

# COLLEGE & RESEARCH LIBRARIES NEWS

No. 1, January, 1967

ACRL News Issue (A) of College & Research Libraries, Vol. 28, No. 1

### MINUTES OF ATLANTA MEETING

THE ASSOCIATION OF SOUTHEASTERN RESEARCH LIBRARIES met at the Marriott Motor Hotel, Atlanta, on the evening of October 26, 1966. From 8 to 7 o'clock, the members and wives were guests of the National Library Bindery (Mr. J. T. Tolbert, host) at a social hour, after which a dinner was enjoyed in Tara 4 of the Motel. Following the dinner meeting, the ladies were excused and the meeting, presided over by Chairman Gay B. Lyle (Georgia), was called to order. Reports were made by the chairman of the several special committees working on projects.

Mr. Kellam (Georgia) gave a brief report on his compilation of *Statistics of Asian*. Discussion indicated that although the compilation is extremely useful, much of the information contained is available in the annual publication of the U.S.U. Library. *Statistics of Southern College and University Libraries* this document is in hand only a few months after the Kellam document is available. There was rather general agreement that the most useful portion of Mr. Kellam's compilation is the section dealing with salaries. Mr. Lyle moved, seconded by Dr. Kaser (ILL), that Mr. Kellam restrict his compilation to projected salary figures for the coming year and that he show, in addition to minimum and maximum, a median salary figure in

### CECL ASERL Meetings

each category. This motion was passed by vote of 13 to 10.

Dr. Orin (North Carolina) reported on the Newspaper Acquisitions Project, stating that an approach to the NSF for financial support on the domestic newspaper project had failed, but that under present legislation he feels that a federal grant for two-thirds of the cost with the remaining one-third to be provided from regional sources might be a possibility. Dr. Orin again stated that UNC would consider providing the matching funds to secure the eleven domestic newspapers but that he would welcome contributions toward the matching fund from other institutions in ASERL. In the discussion which followed, it was clear some of the member institutions could contribute to such a cooperative venture, while others would be prohibited due to state laws and regulations. No formal action was taken and Dr. Orin agreed to continue pushing the project. He stated that nothing had been done relative to the foreign newspaper project.

Mr. Hummel (Virginia State Library) reported on the Southern Broadband Project. The committee has completed the rules and regulations for guiding those who will compile the bibliographies and a state editor has been found in all but one of the states.

Dr. Hoole (Alabama) gave a brief review of his effort to make a study of what

In this issue:

ACRL Officers for 1975/76	237
Inside Washington	240
Report on ACRL Preconference News From the Field	241
Report on Peter Drucker's Speech at ACRL Membership Meeting	244
Highlights of the ACRL Board of Directors Meetings in San Francisco	263
People	267
Classified Advertising	269
	271

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# COLLEGE & RESEARCH LIBRARIES NEWS

NO. 8 • SEPTEMBER 1975

# COLLEGE & RESEARCH LIBRARIES NEWS

Association of College & Research Libraries

May 1985

Vol. 46, No. 5

### ACRL Officers for 1975/76



Louise Giles

Connie B. Dunlap

Louise Giles, dean of learning resources at Macomb County Community College, Warren, Michigan, will serve as president of the Association of College & Research Libraries for 1975/76. As president of ACRL, Giles chairs the ACRL Executive Committee, the ACRL Board of Directors, and the ACRL Conference Program Planning Committee for the 1976 annual Conference in Chicago. She also serves as a member of the Chicago Editorial Board and as an ex-officio member of the ACRL Planning Committee and of all units of ACRL. As president of the division, Giles represents ACRL and ALA to other educational and professional organizations.

Giles' previous service to ACRL and ALA includes representing ACRL on the Joint Com-

mittee on Two-Year College Learning Resources Programs (AACTC/AST/ACRL-ALA), membership on the ALA Auditorial Committee, the ACRL Board of Directors, the Conference Program Planning Committee for the 1974 Annual Conference in New York. In 1973/74 she chaired the Community and Junior College Libraries Section of ACRL. In 1974/75 she chaired the ACRL Planning Committee. She has been a member of ALA Council since 1972.

Connie B. Dunlap, university librarian at Duke, is the newly elected vice-president and president-elect of ACRL. In the recent election Dunlap received 1,398 votes. Joanne Harasz, director of libraries, University of Maryland at College Park, received 1,281.



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# COLLEGE & RESEARCH LIBRARIES NEWS

ISSN 0099-0086

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Philosophical Hall of the Stroben Monastery Library, Praga

July/August 1990

Vol. 51, No. 7

March 1992  
Vol. 53, No. 3

December 1995  
Vol. 56 No. 11  
ISSN: 0099-0086



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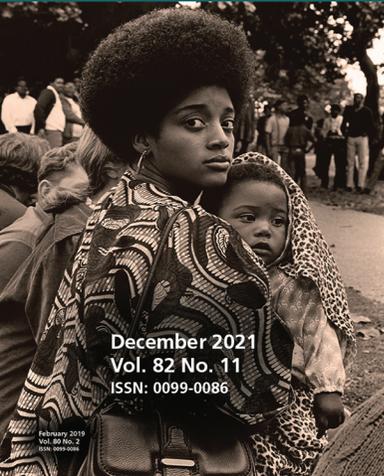
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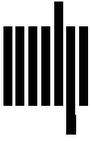
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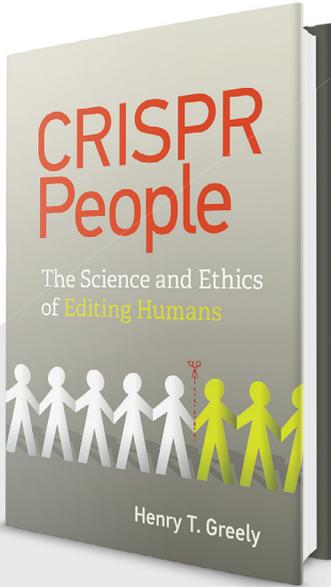
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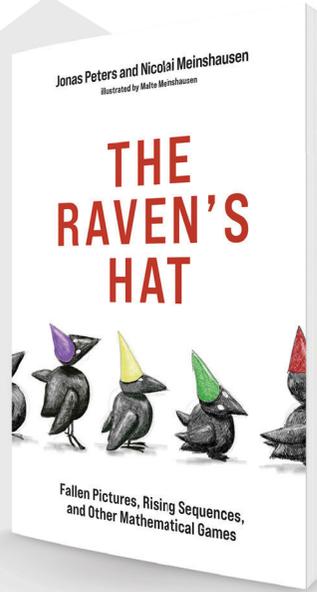
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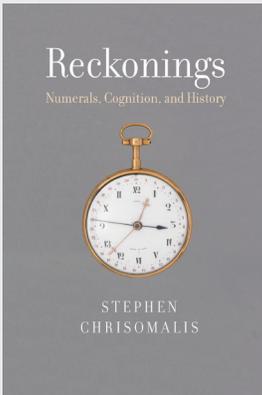
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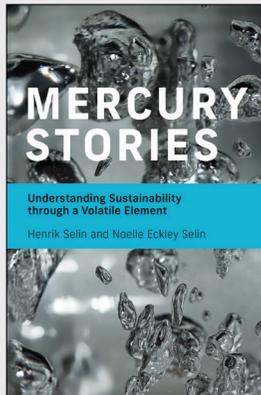
**Choice 2021**  
**Outstanding Academic Title**



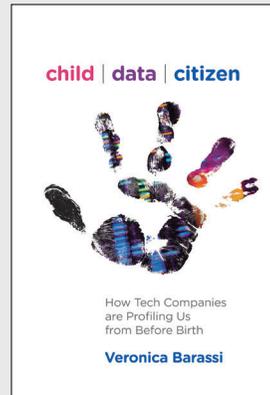
**Choice 2021**  
**Outstanding Academic Title**



**Reckonings**  
By Stephen Chrisomalis



**Mercury Stories**  
By Henrik Selin  
and Noelle E. Selin



**Child Data Citizen**  
By Veronica Barassi

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## Features

- 502 PERSPECTIVES ON THE FRAMEWORK**  
**Authority is constructed and contextual**  
Empowering students to navigate privilege in academic publishing  
*Brittany O'Neill*
- 506 Building a digital repository of assignments**  
A collaborative initiative  
*Tracie Marcella Addy, Bianca Falbo, and Lijuan Xu*
- 509 Make a difference: Connect, contribute, collaborate**  
Volunteer for division and section committees and editorial boards
- 513 SCHOLARLY COMMUNICATION**  
**Applying the concept of *rahmatan lil alamin* in publication**  
A transdisciplinary perspective on scientific publication literacy and practices in Indonesian universities  
*Retno Sayekti*
- 517 ACRL TECHCONNECT**  
**Getting up and running with virtual reality**  
Space and technology considerations  
*Adam Chalmers*
- 521 THE WAY I SEE IT**  
**First-time faculty librarian**  
Fourth through sixth portfolio years' experiences  
*Cynthia A. Romanowski*
- 529 ACRL Annual Report 2020-2021**

## Departments

**497 In the News**

**498 News from the Field**

**524 Washington Hotline**

*Kevin Maber*

**525 Internet Reviews**

*Joni R. Roberts and Carol A. Drost*

**557 Grants and Acquisitions**

**558 People in the News**

**558 Advertiser Index**

**560 Fast Facts**

*Gary Pattillo*



This month's cover features a montage of past issues commemorating the final print edition of *C&RL News*.

From the top left, the cover includes the January 1967 issue, the September 1975 issue, and the May 1 issue, featuring an image by rubber-stamp mail artist Jennifer Henderson, wife of then-editor George Eberhart. The July/August 1990 issue, showing

the Philosophical Hall in Strahov Monastery library in Prague, is another of Eberhart's selected covers. Former editor Mary Ellen K. Davis selected the March 1992 issue, featuring an image by Leo Limón from the California Ethnic and Multicultural Archives, and the December 1995 issue, with a 1916 fashion illustration by artist Gordon Conway, as two of her favorite covers. The June 2002 issue, with a watercolor illustration by Olga Bajusova, and the July/August 2005 issue, showing the "Listen to me" chaise lounge designed by Edward Wormly for the Dunbar Furniture Company in 1948, were chosen by past-editor Stephanie Orphan. The montage ends in the bottom left with Mother and child, De Fremery Park, Oakland, California, photographed by artist Ruth-Marion Baruch, from the February 2019 issue.

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**Editorial offices:** (312) 280-2513

**Email:** [dfree@ala.org](mailto:dfree@ala.org)

**Website:** [crln.acrl.org](http://crln.acrl.org)

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Welcome to the December 2021 issue of *C&RL News*. This issue begins with the latest installment of our Perspectives on the Framework column. Brittany O'Neill of Louisiana State University discusses her efforts at empowering students to navigate privilege in publishing through the “Authority is Constructed and Contextual” frame.

At Lafayette College, librarians worked at “Building a digital repository of assignments” for increased instructional collaboration across campus. Tracie Marcella Addy, Bianca Falbo, and Lijuan Xu detail the development and execution of the project, which began with a group of first-year seminar courses and expanded to a campus-wide initiative.

In this month's Scholarly Communication column, Retno Sayekti of the Universitas Islam Negeri Sumatera Utara Medan in Indonesia explores “Applying the concept of *rahmatan lil alamin* in publication.”

Adam Chalmers of the University of North Florida provides a step-by-step outline of his

library's effort at “Getting up and running with virtual reality” through the transformation of physical space into a hybrid VR and library instruction classroom.

According to tradition, we also take a look back at ACRL's accomplishments in advancing learning and transforming scholarship with our 2020–2021 Annual Report. You can help make the next year of your association as successful as the last by volunteering to serve on an ACRL committee or editorial board. The call for volunteers is available on page 509.

Make sure to check out the other features and departments this month, including a The Way I See It essay from Cynthia A. Romanowski as she continues documenting her journey to tenure as a “First-time faculty librarian” and information on the Public Service Loan Forgiveness Program in the latest edition of Washington Hotline by Kevin Maher.

Thanks as always for reading the *News*!

—David Free, editor-in-chief, [dfree@ala.org](mailto:dfree@ala.org)

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### **UNC-Chapel Hill joins project to investigate slavery and U.S. universities through archival records**

In 2005, archivists at the University of North Carolina (UNC)-Chapel Hill developed “Slavery and the Making of the University.” The exhibition was one of the first systematic efforts on campus to examine the ways enslaved people enabled the university’s founding, growth, and wealth. Sixteen years later, a new generation of archivists at the Wilson Special Collections Library is leading efforts to reconstruct the lived experiences of enslaved individuals at and around the university.

Their efforts are part of *On These Grounds: Slavery and the University*, a national collaborative project that takes a new approach to archival documents and the way archivists describe them. At the heart of the project is a database built around enslaved individuals and milestones or experiences in their lives, such as being born or dying, being sold or leased, receiving medical care, being baptized, or laboring in a particular location or at a trade. If enough institutions encode their slavery-related records using the same terms and data structures, and then enter that information into a single database, the compilation could eventually illuminate the lives of enslaved people and allow researchers to trace those lives through disparate documents.

*On These Grounds* was developed collaboratively at Michigan State University, Georgetown University, and the University of Virginia, in partnership with web publishing platform Omeka. A grant from the Andrew W. Mellon Foundation supports the work and will provide \$14,000 to fund a graduate student to work on the project. Learn more about the project at <https://onthesegrounds.org/s/OTG/page/about>.

### **Nominations sought for ACRL Board of Directors**

Be a part of shaping the future of ACRL. The

ACRL Leadership Recruitment and Nominations Committee (LRNC) encourages members to nominate themselves or others to run for the position of ACRL vice-president/president-elect and director-at-large in the 2023 elections. The deadline for nominations is February 15, 2022.

