strategic planning process fun through gamification.

Make sure to check out the other features and departments this month, including a Scholarly Communication column on undisciplining digital humanities by Lynne Stahl and a look at using LinkedIn as a publishing vehicle from Mark Bieraugel.

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

ARL, CNI, EDUCAUSE release report on research libraries' use of emerging technologies

The Association of Research Libraries (ARL), the Coalition for Networked Information (CNI), and EDUCAUSE have released "Crest or Trough? How Research Libraries Used Emerging Technologies to Survive the Pandemic, So Far" by Scout Calvert, an ARL visiting program officer and data librarian at Michigan State University.

The report is the final deliverable of the ARL, CNI, and EDUCAUSE joint initiative to advance research libraries' impact in a world shaped by emerging technologies.

The report returns to 11 participants in interviews conducted for the initiative to find out how their perspectives have changed in the year and a half since the initiative began, given the disruption to research and learning caused by the COVID-19 pandemic.

In these new conversations, the interviewees retain optimism for the same transformative technologies discussed in earlier interviews, but they observe that the intense activity of the pandemic months has been largely related to adoption and refinement of existing technologies rather than innovating truly novel technological solutions to research and learning challenges.

The report is organized in three parts: first, reflections by the interviewees on how their libraries and universities have fared in the pandemic so far and to what factors they attribute their successes. Six sociotechnological thematic areas emerged from the conversations about changed expectations for the futures of technologies—these form the second section of the report. Finally, the report shares some factors to consider in technological adoption going forward.

Download the report at www.arl.org/resources/crest-or-trough-how-research-libraries-used-emerging-technologies-to-survive-the-pandemic-so-far/.

LYRASIS to expand Open Access Community Investment Program

LYRASIS has announced the expansion of the Open Access Community Investment Program (OACIP). Following a successful pilot program, LYRASIS is opening a new round of funding opportunities to support Open Access (OA) publishing by scholarly journals. The journals seeking investments in OACIP's second phase include *Algebraic Combinatorics*, *History of Media Studies*, and *Journal of Librarianship and Scholarly Communication*.

OACIP is a community-driven framework that enables multiple stakeholders—including libraries of all types, academic departments, and funding agencies—to strategically evaluate and collectively fund OA content initiatives through an efficient process. OACIP brings together investment opportunities in one place and also provides important and consistent information about those opportunities to support informed and principled investment decisions.

LYRASIS and Transitioning Society Publications to Open Access launched OACIP in 2020, piloting the program with two journals: *Environmental Humanities* and *Combinatorial Theory*. Both journals met their fundraising goals to publish OA content in a sustainable model for the next five years.

Those interested in funding the next round of OACIP journals can learn more and commit funds by visiting the LYRASIS Open Access Community Investment Program website at www.lyrasis.org/content/Pages/oacip.aspx.

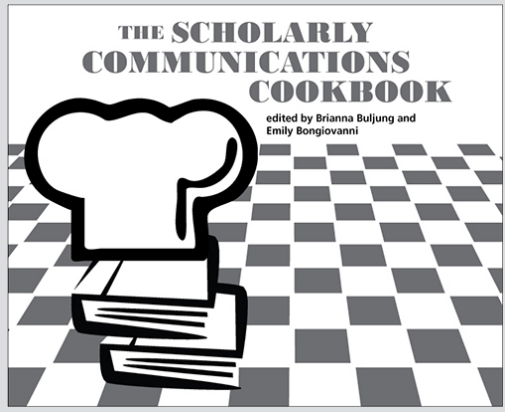
CLIR invites applications for digitizing at-risk audio, audiovisual materials

The Council on Library and Information Resources (CLIR) is now accepting applications from collecting organizations for the digital reformatting of audio and audiovisual materials through the Recordings at Risk grant program. Generously funded by The Andrew W. Mellon Foundation, Record-

ACRL releases The Scholarly Communications Cookbook

ACRL announces the publication of *The Scholarly Communications Cookbook*, edited by Brianna Buljung and Emily Bongiovanni, which can help you establish programs, teach concepts, conduct outreach, and use scholarly communication technologies in your library.

The research lifecycle and associated tools and practices are constantly evolving. In response to new forms of research output and mandates for open data and science, scholarly communication and related work have become important services for academic librarians to offer faculty and students. These services include research data management, copyright, open educational resources, and open access publishing support. This scholarly communication support connects many roles across the library, including liaison duties, instruction, and technical services. Academic libraries are increasingly vital throughout the entire research process.



The Scholarly Communications Cookbook features 84 practical, how-to recipes that can be used by those new to scholarly communication, early-career librarians, and more experienced professionals looking for fresh ideas for their institution. The book is divided into four thorough sections:

- Taking Your Program to the Next Level,
- Open Educational Resources,
- Publishing Models and Open Access, and
- Tools, Trends, and Best Practices for Modern Researchers

Each recipe includes outcomes for implementing the project, and many also include outcomes for end-users, such as workshop attendees. Chefs have aligned recipes to standards and frameworks, including the ACRL Framework for Information Literacy for Higher Education, the ACRL Scholarly Communication Toolkit, and NASIG's Core Competencies for Scholarly Communication Librarians.

The Scholarly Communications Cookbook is 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.

ings at Risk is focused on digitizing "at-risk" recorded content of high importance to researchers and the general public.

Awards will cover direct costs of preservation reformatting for aging audio and/or visual time-based media by eligible organizations working with experienced service providers. To make their determinations, CLIR's independent review panel will assess the potential scholarly or public impact of proposed projects, the urgency of undertaking those projects, the viability of applicants' plans for long-term preservation, and the appropriateness of the planned approach to creating access.

CLIR will award grants of between $10,000 and $50,000 for digital reformatting projects that will take place between May 1, 2022, and April 30, 2023. The application deadline is December 15, 2021. Awards will be announced in April 2022. More information is available at www.clir.org/recordings-at-risk/.

GPO, Law Library of Congress digitize United States Congressional Serial Set

The U.S. Government Publishing Office

(GPO), in collaboration with the Law Library of Congress, has digitized and made available volumes of the U.S. Congressional Serial Set on GPO's govinfo, the one-stop shop to information published by the federal government.

The release comes as part of a large decade-long partnership to digitize more than 15,000 volumes and more than 9.4 million pages of the U.S. Congressional Serial Set back to the first volume, which was published in 1817. GPO and the Law Library began this digitization effort two years ago. This first public release contains selected volumes from the 69th Congress (1925–27), the 82nd Congress (1951–53), and several 19th-century Congresses.

The public can access these volumes of the Serial Set on govinfo at www.govinfo.gov/app/collection/serialset.

Springshare launches LibConnect

Springshare recently unveiled LibConnect, a platform marrying its existing LibCRM product's functionality with fully featured email marketing and engagement capabilities. Key highlights of LibConnect's email marketing capabilities include ILS importer to create LibConnect profiles and easily identify email audiences to form email distribution lists based on user preferences, prebuilt and custom templates for sending beautiful and engaging email campaigns, a drag-and-drop email editor to add any type of content to outgoing emails, and more.

These email features build on existing CRM functionality of operational email sending, custom profile fields and interaction types, LibCal and LibAnswers integration for a 360-degree view of patron interactions, project and task management for subject experts and liaisons, and more.

For more on LibConnect, visit https://blog.springshare.com/2021/08/25/reintroducing-libconnect-patron-engagement-email-marketing/.

Bloomsbury acquires Artfilms assets

Bloomsbury Publishing Plc recently announced that it has completed the acquisition of certain assets of Artfilms, the video streaming service of Contemporary Arts Media. Artfilms offers more than 2,000 films from top artists and independent filmmakers, mainly aimed at arts education and arts practitioners.

The unique collection, which showcases the global diversity and breadth of the arts, is truly international, with content that originates from Australia, the U.K., the United States, Germany, Denmark, France, Hungary, Canada, Switzerland, Pakistan, Indonesia,

2022 ACRL Board of Directors candidates

ACRL is pleased to announce the slate of candidates for the association's Board of Directors for the 2022 ALA/ACRL elections.

Vice-President/President-Elect:

- **José A. Aguiñaga,** Glendale Community College
- **Beth McNeil,** Purdue University

Director-at-Large:

- **Walter Butler,** Pasadena City College
- **Michael J. Miller,** Bronx Community College–CUNY

Director-at-Large:

- **Leslin H. Charles,** Rutgers University
- **Rebecca Miller Waltz,** Pennsylvania State University Libraries

Councilor:

- **Merinda Kaye Hensley,** University of Illinois at Urbana-Champaign\
- **Kara Whatley,** California Institute of Technology

A full list of candidates for ACRL and section offices will be available in the January 2022 issue of *C&RL News*.

Africa, and Japan and covers such subject areas as Visual & Applied Arts, Film Studies, Media Studies, Music & Dance, History, Philosophy, and more.

Artfilms includes masterclasses, documentaries, and interviews—content that entertains, educates, and informs.

This acquisition aligns with the overall mission of Bloomsbury Digital Resources to serve a global community of students, scholars, instructors, and librarians by providing creative online research and learning environments that deliver excellence and originality.

Project MUSE to host MHRA titles

Project MUSE has announced that, beginning in 2022, five subscription journals from the Modern Humanities Research Association (MHRA) will be hosted on the MUSE platform. The association's titles in language, literature, and area studies will join more than 35 additional titles that have signed on to Project MUSE's expanded journal hosting program this year.

Journals in the MUSE hosting program are not included in the MUSE journal collections, but libraries may take up individual subscriptions to access the titles on the platform. The journal titles, along with the volume year for which coverage on the MUSE platform will begin, are *Austrian Studies* (Vol. 11, 2003), *Modern Language Review* (Vol. 96, 2001), *Portuguese Studies* (Vol. 17, 2001), *Slavonic and East European Review* (Vol. 79, 2001), and *The Yearbook of English Studies* (Vol. 31, 2001).

EBSCO releases 2022 Serials Price Projection Report

The 2022 Serials Price Projection Report from EBSCO Information Services (EBSCO) is now available. The report projects that the overall effective publisher price increases for academic and academic medical libraries are expected to be (before any currency impact) in the range of three to five percent for individual titles and one to three percent for e-journal packages.

EBSCO releases the Serials Price Projections based on surveys of a wide range of publishers and reviews of historical serials pricing data to assist information professionals as they make budgeting decisions for the renewals season. The Serials Price Projection Report looks at market dynamics highlighting many topics and trends that impact the scholarly information marketplace, including how economic factors influence publisher pricing, library budget challenges, e-journal packages, open access, and the non-renewal of print subscriptions.

To read the 2022 Serials Price Projection Report in its entirety and view the Five-Year Journal Price Increase History, visit www.ebsco.com/sites/g/files/nabnos191/files/acquiadam-assets/EBSCO-Five-Year-Journal-Price-Increase-History-2017-2021.pdf.

Tech Bits . . .

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

Sometimes a picture is worth more than a 1,000 words. Typing out step-by-step instructions in an email or document can be time consuming for you, and confusing for your reader. Snagit by TechSmith makes it easy to grab a screen capture of a section of screen to highlight a button, feature, or menu. You can quickly annotate the capture with arrows, highlights, or text, and then copy and paste the image into an existing email or document. Snagit also has features to record audio or video, if more explanation is needed. Perfect for providing point of need troubleshooting or for quickly building training tutorials or other learning tools. You'll find countless uses for this tool.

—Cori Biddle
Penn State Altoona

. . . Snagit
https://www.techsmith.com/screen-capture.html

Paulette Kerr, Kathryn La Barre, and Spencer Lilley

Diversity in local and comparative contexts

Grounding change in academic libraries through dialogue

In October 2020, the authors accepted an invitation to participate in an experimental collaboration observing an equitable, global, and inclusive process. Inspired by an Inclusive Classroom webinar[1] at the University of Illinois at Urbana-Champaign and the shared Decolonizing Checklist,[2] the authors considered our tasks: 1) to develop a checklist or brief guide that is international in scope to help librarians worldwide develop their own or other educators' instructional materials, that is antiracist or inclusive, and 2) to publish the checklist/guide and a reflective essay of the process.

After reviewing the original checklist and attempting to construct our own, we realized that the task was more nuanced than originally thought, especially as we considered the central roles of libraries within the academy, and what would drive our construction of this checklist. We deliberated on matters of terminology, specific areas of focus for librarians and faculty, our personal viewpoints, and concluded that the conversation needed voices that represented other and wider perspectives. In the spirit of inclusiveness, we offer our conversation as a spark to further conversations towards a more fulsome and robust outcome.

Initial reflections

Spencer Lilley

When I was asked to contribute to a project to develop an academic library equivalent of decolonizing my syllabus, I thought that it would be very worthwhile, as I believe that libraries can make a significant contribution to successful outcomes for Indigenous faculty and students who have been consistently marginalized in higher education. My own research focuses on Indigenization, and I thought that this document would provide libraries with a transforming framework to serve the needs of Indigenous library clients. I quickly realized my naivety, as I started to work with the "checklist," as it touches on issues of inclusiveness about other communities that find themselves marginalized. It became apparent that although I could prepare a decolonizing checklist for Indigenous issues, I realized I have no mandate to consider these issues from other communities that find themselves on the "outside."

Kathryn La Barre

As we began our conversation, I first reflected upon my position in this space. I am a white, queer woman with a middle-class background who is the daughter of an immigrant father. Employed by a predominantly white institution with complex legacies of colonialism, slavery, conquest, and settlement, I'm actively engaged in antioppressive work on my university campus. I embed antioppressive pedagogy into each course I teach. Although I teach about information literacy (IL), I do not provide traditional IL instruction. Each moment in the classroom pro-

Paulette Kerr is campus librarian at the University of the West Indies-Mona (Jamaica), email: paulette.kerr@uwimona.edu.jm, Kathryn La Barre is associate professor at the School of Information Sciences at the University of Illinois at Urbana-Champaign, email: klabarre@illinois.edu, and Spencer Lilley is associate professor at Victoria University of Wellington-New Zealand, email: spencer.lilley@vuw.ac.nz

vides opportunities, as many of my students provide IL in academic libraries and bring their own experiences to class discussions.

As our conversation unfolded, barriers to understanding arose quickly. This included logistical challenges posed by the COVID-19 pandemic and the general state of the world. More fraught was our realization that differences in terminology and underlying experiences were immense. To ameliorate this, we exchanged grounding literature about decolonization[3] in an attempt to bring more voices into the room.

During our discussion of these materials, we shifted our focus to creating space for an intentional conversation. We decided to issue a call for an even more inclusive conversation, with many more voices to identify core aspects that could inform the development of a checklist.

Paulette Kerr

I was honored to have been invited to be a part of the process, especially that this would mean having the voice of the Caribbean in the discourse. Yet I was somewhat cautious of what the final product would emphasize since not all forms of colonization are the same, and issues experienced and terminology currently used in other locations may not be reflective of Caribbean environments, which could result in blurring or exclusion of what matters. I considered the current difficult discussions in the Caribbean around poverty legacies and compensations, which are at odds with some discourses on decolonization. My hesitancy also centred around the many contending expressions of anticolonialism and inclusiveness, and whether as an academic librarian I had the wherewithal to pivot towards supporting institutions to amplify silenced voices through critical IL pedagogy or expanded collections. As I reflected, however, I realized that while my fears remain, this process is a call to understanding differences outside and within my realities, and to face the difficult and contending matters that impact "others" towards transforming my approaches. This was a much-needed learning experience.

Why do you think we need a document like the decolonizing your syllabus statement?

Lilley: A document like this helps an institution to ask questions about itself, and challenges individuals to think about how they engage with people who are labelled as "different." The fact that we need to discuss what inclusion and exclusion look like demonstrates that there is much work to do.

La Barre: Intentional engagement is a key aspect of antioppressive or decolonial work. A checklist creates space to clarify intent and to focus reflections upon the importance of respectful relationships. Checklists inform the questions we ask, such as: What language do we use, and why? Which voices are lifted? Who is not in the room? What do we hope to accomplish?

Kerr: Trying to understand the varied conceptions, led me to seek clarification of how issues affect different constituents. This provided an opportunity to step back and ask what drives what we do as educators, to whom are we speaking, and from what perspective do we engage in building knowledge? This process of reflection may be useful to others.

Why do we need to discuss these issues?

Lilley: Who decides what is "different," and who is "included" and "excluded" when we talk about dominant and marginalized groups. Producing statements that identify how excluded groups' needs will be addressed reinforces the fact that they have been excluded by the majority. This could potentially be an exercise in re-traumatizing them and needs to be managed in a respectful and sensitive manner.

La Barre: Conversations like these are essential because without them, we cannot enact changes that transform our world into one guided by an ethos of anti-oppression. Throughout, I kept wanting to find common ground. For me, empathy, relationship building, and respectful engagement are fundamental. Without these, work to create inclusive, equitable systems and experiences may not proceed in the manner we anticipate.

Kerr: Having these kinds of conversations is important as issues of race, class, slavery and reparations, color, gender, and oppressive colonial and post-colonial structures are sometimes hidden, and not discussed out of fear of offending the "offender" who may be stronger, more vocal, more powerful, and more established. Yet all sides need to be heard, and so these conversations can facilitate a move towards intentional change in our approaches.

So, are you saying that we shouldn't develop these statements?

Lilley: No not all. Our institutions need to transform themselves and to provide services and resources that serve the needs of all its clients. However, these statements should not be developed in isolation. I think there is a need for libraries to partner with marginalized groups in their community to identify challenges encountered when using library services and to develop a statement together. As part of this, each institution needs to reflect on its own organizational and cultural foundations and at the same time have some "hard" internal conversations.

La Barre: Learning to engage in and facilitate hard conversations benefits everyone. Just because conversations are hard does not mean they are not worthwhile. In my classroom, we work to identify problems and reach toward transformation and liberation. I owe a debt of gratitude to the Womxn and Queer folk, including adrienne maree brown and many others,[4] who have generously shared their wisdom. The guiding framework for learning in my classes is from brown, "Small is good, small is all; Change is constant; There is always enough time for the right work; Never a failure, always a lesson; Move at the speed of trust."[5]

Kerr: I think the process of us as authors working together towards developing these statements from completely different backgrounds speaks to the power of reflective collaboration and seeing through the eyes of others. This can be modelled in our collaborative instruction sessions.

Why are these conversations hard, and what would they include?

Lilley: The hard part comes from the need to question assumptions, attitudes, prejudices, values, and beliefs as individuals and as an organization, and how these might impact on others, particularly groups or individuals that don't fit into "established" norms. In the Indigenous research literature this is referred to as locating yourself,[6] which is a process of reflecting on how your experiences and expectations influence how you approach or view situations that differ from your own. This can be a very challenging process, particularly when viewing these through the eyes of people who have previously been on the receiving end. I have seen how this has been transformative for non-Indigenous people who have gone through this process in terms of their engagement with Indigenous perspectives. However, I am also conscious that this process will take people outside their comfort zone, and this might include resistance to change, so expecting immediate change amongst all staff is probably unrealistic, especially if they are struggling to align their own values and beliefs with those expressed by other groups.

La Barre: Hard conversations require commitment and vulnerability. They can't happen without trust and equity. Clarity about expectations and how we will engage helps overcome the resistance that sets in when we feel challenged, or are called out. I often draw from B. Arao and K. Clemens,[7] who deconstruct the common notion of safe spaces. They propose creating brave spaces to help us lean into risk-taking, and overcome the pain and resistance inherent in learning and growth. By foregrounding courage over feeling safe, participants can imagine possible worlds of transformation and change, and begin work to unsettle and subvert oppressive systems.

Kerr: Such conversations are hard because they go against the grain of our beliefs, our areas of comfort, and even values we cherish, and because the process of change is never easy. These conversations require transparency, sincerity, and strength to deal with our own fears and biases. For example, how do we address "classism," which has now become normal, acceptable, and yet oppressive in our "post-colonial" environments? How do we address the difficult issue of maintaining traditional cultural expressions and language in our academic institutions, resulting in gatekeeping, where we exclude rather than open access to the other, the new, the different cultural expressions and perspectives? How do we repair, through resources and programs in our libraries, ongoing injustices that have been in existence for centuries? Decolonization in the Caribbean may "demand that we ask questions about who, when and why of representation in historical narratives,"[8] towards fronting a different history. How will the library, a seeming expression of hegemonic power, support and provide access to these different histories, these evolving cultural expressions of scholarship?

How would you suggest that hard conversations like these are managed?

Lilley: Hard conversations are aptly named. I think there is a need for staff and their institutions to grow their own awareness of how their own perspectives impact on these matters. This could be facilitated through training about unconscious bias, including seminars, readings, webinars, and sessions with representatives from different communities. Institutions could then discuss what these sessions have contributed to their own understanding of these matters. After this, I think that the dialogue with communities of interest within each institution could then be arranged, with a view to co-constructing a joint statement outlining how the library will ensure that services and resources will meet that community's need, along with an understanding of how the success (or not) of this will be measured.

La Barre: Hard conversations are iterative. They are a journey. We must be intentional and deliberate in our willingness to be vulnerable, to listen actively, and to show empathy (towards oneself and others). One cluster of approaches I take when preparing to engage in hard conversations includes asking people to consider their location or positionality, to name their intent, and to help co-create a community agreement to guide discussion, de-center dominant narratives, and assist with repairing harms that can occur. Such an agreement fosters conversations that create space for learning and change, even as participants may find themselves unsettled, discomfited, or resistant.

Kerr: Deep collaboration and engagement with our communities should be done early in the long walk. Providing spaces and opportunities for library staff to openly share and discuss their own inhibitions, stances, and approaches to the hard issues is paramount. Further, we may encourage staff to participate in committees for greater understanding and commitment to these matters. And commitment involves rethinking, interrogating, and redeveloping our collections and programs, including our IL pedagogies.

The call

Hard conversations are necessary to make meaningful change. Ensuring that there are enough voices in the room is necessary before real conversation can begin. We must be intentional as we prepare to work together. The process of decolonizing a syllabus, and particularly IL, is complex with varied aspects and different stakeholders. Changing the stance of IL pedagogy needs all voices. Transformation cannot be simply a box checking exercise, but a reflective and sometimes difficult process, providing an opportunity to ensure that our libraries become places where people from all groups feel heard, are seen, and are welcome and empowered to use facilities, services, and resources that reflect inclusiveness. The power to make that happen lies within our libraries, working closely with faculty towards impacting students. It takes a conversation to get started. Won't you join us?

Notes

1. University of Illinois, Office of the Vice Chancellor for Diversity, Equity and Inclusion (August 2020), "Creating Inclusive Classrooms Faculty Training," https://mediaspace.illinois.edu/media/t/1_ld4wxym8.

2. "Decolonize My Counseling Psychology Syllabus Checklist," by Academics for Black Survival and Wellness members Anneliese Singh, Elizabeth Cardenas Bautista, Germán Cadenas, Della Mosely, and others at the Academics for Black Survival and Wellness (A4BL) teach-in led by Pearis Bellamy and Della V. Mosely during the summer of 2020 in which Kathyrn La Barre participated, https://drive.google.com/file/d/1t3MkzE_k4yIm2Z7cD0NWdUIWD0cJEe1h/view?usp=sharing (https://www.academics4blacklives.com/).

3. Bibliography of resources informing this conversation can be found at https://go.illinois.edu/dialogue4change.

4. See bell hooks, Kimberlé Williams Crenshaw, Gloria Evangelina Anzaldúa, Robin Wall Hooks, Angela Davis, Linda Tuwei Smith, Eve Tuck, and Janet Helms.

5. adrienne maree brown, *Emergent Strategy: Shaping Change, Changing Worlds* (Chico, California: AK Press, 2017).

6. For a discussion about location in this context, I have often referred my students to: K. Absolon and C. Willett "Putting ourselves forward: Location in

(continues on page 465)

Catherine Lantz, Glenda Insua, and Annie Armstrong

Students leading the way

A micro-adaptation of UCLA's WI+RE model to create information literacy tutorials

The COVID-19 pandemic necessitated that libraries quickly migrate information literacy instruction to an entirely online format. In traditional classroom instruction, librarians have arguably greater flexibility in terms of how we can actively engage students in brainstorming keywords, developing their topics, and constructing Boolean searches. All of the sudden, we were all scrambling to put together lesson plans for the online environment, and library tutorials were in great demand. Coincidentally, at the University of Illinois-Chicago (UIC) we had already embarked upon a student-centered tutorial creation project about a month before the pandemic's onset, which allowed us to bolster our online instructional presence through the generation of student-centered learning objects.

Inspiration

The inspiration for this project came from an exciting presentation that two of us attended at the LOEX annual conference in 2019.[1] During this presentation, Renee Romero, Doug Worsham, and Annie Pho described the UCLA WI+RE (Writing Instruction and Research)[2] program, and, in particular, their student-led media creation, outlining their guiding values, design principles, and pedagogy. This presentation resonated with us for a variety of reasons, but in particular because we shared their values for culturally sustaining pedagogy and student-centered, student-led teaching. We had created some instructional video tutorials in the past in a somewhat ad hoc manner, and began envisioning a new project as Romero, Worsham, and Pho led the attendees through an empathy mapping exercise. Empathy mapping is one method the presenters used with their students to brainstorm media projects. The empathy map, as well as other design documents, are provided in a toolkit, which they've made freely available.

As much as we would have loved to replicate UCLA's program at the UIC Library, we realized that we had to scale down the project to fit our needs. We didn't have a dedicated librarian or instructional designer who could oversee the project, and although there were three of us involved, we didn't have the time or resources to invest in something large scale. Nonetheless, we modeled our project after UCLA's program, using their design toolkit and retaining the principles of a student-led, student-centered project intact.

In fall 2019, we applied for a modest innovation "seedling grant" offered within our library at UIC to experiment with this model. This grant supports programs over a one-year period aimed at benefiting the library or library patrons. This program allows librarians to test ideas and pilot projects not included in the annual budget. Grant funds can be spent on technology, travel, or staff. Our team submitted a proposal in fall 2019, and following review, we were awarded $2,000.