To nominate an individual or to self-nominate, please submit the nomination form available at [www.surveymonkey.com/r/acrlboardnominations](http://www.surveymonkey.com/r/acrlboardnominations). LRNC will request a curriculum vita and/or a statement of interest from selected individuals prior to developing a slate of candidates.

If you have any questions about the nominating or election process, please feel free to contact LRNC Chair Rachel M. Minkin at [minkinr@msu.edu](mailto:minkinr@msu.edu). More information about the ACRL Board of Directors is available on the ACRL website at [www.ala.org/acrl/resources/policies/chapter2](http://www.ala.org/acrl/resources/policies/chapter2).

### **Texas A&M University Libraries help preserve SEC history**

The Texas A&M University Libraries Preservation Unit teamed up with the Southeastern Conference (SEC) to save decades worth of historical documents related to the athletic conference. SEC began working with the University Libraries in 2018 on how to best preserve the conference’s historical records and documents spanning more than nine decades. A team of experts from the University Libraries Preservation Unit traveled to SEC headquarters in Birmingham, Alabama, to meet with conference officials and assess the collection and determine the best course of action for the preservation efforts. A year later, the Preservation Unit began processing SEC’s historic records and objects.

All digitization, digital file processing, rehousing, conservation treatments, and logistics were handled exclusively by the University Libraries’ Preservation Unit faculty, staff, and student employees and were

## Ethnic Studies in Academic and Research Libraries

ACRL announces the publication of *Ethnic Studies in Academic and Research Libraries*, edited by Raymond Pun, Melissa Cardenas-Dow, and Kenya S. Flash. This collection captures case studies, programs, and engagements within the field(s) of ethnic studies and how library workers are creating and documenting important support services and resources for these communities of learners, scholars, activists, and educators.

Supporting ethnic studies is an opportunity to uplift diverse stories and perspectives and to build and affirm such communities and their voices, experiences, and histories. Ethnic studies librarianship requires engagement, a desire to listen and engage with one's constituents, and a focused approach to re-humanizing and emphasizing the voices of those who are being studied. Race and ethnicity, despite their abstractness, have real, concrete meaning and consequences in American society. Being able to see who speaks and who is silenced matters, and ethnic studies librarianship supports the intellectual journey of students in becoming aware of the various ways we see the world and the numerous stories we tell and come across in our lifetime.

*Ethnic Studies in Academic and Research Libraries* serves as a snapshot of critical work that library workers are doing to support ethnic studies, including areas focusing on ethnic and racial experiences across the disciplines. Other curriculums or programs may emphasize race, migration, and diasporic studies, and these in-

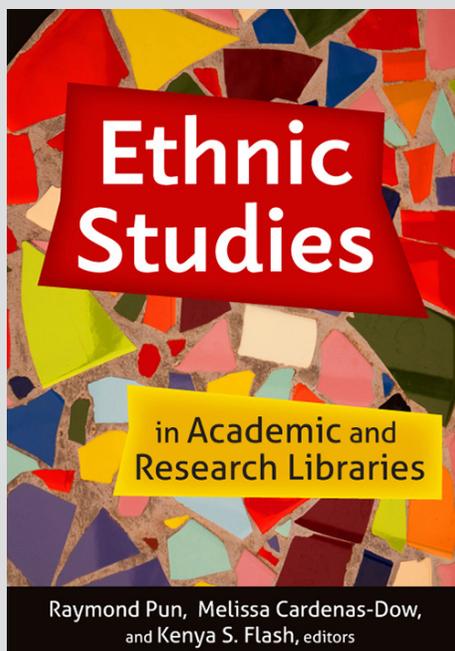
tersecting areas are highlighted to ensure work supporting ethnic studies is not solely defined by a discipline, but by commitment to programs that uplift underserved and underrepresented ethnic communities and communities of color. Twenty chapters are broken into three thorough sections:

- instruction, liaison engagement, and outreach;
- collections projects and programs; and
- collaborations, special projects, and community partnerships.

Ethnic studies programs, faculty, and students can lack visibility in librarianship, though there are many opportunities to engage with and support these interdisciplinary and multidisciplinary programs. *Ethnic Studies in Academic and Research Libraries* can help you think critically

about how we support ethnic studies and our faculty colleagues in these departments, especially during challenging times in fiscal crises and the systemic violence and oppression that occurs in higher education, in our institutions, in our communities, in our profession, and in our histories. What we collect, preserve, share, and uplift reflects who we are and our priorities.

*Ethnic Studies in Academic and Research Libraries* 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.



completed at the end of summer 2021. The work included scanning more than 21,000 pages of historical records. Once the work was completed, the Preservation Unit presented SEC with a full written report of work completed, including guidance for continued excellence in collections stewardship for storage, exhibition, as well as the digital preservation of their new digital collection produced from this project.

## **PALCI, NISO announce consortium agreement**

The Partnership for Academic Library Collaboration & Innovation (PALCI) and the National Information Standards Organization (NISO) have announced a consortium agreement to provide NISO Library Standards Alliance (LSA) membership to all PALCI members for an initial period of three years, beginning January 2022.

## **College & Research Libraries News moves to online-only publishing model**

*College & Research Libraries News (C&RL News)* will adopt an online-only publication model beginning in January 2022. The December 2021 issue, which you hold in your hands or are already reading online, will be the final print issue of the magazine. The shift to an online-only publication model brings *C&RL News* in line with *College & Research Libraries (C&RL)*, which moved to an online-only model at the beginning of 2014.

Since beginning publication in 1966 as a news supplement to *C&RL*, *C&RL News* has grown into a stand-alone, monthly publication featuring articles on the latest trends and practices affecting academic and research libraries in addition to serving as the publication of record for ACRL. None of those things will change in the online-only environment. We will continue to publish 11 issues per year featuring the same quality contents you've come to expect from the publication. The *C&RL News* Editorial Board will also work in tandem with the ACRL staff and Board of Directors in the spirit of continuous improvement to explore new features and enhancements to the digital-only version of the *News*.

Hosted through Open Journal Systems by ALA Production Services, the online version of *C&RL News* features freely open access to a near-complete run of the magazine's contents from 1967 to the present with full contents expected to be added to the site in 2022. We recently added a full issue PDF version of current

issues for those who prefer to interact with the full magazine as opposed to individual articles. As this is the final print issue of the magazine, I would like to take moment for some acknowledgments. First, I would like to offer my sincere gratitude to all the previous editors of *C&RL News*. ACRL staff members Stephanie Orphan (2002-07), Maureen Gleason (acting editor, 2001-02), Mary Ellen K. Davis (1991-2001), George M. Eberhart (1980-90), and Jeffrey T. Schwedes (1979), along with member editors David Kaser, David Doerrer, Michael Herbison, Alan Dyson, Susana Hinojosa, Mary Frances Collins, Anne Dowling, and John V. Crowley (1966-79) provided a solid foundation that I hope I have been able to somewhat continue in my tenure as editor-in-chief.

Thanks also go out to everyone who has ever served on the *C&RL News* Editorial Board. There are obviously too many of you to list by name, but your contributions are all greatly appreciated.

Ann-Christe Galloway, Pam Marino, David Connolly, and Tim Clifford each deserve a bucket full of gratitude for their dedication in keeping the *News* running each issue, along with their predecessors on the ACRL/ALA staff.

Lastly I would like to thank you, our authors and readers, for being the heart of the magazine. I know we're not always perfect, but I appreciate each of you and look forward to continuing this journey with you online.

—David Free, editor-in-chief, [dfree@ala.org](mailto:dfree@ala.org)

The agreement will provide library staff at 73 PALCI member libraries with full LSA membership benefits, including free access to NISO's educational webinar program, unlimited participation in NISO Working Groups /Standing Committees, and discounted registration for all nonwebinar events, including the annual NISO Plus conference.

As lead organization for the consortium, PALCI will continue to be a NISO Voting Member and will provide a central point of contact between NISO and the PALCI member organizations. Lehigh University, another PALCI member who had previously joined NISO, will also continue independently as a full NISO Voting Member.

### **Hill Museum & Manuscript Library creates understudied manuscript traditions database**

The Hill Museum & Manuscript Library (HMML) at Saint John's University has developed a new database to support and enhance the study of understudied manuscript traditions.

Created as part of a grant from the National Endowment for the Humanities (NEH), HMML Authority File is an open-access database, which establishes accurate and consistent data ("authorities") for the names of persons, places, works, organizations, and families related to the manuscripts and artwork in HMML's Reading Room and Museum, which provide free access to the collections of more than 800 libraries worldwide.

Authorities are used by libraries and scholars to identify and link manuscripts and collections. Many of the manuscripts HMML has preserved in Africa, Europe, Asia, and the Middle East contain names that have not been included in international authority files, making them harder to find and study.

In 2020, nearly 40 percent of HMML's cataloged manuscripts contained names that lacked authorities in either the Library of Congress or the Virtual International Authority File. Today, authorities added to HMML

### **Tech Bits . . .**

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—*Meghan Kwast*  
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Authority File are also added to the Library of Congress's Name Authority Cooperative Program as part of HMML's partnership in the Program for Cooperative Cataloging.

Currently, more than 10,000 names have been added to HMML Authority File, with more than 50,000 names expected in the coming years. These efforts will support librarians and scholars around the world to recognize previously unknown contributors to manuscripts; differentiate authors and texts that had been treated homogeneously; reunite separated materials; and trace the migration of handwritten texts across religious traditions and geographic, political, and linguistic divides.

Learn more at <https://haf.vhmdl.org/>. 

Brittany O'Neill

# Authority is constructed and contextual

## Empowering students to navigate privilege in academic publishing

**F**or all the ways in which it has made our teaching better, the Framework for Information Literacy for Higher Education has also presented challenges for instruction librarians like myself. In particular, my colleagues and I have been discussing for a while how we have struggled to integrate the Authority is Constructed and Contextual frame into our information literacy one-shots.

In many of the classes we support, students are given guidance to seek out only established authorities and peer-reviewed journal articles for their research. These requirements meet the frame's expectations for novice learners that they "may need to rely on basic indicators of authority, such as type of publication or author credentials" in evaluating their sources.<sup>1</sup> But these limitations do not challenge students to cross the threshold, thinking more critically about the privileges and biases inherent in certain forms of publishing and exploring other voices from varying sources that may still meet their research needs. I questioned how I might begin to tackle this, and an answer would start to come in 2018.

### Background

In November 2018, Dawn Stahura published "ACT UP for evaluating sources: Pushing against privilege."<sup>2</sup> The methods I had been using for evaluation, such as the CRAAP Test,<sup>3</sup> predate the Framework and were missing some of the nuance I had been looking for since its adoption. The social justice lens Stahura applied to source analysis inspired me. My colleagues and I discussed the article with excitement in the months after it was published, but had not yet found a way to incorporate it into our teaching.

For the fall semester of 2019, an instructor invited me to deliver a one-shot session in a section of an Introduction to Women's, Gender, and Sexuality Studies (WGSS) course. In our conversation, they emphasized that they wanted support in teaching students how to find and evaluate sources, as they had been dissatisfied with their students' source selection in previous semesters. This opportunity seemed to be the most natural fit to start sharing the ACT UP method with students.

That instruction session went like many introductory-level classes often do: I introduced students to some general databases and other resources for their research and then started a discussion about how to evaluate the information they find. I briefly introduced them to ACT UP as a tool for evaluating information. ACT UP stands for:

- A – author
- C – currency
- T – truth
- U – unbiased
- P – privilege<sup>4</sup>

In explaining privilege in publishing, I mentioned the value of finding information from underrepresented groups, but I unfortunately did not have time to go into great depth about how one would accomplish that.

At the end of the semester, the instructor graciously shared the reflection essays their students had

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Brittany O'Neill is humanities and social sciences librarian at the Louisiana State University Libraries, email: boneill@lsu.edu

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completed about guest lectures in their course, which included my session. As expected, many students reported feeling more prepared to find sources and identify authoritative information after my session, but what stood out were the handful of students who latched on to my brief mention of finding underrepresented voices in the literature. One student shared that they had a better understanding of the value of information and that they kept the need to find underrepresented authors in mind as they researched for their final project, great signs of knowledge practices effectively employed from the Framework. Another student remarked that finding sources from authors with personal experience on the topic, such as finding women authors for topics about women's issues, was the most important thing they learned from my visit. I was delighted to hear this, and even more so to hear that the instructor also found this to be a highlight of the session, wanting to hone in on this in my one-shot the following semester.

However, they brought up a valid concern: How do you teach students to find authors from underrepresented groups without asking them to make assumptions about identity? For example, we would not want students to assume the gender of an author based on their perceptions of the gender an author's name might signal. And what of an author's race or sexuality? We agreed that it felt difficult and invasive to ask students to dig for that information.

One example of a potential solution came to mind: Women Also Know Stuff (WAKS). WAKS was created to help promote and elevate the work of women in political science.<sup>5</sup> Because WAKS and other similar databases like Cite Black Authors<sup>6</sup> and People of Color Also Know Stuff<sup>7</sup> operate on submissions by the authors themselves, those authors disclose their relevant identities. Self-identified information helps students avoid making potentially biased or inaccurate judgment calls about identity when they seek out experts' research.

## The activities

To work around time constraints, the instructor and I worked together to flip the class so I could focus more deeply on the "A" and "P" (Authority and Privilege) of ACT UP in my next in-class visit. To facilitate the instructor's learning outcome requests, I created a tutorial using LibWizard that concentrated on identifying and evaluating sources. This included

modules on choosing a database, building effective search strategies, understanding the difference between different types of sources, and understanding the peer review process. I also created a short overview of ACT UP, similar to what I shared in the previous semester, as well as a quiz to evaluate a relevant government report—a report from the Bureau of Labor Statistics on the gender pay gap—using ACT UP as their rubric. This was embedded in the class's Moodle course. This tutorial allowed the students to grasp the theory of identifying and evaluating information so we could focus on the practical application in my in-person session.