The benefits of this project were multifaceted, both to the library and to the students we hoped to recruit. While we appreciated the value of developing creative online learning objects to deliver or enhance library instruction, we also knew from experience that this process can be time-consuming and can necessitate hiring content experts, such

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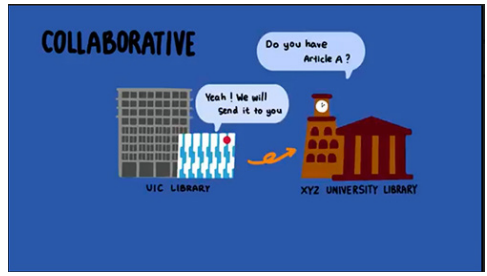
as animators or instructional designers, to realize and elevate a creative vision.[3] While we could have designed another tutorial from the librarian's point of view and used grant money to hire an animator to realize "our vision," we sought to flip the narrative, and see what might happen if we enlisted students to immerse themselves in learning about tutorials, with the goal of generating a learning object in which they could communicate their own learning about information literacy and tutorials to an audience of their peers.

The resulting product would be enriched by the use of their own language, creative vision, and unique skill sets. In a sense, we wanted to create an information literacy incubation experience, capitalizing on the idea of student-centered learning and team-based learning as they did at UCLA. In designing the project, we kept the subject-matter and design goals deliberately amorphous, hoping that this would free students to design something uniquely their own, which could have only resulted from their collaboration.



Screenshot of the ILL tutorial.

Finding student interns

Though this project could provide valuable resume experience, it was essential to us that students be paid for this work. Our first step was to write a job ad for undergraduate student workers focused on skills useful to this project. We advertised for two creative, self-directed library interns interested in investigating tutorial tools, outlining scenarios, and scripting and creating online tutorials. Job qualifications included an interest in exploring best practices of online learning and creativity with video, text, images, and audio narration. We stressed the collaborative nature of the positions. While we didn't expect to find students with tutorial- building experience, we hoped to work with students who had some sort of tutoring or teaching experience, who would be familiar with breaking down a difficult concept into smaller steps. We estimated the job would require two or three hours per week on a flexible schedule.

We posted the job ad in the beginning of spring semester 2020 and were delighted to receive several applicants. Relevant work experiences of applicants included recording music, making and editing videos for class assignments, tutoring, working as a campus housing resident advisor, retail customer service, IT helpdesk work, and administrative roles in student clubs. We also approached one student based on the promising work she completed in one of our Honors Seminar's courses to see if she wanted to interview. Her project for that class related to encouraging young girls to pursue careers in computer science and web design.

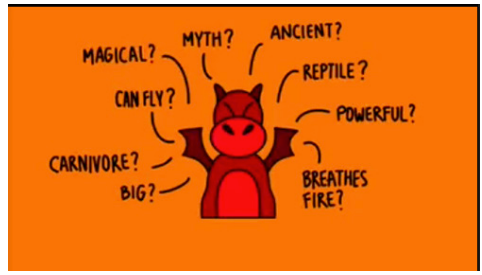
We interviewed five candidates for the two positions, ultimately choosing two: our former student (a computer science major) and an industrial design student who had collaborated on several team start-up projects and wowed us with an explanatory video she made for chemistry class.

Process

The beginning stages of the students' work revolved around gathering information about library research and library tutorials in general. Students observed an information literacy session to become familiar with what most students experience from library instruction. Although one of our students had attended a session as a first-year student herself, she found it beneficial to have a refresher. We talked about the sessions as a group, with the students contributing their thoughts on topics covered and not covered and what users might find most useful from a tutorial. We also learned about their own research experiences and processes and walked them through some of the library databases with which they were unfamiliar. The students read articles about library tutorials to learn about best practices in library tutorial design, and we asked them to find and view several library tutorials on their own. We then met and talked about what they liked and didn't like about the

tutorials, encouraging the students to give us their honest opinions, and discussed what they might want to emulate—or avoid—in designing their own tutorial.

The students found UCLA's design toolkit immensely helpful. They completed the Fundamentals in Learner-Centered Design minicourse, which involved reflecting on their own learning experiences, and introduced them to active learning, constructivism, critical pedagogy, and universal design. We spent some time discussing what made their previous learning experiences either positive or negative, and how they might keep this in mind when designing their tutorial. After thinking about a variety of potential topics, they decided to create their tutorial on constructing effective searches with keywords and Boolean operators.



Screenshot of the research tutorial.

Once they decided on their topic, they opted to use Adobe Premiere Pro video editing software, mainly because both of them already had access to it, and we didn't have the budget to purchase new software. They used storyboarding to map the text and images and decided on animation to help teach the concepts. They both felt that animation was not only a good pedagogical tool, but also could help engage students and keep them interested in the video.

Shortly after we began meeting, our campus shut down due to the COVID-19 pandemic. While we struggled to figure out what the library was going to do, we put the project on hold so that our students could get used to online classes, and so we could adapt to online teaching and reference services. Once we realized we'd be working remotely for a prolonged period of time, we asked the students what they wanted to do. They were so invested and enthusiastic about the project that they wanted to keep meeting, but online rather than in person.

When the tutorial was partially finished, we asked for feedback from both students and other librarians. After making revisions such as deleting music and fixing some audio, the students continued working and meeting with us to report on their progress, ask questions, and get additional feedback.

After the success of the first tutorial, we invited the students to use their remaining work hours to embark on the design and development of a second tutorial. This time they chose the topic of interlibrary loan, one which was conceptually simpler, as they needed to complete the tutorial in a much shorter time frame.

Outcomes

By fusing their individual talents and creative vision in a collaborative learning and working environment, the two students created two highly original and complex animated tutorials that support the information literacy initiatives at our library. Rather than communicating research concepts from the point of view of a librarian or educator, these tutorials communicate a student's understanding of information literacy concepts to an audience of students. Furthermore, this communication is not only conceptual, but comes across in the narration, scripting, and visual design of the tutorials.[4]

Having a new tutorial during the pandemic which masterfully, clearly, and engagingly communicates these ideas to students—whether in synchronous or asynchronous settings—has been an invaluable fortification to our online instruction for a number of different programs, including, but not limited to, First-Year Writing, Communications, and Education. Although we have not conducted empirical research on the success of this particular tutorial in communicating information literacy concepts, we have anecdotally observed that it fulfills a need for demonstrating how to break down a topic into a series of keywords and how to enter those keywords into "the jaws of the search engine," as phrased in the tutorial.

Conclusion

This student-driven approach to creating online learning materials proved a success. Our student interns benefited from team-based learning and were proud of their finished tutorials. Through this model is based on collaboration and mentor-

ship, we gained valuable insight into the student perspective on information literacy. We would like to thank Renee Romero, Doug Worsham, and Annie Pho for their engaging conference presentation and the WI+RE toolkit. We would not have embarked on this project without them planting the seed and laying the groundwork for collaborative, reflective, team-based learning and content generation.

Notes

1. Renee Romero, Doug Worsham and Annie Pho, "Better Together: Student-Led Collaborative Media Creation" (presentation, LOEX, Minneapolis, MN, May 10-11, 2019).

2. UCLA Library, "WI+RE: Writing Instruction + Research Education, https://uclalibrary.github.io/research-tips/ (accessed May 3, 2021).

3. Annie Armstrong and Helen Georgas, "Using interactive technology to teach information literacy concepts to undergraduate students," *Reference Services Review* 34, no. 4 (2006): 491-97.

4. The tutorials have been embedded on numerous research and subject guides and web pages on our library's website, such as the First-Year Writing Program guide (https://researchguides.uic.edu/intro) and the Interlibrary Loan webpage (https://library.uic.edu/help/article/1935/request-items).

("Diversity in local and comparative contexts," continued from page 461)

Aboriginal research," in L. A. Brown (ed.), *Research as resistance: Critical, Indigenous and anti-oppressive approaches* (Canadian Scholars Press, 2005), 97–126.

7. Brian Arao and Kristi Clemens, "From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice," in L. Landreman (ed.), *The art of effective facilitation: Reflections from social justice educators* (Sterling, Virginia: Stylus Publishing, 2013), 135-150, https://www.gvsu.edu/cms4/asset/843249C9-B1E5-BD47-A25EDBC68363B726/from-safe-spaces-to-brave-spaces.pdf.'

8. Jamaican Historical Society, "Decolonizing Jamaican History: An Unfinished Project," JHS webcast series, 2020-21.

Stella Herzig

Broadcasting the Framework

Podcasting in a one-credit information literacy class

St. Ambrose University, where I teach, requires that students take a one-credit graded information literacy course, IL101, geared toward first-year and transfer students and conducted either once a week for sixteen weeks or twice a week for eight. As I prepared for the 2019 school year, I was casting about for new assignments to better demonstrate the ACRL Framework for Information Literacy for Higher Education, looking for real-world applications, which, I find, work well for my students, who often believe that they already know how to conduct research and craft a bibliography.

One morning I was listening to a podcast involving several speakers and noticed that the interchange between the speakers was conveying their knowledge and network of conclusions in an especially personal and engaging way. I thought, Why can't my students do the same thing—bounce their ideas off each other in conversation in a podcast? There would be scholarship, multiple perspectives, and social and emotional learning.

I devised a semester-long project for students to create the first episode of a podcast using Soundtrap (to which our library subscribes), with the possibility of further episodes after the course was over. Students get together in groups, each of which decides on an issue and creates a podcast, which can also be broadcast over the university radio station—a real-world expression of their collective work (and an addition to their resumes).

The process

I begin by creating an online resource bank of lead articles in Blackboard, most from the website The Conversation, on topics that I have found are likely to attract students, such as student debt, mental health, college athletics, and relationships. When I see a topic that I think might appeal to students and work well for the project, I create a Word or Google Doc of the article's contents, which I upload to the bank, along with its citation elements. By being regularly updated, the bank provides students with a growing and evolving collection of topics, and an ever-increasing number from which to select.

Students break up into self-selected groups. I find that three in a group works best, as there are few enough students to keep the group and podcast manageable but enough that if one were to drop the class or slack off, the other two could still collaborate. On one occasion a student ended up alone on the project, and the result was noticeably flatter than others with even one more participant. At each stage of the process, each student earns points for completing that stage's assignment.

Each team agrees on an issue and conceives of a podcast. The team then brands the podcast with a name, a musical or soundscape intro/exit theme, and a logo (with class-wide discussion of copyrights). To accomplish this, each team member creates a Google Doc and shares it with the others in their group and with me (with class-wide discussion of best practices in naming and labeling docs that will be shared with professors and other professionals). Once the doc is

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accepted by the group, I add to it the script outline template, with the word References centered below.[1]

The group collectively chooses one of the lead articles from the resource bank as an introduction to their topic. For a graded homework assignment, each student identifies what they understand to be the article's thesis on a Blackboard discussion thread.

During the next class, the students compare their perceptions, negotiating differences and/or affirming commonalities, define a working group claim to be made in their podcast, and enter it in the script. They also discuss various aspects of the project—for instance whether to focus on the same population or use the same lens as the article.

One group looked at the legalization of cannabis by focusing on the taxation used for reparations, which had not been emphasized in the lead article. The students found an icon for their podcast (others create it themselves or, with my help, find them in Creative Commons) and searched through iTunes and Spotify for a name that was copyright-free. Groups also must include copyright-free lead-in music, but some have composed their own musical intros on Soundtrap.

For homework, each student then writes a one-page narrative about their individual connections with and/or reactions to the topic, including their personal perspectives and possible biases. I later encourage them to look back at this narrative for transitional moments for the podcast, which helps personalize their final product.

Over the next few classes, the group searches for scholarly articles and a primary-data website to use, and discuss the perspectives they find on their topic. As noted in the Scholarship as Conversation frame,"[2] experts understand that, while some topics have established answers through this process, a query may not have a single uncontested answer. Experts are therefore inclined to seek out many perspectives, not merely the ones with which they are familiar." One student wrote to me, "I believe that we explored this objective the most in depth as we worked on our podcast in a way that isn't often as deeply explored in other classes." Every podcast must also include a suggested action the audience can take, which reinforces the idea that producing the podcast can be a service to other students.

After the gathering stage comes what I have found to be the most satisfying part of the class. The groups sift through their findings, pull quotes (and cite them with in-text citations on the script template), and create storyboards using the script templates to make them flow with a narrative arc. The discussions tend to be lively, and the students see that they can't simply list things. Halfway through this class session, I have them listen to a few minutes of prior student podcasts (or short professional ones). This often spurs the students to try to be at least as good, if not better than what previous students have done.

The podcasts must also include a recommendation of a book that can be found in our university library catalog—whether on the shelf, as an ebook, or ordered from our consortium of Iowa college libraries. This inclusion, from which they do not quote, is a blatant plug for our library and the importance of books.

Production

I devote two weeks—four class days—to the recording sessions, when students can use the lab or radio station, practice, time their discussion, and record. I ask that their podcasts be 4–10 minutes in length, and students are usually right inside the limit.

Each group then collaboratively records and edits their podcast, including:

- a musical or soundscape intro;
- discussion of their thesis claim, including an introduction to the topic using personal reflections/stories;
- the results of a (cited) peer-reviewed journal article from each group member (one of the group's articles must challenge the group's thesis);
- discussion of the articles, including their dataset and methodology, and a synthesis of the group's conclusion;
- supporting primary data from a website;
- discussion of personal engagement and/or experience to transition the above;
- a recommendation to the audience of a book for further reading; and
- and a closing call to action.