In class, I showed students how to apply their previously acquired skills for developing a search strategy to Academic Search Complete, using its filters for elements such as date and format. I then went back over ACT UP, this time tying the concepts to the Authority is Constructed and Contextual frame. While I did not overtly teach them the frame, I applied those concepts as I designed my lesson plan. In particular, relevant objectives for this lesson from that frame included the ability to "acknowledge biases that privilege some sources of authority over others" and "respect the expertise that authority represents while remaining skeptical of the systems that have elevated that authority and the information created by it."

In this discussion, we focused on the idea of privilege in scholarship by illuminating statistics on diversity in academia and discrepancies in representation of certain groups in publishing and citation counts, such as women being underrepresented on editorial boards for journals.<sup>9</sup> Following Stahura's example, I emphasized the importance of the students' citations as a form of activism, to elevate those voices and "break the cycle." With a better understanding of the problem, we began an activity to address it.

For the activity, I broke the class into small groups, making sure each group had at least one member with a laptop or other device. The students had already been introduced to WAKS in their previous tutorial, but I assumed few, if any, actually took time to explore it, so I walked them through the website and explained how it could be used. I then had the groups follow a link to a LibWizard form that included two exercises: the first asked them to use Academic Search Complete to find a recent, peer-reviewed article on LGBTQ+ people in prison and submit a citation for what they found. This gave the students experience developing

and applying effective search strategies, narrowing down their results, and citing their sources.

To address finding a different voice on a similar topic, the second task asked them to use WAKS to find a woman who was an expert on the topic of prisons and enter her name and affiliation. I gave the students around 15 minutes to complete the activity.

After the students had finished, I pulled up their results on the back end of LibWizard (having requested no identifying information in the form, their responses were all anonymous). There were a couple of examples from the first exercise of sources that were not peer-reviewed or were too outdated, but this enabled a conversation for how to spot that and review how to use the filters effectively in future searches. Most students were able to successfully find a woman expert, and while many chose the first name from their search results, several clearly delved deeper and identified a local expert. Having found those experts, I asked them how they might find what that expert had published. Examples students provided included the author's website, their faculty page on their institution's website, or searching for their name or the articles they listed in a database like Academic Search Complete.

To wrap up, we discussed how they felt this activity went. Many students said it was easier than expected to locate other voices and was worth the payoff to do this in their future research. They were motivated to find those voices through alternative means and recognized the value of doing so, dispositions the Framework encourages.

## Conclusion

I have since employed this exercise in other courses outside WGSS, but during the switch to remote learning due to the COVID-19 pandemic, we did not continue with the activity. That said, I feel this activity would work well in an online environment under normal circumstances. The WGSS course is now offered online on a regular basis, so I hope to work with the instructor to incorporate this activity into the existing LibWizard tutorial, which they have continued to use in subsequent semesters.

In the future, I hope to expand this activity to give students experience using more resources beyond WAKS, and offering something more akin to a lab,

where students can have assistance finding relevant voices that would be valuable to include for their specific research topics.

I feel this lesson plan was a successful way to not only inform students about privilege in publishing and the constructed and contextual nature of authority, but to also empower them with the resources to enact change through their own citation practices.

## Acknowledgements

Thank you to Dawn Stahura for creating the ACT UP method and inspiring this endeavor. Many thanks to Peter Cava for your continued collaboration and allowing me to test this out with your class.

## Notes

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*(continues on page 508)*

# Introducing ACM OPEN



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Tracie Marcella Addy, Bianca Falbo, and Lijuan Xu

# Building a digital repository of assignments

## A collaborative initiative

Librarians are often exposed to a wide variety of assignments through their work. Beyond applying their firsthand knowledge to better assist individual faculty members with assignment design, what role can librarians play in campus-wide faculty development programs? This article describes such an initiative at Lafayette College. The assignment repository—a collaborative project between the Center for the Integration of Teaching, Learning, and Scholarship (CITLS), the College Writing Program (CWP), the First Year Seminar (FYS) program, and the College Library—aims to archive and showcase excellent faculty assignments. Furthermore, it hopes to generate conversations, inspire new ideas and approaches for assignments, and encourage creative options that “extend critical thinking and deepen learning.”<sup>1</sup> In this article, we will discuss the development and promotion of the repository, its features, selected assignments, informal feedback from faculty members, and lessons learned.

### Building the repository

At Lafayette College, librarians have been exploring their role in assignment design and faculty pedagogy through their work with first-year seminars and upper-level courses as well as their participation in faculty development programs.<sup>2</sup> The assignment repository grew out of a series of lunchtime faculty panel presentations entitled “My Favorite Writing Assignments,” which are co-sponsored by CITLS, CWP, and the library. Inspired by these presentations and ensuing discussions, and motivated by faculty requests for assignments and more panels, we decided to create a central place to archive faculty assignments. Not only could we refer faculty members to the repository for assignment examples, we could also use it to initiate and support campus-wide conversations around assignment design, information literacy, and writing instruction.

We developed the repository in WordPress, a platform that was already widely used at Lafayette College and so familiar to faculty members. Equally important, we knew it could accommodate different types of assignments, such as presentations, group projects, traditional papers, and multimodal assignments. In order to encourage faculty members to use the repository to share ideas about assignments and teach research and writing on our campus, we kept the repository for internal use.

To test the feasibility of our idea and to work out any potential technical issues, we piloted the repository in summer 2019 with the FYS program. Taught by faculty members from across disciplines, FYS are writing-intensive, and they introduce first-year students to college-level reading and research, including basic concepts of information literacy.<sup>3</sup> Each summer, the FYS program director organizes a series of workshops for instructors who are new to teaching FYS, helping them develop writing- and information literacy-related assignments, among other things. This small group of faculty members provided an ideal trial ground for the repository. Faced with designing a new kind of course, and in some cases teaching writing for the first time, FYS instructors were looking for models and, consequently, were interested in how their colleagues had crafted FYS assignments.

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Tracie Marcella Addy is the associate dean of teaching and learning and the director of the Center for the Integration of Teaching, Learning, and Scholarship, email: [addyt@lafayette.edu](mailto:addyt@lafayette.edu); Bianca Falbo is an associate professor of English, the director of the First-Year Seminar Program, and the associate director of the College Writing Program, email: [falbob@lafayette.edu](mailto:falbob@lafayette.edu); and Lijuan Xu is the associate director of Research and Instructional Services at Lafayette College, email: [xul@lafayette.edu](mailto:xul@lafayette.edu).

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In fall 2019, we opened the repository to the entire campus. To acquire assignments, we rely on both formal and informal communications with the faculty. Each semester, we e-mail all teaching faculty, encouraging them to upload their assignments to the repository. Similar announcements are posted to two faculty Facebook pages monitored by the FYS program director. In addition to these formal channels, we also engage in targeted recruiting, taking advantage of our pre-existing partnerships with faculty members and our knowledge of their assignments. Each of us identifies faculty members whose innovative assignments we would like to showcase in the repository and contacts those faculty members individually. The targeted recruitment adds a personal touch and further motivates faculty members to share their assignments.

Using an entry form on the repository site, faculty members can submit information about their assignments, including the learning objectives, the actual assignment document, and any supporting files. They can choose categories and tags for their assignments, for example, the discipline, course level, and the type(s) of assignment. We review submissions and turn those entries into posts, adding additional tags as needed. Each post includes a description of the assignment and its learning outcomes, options to download the assignment and related materials, a link to email the assignment's author, and the opportunity to leave comments. Users of the site can look up assignments by clicking various categories and tags, selecting an instructor's name from the dropdown menu of contributors or using the search box.

## Assignments

The repository currently has 27 assignments from 21 faculty members, representing 14 departments or programs. The majority of assignments are from FYS instructors, the pilot group for the project. Contributions to date include biography, autobiography, ethnography, field notes, and essay assignments. The featured FYS assignments reflect the program's emphasis on teaching critical thinking through interpretation and evaluation of a variety of texts, reconsidering assumptions to build informed perspectives, and information literacy. A short paper assignment, for example, asks students to imagine a discussion with family members about whether the Internet changes us, and to draw on course readings to address those arguments.<sup>4</sup> Another assignment asks students to

“follow the footnotes” in an article to find its sources and evaluate the author's use of them.<sup>5</sup>

Assignments shared by other faculty members represent a diversity of traditional and nontraditional genres that engage students in producing different types of information. For example, students in a Second Language Acquisition class write a literature review and a proposal for future research—their methodology, expected results, and limitations and implications.<sup>6</sup> They complete the project in stages and describe in their exploratory essay the evolution of their thinking and the development of their project. An assignment for a geology class focuses on the Lafayette College's building stones.<sup>7</sup> It takes students on a virtual tour of the campus and asks them to describe and sketch the geological origins of the rocks. An Introduction to Art History assignment has students recreate famous works of art using ordinary, found objects.<sup>8</sup> Students reflect in writing on what they learned about the original artwork from their experience of recreating it.

## Promoting the repository

Since we intend the repository to be a portal that faculty members can turn to for ideas and inspiration when designing assignments, we realize that promoting the repository is equally as important as building it. So far, we have used our professional roles to help spread the word about the repository. For example, during the new faculty orientation and the summer workshops for new FYS instructors, the CITLS director and the FYS program director, respectively, highlight the repository as an important resource. In her capacity as the assistant director of CWP, the FYS program director refers faculty members to this site when they contact her about developing writing assignments. Librarians recommend the site to faculty members with whom they partner on information literacy and assignment design.

In addition, the repository is featured on the websites of CITLS, CWP, FYS, faculty development, and the library. All of these efforts help to increase faculty members' awareness and use of the repository. Once faculty members recognize the value of the repository, we hope that they will not only use it themselves and tell other colleagues about it, but that they will also become more inclined toward sharing their own assignments on the repository.

## Faculty feedback

Feedback from faculty members on the assignment repository has been overwhelmingly positive. When new faculty members and FYS instructors learned about the repository at their orientations and summer workshops, they commented that the repository helps them gain a sense of the types of assignments colleagues use in their courses. Other faculty members, through emails and informal conversations, also remarked that they find the assignments posted inspirational and that the repository is a great resource for them and the campus community. In addition, they appreciated the opportunity to share their own assignments. Moving forward, we plan to use a data analytics tool to examine the usage of the repository and share it with the faculty, in order to understand how often the repository is accessed and to further promote it on campus. As we deliberate on how to make the repository as beneficial as it can be for faculty members, we intend to use additional venues, such as focus groups, to seek feedback from those who visit the site.

## Lessons learned

Creating an assignment repository requires time, patience, and close collaboration across different units. It is important to choose a platform that has technology support on campus and to test it with a small group of faculty members. Piloting the repository with FYS instructors allowed us to work out any technical issues and streamline the submission process before the full implementation. Acquiring assignments and promoting the use of the repository necessitates resourcefulness and persistence. The multiple venues we use—such as formal communications to the campus and outreach to individual faculty members—as well as the involvement of CITLS, CWP, the FYS program, and the library,

help us reach more faculty members and reinforce that the repository is an important resource. Such a collaborative approach is key to building a robust and sustainable assignment repository.

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5. Brett Hendrickson, "FYS 088 Communicating with the Dead: Follow the Footnotes" (assignment, Lafayette College, Fall 2020).

6. Han Luo, "FLL / PSYC 210 Second Language Acquisition: Literature Review and Research Proposal" (assignment, Lafayette College, Fall 2020).

7. David Sunderlin, "GEOL 130 An Introduction to Geology: Geology of Lafayette's Building Stones" (assignment, Lafayette College, Spring 2020).

8. Eric Hupe, "ART 102 Introduction to Art History: COVID Re-Creation" (assignment, Lafayette College, Spring 2020). *ZZ*

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(*"Authority is constructed and contextual," continued from page 504*)

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# Make a difference: Connect, contribute, collaborate

## Volunteer for division and section committees and editorial boards

**W**hat would ACRL do without you? Really! We are excited to extend this opportunity for you to expand your professional network; help shape ACRL by advancing its strategic plan and commitment to equity, diversity and inclusion (EDI); and influence the direction of academic and research librarianship. Serving on a committee or an editorial board is a fantastic way to become involved and make an impact on the profession.

Are you ready to be considered for an opportunity to advance learning and transform scholarship through a committee appointment? I invite you to volunteer to serve on a 2022-23 division or section committee. Face-to-face attendance at conferences is *not* required, and committee work can be completed virtually throughout the year.

ACRL seeks to offer appointments to volunteers who are interested in leadership and service opportunities as we continue to build diverse and inclusive communities in the association. To support that effort and advance ACRL's Core Commitment to EDI, we continue to include optional demographic questions on the volunteer form as we have since 2017. ACRL strives to offer racialized and racially or ethnically underrepresented colleagues opportunities wherever possible to acknowledge and address historical racial inequities, challenge oppressive systems, and work to eliminate barriers.

Thank you for volunteering to contribute your time and expertise to ACRL. Our association relies on the time and energy of our member volunteers, and we value the talent they invest in accomplishing the work of the association.

Thank you.—*Erin L. Ellis, ACRL Vice-President/President-Elect*

### The rewards of volunteering

Volunteering offers many benefits and opportunities. You can:

- connect with others in the profession who are passionate and committed to academic librarianship,
- learn from those who share similar professional concerns and interests,
- network with information professionals in higher education,
- become part of a community of academic and research librarians,
- gain insights into the profession,
- enhance your leadership skills through group facilitation and project management,
- discover new ways to work,
- expand your awareness and understanding of the value of academic libraries in higher education,
- influence and advance the work of the association and the profession, and
- promote excellence within the profession.

### The appointment process

Appointments are made at the division and section level, and through the editorial board process (see editorial board section below). Section vice-chairs are responsible for committee appointments for the year they will serve as chair. The ACRL vice-president is responsible for committee appointments at the division level for the year they serve as president. The ACRL Appointments Committee assists the vice-president in an advisory capacity. Division-level committees are created to conduct the work of the Board of Direc-

tors, and each committee crafts an annual work plan in consultation with their Board and staff liaisons to accomplish their charged activities and responsibilities.

Current committee members whose terms conclude at the 2022 ALA Annual Conference should submit a new volunteer form if they wish to be considered for reappointment. The online volunteer form closes February 15, 2022, and most committee appointment offers will be sent by May 2022.

Members of all ACRL committees, task forces, and similar bodies are expected to fully participate in the work of the group. Please note that face-to-face attendance at conferences is *not* required, and committee work can be completed virtually throughout the year.

## Core Commitment to Equity, Diversity, and Inclusion

ACRL has made a Core Commitment to EDI. You can learn more about the core commitment at [www.ala.org/acrl/aboutacrl/strategicplan/stratplan](http://www.ala.org/acrl/aboutacrl/strategicplan/stratplan). Appointments should seek to offer leadership and service opportunities to members with this commitment in mind. Racialized and racially or ethnically underrepresented colleagues should be offered opportunities wherever possible, in order to help ACRL acknowledge and address historical racial inequities, challenge oppressive systems within academic libraries, value different ways of knowing, and identify and work to eliminate barriers to equitable services, spaces, resources, and scholarship.

## Factors influencing appointments

The guidelines, developed by a Board Working Group, are intended to help ACRL members understand which priorities are considered in appointing members to volunteer positions at the division level. Generally, the vice-president, Appointments Committee, and section vice-chairs should approach appointments with a holistic perspective, seeking overall balance in service to the association's goals and priorities. These guidelines are not intended to serve as a strict rubric.

- Evidence of prospective committee member's interest and expertise.

- Seek geographic diversity on committees and sections. This can include international representation, and/or it can include representation from different regions of the United States.

- Seek diversity in types of institutions represented on committees and sections. Candidates from public, private, and noneducational (research) institutions, consortia, and other institutions should be included, as well as candidates from community colleges, four-year college and universities, and research and doctoral universities. Historically, community college representation is particularly needed in order to ensure equitable representation for colleagues employed in community colleges.

- Consider diversity in roles and duties represented on committees and sections. Candidates from all areas of academic and research librarianship should be considered for appointment, although in some cases it may be important to appoint candidates with particular expertise to carry out particular duties.

- Seek to balance seniority, experience, and tenure in committees and sections.

- Recommendation of the current committee chair. (Source: Board, Midwinter 2009)

Although the appointment process may reflect the priorities of the vice-president/president-elect and section vice-chairs, several factors are always considered:

- *Evidence of interest and expertise.* Have prospective volunteers visited and/or posted to the committee's ALA Connect community, introduced themselves to the chair, or attended the meetings (virtual or face-to-face)? Do they have knowledge and/or previous experience that relates to the work of the committee? Have they indicated their interest on the volunteer form?

- *Demographics and composition of committee.* A balance is sought with respect to type of library (community college, college, or university), geographic representation, ethnic diversity, and gender. Those who have not had the opportunity to serve on an ACRL committee are encouraged to volunteer, as it is important to add new perspectives.

- *Recommendation of the current committee chair.* Current committee chairs are asked to suggest prospective members.

- *Willingness to participate in the work of the committee.* Volunteers should be prepared to engage in the committee work year-round.

The final appointments are the prerogative of the ACRL president-elect and the section vice-chairs.

## How to apply

1. *Identify the committees that interest you.* ACRL committees and their charges are listed on the ACRL Directory of Leadership at [www.ala.org/acrl/aboutacrl/directoryofleadership/sections](http://www.ala.org/acrl/aboutacrl/directoryofleadership/sections). Check out the committee's space in ALA Connect, where documents, meetings, discourses, and the work of the committees are posted. Attend virtual committee meetings throughout the year, or attend face-to-face meetings at the ALA Annual Conference to decide if their activities interest you. Talk/email with committee members. Express your interest to the committee chair. Ask about current projects and explain how you might contribute to the work of the committee.

2. Submit a volunteer form (Internet Explorer is the preferred browser for accessing the form). Volunteer forms should be submitted by February 15, 2022. You will be asked to login using your ALA member ID and the password you created. Be sure that you are a current ALA/ACRL member before attempting to login.

To volunteer for a division-level or section committee, complete the online volunteer form at [www.ala.org/CFApps/volunteer/form.cfm](http://www.ala.org/CFApps/volunteer/form.cfm).

If you experience issues logging into the form, please contact ALA Member Relations and Services at (800) 545-2433 to check your membership status.

3. *Volunteer again and check out other opportunities.* If you are not appointed, volunteer again next year. In addition, continue to explore ACRL's many opportunities to network and connect on the association website at [www.ala.org/acrl/getinvolved](http://www.ala.org/acrl/getinvolved). Review the many discussion and interest groups. Each group selects a new leader in the spring, outside of the volunteer process described above. If you'd like to start a new discussion or interest group, contact Lauren Carlton at [lcarlton@ala.org](mailto:lcarlton@ala.org).

## ACRL division-level committee appointments

Information on ACRL committees, along

with their charges, can be found on the ACRL Directory of Leadership at [www.ala.org/acrl/aboutacrl/directoryofleadership/committees](http://www.ala.org/acrl/aboutacrl/directoryofleadership/committees).

Appointments to ACRL standing committees are made in the spring for terms beginning immediately after the ALA Annual Conference. The Appointments Committee sends appointment recommendations to the ACRL president-elect. The president-elect makes the final appointments for the committees.

Questions about division-level appointments may be directed to the chair of the Appointments Committee, Kara M. Whatley, university librarian, California Institute of Technology, [kwhatley@caltech.edu](mailto:kwhatley@caltech.edu).

If you have any questions about using the volunteer form, please contact ACRL Program Coordinator Elois Sharpe for division committees at [esharpe@ala.org](mailto:esharpe@ala.org) or (312) 280-5277 or ACRL Program Coordinator Lauren Carlton for section committees at [lcarlton@ala.org](mailto:lcarlton@ala.org) or (312) 280-5284.

## ACRL section appointments

ACRL sections help members customize their ACRL experience through newsletters, electronic discussion lists, specialized programming, pre-conferences, recognition, and various initiatives. You can learn more about these great groups at [www.ala.org/acrl/aboutacrl/directoryofleadership/sections](http://www.ala.org/acrl/aboutacrl/directoryofleadership/sections). Section vice-chairs appoint members to section committees. Most appointments are made in the spring for terms beginning immediately after the ALA Annual Conference.

If you wish to be considered for a section committee appointment, complete the ACRL volunteer form at [www.ala.org/CFApps/volunteer/form.cfm](http://www.ala.org/CFApps/volunteer/form.cfm) by February 15, 2022. (Internet Explorer is the preferred browser for accessing the form). For more information about section appointments, please contact section vice-chairs:

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**Arts Section.** Carla-Mae Crookendale, Virginia Commonwealth University, [cmcrookendale@vcu.edu](mailto:cmcrookendale@vcu.edu).

**College Libraries Section.** Kimberley Bugg, AUC Woodruff Library, [kimberleybugg@gmail.com](mailto:kimberleybugg@gmail.com).

**Community and Junior College Libraries Section.** Victoria Ames Hart, Northeast Lakeview College, vhart4@alamo.edu.

**Digital Scholarship Section.** Pamela R. Lach, San Diego State University Library, occupying the land of the Kumeyaay, plach@sdsu.edu.

**Distance and Online Learning Section.** Chimene Elise Tucker, University of Southern California, cetucker@usc.edu.

**Education and Behavioral Sciences Section.** Samantha Godbey, University of Nevada-Las Vegas, samantha.godbey@unlv.edu.

**European Studies Section.** Brian Vetruba, University of Minnesota-Twin Cities, bvetruba@umn.edu.

**Instruction Section.** Carrie Forbes, University of Denver, carrie.forbes@du.edu.

**Literatures in English Section.** Kristina M. De Voe, Temple University, devoek@temple.edu.

**Politics, Policy and International Relations Section.** Sara Arnold-Garza, Towson University, sarnoldgarza@towson.edu.

**Rare Books and Manuscripts Section.** Melissa Hubbard, University at Buffalo-SUNY, melissa.a.hubbard@gmail.com.

**Science and Technology Section.** Bonnie L. Fong, Rutgers University-Newark, LibrarianBonnieFong@gmail.com.

**University Libraries Section.** Maura Seale, University of Michigan, mseale@umich.edu.

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Appointments to editorial boards are made beginning in late February for terms that begin immediately after the ALA Annual Conference. The editors recommend the names of individuals to fill vacancies. The Publications Coordinating Committee approves the recommendation and the ACRL vice-president/president-elect makes the appointment.

If you would like to be considered for appointment to an editorial board, contact the editor of the editorial board and indicate your interest on the ACRL online volunteer form.

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Retno Sayekti

# Applying the concept of *rahmatan lil alamin* in publication

## A transdisciplinary perspective on scientific publication literacy and practices in Indonesian universities

The obligation to write scientific papers published in reputable international journals has become a source of pressure for most of the academic community in Indonesia, especially for those seeking promotions. This article aims to provide insight into how the concept of *rahmatan lil alamin*, one of the Islamic values, can be used as a basis for understanding and acceptance of these obligations, with or without government regulation.

The *rahmatan lil alamin* derives from Quranic verse that means that God sent Muhammad (the Moslem prophet) as a mercy to all the worlds, the worlds of mankind. As Muhammad's followers, Moslems must do good deeds for the benefit of all humans. The four values of mercy according to *rahmatan lil alamin*—rationality; intelligence; balance between heart, reason, and work; and comprehensive values—may also be applied to academic publication. Rather than the “publish or perish” model, applying this Islamic principle conceptualizes publishing as one of the highest forms of self-actualization in the academic world.

### Background

The lecturers' debate in Indonesia regarding the obligation to publish scientific papers in reputable indexed international journals has become a perpetual polemic in various communities, especially on social media platforms such as WhatsApp and Facebook.<sup>1</sup> In Indonesia, the

Ministry of Education and Culture regulates the Operational Guidelines for Credit Points Assessment for Academic Promotion or Lecturer Rank.<sup>2</sup> It regulates credit points that must be fulfilled by lecturers in order to advance their career positions, which puts pressure on most lecturers in the country. An academic who writes scientific papers and is published in international journals with a high impact factor will be rewarded with promising career advancements and even lucrative financial support.<sup>3</sup> It is an implemented policy in some developing countries that articles not published in journals indexed in the *Journal Citation Report* will be considered less relevant.

Only authors who have adopted the “academically correct” mindset will accept the requirement to publish articles in journals that have high impact factors—they act and plan to advance their academic careers. Meanwhile, professional researchers who ignore the impact factor policy will automatically be marginalized, isolated, lack recognition, and be institutionally neglected.<sup>4</sup> Therefore, various forms of malpractice in the research and publication processes occur to find shortcuts. “There is no question

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Retno Sayekti is lecturer at Universitas Islam Negeri Sumatera Utara Medan in Indonesia, email: retnosayekti69@uinsu.ac.id

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that the pressures built up in the system are having a corrosive effect on the output from scientific labs.”<sup>5</sup> These pressures also have a detrimental effect on the validity and credibility of medical science with potentially fatal consequences, if authors fabricate or falsify data, for example.<sup>6</sup>

The goal of writing scientific papers and publications has shifted from disseminating knowledge to becoming a business, where monetary gain is a primary goal. Those who have limited skills in academic writing and publishing may be inclined to pay someone else to publish on their behalf. In addition to the cost of writing, those authors still have to pay submission fees, which may be in addition to any article processing charges (APC) at the journal. As a result, the authors may engage in inappropriate behavior.

The purpose of writing should be returned to its origin, where it was not pressured by government regulations, the university obligation, journal editors, funders, and others to jointly formulate new policies.<sup>7</sup> This is especially true in the Indonesian context, where the government requires those who achieve the highest academic rank (professor) to have articles published in journals with a particular SCImago Journal Rank (SJR).

This article aims to brainstorm reasons for publishing in international scientific journals indexed in trusted and recognized large databases, such as MedLine, PubMed, EMBASE, SCOPUS, EBSCO Publishing's Electronic Databases, SCIRUS, Web of Science, or Atlantic Press. I would like to provide a perspective on Islamic values, which are the basis for understanding the regulations regarding the obligation to publish scientific papers for researchers and lecturers, as mentioned above.

Moslem professionals must not take the regulation to publish in international journals as a source of pressure. Instead, they must take it as an opportunity to contribute intellectually to the global community, as an application of mercy for humanity. In order to do so, authors must follow the rules and standards in writing and consider the ethics in publishing. This is the application of rationality and intelligence in writing scientific articles to be internationally accepted. Any unethical conduct such as fabrication or falsification of research data for publication must be avoided. Authors must commit to research integrity by balancing between intellect, skill, and morals for the community's sake.

## **Dynamics of knowledge and information literacy skills of the academic community**

The fact is that publishing scientific articles in reputable international journals is still a major challenge and adds to the “academic burden” borne by most lecturers. This issue is a hot topic of discussion among academics, especially in Indonesia. The various obstacles faced by Indonesian researchers, which range from weak scientific writing skills to the publication process and journals, are expressed in more detail below:

- lack of skills in expressing ideas and arranging them systematically in written works;
- lack of knowledge and skills in finding reference sources to support the theory;
- lack of tools utilization that helps create citations and references, such as Mendeley, Zotero, or other reference managers;
- lack of skill to use publishing systems to submit articles electronically;
- lack of understanding of journal submission mechanisms and standards, as reputable international journals generally have different mechanisms;
- lack of experience with editing and review process;
- lack of understanding about the code of publication ethics;
- lack of time to write; and
- feeling disappointed and discouraged when their article is rejected or declined.