The students collaborate with our makerspace librarian, using the Soundtrap application and podcast microphones in our small recording room, and the staff of the university radio station assist and supervise them while they are recording. During the last class session, we all listen to each other's podcasts.[3]

Our university radio station also plays the podcasts over the air during Finals Week. Each group decides

whether to state their full names or just their first names during the recording. If anyone balks at having it air, I adjust the groups on the first day so that all group members are in agreement. It has happened a couple of times that the final product was such that all the students in the group and I agreed for various, mostly technical, reasons that the podcast should not air.

Evaluation and feedback

In addition to their podcast recordings, groups must also submit a color-coded outline of a script or a transcript of the recorded talk, with in-text citations; a color-coded list of references (in APA style), including seven citations (for groups of three): two from each member and one for podcast itself; and, from each student individually, a personal reflection of the entire process, responding to questions I provide and referring to the course objectives.[4]

To address the perennial issues of students in a group not all working equally hard or well, the possibility of one individual "bringing down" the others and affecting their grade, and the difficulty for the instructor of assessing individual students' work, each group member's contributions are color coded and graded individually. One of the great things about this group was that the members weren't all in agreement. Eventually they negotiated a middle ground of a call to action without giving up their positions and saw that both sides had legitimate points and that there were many nuances to consider. Another group, consisting of an international student and two students from underrepresented groups—all first-generation college students—discussed privilege on campus, and one of the group members later participated in a podcast series produced by the Black Student Union.

In their individual final assessments, students have commented positively on their sense of accomplishment and on being assigned a "real-life" task that incorporates learning how to use a software application (Soundtrap) as well as library databases and other resources. On a social and emotional level, several have reported that they made new friends in the process, and, in my favorite comment, one student wrote about how the experience made him think in new ways about disagreements based on diverse perspectives. Another wrote, "Doing the actual podcast bonded us. We had a good time fixing our mistakes, thinking about new ways to say different things, and adding the music, and listening to our own voices in the podcast was embarrassing and hilarious at the same time!"

Conclusion

I have found that the assignment activates almost all of the ACRL Framework and that students actively and collaboratively engage in framework-inspired processes. For example, I have seen students "assess the fit between an information product's creation process and a particular information need," as stated in the Information Creation as a Process frame.

This semester-long assignment shows students how scholarly articles are organized and engages them in complex thinking, leading to a product they can both present to the public and cite individually in their careers. As stated in Information Has Value, they "see themselves as contributors to the information marketplace rather than only consumers of it."

Overall, the students feel proud of what they accomplish. I saw one group come back in after practicing the timing with a proud "It was seven minutes, and we are ready," and all their faces were lit up. Listening on the last day to all the podcasts often ends in laughter and applause. Moments like that make my job a lot more fun.

Notes

1. "Example of real Script/ref Group 3 AI Lads IL101 Spr 21 SAU Instructor HERZIG," 2021, St Ambrose University, https://docs.google.com/document/d/1KB790QMcNgSglJn5SxGlQC14qOhxMA0uX2ys1Z743Kg/edit?usp=sharing.

2. ACRL "Framework for Information Literacy for Higher Education," accessed May 5, 2021, http://www.ala.org/acrl/standards/ilframework.

3. "Example of real podcast AI Lads IL101 SAU Spring 2021 instructor HERZIG.mp3" 2021, St. Ambrose University, https://drive.google.com/file/d/12NIBOP5-CMly-wZWbnN_uDgQAHDksLim/view?usp=sharing.

4. Stella Herzig, "Instructor mock IL101 script & references—look here to see what it should look like for the final project ('draft deadline' just needs references and outline with in-text citations)," 2019, St Ambrose University Library, https://docs.google.com/document/d/1tyob3bhEEwFOouJpTZXrLTZarE8iMJCtECyIq_qXfhM/edit?usp=sharing.

Jesse Carliner and Kyla Everall

Time of one's own

Piloting free childminding at the University of Toronto Libraries

In March 2018, the University of Toronto (UT) Libraries opened its first family study space, which was very well received.[1] In the years since the family study space opened, there has been a growth in research about student parents and how academic libraries can best serve them.[2] In response to an increased awareness about the student parent population and their needs, the libraries piloted programming for student parents during the 2019-20 academic year, including free childminding sessions. We will discuss how we developed and launched the service, areas for improvement, and other considerations for libraries planning a similar program. Although in-person programming is currently paused at UT due to the COVID-19 pandemic, we anticipate further growth in services for student parents once we can resume regular operations.

The University of Toronto

Historically, support for student parents has been primarily the concern of UT's Family Care Office. Recently other divisions at the university have become involved in learning more about the student parent population and how to better support them and have been advocating to make the university more family friendly. In particular, UT's Innovation Hub,[3] part of the university's Student Life division, has taken the lead on research to learn more about the student parent population and has made recommendations based on this research for how the university can better support student parents. Innovation Hub's 2018-19 study identified four key themes of concern for UT student parents: "finding belonging, navigating systems, emotional pressure, and practical needs."[4]

Supporting student parents in the library

Accessing affordable, on-demand childcare is one of the greatest challenges facing student parents.[5] Student parents often struggle to find enough time to focus on their studies without distraction. Childcare in Toronto is the most expensive in Canada,[6] and, even for student parents who can access it, regular daycare is not an option for students who need additional time to work on their schoolwork on weekends and evenings. Hiring a sitter for even a few hours of study in the library is a luxury that most student parents cannot afford. In order to provide student parents with some time to focus on their studies, a team of staff from the library and Family Care Office submitted a proposal to the chief librarian to fund a free childminding pilot to be held in the Family Study Space. The programming had two primary goals: to support student parents by addressing some of their practical needs and to promote awareness of the Family Study Space among new and returning students.

Proposing a childminding service

To get approval and funding from the library administration to pilot temporary childminding, we needed to make a compelling argument for the benefits of the program, explain how

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we would implement it, and address liability concerns. We made the case that free temporary childminding for students with children would have a significant positive impact on an underserved population at the university by addressing the three main obstacles to success that student parents experience: financial pressures, time management, and childcare. The childminding pilot would also align with the library's strategic plan to provide innovative services and strengthen our relationships with the communities we serve. Free childcare in the library would allow students time to work on assignments and access to library print collections, services, and spaces, increasing equity of access for students with childcare responsibilities.

At the time of our proposal, we could find no examples of academic libraries offering childcare to student parents.

To address liability concerns, we worked closely with our partners at the Family Care Office who operate an on-campus childcare center. The childcare center has a liability waiver form that we adapted for childminding in the library. We also had the university's Department of Risk Management and Insurance review our proposal and the adapted liability waiver form, and they assured us that they had no concerns about our proposal. In developing the proposal, we worked with the director of the Family Care Office to ensure that we would be operating in accordance with the Ontario provincial regulations for an unlicensed childcare setting. Childcare regulations for our institution in Ontario are under the jurisdiction of the provincial government. Regulations may be different in other, cities, provinces, or countries.

To address other liability concerns and provincial regulations, the staff operating the service would be professional childminders. The operations of the pilot childminding service required an existing pool of licensed and vetted childcare providers. As library staff, we did not have the capacity to provide this service ourselves nor do we feel qualified to hire and vet childminding staff to provide the service.

The four key points to justify our proposal were:

- The partnership with the Family Care Office—we would be guided by their expertise and have access to a pool of casual, part-time childminders from the university's Early Learning Centre.
- We had clearance from the university's Department of Risk Management and Insurance.
- A suitable space was already available in the library.
- The strong positive reception of the Robarts Library Family Study Space following its launch had demonstrated a need for student parent support.

Based on our proposal, the chief librarian approved the childminding pilot and provided grant funding to hire the childminders, the cost of which would be invoiced to the library by the Family Care Office.

Creating the service

In creating this service, the first thing that we considered was timing. We had funding for four 4-hour sessions. We decided to pilot the program on consecutive weekends in the fall semester of 2019, both Saturday and Sunday afternoon from 1 to 5 p.m. We chose two weekends near the end of the term, when most essays and other significant assignments are due and when parents were likely to benefit from improved access to the library to work on their assignments.

The Family Care Office recruited the childminders from their pool of casual childcare workers and helped with the development of policies and procedures. We adapted one of their daycare waiver forms for the context of the library program, requesting parental contact information, information about the child (including allergies, medications, etc.), an emergency contact, and a statement of informed consent. The Family Care Office also helped us determine the number of children that could attend based on space size, child age, and number of childcare providers that were going to be present based on Ontario provincial regulations. For our pilot, we limited capacity to ten children, and, of those, only one could be between the ages of 6 months and 2.5 years, one could be 2.5 to 3

years old, and the rest could be between 3 and 12 years old.

The childminding sessions were hosted in the library's Family Study Space, a self-contained room already furnished with toys, books, and child-sized furniture. Although the room was already well equipped for children, we did a walkthrough with the lead childminder in advance so that she could get a sense of the space, let us know what additional equipment would be needed, and plan to bring some of her own extra supplies.

Promoting and marketing the service

To promote the service as widely as possible while also raising the visibility of, and advocacy for, this population, we engaged in a wide range of communication activities. We announced the new service in the university's newsletter to faculty and staff, which also includes graduate students who are teaching assistants. We also promoted the service through print posters. The Family Care Office promoted the service through their communications channels. The university's communications office published a news article on their website about the service, and there was also interest from the media, who wanted to learn more about the service and the reasons for offering it. We also used social media to promote the service and received a great deal of interest both from within and outside the university community. Our marketing approach proved to be effective, and there was overwhelming interest from student parents who wanted to participate in the program.

Managing the service

Managing the service was the most challenging aspect of the childminding pilot project. We had no prior experience running childcare programming, so even with the guidance of the Family Care Office, we had a significant learning curve. The first challenge was managing registration. We anticipated that interest would far outstrip availability and we wanted to distribute the spots in an equitable manner. To achieve this, we decided that each family would only be able to register for one session, to ensure the greatest number of families could participate.

Registration needed to be managed manually, due to the number of factors to consider. Families could only sign up for one session each, each session could only accommodate a certain number of children of each age range, and registrants often had questions about how the sessions would be run. Parents were asked to email the library to register. We managed registration and waitlists using spreadsheets. We developed email templates for registration confirmation and reminders, which included important instructions and the waiver form. Registration closed on the Friday of each weekend. The service was unable to accommodate drop-ins, even in the event of same-day cancellations, to minimize potential complications for the childminders.

On the day of each session, a member of the planning team was on-site to meet the childminders, provide them with any additional equipment and supplies, the list of registrants, a sign-in sheet for parents to use when they dropped off their kids, and a general set of extra hands to help at the start of the service. As an unlicensed childcare program under provincial regulations, parents were required to stay on-site in the library while their children were with the childminders. The parents were required to be available by phone in case of emergency or other issues arising, including the need to administer medication or acute separation anxiety. As the parents dropped off their children they signed in, dropped off their waiver, and checked in with the childminders. Because the childminders were only hired for four hours, the parents were required to return 15-to-20 minutes before the end of the session to make sure the room was tidied up and that the session concluded on time.

Outcomes and lessons learned

All four sessions offered were fully booked and had a waitlist. The participants were extremely happy to have the opportunity to use this service, and many provided feedback that they wished this would be offered throughout the term. The parents expressed a desire for a more varied schedule, including weekday evenings or weekend mornings. We learned a lot from

this first-term childminding pilot and had planned to offer it again in spring 2020. Due to the COVID-19 pandemic, the library closed in March, and we did not have time to implement changes to the program.

Based on our experience, here are some considerations and suggestions for libraries considering a similar pilot:

- Although only two childminders were legally required in Ontario, it was challenging for them to keep ten kids of varied ages entertained in a relatively small room for four hours, especially if there was a very young child present. Consider hiring an additional child minder or raising the minimum age requirement for participating children.
- Acquire more books, crafts, games, and other activities than you think you'll need.
- Consider how to accommodate children with special needs, learning disabilities, or who require medication, and clearly communicate these accommodations in advance.
- Clearly communicate expectations with parents about snacks, drinks, as well as diapers for the younger children.
- Find ways to streamline or collaborate with programming partners to share the work of administering registration, as managing program registration manually is labor intensive.

Conclusion

We envision that a free childminding program for student parents could grow into a regular program and could include funding partnerships with UT's School of Graduate Studies, Graduate Student Union, Family Care Office, and other interested campus partners. As the largest university in Canada with the largest research library system, offering regular programming for student parents demonstrates a commitment to inclusivity and advocacy for this underserved population, while hopefully encouraging this trend at university libraries across Canada and the United States.

Notes

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Alyssa Archer, Candice Benjes-Small, Katelyn Burton, Jennifer Resor-Whicker, and Rebecca Seipp

Mentoring each other

Creating a community of practice for aspiring and current library managers

Integrating formal management training into library school curriculum has been a topic of discussion for years, with varying progress. And in our experience, librarians are rarely given formal training on the job before becoming managers. We need to find ways to support new managers, helping them to acquire skills to handle the interpersonal, economic, and political challenges. Human Resources departments can provide valuable training in policy and procedures of the organization, but libraries have unique management challenges that may not exist elsewhere on campus. Librarians may be asked to manage faculty, staff, and student workers. They may need to arrange for coverage for service points, as well as work as an academic department. They work on projects with people from all parts of campus. Sometimes only other librarians understand the different dynamics of our situation. But when you're a manager, it can be awkward to discuss specific management concerns with colleagues in your organization. Meeting with librarians from other institutions provides a comfortable level of anonymity.