These obstacles result in the low number of scientific publications by Indonesian academics in international venues. Although some Indonesian academics publish articles internationally, many are trapped into publishing in predatory journals by the promise of fast publication, but they experience costly consequences. Their works do not go through a review process and/or the journal does not follow an accepted publication code of ethics.<sup>8</sup> This situation implies that the level of academic publishing literacy in the academic community lecturers, researchers, and students is low.

The obstacles generally faced in writing scientific papers include lack of confidence, difficulties identifying and developing published ideas, selecting appropriate journals, and unfamiliarity in the publishing process.<sup>9</sup> In addition to these

challenges, the publication of scientific papers should be understood as an individual's obligation to disseminate their knowledge to provide maximum benefit to the global community. This is the meaning of the *rahmatan lil alamin* concept in Islamic teachings. By publishing articles in openly and widely accessible journals, authors can contribute scientifically to the world.

Publishing in world-recognized journals is the highest form of self-actualization in the academic world. Self-actualization is the highest form of freedom of self-expression and is the adaptive behavior of sharing knowledge and equality with others.<sup>10</sup> Moreover, producing intellectual work is a part of ACRL's Framework for Information Literacy for Higher Education.<sup>11</sup>

### **Rahmatan lil alamin as the basis for scientific publications**

The concept of *rahmatan lil alamin* in Islam means to "provide grace to all mankind and the environment." This concept was taken from al-Qur'an surah al-Anbiya '(21) verse 107, which states that Islam is a religion that brings goodness to all mankind and the universe.<sup>12</sup> People who believe in this teaching will create beneficial works that will guarantee the safety and peace of mankind. This is in opposition to the creation and publication of misleading or unethical works.

There are four values from the concept of *rahmatan lil alamin* that can be implemented in the publication of scientific papers. First, the value of rationality, where all forms of writing must be accepted by reason and their usefulness can be felt.

Second, the value of intelligence, which is the intellectual ability to draw conclusions and synthesize published papers so that they can be applied in life.

Third, the value of balance between the heart, in the form of spirituality and morals; reason or intellectual insight; and work or technical ability—all are integrated into a published scientific work.<sup>13</sup> This means that writing a scientific paper for publication

not only uses critical thinking and writing skills, but it must also conform with ethics or morals.

Fourth is comprehensive value, in which the content of a published scientific work is aimed at maintaining and disseminating one's intellectual property for mankind's benefit. This means that a wider opportunity for access to a written work will have a broader and larger impact on the benefits for mankind.

If the basis of scientific publications is *rahmatan lil alamin*, the writing process must apply the principles of honesty to produce true and reliable scientific findings.

The concept of *rahmatan lil alamin* in scientific publications is indicated by the citation impact or the relative number of citations received by an article.<sup>14</sup> To increase the impact quantity, which means increasing the usefulness of an article for the public interest, the paper should be published in a journal incorporated or indexed in a large and trusted database, where it will be easily discoverable. Publishing articles in journals registered with the local indexing institute do not cause problems.

In Indonesia, for example, several indexing databases developed include MORAREF,<sup>15</sup> SINTA,<sup>16</sup> Garuda,<sup>17</sup> and Indonesia One-Search.<sup>18</sup> However, publishing articles in nationally indexed journals using only a particular country's language will make their usefulness limited only to the nation's scope. Therefore, to apply the principle of *rahmatan lil alamin* to intellectual works, researchers need to publish their work in internationally indexed journals based on scientific principles and to comply with ethical writing and research standards.

### **Conclusion**

This article emphasizes the importance of publishing scientific articles in internationally indexed journal databases to provide broad benefits to mankind. Writing and publishing works is a form of self-actualization, which is the highest level in the hierarchy of human needs in Maslow's theory.<sup>19</sup>

Authors should be interested in disseminating their intellectual work to the wider community and should be proud if they can contribute their beneficial ideas to many people without geographical boundaries. According to Islamic values, the best man in the world is one who is most beneficial for others. The contribution of Islamic values in this scientific publication is universal and can be used by anyone, both Muslim and non-Muslim.

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Adam Chalmers

# Getting up and running with virtual reality

## Space and technology considerations

The University of North Florida (UNF) Carpenter Library opened its Virtual Learning Center (VLC) in March 2021. The primary purpose of VLC is to enhance student learning and support faculty instruction using virtual reality (VR). It took 19 months to renovate existing library space, select and set up the VR hardware, and collaborate with the university's Information Technology Services (ITS) department during the ongoing COVID-19 pandemic. The process of preparing the physical space may appear to be as simple as buying and configuring the computers and VR hardware; however, it does not illustrate the complete picture. This article discusses the choices we made for our implementation with a focus on renovation, equipment selection, setup, and initial operations. Other recent articles address broader concerns.<sup>1</sup>

### Environmental scan

During our initial planning phase, we conducted an environmental scan seeking additional information about VR space setup and uses.

Within UNE, the Construction Management program had already started using VR to allow students and faculty to look at building models in an immersive space. They selected HTC Vive Pro VR kits for this purpose. The Vive Pro kit includes a head mounted display, hand controllers, and exterior tracking lighthouses. They were also experimenting with using Microsoft HoloLens for augmented reality (AR) applications. One application of AR for this department includes walking through a building site and being able to see visual

representations of the plans versus the reality of how a site was being developed.

Externally, members of the implementation team visited two universities that have VR spaces. The first was Florida State University's (FSU) Innovation Hub, which has a wide array of collaborative and creative spaces independent of their library.<sup>2</sup> We were concerned about glass windows causing interference with the tracking of the VR components in the UNF space, since vendors have documented issues.<sup>3</sup> FSU has many windows in its space, and this alleviated our concerns, but we later discovered care must be taken with play areas very near windows. The University of Florida (UF) also has VR equipment that is loaned to affiliates, and they have computers set up to use the headwear in the Made@UF space.<sup>4</sup> Sam Putnam, former engineering librarian at the UF Marston Science Library, shared many experiences with us. He emphasized the need to trust students with the VR equipment rather than fear them damaging it.

Our implementation goal differs from the other neighboring institutions in that we will use the space for both general instruction and in supporting individual users. Existing literature demonstrates many educational uses for VR in higher education.<sup>5</sup> To accomplish this goal we needed a space that supported multiple VR stations.

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Adam Chalmers is systems and digital technologies librarian at the University of North Florida Thomas G. Carpenter Library, email: adam.chalmers@unf.edu

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## Renovation

The area chosen for renovation was formerly a periodicals workroom on the third floor of the library. This space was chosen because UNF no longer processes a significant amount of paper periodicals, and it was large enough to accommodate an instructional space. During the renovation phase, the plan was to deploy 16 computers with accompanying VR headsets in the former periodicals workroom and to use the microfilm equipment space for later expansion.

In addition to a new coat of paint, removal of cabinets, and new flooring, we addressed several other issues. This space was ill-suited to accommodate 16 computers, so data ports were installed. Electrical capacity was also a concern. Our selected computers' power supplies were rated at 850 watts, which is higher than a standard desktop. Planning had to ensure adequate power would be available to support the equipment.

The library worked with the UNF Campus Planning department, which collaborated with an architect and a general contractor to renovate the space. The architect determined that another egress door was needed to safely accommodate increased room capacity. The HVAC system was also evaluated to ensure that it was sufficient to service an instructional space rather than a staff workroom. An electrician added the necessary electrical capacity. The renovation was completed in September 2020.

## VR equipment selection

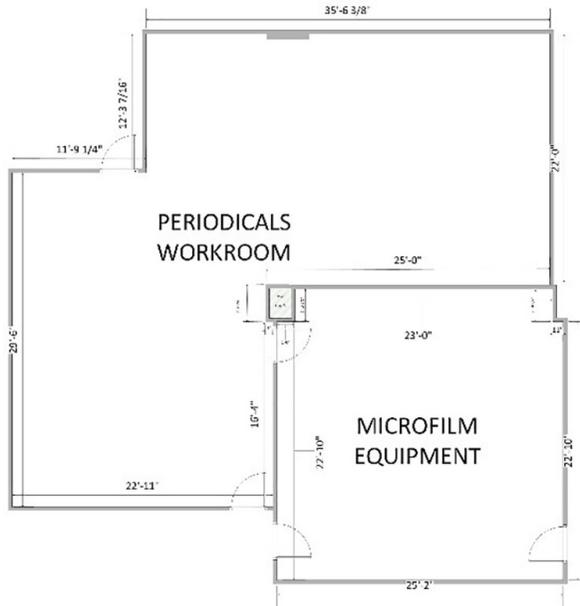
After consulting with our ITS department and several UNF colleges, we developed the following goals.

First, we wanted to allow students to use the equipment to help create their own environments and software. The Construction Management department was actively using HTC Pro kits to build structures virtually. We knew there were potential uses for other students and majors to develop their own creations.

Second, we wanted to ensure we could operate a classroom of equipment in the same space simultaneously with positional accuracy and without interference. It was unclear if some equipment on

the market would work in a multiple-headset environment. Reviews of inside-out tracking technology were mixed. A recent study measured the accuracy of tracking methods, and Steam VR outside-in tracking is the "most accurate consumer-grade solution."<sup>6</sup>

Third, we wanted any headsets that were for standing stations to be wireless to reduce any possible



Floor plan of space to be renovated.

trip hazards.

Given the needs of the space and usage, the Vive Pro was selected over other headsets. Despite the Steam Index headset having better technical specifications, such as higher refresh rate, field of view, and resolution, the HTC headset has wireless capability. The wireless feature mitigates trip hazards in our space and was thus a deciding factor. Moreover, the index simply wasn't available in the volume we needed to outfit this space. In addition to the wireless capabilities, the tracking technology used by the Vive Pro is Steam VR tracking, which ensures high accuracy.

The acquisition of the HTC Vive Pro hardware was significantly more challenging than initially anticipated. The first equipment selection was made in November 2019, but the Vive Pro was discontinued

right before our purchase was finalized. At the time, HTC had a very extensive product range, and they chose to discontinue the Vive Pro in favor of their newer Vive Pro Eye line.<sup>7</sup> With the discontinuation of this line, the Vive Pro Eye became the best option.

## Supporting hardware selection

In addition to the VR kits, we purchased three Vive wireless modules that needed adapters to function with the Vive Pro Eye headsets. The wireless option was important for our three designated standing stations. Three 55-inch displays were mounted above the standing stations. These allow observers who are not actively using VR to be able to see what the VR user is experiencing.

We also purchased a mobile touch display. This display can be used by faculty to instruct students and can also be used as a secondary VR display.

VR equipment can be placed on the display cart for use as a mobile station for library events.

The computers we chose to use with our VR equipment were Precision 5820 Towers. We chose this PC primarily because the hardware was covered under the current four-year support agreement that our ITS department has with Dell. Additionally, the configuration we selected was VR ready.

## Equipment setup

After renovation and equipment selection, it was time to set up the VR space. One of the most important considerations was base station setup. Please note that base stations are also referred to as lighthouses. The lighthouses are used to triangulate both the headsets and controller positions in the play area. Many products that have external

tracking still come bundled with 1.0 lighthouses that are more limited than the 2.0 lighthouses. If a space is greater than five meters by five meters, then 2.0 base stations are required.

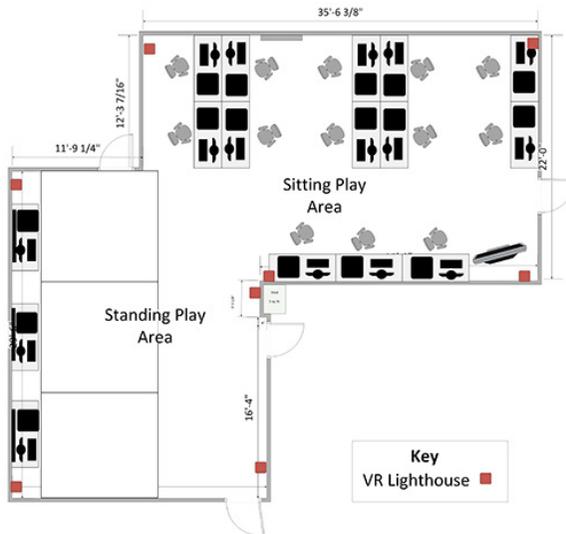
Vive indicates that individual play spaces need to be divided. The size limit for a 2.0 Steam tracking play area is ten meters by ten meters using four base stations.<sup>8</sup> VLC uses two large play areas with eight lighthouses to support the VLC space. Vive support indicated that:

“You’d need to make sure you had partitions

and walls up. The partitions need to be made of material that is completely opaque to ~850nm IR light. The lasers that the base stations emit are pretty powerful and one possibility is that they’re penetrating the partition or are bouncing off surfaces, such as the floor. IR light interacts with materials so differently than visible light that these types of issues can be hard to diagnose without knowing

what types of materials are in your environment.” We found this not to be true in practice for VLC and avoided the need to physically divide our space into two play areas. Originally the plan was to put physical dividers between our standing wireless play area and sitting wired play area. The headsets had no issue functioning with more than four tracking lighthouses in view. The setup of the lighthouses is shown in red.

To minimize tracking interference and reduce UV light in the space, which can damage headset lenses, the exterior facing windows have semi-transparent shades. We discovered that interior windows can also cause tracking issues. Our primary concern was exterior windows due to sunlight, but windows themselves can cause motion tracking errors, since they can reflect IR light. At times we have tracking



Layout of equipment in VLC without barriers between play areas.

issues on one standing station closest to an interior window. Adjusting the angle of the lighthouse minimizes this issue but does not eliminate it. Reducing the play area size to keep the play area two feet away from the interior window reduced issues significantly.

After library personnel set up the play areas, the computers were imaged by the ITS team. The computers have Deep Freeze software installed, so the operating system drive is not able to be modified. Steam VR programs are stored in a hidden unfrozen drive, which allows updates to run and users to load their own software, if needed. To manage library software licenses, we chose the Steam PC Café Program. We selected the configuration that allows lab users to access their own Steam accounts so they can use content they purchased. Another possible option allows only institution-purchased software to be used. This avoids the need to have users sign in with their own Steam accounts.

### Opening and initial operations

VLC opened on March 4, 2021. Now that the space is operational, the library instructional team oversees the day-to-day operations, and the systems unit supports the space primarily by maintaining VLC's technology. Individual users can book stations up to seven days in advance via the Springshare LibCal seats module. The library requests that professors who wish to use the space for instruction provide three days' notice to reserve the whole lab.

To keep the headsets clean, which is especially important during the COVID-19 pandemic, student workers disinfect the headsets between uses. Student workers also provide initial VR orientations to new users and ensure users are staying within their defined play areas.

The UNF Campus returned to normal operations fall 2021, and there has been a significant increase in use of the space. From August 23, 2021, to September 22, 2021, 33 individual users have used our space.

More significantly, between July and September 2021 the virtual learning librarian has led four group sessions in the space: one group tour, two classes, and one workshop. Also, they hosted four research consultations and six faculty tours of the space. These sessions account for 64 individuals. The instruction team is working to integrate the space into various courses and foster faculty research using VR equipment.

Now that the space is seeing further use, this project feels like a success. It is enjoyable to witness the “wow” moments of users. For instance, a faculty member having their first VR experience provided an impromptu tour of the archeological site that their PhD thesis was based on. Librarians observed what the faculty member was experiencing via a wall-mounted display. As VLC use increases, we hope to see many more users have positive experiences in VR.

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Cynthia A. Romanowski

# First-time faculty librarian

## Fourth through sixth portfolio years' experiences

I ntended my previous *The Way I See It* essays entitled "First-time faculty librarian" to be a series to share my tenure track experiences at Governors State University (GSU). However, life happened. External forces presented many challenges and opportunities for me professionally and personally.

### Teaching and primary duties

Illinois had no state budget during my third portfolio year, and this continued into my fourth. Significant reductions in budget allocations meant less money for the different university areas. The library continued sustaining electronic resources instead of purchasing new materials; therefore, the primary function of Technical Services remained database maintenance and special projects.

The continued crisis created workplace anxiety with staff fearing potential layoffs. Part-time reference librarians' and a visiting librarian's contracts were not renewed, and staff left or retired. It also sparked a hiring freeze so vacated positions remained unfilled, and existing staff had their public services desk times increased.

In my fourth portfolio year, my print Acquisitions person moved to Circulation full-time. With the hiring freeze, one of my team members incorporated these duties into his job. Training him proved difficult with no print budget until a grant gave him a chance to order materials. As a department head, I maintained productivity by improving staff skills through special projects, like enhancing these records and continued collaboration with other library departments to withdraw materials. These projects kept my team productive and provided

job security. I kept up their morale through appreciation by providing food or praise.

A state budget improved things during my fifth and sixth portfolio years. With a small new materials budget, database maintenance remained our priority to prepare for a new library system. Two catalogers retired so I created one higher level cataloging position to better fulfill departmental needs. Even with the budget crisis over, filling it proved difficult. After two failed searches, I worked with Human Resources to update the salary with the state, and this helped fill the position.

During these portfolio years, I had additional duties with extra desk shifts and collection development due to sabbaticals and losing our visiting librarian. My previous work experience had me temporarily taking over OCLC Interlibrary Loan (ILL) when the person died unexpectedly. However, the outdated salary also impacted hiring for this position, and these temporary responsibilities lasted over a year.

Primary duties included creating workshops. We received requests to offer Microsoft Access workshops, so I designed ones that taught Access basics. Their success caused me to create more advanced workshops to offer during my fifth and sixth years.

Many external conditions outside of my control took some forward thinking and great leadership to combat their effects on my team.

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Cynthia A. Romanowski is technical services librarian at Governors State University, email: [cromanowski@govst.edu](mailto:cromanowski@govst.edu)

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## Research/creative activity

It was difficult to focus on research as my primary duties took priority over my research time. Publishing still intimidated me, but now my work mandated peer review to meet this requirement for portfolios four through six. I published reports and wrote my first book review. I had a paper accepted for the International Federation of Libraries Association Conference and presented it at the conference. I turned the budget crisis into presentations on productivity assessment for two different conferences.

I focused on what I needed for this area, turning negatives into positives. The constant change made it difficult to write because things became a little overwhelming at times, but I succeeded in meeting the requirements.

## Service

Throughout portfolios four through six, I served on various committees and had to show increased responsibility. As secretary of the University Curriculum Committee (UCC), I became one of the administrators of the GSU curriculum proposal system, Curriculog. I created Curriculog workshops to show faculty how to submit proposals. As the UCC liaison for the General Education Committee, I provided guidance for general education proposals.

These committees helped nonlibrary faculty know me because my portfolios now went to the University Personal Committee. Chairing consortium and national committees allowed more involvement in my profession. I volunteered to serve on library boards and association positions to be more impactful. I was unsuccessful in these attempts but I will keep trying to be more involved in those types of activities.

This area also included search committees. With the hiring freeze lifted, we successfully filled two faculty librarian positions. In the middle of my sixth year, our library dean retired, and we had two failed dean searches. Additionally, I served on search committees for Purchasing Office and Information Technology.

With the challenges from external forces, I am grateful for the opportunity to serve. I

value the networking opportunities and hope for future collaboration with former committee colleagues.

Perhaps the greatest challenge faced was a personal one. Even though I overcame the obstacles presented, I felt burnt out.

During winter break of 2018, I planned to organize my fifth-year portfolio. I was told that this portfolio was when my contract would not get renewed if GSU did not want to keep me, creating added pressure, but plans changed.

While on break, my life felt the impact of a death by suicide of which its effect continued throughout my remaining portfolio years. My portfolio was the last thing on my mind, so I received an extension. On what would have been this person's birthday, I used my speaking persona that I reserve for my presentations, to give the eulogy. This persona allowed me to push on no matter how I felt because presentations must go on.

When I returned to work, few co-workers knew what I had been through as I hid my grief to keep up appearances. Putting my grief on hold, I powered through the remainder of the academic year and finished my sixth year. My workload had no room for grieving, and I knew I had to keep going to receive tenure. While awaiting my fifth year continuance letter, another death by suicide occurred. At times, everything seemed overwhelming. I submitted my sixth-year portfolio and successfully achieved tenure, but delayed grief and another near tragedy caused me to finally take advantage of the Employee Assistance Program, and this helped.

As I embark on my journey to full professor, I recognize that the last three years took a tremendous amount of inner strength to overcome the effects that these forces had on me. I never thought life would throw so many curve balls at once, but wonderful people and cats were with me every step of the way, and I am grateful. I share this personal experience to help others who find themselves struggling at times, especially during a global pandemic.

Do not wait to get help. Know that you are not alone, and help is always available. You can do this. *ZZ*

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# OUTSTANDING ACADEMIC TITLES OF 2021



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## Public Service Loan Forgiveness program overhaul announced

The U.S. Department of Education (ED) announced on October 6 an urgently needed overhaul to the federal Public Service Loan Forgiveness (PSLF) program, assuring the program will “live up to its promise” of benefitting borrowers serving in public services careers, including librarians and educators. ALA, joining with the Coalition to Preserve PSLF, has lobbied in favor of changes for PSLF participants, many of whom face rejection despite making years of loan payments.

The changes announced by ED include a limited one-year waiver for student borrowers to count all previous loan payments towards forgiveness, regardless of loan type or plan. ED also announced it will review applications denied for errors and institute an appeals process for borrowers who may have seen applications for forgiveness rejected in error or for easily corrected violations. For those serving in the military, ED will allow time spent on active duty to count towards loan forgiveness.

PSLF, created in 2007 as part of the College Cost Reduction and Access Act, was designed to forgive the outstanding federal student loan debt for qualifying public workers who have made ten years of monthly payments. To be eligible, a borrower must work full-time for a federal, state, local or tribal government, or

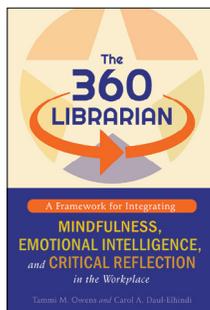
tax-exempt nonprofit group. Unfortunately, nearly all borrowers have seen their applications denied. ALA and the Coalition to Preserve PSLF, which represents nearly 100 national and state organizations, have been working with the Biden-Harris Administration to call for necessary improvements.

In an April letter to Education Secretary Miguel Cardona, ALA and the coalition noted that “Congress, in a bipartisan fashion, made a promise more than a decade ago that public service workers who choose to give back to their communities and our country wouldn’t be locked in a lifetime of debt,” the letter states. “It is clear, however, that this promise has been broken. Since the first public service workers became eligible for debt cancellation in 2017, 98 percent of those who applied have been rejected.” ALA, and the Coalition to Preserve PSLF, will continue to monitor these improvements to ensure the of borrowers are benefitting as the program intended. While Congress does not need to act on these improvements, the education committees will also be watching with interest.

In its announcement, ED noted that nearly 550,000 borrowers with previously consolidated loans could see an impact over the course of the program overhaul. ED has revamped its PSLF Tool for those interested in determining if they qualify for debt relief. Program participants who have had their payments suspended, or paused, due to the pandemic, will need to ensure they are ready recommence payments starting in January 2022. *RM*

Kevin Maher is ALA’s deputy director of government relations, email: [kmaher@alawash.org](mailto:kmaher@alawash.org)

## GIVE THE GIFT OF MINDFULNESS



### The 360 Librarian:

A Framework for Integrating Mindfulness, Emotional Intelligence, and Critical Reflection in the Workplace

by Tammi M. Owens and Carol A. Daul-Elhindi

Available in the ALA Store at  
[www.alastore.ala.org](http://www.alastore.ala.org)

**Child Trends.** Access: <https://www.childtrends.org/>.

For the past 40 years, Child Trends has been a renowned research organization and a leading source of research and data on children in the United States. Child Trends has produced reports, analyses, recommendations, and communications that policymakers have used at the state, local, and federal levels to guide efforts to improve interventions and policies that benefit children and their families.

A plethora of credible information is available on the Child Trends website. Among the topics covered are “Juvenile Justice,” “Early Childhood,” “Poverty and Inequality,” and timely matters such as “Racial Equity” and “COVID-19.” Detailed topic pages include summaries, links to subtopics, access to the latest research, featured experts, and related projects. The researcher will find the information on these pages extremely valuable, including the connections to further knowledge and experts in the field. The Child Trends team comprises more than 200 experts, all listed with their credentials and contact information.

The main navigation offers access to “About Us,” which supplies general information about the organization, the board of directors, current job openings, news, funders and partners, research policies, and government contract information. There is also a section on the Early Childhood Data Collaborative (ECDC), which “supports state policymakers’ development and use of coordinated state early care and education (ECE) data systems.” This section contains additional data and publications that the user can search and browse. “Hispanic Institute” aims to deliver “timely and insightful research-based

information and guidance to improve outcomes for Latino children.” Links are provided to additional publications, people, projects, and blog posts related to this topic.

The site structure is well-categorized, consistent, and easy to navigate. An accessible button on this site changes the contrast and colors on the page, making it easier for people with visual impairments to view the site. The website’s contents can be searched, and the results can be refined by topic, publication type, publication year, authors, and state.

The Child Trends website is an excellent gateway to a variety of publications and data. Those concerned about the well-being of children and youth, particularly policymakers, advocates, scholars and researchers, professionals working in the field, and the general public, should make this website a priority.—*Colleen Lougen, SUNY-New Paltz, [lougen@newpaltz.edu](mailto:lougen@newpaltz.edu)*

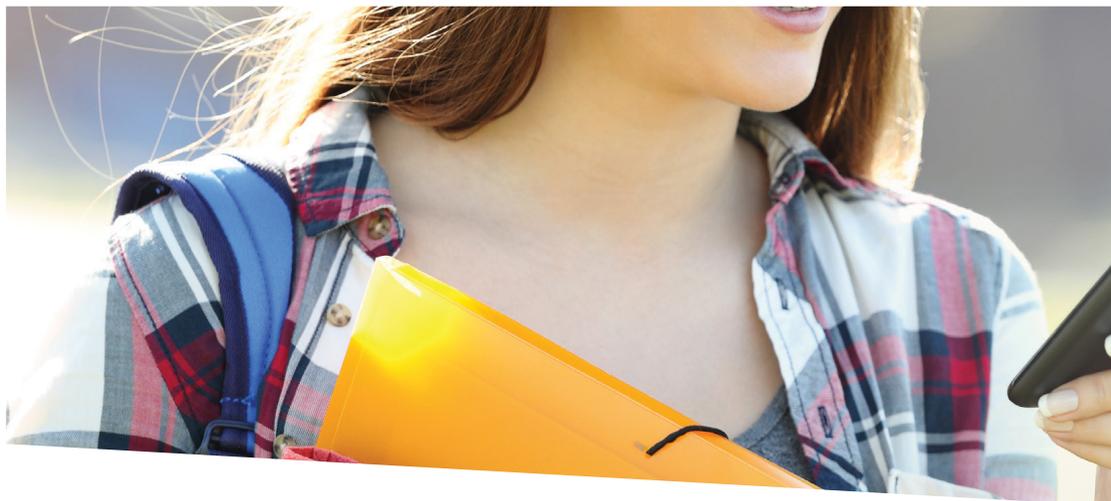
**Drug Policy Alliance.** Access: <https://drugpolicy.org/>.