Our project started, as so many do, over coffee. In 2017, Candice Benjes-Small and Katelyn Burton had met to discuss Burton's new position at Virginia Western Community College, and the conversation turned to management issues. Burton was new to management, while Benjes-Small had over a decade of experience, and both felt like they could benefit from a friendly ear to brainstorm problems, concerns, and solutions. At that point in time, they worked 45 miles apart—close enough for an occasional face-to-face chat but too far for anything more frequent. But there was this new program called Zoom that our universities had recently licensed. Maybe that could help facilitate such meetings? From this initial coffee conversation, the idea to start a small management community of practice that would meet online was born. Our community of practice grew to include participants who aspired to become managers, those who were new to a management role, and those with many years of management experience.

What is a community of practice?

Librarianship is full of communities of practice. We may not be consciously aware of them, but they exist, nonetheless. "Communities of practice are groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis."[1] They help us to solve problems with assistance from members of our profession who have had similar experiences or are going through similar situations by offering us new perspectives on our issues, and the support to solve

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the problems we face. They allow us to explore and learn together. Communities of practice do not have to be limited to one institution and can be spread out to include individuals from many different types of institutions.

According to Etienne Wenger, Richard McDermott, and William M. Snyder, interactions in a community of practice are structured and centered around a specific goal that the group agrees on. The group discusses and explores problems based on an agreement about the general topic. This allows the group to build trust and feel comfortable with sharing knowledge and experiences in this area. It gives the group access to expertise that may not have been available otherwise. The group builds a knowledge base that belongs to them. If documented correctly, this knowledge will be available to share beyond the community of practice. The presence of this knowledge is what makes the community of practice successful.

How does our group reflect community of practice standards?

While our group members did not research communities of practice before starting, the experience of this group has mirrored the criteria above. These components can also be broken down into three overlapping segments: community, domain, and practice.[2]

The members of this community have preexisting relationships that formed outside of this group, from either working at the same institution at different times or through regional structures centered around library instruction. This helped build the necessary trust to handle difficult conversations, but this community of practice solidified around our intentional and regular meetings to discuss library management issues.

Domain usually applies to a shared competence but may also apply to shared interest: while one of our group members does not yet have a supervisory role in a library, the members with longer experience in library management help to provide a backbone of expertise and perspective during exercises. The members in newer managerial roles help firsthand to illustrate aspects of the sometimes difficult transition from worker to management, and bring vital information to the group.

The *practice* that builds during our meetings, as the literature discusses, is the set of shared stories that we develop over time that change our behavior outside of the group. Our meetings have had a positive impact on how we each handle work scenarios, whether it's better communication with a direct report, discussing conflict with a supervisor, advocating for a plan of action, or in managing a project.

Logistics of our community of practice

We meet monthly over Zoom for an hour. Since 2017, our membership of core members has ranged from five-to-eight people. We begin with a guest speaker, who is a librarian from outside our community with management experience. Through the years, we have invited librarians we know through our professional connections. At first, Benjes-Small's network was heavily called upon but in more recent times, other members have invited speakers they knew. Ahead of the meeting, the guest speaker is asked to provide a brief "management autobiography," and plan to share a case study that taught the guest speaker an important manager lesson. These case studies are anonymized, and confidentiality all-around is promised. During our meeting, the guest speaker presents the case study, stopping short of saying how the situation was resolved. The community of practice members then debate what they would do as the manager in the situation, asking the speaker for further information, as needed. At the conclusion, the speaker then shares what happened in real life. This usually takes about half an hour. The remaining time is spent either discussing another case study (we used a lot of letters from the "Ask A Manager" blog) or throwing out our own management dilemmas and using the group as a brain trust.

Participant feedback

Three years into our monthly meetings, the most valuable outcome has been the chance to pause and reflect on management issues. Since our group formed, three participants have been promoted into management positions or had their position descriptions change radically. In the midst of many personal/personnel changes, a global pandemic, a shift to remote work and online instruction, and myriad other challenges, carving out time for deep reflection has seemed impossible. The rhythm of a monthly discussion provides treasured time, space, and encouragement to focus on management.

Additionally, this community of practice has led to connections across our region and field. Having the chance to "meet" other managers and build professional contacts has led to a network of collaborators and mentors. We've heard from managers who faced many challenges and learned from their experiences, but we also built a support system, in case we should face similar issues in our workplaces. This has helped the participants feel more confident and better prepared to face the difficult conversations that management requires.

Guest speaker feedback

We asked our guest speakers to reflect on their experiences as the '"outside" voice for our community of practice. A number of common themes emerged in the responses. Many appreciated the need for such a group to exist, pointing out that librarians rarely get a solid management foundation in library school. We are often promoted because we excel at the contributor level, not because we possess innate management skills, and management work can be very isolating and lonely.

Guests valued the different viewpoints that our community provided. As mentioned, the speaker shares a real-life scenario with us. In the reflections, guests said the resulting conversations gave them an opportunity to consider new perspectives on these situations. They also liked that the discussions drove home that there is rarely one "right" answer to management concerns.

Finally, guest speakers expressed a desire to belong to a similar group. They complimented the supportive nature of our community; the opportunity to have intentional, thoughtful conversations about management; and the space to have confidential discussions. "Overall, I thought this was an excellent program, which I would have greatly enjoyed participating in during an earlier stage of my career," wrote one.

Starting your own community

So where does this leave you? Whether you're an aspiring manager or you're already leading a team of people, we encourage you to reach out to your trusted network to get your own management mentoring group started. Here are a few important elements to building your own group:

- Confidentiality is required for this group to be successful. Whether you're inviting guests who will share real management dilemmas, or your fellow member would like to dive into a current problem, it's imperative for everything to stay within the group. This allows for productive conversations and honest feedback.
- Who are your people? Who is in your extended library network that you trust? Reach out to those people to start this group. While everyone doesn't need to be from a different institution, it's helpful to have people from different organizations because it diversifies the experiences in the group. Regardless of who you invite, trust is a crucial element because confidentiality is so important.
- Facilitation is a real and important job in the group. The meeting facilitator sets the agenda, prepares any guests (see below) or readings, is ready to ask questions, and keeps track of time. Recognize that these elements are important to a productive meeting and share the facilitation responsibilities.
- Prepare any meeting guests by letting them know the format of your meetings. They should know how much time they have to present their problem, when to pause for group questions, and when they should share how they handled the problem.
- Remember that this group is a democracy, and no single person is bequeathing their management wisdom on others. As a community of practice, you're learning together and setting the trajectory of the group together.
- Examine the makeup of your group with an eye towards blind spots and biases. Our group consists largely of White women in a field composed overwhelmingly of the same. We encourage you to look at the makeup of your community of practice, who you invite as guests, and the topics which you discuss with a critical lens. Think intentionally about equity and inclusion.

Conclusion

Our community of practice has provided opportunities to learn, to network, and to grow as professionals. During the pandemic, we found this group to be incredibly beneficial because never did library management feel lonelier than during a lockdown. By continuing with our monthly meetings over Zoom, we forged even tighter con-

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Jody Hanshew and Adam Alley

Confronting the beast

Using gamification in library strategic planning

Strategic planning is a vital part of a successful library, academic or otherwise. The ability to anticipate and adapt to change in a planned way has been crucial in the library world as technologies have changed not just the way in which libraries function, but the very definition of what a library is. While it is essential, strategic planning is rarely thought of as a fun activity.

During the 2019 summer term, staff and librarians at Emory & Henry College were laying the groundwork for the library's newest three-to-five-year strategic plan. To prepare library staff, two colleagues, who were interested in creating a series of game-centric, team-building workshops, were encouraged to use their ideas for games to make strategic planning fun, easy, and less intimidating. A librarian and (at the time of this project) a graduate student of Library and Information Science, designed five different games tailored to each scheduled meeting. Over the course of five weeks, each game was introduced to the group, including a brief explanation of the game rules and the game's connection to the topic of strategic planning being discussed in each meeting. The results were almost immediate as each employee was quick to learn gameplay and become immersed in an organic dialogue and brainstorming session. By the end of this project, we discovered a number of benefits that gamification can provide in the workplace, including increased participation in group discussions and an overall increase in comfort with sharing ideas, asking questions, and providing criticism.

The custom board from the first game. Photo by Adam Alley.

Project description

Our initial goal was to create a series of team-building games to engage staff, build connections, and boost morale as we moved into a new academic year. The theme for this project was simple: "fun." We delivered our proposal to the director and while encouraging us to pursue a project that engaged the staff, we were directed to focus on an issue or need that was central to the library's current and future operations. This directive meant, while we could still move forward with our "fun

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activities," we needed to make each one relevant to the workplace. At the time, the entire library staff was creating a strategic plan for the future. Our focus swiftly became consumed with the immense topic of strategic planning. Our new intent became preparing the staff for active participation in the discussions and challenges that come with strategic planning.

We decided to develop five games, one for each session, each focusing on a different aspect of the strategic planning process. As the project developed further, this structure changed somewhat. The first session would include two games, and the last would not focus on a strategic plan topic but would simply be a fun way to wrap up the project.

Question cards and game pieces. Photo by Adam Alley.

The games

Game 1: Emory & Henry Trivial Pursuit

This game opened the first strategic planning session and was intended to be an icebreaker. It also served to refresh staff members on library procedures and policies and introduce strategic planning concepts. It was based on Trivial Pursuit, but in place of traditional categories, we used Emory & Henry History (example: "What all-female school did E&H merge with in 1918?"), Library Collections and Services ("How long is the book loan period for community borrowers?"), Strategic Planning ("True or false: The phrases 'mission statement' and 'vision statement' are interchangeable."), and Potluck ("True or false: The following was a real reference question asked at E&H: A patron called needing assistance in identifying the recently deceased bird on her porch"). The game board, question cards, and tokens were created using materials from the library or purchased online. The dice were borrowed from another board game, and the player pieces (miniature books) were purchased from Ebay.

Game 2: SWOT

This game closed the first strategic planning session (the only one that included multiple games). Our goal was to have a productive brainstorming session for the SWOT analysis that would be assigned afterward. The game began with a brief introduction to SWOT concepts. For four rounds (one for each letter of SWOT), players simultaneously tried to come up with as many strengths, weaknesses, etc., as they could in two minutes, using white boards and markers that we borrowed from the circulation desk. Valid answers received one point while unique answers received two (similar to ThinkBlot or Scattergories).

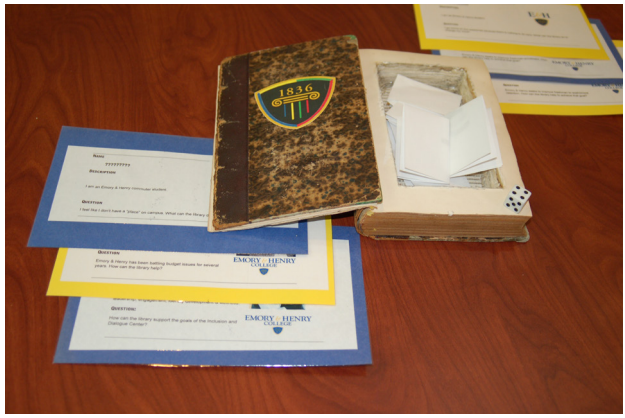
Game 3: Roles

The goal for our next session was to create actionable objectives from the SWOT analysis. To help achieve this objective in a natural way, we created a game that would help staff look at the library through the eyes of our stakeholders. In preparation for this game, we created cards that had their names, positions at the institution, and their particular library needs. In each round, one player assumed a role (president, provost, vice president of admissions, vice president of advancement, faculty member, student, community member, etc.). That player prompted the other players with a question card from the top of the deck. (For example: "I am the Dean of Student Success and Retention. Emory & Henry seeks to improve freshman to sophomore retention. How can the library help to achieve that goal?") The players were given one minute to write down answers on

small white boards. Then each player took a turn presenting their ideas. The player in the "role" judged them and awarded a point to the player whose idea they deemed worthiest.

Game 4: Library Mission Possible

The main goal of this game was to help brainstorm ideas for revising the library's mission statement. One player read questions related to the library's mission aloud (for example, "Why does the library exist?" "What image do you want to convey?" or "How do you differ from competitors?"). All of the players were given one minute to write down an answer and an opportunity to elaborate. The group voted for the "best" answer (a player could not vote for their own answer), and the player with the best answer received the point for that round. The secondary goal was to prepare for the final game by creating that game's "answer cards." We did not clue the staff in on this but handed out blank cards that they would fill out by responding to question prompts at the end of each round.



Players selected their "role" by drawing slips of paper from a hollowed out withdrawn book. Photo by Adam Alley.

Game 5: Library Cards Against Humanity

The final game was played after the bulk of the strategic planning work had been done. It was mostly for fun, but we hoped it would also have some team-building benefit and would be an excellent way to wrap up the project. The game itself was a PG-13 rated version of the card game Cards Against Humanity.

To make it interesting, the deck of potential answer cards was created by asking the staff unrelated questions after each round of the previous game. ("Who is your favorite literary villain?" "What is your least favorite food?") Near the end of our preparation work for this game we discovered Emily Lloyd's Cards Against Librarianship and sprinkled a few of those cards into our decks as well.[1] We all had so much fun with this game that we played it multiple times throughout the semester.