The Drug Policy Alliance (DPA) is a non-profit organization advocating for drug policy reforms in the United States. Since its founding in 1987, DPA has successfully advocated for policy reforms related to marijuana, criminal justice, and harm reduction. DPA’s website provides a wealth of information about drug policy issues, drug facts, resources for advocacy and action, and resources for education and treatment.

The DPA website is well-designed with information organized by issues, drug facts, advocacy and action, and resources. The “Issues” section is the website’s strength. This section contains background information on the history of drug policies and the war on drugs, stresses the importance of criminal justice and policy reform, provides resources about harm reduction and substance use disorder treatment, and more. The information is presented through simple infographics, short videos, and succinct text, distilling complex histories, laws, and poli-

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Joni R. Roberts is associate university librarian for public services and collection development at Willamette University, email: [jroberts@willamette.edu](mailto:jroberts@willamette.edu), and Carol A. Drost is associate university librarian for technical services at Willamette University, email: [cdrost@willamette.edu](mailto:cdrost@willamette.edu)



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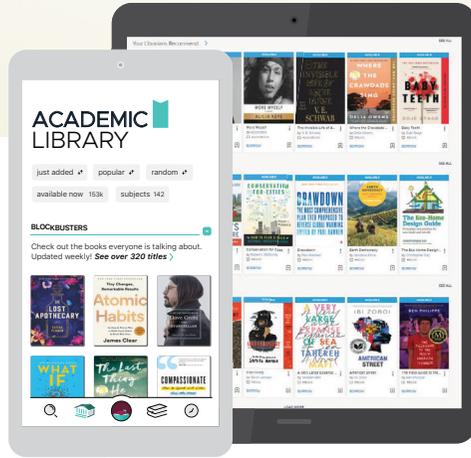
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cies. The page “Drug War Statistics” presents an infographic with data showing the need for drug policy reform, including incarceration rates for drug offenses by type of drug, a U.S. map highlighting states where marijuana is legal or decriminalized, a chart showing rapidly increasing rates of overdose deaths by drug, and statistics showing the financial impact of current drug policies. The “Drug Facts” section includes information and answers to common questions about specific drugs through a harm reduction approach. Drug fact sheets include extensive citations to research articles, policies, and reliable websites, though citations are notably not included in the drug fact sheet for marijuana. The “Resources” tab provides educational content, including tips for parents on talking to a teen about drugs, and “Safety First: Real Drug Education for Teens,” a free “harm reduction-based drug education curriculum for high school teachers . . . equipping teens to make safer choices about drug use.”

The DPS website provides clear and engaging information about the history of the war on drugs, current drug policies, and advocacy for drug policy reform. Comparing the drug facts from the DPA website, which focuses on reducing harm if using drugs, with the drug facts on the National Institute of Drug Abuse’s website, which focuses on outcomes or harms caused by use of specific drugs, would be an excellent exercise for students in discerning how drug policies influence approaches to drug-related health information.—*Emily Hamstra, Network of the National Library of Medicine, Pacific Northwest Region, ehamstra@uw.edu*

### **Organization of American States (OAS).**

*Access:* <https://www.oas.org/en/>.

Founded in 1948, the Organization of American States (OAS) brings together the 35 sovereign nation-states in the Americas. Per its charter, its mission is to “achieve [for its member states] an order of peace and justice, to promote their solidarity, to strengthen their collaboration, and to defend their sovereignty, their territorial integrity, and their independence.” Headquartered in Washington, D.C., OAS advances democracy, security, human rights, and economic growth through international

cooperation. The United States is its largest and most influential member.

Fully available in both English and Spanish (and to a lesser extent in French and Portuguese), the OAS website is packed with information about the organization and its work. The site’s top navigation bar contains eight tabs: “About the OAS,” “Topics,” “Strategic Partners,” “Member States,” “Media Center,” “Documents,” “Accountability,” and “Calendar.” The content delivered via these tabs predictably includes an events calendar, white papers and other official documents, budgetary and other internal documents, and photos and video of conferences and speeches. The “About” section describes OAS services, governance, history, “What We Do,” and “Who We Are.” Pages list OAS member states, permanent observers, and representatives as well as spin-off groups, such as the Young Americas Business Trust and the Pan American Development Foundation.

The website also offers a “Topics” directory with more than 60 menu items arranged alphabetically. Topics range from “Cyber Security” and “Intellectual Property” to “Refugees,” “Terrorism,” and “Violence against Women.” Clicking on any of these topics brings visitors to pages that list relevant OAS departments, programs, publications, and other resources. Clicking “Elections,” for example, brings up the OAS “Department of Electoral Cooperation and Observation” with pages on OAS election monitoring missions, a directory of member states’ election commissions, pro-democracy proclamations from the multilateral Summits of the Americas, and more. Visitors can submit a simple web form to request information that they cannot find on the website.

The OAS website provides free access to documents, directories, and other resources that shed light on the organization’s structure and work, both historical and contemporary. While focused narrowly on OAS activities, the website is valuable for scholars, functionaries, and not-for-profit leaders working in the fields of public policy, security, economics, and international relations in the Americas.—*Michael Rodriguez, University of Connecticut, michael.a.rodriguez@uconn.edu* ↗



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# ANNUAL REPORT

2020–2021



# Message from the President

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## **Jon E. Cawthorne**

*ACRL's 82nd President*

I am deeply grateful for the opportunity to lead ACRL during such a disruptive and remarkable time. Even as challenges in our local environments continue, I feel encouraged and inspired because of the focus, creativity, and sacrifice made over the last year in college and research libraries all over the country.

With so much change, I must acknowledge and appreciate ACRL staff for their amazing work and individual financial sacrifice they made during the initial months of the pandemic. Kara Malenfant excelled in taking on the role of interim executive director and I want to thank her for her courageous leadership of the association this year. A special thanks as well to Carolyn Allen for her calm, consistent, and stellar work as Budget & Finance Committee chair. We could not have better leadership during a pandemic. I am excited and optimistic to work with ACRL's new Executive Director Robert Jay Malone. He brings so many wonderful talents to our work and I know the association will continue to thrive through his leadership.



The creativity of ACRL and our profession was on display through the amazing ACRL 2021 Virtual Conference. We had more first-time attendees and staff members from all levels of our college and research libraries than ever before. All of us—vendors, participants, and guests—were inspired by the many fantastic ideas presented at the conference. I will always remember Tressie McMillan Cottom's analogy of libraries as a front porch! Speaking of great front porch examples, it was my honor and privilege to call each Academic Excellence Awards winner in 2020–21.

Following the lead of former ACRL Presidents Lauren Presley and Karen Munro, I continued the tradition of focusing our President's Program at the ALA Annual Conference on topics that advance our collective understanding of how we truly live up to ACRL's Core Commitment to Equity, Diversity, and Inclusion (EDI). Of course, I appreciate and recognize the ACRL Diversity Alliance Task Force along with our Board of Directors' bold move to provide 50 complimentary ACRL memberships to members of the BIPOC community in a time of great financial uncertainty. I trust ACRL will stay committed and present to not only welcoming, valuing and respecting all underrepresented individuals, but caring about how they enter, advance, and ultimately lead this noble profession.

If I remind myself what life was like at the end of 2019, I can both recall the hope and promise of a new decade and how many of us were working to address the inequities and inequalities George Floyd's murder brought to our collective consciousness in 2020. We now may realize creating greater equity and addressing inequality is work for all of us. I appreciate the work of the member leaders of our goal area committees in demonstrating how we bring ACRL's Core Commitment to EDI into our profession.

Just like everyone else, I experienced COVID-19 pandemic challenges—the deaths, the misinformation, the exhaustion, and the still ongoing uncertainty. What I find both fascinating and hopeful is that a pandemic may also help us adjust or reconsider what we believe about our lives, our organizations, and the good our profession can do for the world. I am sure our paths will cross again as we will learn, grow, and become the leaders this moment calls for within every college, university, and research institution.

# Virtual Annual Conference Programs

## 2021 ALA Virtual Annual Conference Programs

- 2021 President’s Program – Making Change: Organizing for Action While Caring for Each Other
- A Critical Conversation about Assessment of Student Learning in Academic Libraries
- Change as Noun and Verb: A Transformational Approach to Change Efforts that Don’t Suck
- Conducting and Supporting Research Synthesis: Librarian Roles, Competencies, and Collaborations
- Confronting the Myth of Neutrality: Academic Libraries, Advocacy, and Free Speech
- Copy, Paste, and Adapt: A Cross-disciplinary Collaborative Study of Information Literacy Retention
- Designing Online Library Tutorials: Building Your Arsenal of Tools, Tips, and Tricks
- Diverse Children’s Literature in K–12 Schools: Making Mirrors, Windows, and Glass Doors Visible
- Diversity in Scholarly Publishing: Lessons Learned to Create a More Inclusive Future
- Experiential Integration: Partnering to Publish a Student Journal and an Open Textbook
- Generating Professional Best Practices to Combat Dis- and Misinformation, Resist Burnout, and Empower our Communities
- How We Are Marching: EDI Efforts Across ACRL
- Library Impact on Student Success
- Online Instruction for All: Accessibility, Inclusion, Diversity, and Equity in Online Instruction
- Online Library Instruction Assessment: Passing Fad or Curriculum Staple?
- Partnering to Amplify Underrepresented and Unheard Voices Using Digital Scholarship
- Professional Connections During the Pandemic: Building and Expanding Social Networks in the Context of Asian, African, and Middle Eastern Librarianship Experience
- Take Up the Challenge: An Actionable and Accountable Racial Justice Program
- The Power Went Out – Who You Gonna Call? Being Prepared for Library Emergencies & Communicating Quickly
- Transforming our Libraries for Everyone: decolonization trials, tribulations, and successes

# Message from the Vice-President

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## **Julie Garrison**

*Vice-President/President-Elect*



I've had a remarkable year serving as our association's vice-president/president-elect. The time and effort that ACRL members invest in advancing our association and the profession serves as continual inspiration to me, especially considering current conditions. This pandemic and societal unrest have been unsettling, exhausting, and full of uncertainty. This time has also served as a new awakening as we experiment with new ways of connecting with each other and the communities we serve and grapple to understand what the future holds.

During my vice-presidential year, working closely with ACRL staff, fellow Board members and I made many significant decisions, such as canceling the in-person ACRL 2021 Conference and transitioning to a virtual experience due to continuing pandemic conditions, deciding to undertake a review of the association's awards program, funding a pilot BIPOC membership program, and considering how to set budget priorities in a tighter fiscal environment. We engaged in important discussions about ACRL's and ALA's future, including implications of Forward Together, the Transforming ALA Governance Task Force, and the 5-year ALA pivot strategy. Maintaining a strong member association and the value and benefits our members need and derive from ACRL were at the center of our discussions and decision-making.

As ACRL vice-president, I had the distinct pleasure of working with the Leadership Recruitment and Nomination Committee (LRNC) and the Appointments Committee, both groups dedicated to helping connect members to the work of the association. In early conversations with members of both groups, we discussed ongoing efforts to advance the association's Core Commitment to EDI and ways each group impacts this effort. The Appointments Committee chair developed a collaborative process dedicated to increasing volunteer appointments from diverse environments and backgrounds and made efforts to expand first-time volunteer appointments for ACRL division level committee service. LRNC has conveyed several opportunities for expanding representation on the Board and these ideas are currently being explored.

The search for a new ACRL executive director lasted throughout my vice-presidential year and I was pleased to support Kara Malenfant in her role as interim executive director, along with the whole ACRL staff, throughout the process. As I look forward, to my year as president, I am excited that the search has concluded successfully, and Robert Jay Malone is now serving as our new executive director.

It is a great honor and privilege to work on behalf of our membership and the profession as we dedicate our efforts toward leading during this transformational time. I'm grateful to the amazingly, talented, and capable ACRL staff, our dedicated Board of Directors, and member leaders from across the association, who have helped our profession continue to move forward and quickly pivot to meet these challenging times.

# Letter from the Executive Director

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## **Robert Jay Malone**

*ACRL Executive Director*



Upon starting as ACRL's executive director in September 2021, I marveled at the many activities that moved the association closer to its vision of a desired future, a future where academic and research librarians and libraries are seen as central to a thriving global community of learners and scholars. Given the remarkable challenges in higher education these past two years, these actions testify to ACRL's power as a source of mutual support and collective action.

I found special delight in seeing ACRL's dedication to EDI, which included funds to support 50 association memberships for BIPOC library workers. The 2020 ACRL Academic Library Trends & Statistics Survey also supported the core commitment with a special EDI trends section which received more than 1,700 responses. This year also saw Choice launch Toward Inclusive Excellence (TIE), a gripping initiative aimed at publishing important work on racial and social justice.

As Jon and Julie noted, the ACRL 2021 Conference, "Ascending into an Open Future," took place as a virtual-only event due to the ongoing COVID-19 pandemic. The well-received and well-attended conference featured more than 300 live and on-demand programs on topics such as open access, information literacy, collection development, collaboration, EDI, and social justice. The annual RBMS Conference was also held online this year due to the pandemic. Themed "Power, Resistance, and Leadership," the conference generated record-breaking interest from registrants and booksellers alike.

As the world struggled with the pandemic, ACRL volunteers, amazingly, continued their work for the betterment of the association. The ACRL Board approved a task force to review the association's awards program, pausing it for 2021–22. This allows for fully assessing the program's impact on the profession, on future sustainability, and on ACRL's Core Commitment to EDI. ALA priorities also affected ACRL this year, including ALA Executive Director Tracie Hall's pivot strategy, which continues efforts to examine ALA policies in relation to its membership divisions.