Reception and participation

Participation was required as each game corresponded with a scheduled meeting. Regardless of the enforced participation (which did lead to lots of "mandatory fun" jokes), everyone appeared to enjoy themselves. We discovered that each game was able to break down communication barriers. As these meetings included the library director, librarians, full-time and part-time staff persons (a variety of employees with a variety of experience), these games were vital in creating a space for open, judgement-free communication.

What worked and what didn't

In general, we considered the project to be a success. The games helped open up communication. Each game summarized the topic for the day and prepared staff to be active participants by clarifying the daily objectives, and often they were actually quite enjoyable. The mechanics of the games worked (mostly) as we intended. While there were certainly things we would change in retrospect, there were no major problems.

On the negative side, we did realize that we had frontloaded the best ideas and got less creative and simpler in the game creation as the project progressed. This was due to several factors, including a high workload in that time period that led to a lack of time and a general sense of being worn down. We also realized that some of our initial ideas worked well as a

game, but less so as a strategic planning teaching tool, or vice versa. This realization led to a few last-minute changes that resulted in some games that were less developed than others.

Lessons learned

From its initial implementation, this project and the process taken to give it life, offered several important lessons that are applicable, not only to library staff in the middle of creating a strategic plan, but also for librarians wanting to do similar projects and programs in other areas of their institution.

- *Time management:* One of the most important lessons gleaned from this endeavor was time management. We underestimated the amount of time that creating and playtesting the games for this project would take. As the workload increased it became more difficult to find the time, and, soon enough, we found ourselves overwhelmed and struggling to finish the remaining games. Fatigue and burnout were prevalent nearing the end of this project.

The staff was prompted to create these answer cards during the previous game. Photo by Adam Alley.

- *Collaboration:* Input from additional staff can be very valuable. We took advantage of this, but not as much as we could have. One thing we did that was beneficial was using college staff members who were not in the department as play testers on some of the games. This brought some potential problems to light and led to some changes in game mechanics.
- *Share directions with the staff beforehand:* While most of the games were fairly simple, some had more elaborate rules. It could be beneficial to share these with the staff before the game in one way or another. For our very first game, we made a short video explaining the rules that we shared with staff over email.
- *You can do a lot with a small number of resources:* We didn't really have a budget for this project, so we tried to use existing materials whenever we could. The whiteboards and markers were borrowed from the circulation desk, and we used the library printer for the games that required printed materials. The most significant expenses were for the first game, which included a blank game board ($7), blank cards ($10 per pack), and player tokens ($1.50 each).

Update and COVID-19's effect on the new plan

The five-year strategic plan developed during this project was completed and approved by the college administration in May 2020. While the pandemic has placed numerous delays on library operations, the library staff continues to execute the objectives laid out in the strategic plan. If our gamification project had occurred a few months later than it did, it would have been difficult to implement in exactly the same way. Having said that, many of the games could have been played virtually. As a test (and for a bit of morale building in the midst of the COVID-19 closure of our library) we replayed our last game virtually using both Zoom and PlayingCards.io.[2] It worked reasonably well, and everyone was eager to enjoy a friendly game of cards with each other.

We discovered the benefits of approaching complex, administrative planning with fun, interactive activities. We also discovered an overall boost in morale, participation, and creativity that can be experienced when communication barriers are broken down and a workspace is created that encourages open discussion,

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Lynne Stahl

"An art, not a science"?

LIS, digital humanities, and the call to undiscipline

The origin date of digital humanities (DH) is as contested as virtually everything else about it, but the contexts in which I first heard the term were laced with disciplinary anxiety, despair, and derision.

I'd started an English PhD amid 2009's economic doomscape, and peers on the market were seeing "digital humanities" appear in job postings in vague, seemingly incongruous ways. What did a "secondary specialization in digital humanities" entail, and how could it possibly pertain to subdisciplines spanning Medieval Studies *and* global Anglophone literatures *and* Victorian fiction? Facing this quandary, some dismissed DH wholesale as a gimmicky way to court STEM funding without doing any "real" humanities work, while others made *Moby Dick* word clouds in desperate bids to qualify themselves for those postings.

I shared (and still share) suspicions about how DH is sometimes invoked, but even then they also struck me—someone in queer studies, a field that itself had only relatively recently gained legitimacy—as methodologically xenophobic. Having realized professorship wasn't for me, I signed up for a summer DH internship our library was piloting. More than illuminating what DH "is," it paved my first steps toward librarianship by introducing me to people in positions I'd never known existed, performing labor that made my own disciplinary study possible. And in that process, it helped me see that "What belongs?" is usually a less generative question to ask of disciplines than "How is 'belonging' produced?" Through this lens, I now see territorial anxiety as less a bug than a feature of disciplinarity, so to speak, and I see much greater potential and urgency for DH and information literacy (IL) to work in tandem.

My grad school peers weren't alone in their suspicions of DH, which have been voiced loudly and on numerous grounds. Indeed, as Andrea Baer[1] notes, "much of DH literature centers on disagreements about what the digital humanities is and what it should or should not do." DH projects often replicate existing literary priorities (i.e., White, Western canon), they can exclude communities lacking tech and broadband access, and they may use quantitative data to produce a "truthier" appearance than nonempirical literary methods. Others, like Richard Grusin,[2] are leery of DH's emergence "as 'the next big thing'" in seeming alignment with the "neoliberalization and corporatization of higher education." But these discussions have raised questions we should be asking of all scholarly endeavors, and DH praxis has established new channels for scholarly creation, preservation, and information openness. The dust around these controversies has settled to the extent that DH has earned an enduring place on syllabi, in job ads, within libraries, and increasingly as an accepted form of production toward tenure/promotion. However, other debates continue on Twitter, at conferences, and in publications such as *Digital Humanities Quarterly, Defining Digital Humanities,* and perhaps most notably the excellent *Debates in the Digital Humanities* series.

Coedited by Matthew K. Gold and Lauren F. Klein, *Debates* highlights the myriad tensions, successes, and possibilities in DH, providing edifying accounts of the field's histories and iterations since

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the mid-1900s. Most fascinating to me are the contemplations, within and beyond this series, of the metrics and authority that would confer DH disciplinary legitimacy. Claire Warwick[3] observes wryly that while prominent, controversial literary scholar Stanley Fish was "predictably negative about digital humanities . . . that he had deigned to notice it at all seemed to be regarded. . . as an indication that the field was at last worthy of note." Citing a DH-dedicated *PMLA* issue, Gold and Klein[4] contend, too, that "a special issue of a journal is what signals the arrival of a field." Yet mention by elite white male scholars and inclusion in prestigious journals seem a dubious scale of validation given critiques of whiteness and imperialism in DH from Kim Gallon, Alan Liu, Safiya Umoja Noble, Tara McPherson, Roopika Risam, and many more.

Strikingly absent from the DH origin stories and meditations on disciplinary legitimacy is a force that facilitated many of these cross-disciplinary conversations: library organizing systems. The phrase "Library of Congress Subject Headings" occurs only once across the three *Debates* volumes, as an example of authority control forms that can reflect cultural biases. Though "discipline(s)" and "disciplinary" occur 45 times in the 2019 volume alone, no essay mentions the creation of the "digital humanities" LCSH.[5] Nor does "LCSH" appear anywhere in the 14-year run of *Digital Humanities Quarterly,*[6] an open access journal "covering all aspects of digital media in the humanities."

While no publication can capture every perspective, *Debates* represents a wealth of interests and individuals, and the fact that none of its component essays even acknowledge the subject heading speaks to inherited hierarchies of visibility and recognition. LCSH function in database searches to collocate texts whose classifications might place them in entirely different physical locations. A WorldCat subject search for "digital humanities" yields results with LC classifications all over the stacks. To some degree, then, DH owes its cohesion to the LCSH for returning sets of titles that might not otherwise appear anywhere near one another, from *The Digital Humanities: A Primer for Students and Teachers* (AZ) to *Abstract Machine: Humanities GIS* (G) to *Digital Humanities in the Library* (Z).

Beyond wounded librarian dignity—which is not nothing—why does this omission matter? First, it marks a curious divergence between fields with remarkably similar origins. Widely regarded as one of the first literary computing projects, Father Roberto Busa's *Index Thomisticus* enabled automated searching within St. Thomas Aquinas' expansive oeuvre. It also replicated existing hierarchies in its object (a White man's canonical writings) and its creation (women doing manual data entry). Busa preferred women for the punch-card indexing labor, believing them "more careful"[7] than men. Though the technical skills they learned propelled some of them into relatively good jobs, their work—which Melissa Terras and Julianne Nyhan detail in *Debates 2016*—went largely uncredited for decades. This scenario bears an uncanny resemblance to Melvil Dewey and Charles Cutter's favored approach of employing women for work viewed as beneath men.

Second, Melissa Adler's *Cruising the Library*[8] illustrates how the "categories that designate what library books are about actively produce, reproduce, and privilege certain subjects and disciplinary norms," and how disciplines themselves work over time to produce particular discourses. It's thus disquieting to see cataloging and classification systems unaccounted for in these DH conversations—but given how little time many librarians and other academics spend explicitly discussing the emergence and constitution of the disciplines we study and teach, perhaps it's unsurprising.

I remember admittedly little about my Organization of Information class in library school. But Cutter's[9] foundational admonition that "cataloging is an art, not a science" stuck in my craw for the dubious rhetorical work it does, first in investing his own contributions with an air of mystical genius and second in implying that science is intrinsically or necessarily more objective than art, that scientific analyses are unsubjective.

Indeed, he was writing at a time when many sciences (especially sexology and Darwinian evolutionary theory) were exerting great efforts to catalog order into society—a cisheteronormative, ableist, White supremacist order that manipulated "empirical" evidence into justifying its inequities. Though Library of Congress Clas-

sification (LCC), heavily influenced by Cutter's system, is distinct from LCSH, the two operate in concert.

Analyzing the role of LIS as an agent of hegemony in shaping the disciplines, Adler invokes a question posed by philosopher Michel Foucault[10] whose critiques of taxonomies, knowledge production, and surveillance have been integral to queer, postcolonial, and critical race theory as well as disability studies: "What types of knowledge are you trying to disqualify when you say you are a science?" Foucault's critiques center on practices that arose in the Victorian era, contemporaneous with Dewey and Cutter.

There's an intriguing inversion in the contested disciplinarities of DH and LIS. To what extent is library "science" a science, and what do we seek to gain through that label? To transpose Foucault's question, What types of labor are you trying to obscure when you call yourself "humanities"? The predominant view of disciplines as "turf" reflects a colonial mindset and an economy of scarcity—unsurprising, as our everyday lives are structured by both. Boundaries invite policing, and forces in power typically work to maintain power.

Rather than simple evidence of a pressing need to promote and explain LIS as a discipline, therefore, perhaps we can read this unrecognized interrelationship between DH and IL as a parable about the hazards of disciplinarity. As long as systemic inequalities exist, disciplines will be inequitably prioritized *among* themselves and will at once enact inequities *within* themselves. Recent discourses of *un*disciplinarity, initiated by BIPOC scholars, offer a key—imperative, I think—point of entry for LIS engagement. Championed by academics doing antiracist, decolonial, and feminist work across fields, Christina Sharpe's[11] call to "become undisciplined" builds from her observation that for Black scholars, "to produce legible work in the academy often means adhering to research methods" prescribed by and in service to dominant institutional formations.

It's apropos, then, that scholars in Victorian Studies were among the first to amplify Sharpe's notion. The 19th-century subdiscipline is constructed primarily around the reign of a British monarch under whom colonialization and global capitalism boomed, during which the sexological and evolutionary sciences that shape library classifications emerged. To study 19th-century Britain is also—or should be—to take as foundational its slavery-based economy and attendant racialized hierarchies that still infuse every aspect of our lives. But that work has historically been marginalized in favor of a disciplinary narrative "fictively demarcated as nonracial," write Ronjaunee Chatterjee, Alicia Mireles Christoff, and Amy R. Wong[12] in their call to "render explicit the racism that subtends the history of aesthetics, canon formation, and curricular bias."

To undiscipline isn't necessarily to jettison disciplinary boundaries, but to recognize and push against them by building their examination and critique into curricula and into IL approaches. DH and IL are well-positioned to challenge these limits: to identify and critique disciplinary bias in terms of organizational schemas, publishing norms, modes of scholarly production, and the economic contingences on which all depend. As Lincoln Mullen[13] suggests, virtually *all* humanities scholarship now substantively engages the digital, from citation managers to text mining and data visualization to navigating the linked data that structures our research processes. "Doing" DH is less a matter of acquiring technical skills than of recognizing the sociocultural elements that comprise the digital systems through which we produce, disseminate, and seek information. In this regard, it's practically indistinguishable from critical information literacy approaches, even if these literacies aren't fully coextensive.

No organizing schema can be free of bias, and no discipline arises in a vacuum. Exploring how the two constitute each other might better address all of these issues than simply speaking more loudly on behalf of our (or any) discipline. Some in libraries are already doing this work in various ways: critical pedagogy, cataloging, information literacy; addressing archival silences and erasures; challenging coded hiring criteria.

We might strive for increasingly embedded forms, such as working with faculty in other fields to build disciplinary histories into their curricula, but also in considering job postings,

promotion criteria, effects of increasing adjunctification on the futures of disciplines themselves, and other disciplinary boundaries that—while often invisible—are always constitutive.

Acknowledgement

Many thanks to Susan Garfinkel at the Library of Congress for assistance in tracing the history of the "Digital Humanities" Library of Congress Subject Heading.

Notes

1. Andrea Baer, "Critical Information Literacy in the College Classroom: Exploring Scholarly Knowledge Production through the Digital Humanities," in *Information Literacy and Social Justice: Radical Professional Praxis,* ed. Lua Gregory and Shana Higgins, (Los Angeles: Library Juice Press, 2013), 109.

2. Richard Grusin, "The Dark Side of Digital Humanities: Dispatches from Two Recent MLA Conventions," *differences* 25, no. 1 (May 1, 2014): 87, https://doi.org/10.1215/10407391-2420009.

3. Claire Warwick, "'They Also Serve': What DH Might Learn about Controversy and Service from Disciplinary Analogies," in *Debates in the Digital Humanities 2019,* ed. Matthew K. Gold and Lauren F. Klein (Minneapolis: University of Minnesota Press, 2019), https://dhdebates.gc.cuny.edu/projects/debates-in-the-digital-humanities-2019.

4. Gold and Klein, "Introduction: A DH That Matters," in *Debates 2019.*

5. A genealogy of the LCSH—est. 2008—would be a fascinating undertaking. For this essay's purposes its absence from DH literature suffices.

6. "DHQ: *Digital Humanities Quarterly:* About," accessed April 9, 2021, http://digitalhumanities.org:8081/dhq/about/about.html.

7. Melissa Terras and Julianne Nyhan, "Father Busa's Female Punch Card Operatives," in *Debates in the Digital Humanities* 2016, ed. Gold and Klein (Minneapolis: University of Minnesota Press, 2016), https://dhdebates.gc.cuny.edu/read/untitled/section/1e57217b-f262-4f25-806b-4fcf1548beb5.

8. Melissa Adler, *Cruising the Library: Perversities in the Organization of Knowledge* (New York: Fordham University Press, 2017), 2.

9. Charles Cutter, *Rules for a Dictionary Catalog,* U.S. Government Printing Office, 1904.

10. Michel Foucault, *Society Must Be Defended: Lectures at the Collège de France,* 1975–76, ed. Mauro Bertani and Alessandro Fontana, trans. David Macey (New York: Picador, 2003), 2, qtd. in Adler, 23.

11. Christina Sharpe, *In the Wake: On Blackness and Being* (Durham: Duke University Press, 2016), 13.

12. Ronjaunee Chatterjee, Alicia Mireles Christoff, and Amy R. Wong, "Undisciplining Victorian Studies," *Los Angeles Review of Books,* July 10, 2020, https://lareviewofbooks.org/article/undisciplining-victorian-studies/.

13. Lincoln Mullen, "Digital Humanities Is a Spectrum; or, We're All Digital Humanists Now," April 29, 2010, https://lincolnmullen.com/blog/digital-humanities-is-a-spectrum-or-we8217re-all-digital-humanists-now/.

("Mentoring each other," continued from page 476)

nections and reinforced trust among the group members. Whether we are exploring new ideas, struggling with current challenges, or bouncing new ideas off each other, we always find our time together to be well spent. We hope you can find a similar community that will help you thrive.

Notes

1. Etienne Wenger, Richard McDermott, and William M. Snyder, *Cultivating communities of practice: A guide to managing knowledge* (Boston, Mass: Harvard School Press, 2002), 9.

2. Etienne Wenger-Trayner and Beverly Wenger-Trayner, "Introduction to communities of practice: A brief overview of the concept and its uses," Wenger-Trayner, https://wenger-trayner.com/introduction-to-communities-of-practice/ (accessed May 28, 2021).

Mark Bieraugel

Hit that push button

Using LinkedIn to improve your reputation and writing

Are you tired of waiting to publish your peer-reviewed article? Anxious to get your ideas out there to a broad range of people? Then consider publishing on LinkedIn.

I regularly write posts for LinkedIn as an academic librarian. I don't just use LinkedIn as a parking spot for my CV/resume, but I use it to build and burnish my reputation. I also use LinkedIn to both improve and speed up my writing. And to write in a more natural and conversational way versus my scholarly writing.

What is LinkedIn and what is it for?

LinkedIn is a platform for making connections with people, to read their articles and posts, and for posting your CV/resume for employers and recruiters. LinkedIn currently has 740 million members, and is the main networking site for the work world. Like many other social media sites, LinkedIn encourages content creation and publishing in three basic forms: videos, articles, and posts. I'll cover articles and posts.

Why write for LinkedIn?

Why write for LinkedIn? Frictionless publishing. You are the author and the editor. There are no barriers to writing and publishing. You can include an image, a bulleted list, and write hundreds of words or just a dozen. You decide.

One benefit is to have time set aside every week to write. I post on Linkedin every Friday. I usually finish writing within an hour, and often times less (around ten minutes or less for a short post), especially if I've thought about my post all week. Sometimes I have an idea of what I want to write about once Friday rolls around.

Another benefit is you get to practice writing in a low stakes environment. Not many people are likely reading your posts other than your personal LinkedIn connections, a friendly audience. On this platform you get to write in any style you like: erudite, sassy, friendly. Writing this way gives you a chance to develop your own, more personal voice—not a scholarly peer-reviewed writing voice, but an individual and distinct writing style unique to you.

The weekly posting has helped me to improve my writing. I have learned to write more clearly, to compose at the keyboard, and to just dive in and write. There's no time for dithering. This weekly writing formed a new habit: not writing connected to fear, anxiety, and long literature reviews, but writing that is fun. I enjoy writing scholarly articles, but they involve a lot of work, and waiting. It is satisfying to get that type of article published, but so is getting responses from a LinkedIn post and seeing the viewer numbers rise up. Writing posts or even articles is fast, and no footnotes, bibliography, or APA, MLA, or Chicago style is required.

Another reason to write LinkedIn posts is that you can write on any topic you like. I started writing on career readiness, job searching, and researching potential employers. After I came out as nonbinary, I've been writing on being nonbinary

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in the workplace, with all its challenges and fun. For my LinkedIn posts, no one tells me what to write. It's likely I'll write on other topics in the future. No one is overseeing your writing, which is a bit of a double-edged sword. You don't have anyone telling you what to write, but that means you have to have something to write.

In scholarly publishing, I often feel that I need to "stay in my lane" and continue to research and write in the area of entrepreneurial spaces and ecosystems. When writing for LinkedIn, I can readily publish outside of my field. You can, too. Of course, not everyone is a scholar or has to write peer reviewed articles to get tenure and promotion. LinkedIn is an ideal way to publish and publish a lot, whenever you'd like.

Writing this way, for a larger and more diverse audience, you can build upon your existing reputation. You can also work to develop a reputation in another area. I was recommended to speak on nonbinary workplace inclusion to Mojang Studios because of my LinkedIn posts on the topic. You can explore new topics, learn and write about them, all while not impinging on your current position.

The downsides of LinkedIn

The downsides of LinkedIn are few. I have gotten some sales pitches and sat through some Zoom meetings, which I shouldn't have taken. I have been lucky enough to not have trolls visit and comment on my posts, but some higher profile folx I follow, such as Madison Butler, are constantly trolled and verbally abused. I'm waiting for it to happen, sadly, given my posts are on nonbinary gender and gender nonconformity.

A word of caution

I'm pushing LinkedIn as a publishing platform, but not as a replacement for publishing peer-reviewed journal articles. Your employer may encourage or require you to publish in peer-reviewed journal articles in order to get promoted or to get tenure. My pitch is that LinkedIn gives you other publishing opportunities outside of traditional scholarly publishing.

Posts versus articles

On LinkedIn you have the option to publish standalone articles or post to your feed. Not many people read my articles. The two most viewed articles, "My Gender Journey at Work" parts one and two, have 339 and 157 views respectively. Many more people looked at my posts. Sometimes hundreds of people. Sometimes thousands of people. One of my posts, about coming out at work as nonbinary has 5,307 views, and most posts have more than 400 views. The impact and reach are likely greater than the scholarly articles I write and get published, which get put behind a publisher's pay wall.

Final points

Getting better at writing takes practice. It also helps to write for an audience. Writing and posting on LinkedIn gives you both: an opportunity to write as often as you like and to write for your network. It also gives you a chance to write outside of the confines of scholarly publications and without barriers to publishing. It is easy to explore and write about new topics, and to engage directly with your readers. And finally, writing for LinkedIn is really fun. Try writing a LinkedIn post and see what happens.

("Confronting the beast," continued from page 480)

reflection, and goofy behavior. Moving forward, we can see the usefulness of gamification in many areas of the library, though more research into this area of study is needed. Whether you are interested in gamifying a large project like strategic planning or just setting aside some time at lunch for staff members to gather (in person or virtually) we encourage you to integrate gaming into your workplace. And above all, have fun.

Notes

1. Emily Lloyd, "Cards Against Librarianship: Let's Play!" Shelf Check, January 21, 2014, http://shelfcheck.blogspot.com/2014/01/cards-against-librarianship-lets-play.html.
2. "PlayingCards.io," PlayingCards.io Virtual Tabletop, accessed March 19, 2021, https://playingcards.io/.

First Draft. *Access:* https://firstdraftnews.org/.

First Draft is dedicated to "identifying thematic topics of misinformation around the world." The group formed in 2015 initially as a nonprofit organization but now is a sustainable and self-investing organization. First Draft identifies themselves as politically independent and has an overarching goal to preserve the integrity of the news media. In the "About" area of the page, government officials are encouraged to learn how they can halt the spread of fake news or ask First Draft to investigate misinformation in their own countries. The website functions as a meta-analysis of misinformative news on the Internet. Through the categories "Thinking," "Tackling," "Training," and "Tracking," readers can explore recent trajectories of misleading media, learn why people are quick to believe misinformation, and access supporting data.

The webpage provides a series of publicly accessible reports and materials, including training courses for journalists and media creators, guides, research, and articles. Each of these areas offers a deep discussion of current trending topics that are likely targets of "misinformation spread." Current topics include vaccine myths, identifying AI and deepfake news, election disinformation, and patterns of social media misinformation. The reports and articles are a collection of cited data, background information, and how to recognize when lack of information is a problem. First Draft employs their own researchers and writers and relies on working journalists to assist with accuracy. This organization has offices in New York, London, and Sydney, and has an international focus. Some of the training materials are in multiple languages.

First Draft provides free online training modules for journalists, bloggers, and any information consumer interested in debunking or "prebunking" misinformation on the Internet. Ideally, First Draft wants to function as a tool for creators of online information to produce truthful and accurate information and not be fooled by deceptive media information. The free online training can test one's skills at spotting fake information in a variety of news sources and online social media venues such as TikTok.

The content on First Draft may be overwhelming to an undergraduate student looking for coverage of current controversial topics such as election controversies or COVID-19 misinformation. However, this source would definitely be useful for college students conducting research on patterns of misinformation. It would also be of interest to any librarian who teaches "fake news" sessions to patrons.—*Molly Susan Mathias, University of Wisconsin-Milwaukee, mathiasm@uwm.edu*

The National Women's History Museum. *Access:* https://www.womenshistory.org/.

The National Women's History Museum (NWHM) has created a virtual museum experience with their website, allowing patrons to view exhibits, hear lectures and presentations, as well as access lesson plans and archival materials. In the wake of the pandemic, many museums have pivoted to online experiences, and the National Women's History Museum is an excellent model. Educators will find an expansive page of digital resources to use in the classroom, including a topics page, which they may use to access biographies, oral histories, lesson plans, quizzes, and more on topics ranging from women in the Civil War to women in contemporary popular culture.

Under "Students and Educators," users can locate an interesting report entitled "Where are the Women: A Report on the Status of

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Women in the United States Social Studies Standards," which finds U.S. history standards have largely failed to integrate women's history into the school curricula. The museum offers virtual field trips, which may be booked online, although as of September 2021, the virtual trips were fully booked. Students and educators will also appreciate the link to National History Day, where middle and high school students have an opportunity to present multimodal research on a theme in a competitive format.

Although the site provides links to the museum's archival collection, the digitized collection is limited. Academic researchers seeking primary sources will want to arrange a visit to the physical archive in Alexandria, Virginia. The website's content reflects the intersectionality of women's history with a dedicated page of antiracism resources that goes beyond simply diverse representation by providing users with a range of resources to put to work in recognizing and combating overt and covert racism. Additionally, the site is an excellent source to plan a visit and learn about the museum generally, with links to current physical exhibits, a museum history, administrative and board biographies, and more.

Educators and students from middle school to the early undergraduate level will find the NWHM website a valuable resource for choosing topics, researching, and generally learning about women's history in the United States.—*Bart Everts, Rutgers University-Camden, bart.everts@rutgers.edu*

The United States President's Emergency Plan for AIDS Relief. *Access:* https://www.state.gov/pepfar/.

The United States President's Emergency Plan for AIDS Relief (PEPFAR) website posts re-sources from the State Department's Office of the U.S. Global AIDS Coordinator and Global Health Diplomacy, including press releases, stories, fact sheets, annual reports to Congress, and operational plan proposals. Established in 2003, PEPFAR and numerous federal agencies work together with nearly 50 countries across the world to address the global HIV/AIDS epidemic. Most countries are located in Sub-Saharan and West Africa, South and Southeast Asia, former Soviet states, and Central and South America. Other partners include the United Nations; the World Health Organization; and the Global Fund to Fight AIDS, Tuberculosis, and Malaria, as well as local faith-based groups, civil society, and a Scientific Advisory Board, whose members and meeting minutes are online. PEPFAR's public-private partnerships include DREAMS (De-termined, Resilient, Empowered, AIDS-free, Mentored, and Safe), which focuses on adolescent girls and young women.

PEPFAR's homepage provides a banner menu that includes "About Us," "Our Priorities," "Where We Work," "Results and Impact," "Partnerships," "Remarks and Releases," "Reports and Guidance," and "PEPFAR COVID-19 Resources." Scroll the mobile-first interface to view their mission, four recent headlines, a recent YouTube video, older headlines, and priorities. PEPFAR's stated priorities focus on "Progress," "Policies," "Populations," and "Partnerships." "Policies," for example, links to a decade of impact assessments available in PDF.

The site's highlight is its granular data, available from the "PEPFAR Data Dashboards." PEP-FAR Panorama Spotlight offers geographic analysis, program areas, financial management, data sources, dashboards, FAQs, a glossary, and a data calendar. The dashboards provide information on site monitoring, performance, recency, viral load, cervical cancer analysis, clinical cascade, geography, and medical circumcision.

"Additional Data" includes codebook features for repro-ducibility, especially the adoption of Monitoring, Evaluation, and Reporting Indicators. The "Knowledge Center" hosts more than 290 documents on access and use.

Students interested in public health and public policy will find the PEPFAR site a useful re-source.—*Jennifer Stubbs, New York University-Shanghai, jas58@nyu.edu*

The University of North Carolina (UNC)- Chapel Hill has received a $320,777 grant to the University Libraries to help prepare the state's future librarians and archivists to teach with primary source materials. The award comes from the Institute of Museum and Library Services through the Laura Bush 21st Century Librarian Program. It will fund the Primary Sources Teaching Fellowship Program, based at the Wilson Special Collections Library. The grant will provide stipends to three cohorts of fellows—eight each in the summers of 2022, 2023, and 2024. They will come from the state's five master's degree programs in information and library science at Appalachian State University, North Carolina Central University, East Carolina University, UNC-Chapel Hill, and UNC-Greensboro. Students from groups underrepresented in the library and archival profession will be especially encouraged to apply. Fellows will take part in a structured online learning experience led by UNC-Chapel Hill librarians and archivists and a roster of guest speakers. Fellows will then spend three days in UNC-Chapel Hill for an onsite workshop where they can create and receive feedback on lesson plans built around materials from Wilson Library.

The Council on Library and Information Resources (CLIR) has received a 24-month, $1.2 million grant from The Andrew W. Mellon Foundation to support general operations. The grant provides funds for core administrative and management staff that support the broad range of CLIR's programmatic activity. Over this period, CLIR will expand its work to build communities of practice; fund practical strategies and systemic thinking for new challenges; and promote the development of ethical policies that encourage the representation of all people in the accessible human record.

The Institute of Museum and Library Services (IMLS) has announced grants totaling $5,561,835 through three programs designed to support and improve library services of Native American, Native Alaskan, and Native Hawaiian organizations. Native American Library Services Basic Grants support existing library operations and maintain core library services. These noncompetitive grants are awarded in equal amounts among eligible applicants. Grants totaling $1,806,790 were awarded to 172 Indian Tribes, Alaska Native villages, and other regional and village corporations. Native American Library Services Enhancement Grants assist Native American Tribes in improving core library services for their communities. Enhancement Grants are only awarded to applicants that have applied for a Native American Library Services Basic Grant in the same fiscal year. IMLS received 28 applications requesting $3,670,126 and was able to award $3,305,045 to 24 tribes in 13 states. This year's awarded grants will advance the preservation and revitalization of language and culture, as well as educational programming and digital services. Native Hawaiian Library Services Grants are available to nonprofit organizations that primarily serve and represent Native Hawaiians so they can enhance existing or implement new library services. IMLS received six applications requesting $867,764 and awarded $450,000 to three organizations serving Native Hawaiians.

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

Appointments

Ben Goldman has been appointed university archivist in the Penn State University Eberly Family Special Collections Library. Goldman served as archivist for curatorial services and strategy since May 2019 and as interim university archivist since February 2021. Previously, he held the position of digital records archivist beginning in May 2012, achieving tenure and promotion to associate librarian in 2018. Prior to his arrival at Penn State, Goldman served as assistant archivist/digital programs manager at the University of Wyoming American Heritage Center. Goldman has published and presented widely on topics related digital preservation, climate change and archives, and sustainability, and he is an active member of the Society of American Archivists.

Patrice Green has been named curator for African American Collections in the Eberly Family Special Collections Library at the Penn State University Libraries. Green had served as research and instruction librarian in the Special Collections Libraries at the University of Georgia since June 2019.

Rebekah G. Hill is now Music and Performing Arts librarian in the George and Sherry Middlemas Arts and Humanities Library at the Penn State University Libraries.

Margaret (Maggie) Mahoney has joined the Penn State University Libraries as business liaison librarian in the Schreyer Business Library and subject specialist and liaison for the Department of Accounting in the Smeal College of Business.

Jamie McGarty has been appointed library software applications developer at the University of North Carolina-Chapel Hill.

Betsaida Reyes is now head of Humanities and Social Sciences at the Penn State University Libraries.

Denise A. Wetzel has been appointed Science and Engineering librarian in the Physical and Mathematical Sciences Library at the Penn State University Libraries.

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.

Retirements

John Lehner, associate dean for resource management at University of Houston (UH) Libraries, has retired. Lehner joined UH Libraries in 1998 as the human resources director, overseeing searches for librarian positions and streamlining the search process. In 2006, Lehner stepped into his role administering the budget, facilities, and business operations of the libraries, as well as directing library technology services, metadata and digitization services, library human resources, and assessment and statistics.

John Lehner

He was promoted to the rank of librarian in 2013, and two years later, was appointed to the Ambassador Kenneth R. Franzheim Endowed Professorship. Prior to joining UH Libraries, Lehner was chair of the Academic Program Support Division at the Arizona State University West Library; and business, economics, and law bibliographer at the University at Albany-SUNY Libraries. Lehner's prolific service to the profession of librarianship includes committee chair appointments within the Association of Research Libraries (ARL), the Association of College and Research Libraries (ACRL), the American Library Association (ALA), Texas Library Association (TLA), and other organizations. He has served on a number of university and library committees with charges related to personnel searches, strategic planning, and building projects. He has published and presented on research areas such as recruitment and retention in academic libraries, personnel selection, and emotional intelligence.

Fast Facts

Zombie research

"Around one in 2,500 (scholarly journal articles) is retracted. Yet papers that do get retracted often have long afterlives." Twenty thousand withdrawn papers amassed by Retraction Watch "were cited in 95,000 articles after their retractions. In turn, these were cited in 1.65m further papers."

"Zombie Research Haunts Academic Literature Long after Its Supposed Demise," *The Economist*, June 26, 2021, https://www.economist.com/graphic-detail/2021/06/26/zombie-research-haunts-academic-literature-long-after-its-supposed-demise (retrieved September 28, 2021).

Homeschooling

"A growing number of Americans are teaching their children at home. According to the National Center for Education Statistics, the number of home-schooled students nearly doubled nationally from 850,000 in 1999 to 1,690,000 in 2016. The percentage of students who were home-schooled increased from 1.7 percent of all students to 3.3 percent of all students over the same time." According to the "Household Pulse Survey . . . the number of households with school-age children home-schooling doubled between spring 2020 and the start of the 2020-21 school year, rising from 5.4 percent to 11.1 percent."

Joanne Brosh, "Home-Schooled Children Increasing in NC," *The Well*, September 22, 2021, https://thewell.unc.edu/2021/09/22/home-schooled-children-increasing-in-nc (retrieved September 22, 2021).

Wikifunctions

"Wikifunctions is a collaboratively edited catalog of computer functions that aims to allow the creation, modification, and reuse of source code. It is closely related to Abstract Wikipedia, an extension to Wikidata that aims to create a language-independent version of Wikipedia using its structured data. The Wikifunctions website is expected to launch in 2022 and will be the first new Wikimedia project to launch since 2012. A public demonstration system has been set up at https://notwikilambda.toolforge.org and was announced in October 2020."

Wikipedia contributors, "Wikifunctions," Wikipedia, The Free Encyclopedia, https://en.wikipedia.org/w/index.php?title=Wikifunctions&oldid=1046813716 (retrieved September 27, 2021).

Internet freedom declines for 11th year in a row

"An increase in network shutdowns, combined with a rise in disinformation campaigns, adds up to another decline in [I]nternet freedom in the [United States] and around the globe, according to Freedom House. It's the 11th consecutive year that the [I]nternet has been less free globally and the fifth straight yearly decline in the [United States], the group says in its annual report on the subject. The greatest declines in [I]nternet freedom over the last year took place in Myanmar, Belarus, and Uganda."

Ina Fried, "Internet Freedom Declines for 11th Year in a Row," *Axios*, September 21, 2021, https://www.axios.com/internet-freedom-declines-11th-year-81d2288b-b817-4945-8a35-e3189a8d504a.html (retrieved September 27, 2021).

College student financial aid

In 2017–18, 70 percent of all undergraduates received some type of financial aid (excluding private loans), and the average amount of aid received was $13,000. Among states with samples that support reporting, undergraduates in Hawaii had the lowest rate of financial aid receipt (52 percent), and undergraduates in North Carolina (87 percent) and Louisiana (86 percent) had the highest rates of financial aid receipt.

Rachel Burns, et al. 2017–18 National Postsecondary Student Aid Study, Administrative Collection (NPSAS:18-AC): First Look at Student Financial Aid Estimates for 2017–18, (NCES 2021-476), September 2021, U.S. Department of Education. Washington, D.C.: National Center for Education Statistics, https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2021476 (retrieved September 28, 2021).

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CENTAURUS

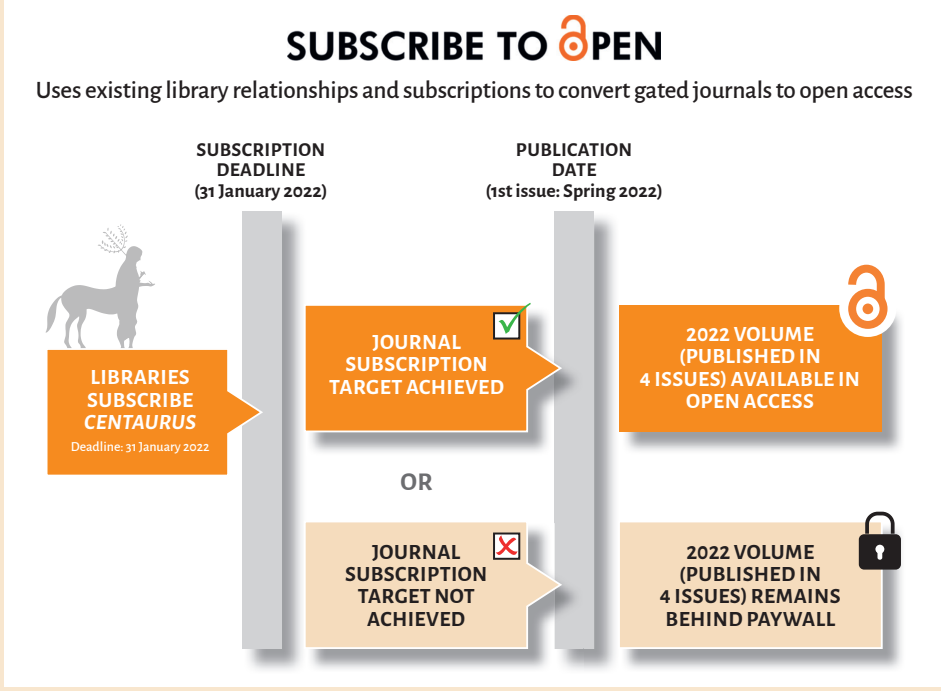
JOURNAL OF THE EUROPEAN SOCIETY FOR THE HISTORY OF SCIENCE

The European Society for the History of Science (ESHS) and Brepols announce a partnership to publish the Society's flagship journal ***Centaurus. Journal of the European Society for the History of Science*** fully in **Open Access** from 2022 onwards, at no cost to the authors or readers.

Background

Until 2021 *Centaurus. An International Journal of the History of Science and its Cultural Aspects* was published by Wiley as the official journal of the ESHS. As the collaboration ended with Wiley in 2021, the ESHS and Brepols have decided to launch a new *Centaurus*, with the same editorial team, scope, and principles. Together, Brepols and the ESHS have the aim of publishing *Centaurus* fully Open Access through the fair and inclusive **Subscribe-to-Open** publishing model. Subscriptions will be available at a significantly lower rate, together with other benefits for participating libraries.

More info: https://bit.ly/CentaurusOA2021



ESHS BREPOLS

www.eshs.org – www.brepols.net – www.brepolsonline.net