I place finances on a higher plane of my responsibilities and am pleased to report that, through careful stewardship, preliminary data on ACRL's fiscal performance in 2020–21 shows the association on track to conclude the year 300% or \$1 million better than budgeted. This is a testament to our stellar staff and member volunteers.

ACRL can accomplish so much because of these dedicated volunteers and staff. My respect for academic and research librarians, fostered over a lifetime of research, has deepened as you, amid profound struggles, have provided unrivaled support for students and for scholars. Thank you for also dedicating energy toward serving your professional home—ACRL. I am especially grateful to the ACRL Board of Directors and our 2020–21 President Jon Cawthorne for their steady work advancing ACRL's Plan for Excellence. A special thank you to the many donors, Friends, corporations, and libraries who contributed to ACRL's successes, and to staff member Kara Malenfant, who so magnificently led ACRL through many long months as interim executive director. I encourage you to review this report and learn more about ACRL's accomplishments in FY21.

# Friends of ACRL and Sponsorships

## FRIENDS OF ACRL

The Friends of ACRL donations support ACRL's mission in key areas, including the ACRL Advancement Fund, ACRL Conference Scholarship Fund, and RBMS Scholarships Fund. Since the establishment of the Friends of ACRL in 1998, 1,458 donors have become Friends and contributed more than \$467,000 to support for ACRL initiatives. Money from

the Friends Funds has been used to provide scholarships for ACRL professional development activities, support for the Library Copyright Alliance Project, Project Outcome, and providing open access for *C&RL News* backfiles.

Thanks to our 305 donors who contributed more than \$44,100 to the Friends of ACRL in FY21 (September 1, 2020–August 31, 2021). A complete list of Friends of ACRL is available on the ACRL website at [www.ala.org/acrl/aboutacrl/givetoacrl/donate/friends2021](http://www.ala.org/acrl/aboutacrl/givetoacrl/donate/friends2021). A list of contributors to the ACRL 2021 Conference Scholarship Campaign may be found at <https://conference.acrl.org/campaign/>.

ACRL also expresses its sincere appreciation to its sponsors for their generous donations to the various programs and events the association has offered throughout the year. Thanks to your support, ACRL members benefited from enhanced programs and services this year. A complete list of sponsors is available on the ACRL website at <https://www.ala.org/acrl/acrl-2021-2022-sponsorships>.

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# ACRL by the Numbers

## ACRL by the Numbers

**Fifty-eight** current members of the



**1,384** members of ACRL's largest interest group, the Academic Library Services for Graduate Students Interest Group

*25 librarians and libraries received ACRL awards in 2021*



**123** individuals received scholarships worth **\$29,297** to the ACRL 2021 and RBMS 2021 virtual conferences

**221,485** total visits to online ACRL standards, guidelines, and frameworks in FY21

**21,994** TWITTER FOLLOWERS

**8,394** FACEBOOK LIKES

**1,298** INSTAGRAM FOLLOWERS

**400** PINTEREST FOLLOWERS

**2,132** YOUTUBE CHANNEL SUBSCRIBERS

**3,660** registrants and exhibitors attended the ACRL 2021 virtual conference



# Year in Review

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## ACRL 2021 Virtual Conference

In October 2020, the ACRL Board of Directors announced that the face-to-face portion of the ACRL 2021 Conference scheduled for April 14–17, 2021, in Seattle, Washington, was canceled because of the serious health risks posed by COVID-19. Thanks to the dedication and expertise of our conference planning committees led by Conference Chair Beth McNeil, presenters, and ACRL staff, the ACRL 2021 Virtual Conference was held April 13–16, 2021. The virtual conference attracted 3,661 registrants and exhibitors who explored the complex issues impacting the future of library service.

Themed “Ascending into an Open Future,” the virtual conference included more than 300 programs addressing issues affecting higher education and libraries such as social and racial justice, qualitative data analysis, innovation and problem solving, instructional collaborations, student success, copyright policies, mentoring, sustainability practices, remote learning, first-generation students, information ethics, and more.

The conference also featured author Tressie McMillan Cottom and journalist Mona Chalabi as keynote speakers along with invited presentations from Kaetrena Davis Kendrick, Meredith Brown, and We Here administrators Jennifer Brown, Jennifer Ferretti, and Charlotte Roh. In addition to the variety of programming, conference highlights included interactive discussion groups, eye-popping posters, a social wall, networking opportunities, and prizes.

ACRL 2021’s virtual event platform offered multiple ways to connect with colleagues from around the world, including 1:1 text/video chat, chat rooms, sentiment features (applaud/like/heart), polling, Q&A with upvoting, and gamification. The ACRL 2021 Virtual Exhibits highlighted the best services and tools in the profession, featuring live demos and prizes from exhibitors and sponsors.

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## COVID-19 Response and Impact

The COVID-19 pandemic continued to have a major impact on our communities this year. The ACRL Value of Academic Libraries Committee sponsored a free ACRL Online Discussion Forum Monday, August 9, 2021, to share findings from a survey asking what protocols academic libraries used during the COVID-19 pandemic to ensure safe library operations (services, resources, spaces, personnel interactions). While the survey findings are specific to academic libraries, they are relevant to public and other libraries and other academic entities. The forum highlights survey findings followed by questions from participants.

A new ACRL Consulting service, Regenerating the Academic Library, also launched this year with a focus on the impact of the massive changes in higher education and academic libraries as a result of the pandemic.

# Year in Review

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## Robert Jay Malone Named ACRL Executive Director

Robert Jay Malone became the new executive director of ACRL in early September 2021. Malone comes to ALA from the History of Science Society (HSS), where he served for 23 years. As the HSS's first executive director, Malone furthered the organization's advocacy agenda; promoted equity, diversity, and inclusion; oversaw and implemented strategic planning; created a fundraising infrastructure; served on a 22-member board; and worked with hundreds of volunteers. Malone earned a B.A. in History and an M.A. and Ph.D. in the History of Science, all from the University of Florida.

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## ACRL's Plan for Excellence

This report highlights ACRL's many accomplishments during the 2021 fiscal year across the four strategic goal areas highlighted in the Plan for Excellence—the value of academic libraries, student learning, research and scholarly environment, and new roles and changing landscapes—along with the association's enabling programs and services.

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## *The Value of Academic Libraries*

ACRL made significant progress on the association's goal of assisting academic libraries in demonstrating alignment with, and impact on, institutional outcomes this year. The association provides support and training to ACRL liaisons to other higher education organizations and disciplinary societies so that they are prepared to talk about the value of academic libraries in those contexts.

The ACRL Value of Academic Libraries (VAL) Committee announced the launch of a Learning Analytics Toolkit in January 2021. The toolkit is a freely available professional development resource that library professionals can use to learn more about learning analytics and how they intersect with academic libraries. In addition to providing foundational knowledge about learning analytics, the toolkit provides users with up-to-date publications about privacy and ethics, student success, potential outcomes, sources of data, and examples of libraries' contributions to learning analytics.

The VAL Committee sponsored a free ACRL Online Discussion Forum in March 2021, highlighting findings from ACRL Library Impact Grant recipients. The forum featured Deb Baker, Manchester (NH) Community College, on failing forward when a student success intervention doesn't work. Liz Cheney, California State University–Northridge, shared affordable learning solutions for student success at a Hispanic-serving institution, and Kathleen Baril of Ohio Northern University discussed how personalizing student services for developmental writing students can improve academic and retention outcomes.

# Year in Review

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A monthly VAL Spotlight Series: Practices of Equity & Social Justice was launched on ACRL Insider in February 2021. The series features librarians from various corners of librarianship discussing what it means to integrate equity and social justice into their practice and assessment, as well as how they are working toward that goal.

Project Outcome for Academic Libraries continues to be a vital part of the VAL initiatives. Based on a model developed by PLA, this free toolkit is designed to help academic libraries understand and share the impact of essential library programs and services by providing simple surveys and an easy-to-use process for measuring and analyzing outcomes. The standardized surveys allow libraries to aggregate their outcome data and analyze trends by topic and program type. Training and resources are provided to participating libraries so they can use data-driven results to advocate for their library. Several upgrades were made to the toolkit in 2020, including redesigning the survey management page to make it more user friendly and adding qualitative visualizations to the data dashboards. As of September 2021, Project Outcome for Academic Libraries has 3,854 users. 653 academic libraries have created surveys can collected over 79,000 responses.

ACRL's *Standards for Libraries in Higher Education (SLHE)*, another important component of ACRL's VAL work, has been visited more than 15,500 times this year.

## ***National Center for Education Statistics Integrated Postsecondary Education Data System/ACRLMetrics***

The ACRL Academic Library Trends and Statistics Survey incorporates the Integrated Postsecondary Education Data System (IPEDS) Academic Library Component and makes the results available through ACRLMetrics. The 2021 survey closed on April 7, 2021. The response rate for academic libraries in the United States was 52.1% with 1,639 respondents. The survey also received an additional 33 responses from academic libraries outside the United States. The survey also enabled participants to easily transfer their IPEDS responses to the institutional keyholder for the IPEDS Academic Component. The ACRL/ALA/ARL IPEDS Task Force completed revisions to the instructions for counting digital/e-serials to include COUNTER 5 in advance of the 2020 IPEDS survey launch in September 2021.

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## ***Student Learning***

The following activities are examples of ways ACRL moved towards meeting the association's goal of assisting librarians in transforming student learning, pedagogy, and instructional practices through creative and innovative collaborations this fiscal year.

The ACRL *Framework for Information Literacy for Higher Education* has introduced a new way of thinking and practicing to the academic library community and continues to bring both inspiration and challenge to librarians as they explore new directions in information literacy practice and research. The ACRL Framework Sandbox, an openly accessible platform and repository for librarians and their educational partners to discover, share, collect and use ongoing work related to the ACRL Framework in practice and professional development, was visited more than 78,000 times this year. The Sandbox now provides access to 294 resources, including more than 70 resources that were added or revised this year. The online version of the Framework itself has been accessed more than 90,000 times this year.

# Year in Review

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*"I value how ACRL members continuously challenge themselves and each other to grow and evolve. Despite being a large organization, it really feels like a community of practice. The ACRL Framework, along with countless webinars and conference sessions, has fundamentally changed my approach to teaching information literacy. I appreciate the opportunities we have to learn from each other."*

– Alice Wilson, ACRL Member of the Week



ACRL published *Hidden Architectures of Information Literacy Programs: Structures, Practices, and Contexts* related to student learning and information literacy issues this year and offered a variety of e-learning offerings focused on student learning and information literacy topics, including “Developing Signature Pedagogies in Information Literacy,” “Hidden Architectures in Information Literacy,” and “Thinking Critically About Information in Uncertain Times.” Several ALA Annual Conference sessions provided additional opportunities for librarians to gain additional skills in these important areas. Perspectives on the Framework, a column focusing on the Framework and edited by the Student Learning and Information Literacy Committee, continues to appear bimonthly in *C&RL News*.

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## *Research and Scholarly Environment*

ACRL’s scholarly communication program helps accelerate the transition to more open and equitable systems of scholarship.

Due to the impact of the ongoing pandemic, presenters from the ACRL RoadShow “Scholarly Communication: From Understanding to Engagement” adapted their curriculum for a three-part live webcast series. Launched in April 2021, the series explored what scholarly communication looks like today. The webcast series was directed at those with administrative responsibilities, with new leadership assignments in scholarly communication or digital publishing, as well as liaisons and any others who are seeking to advance their professional development in scholarly communication. The ACRL RoadShow “Building Your Research Data Management Toolkit: Integrating RDM into Your Liaison Work” has also been converted for a digital environment and is available to be licensed to institutions, chapters, and consortia for a customized online experience.

ACRL raised awareness of important scholarly communication issues by offering a free ACRL Presents webcast, “Celebrating Open Access Week: Building Structural Equity and Inclusion in Scholarly Communications,” in October 2020, featuring a panel of recipients of the 2019 Scholarly Communications Grants. Scholarly Communications Grant recipients also participated in a panel presenting their research at the ACRL 2021 Virtual Conference.

In May 2021, ACRL and SPARC collaborated on a free Negotiations 101 workshop focused on providing a better foundation for librarians tasked with negotiating on behalf of their library. A Negotiation 201 webcast series was presented in July 2021 to expand on the Negotiation 101 presentation. The series provided one-hour deeper dives into specific concepts of negotiating strategy and how they can be put to use.

# Year in Review

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In July 2021, ACRL published *Stories of Open: Opening Peer Review through Narrative Inquiry* by Emily Ford, which examines the methods and processes of peer review as well as the stories of those who have been through it. *Stories of Open* is the first book to go through the Publications in Librarianship book series' open peer review process. The association also published two additional books, *Open Educational Resources: CLIPP #45* and *Reflections on Practitioner Research: A Practical Guide for Information Professionals*, on scholarly communication-related topics this year. Monthly articles on scholarly communication issues and trends in *C&RL News* play an important role in disseminating a body of knowledge for the field.

The Scholarly Communication Toolkit, developed and maintained by the Research and Scholarly Environment Committee (ReSEC), continues to provide content and context on a broad range of scholarly communications topics and offers resources and tools for the practitioner. The freely-available toolkit features sections on topics such as fair use, public access mandates, and library publishing in addition to more fully developed sections on open access publishing and repositories.

The ACRL Scholarly Communication Discussion Group and Scholcomm discussion list continue to be important venues for strengthening the association's role in supporting new models of scholarly communication.

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## *New Roles and Changing Landscapes*

The New Roles and Changing Landscapes goal focuses on assisting the academic and research library workforce in effectively navigating and fostering change in higher education environments.

*Fostering Change: A Team-Based Guide* was published in October 2020. Written by Brianna Marshall, Dani Brecher Cook, and Cinthya Ippoliti, this open access guide is a practical tool for teams immersed in the labor of leading change in the library and on campus. It's intended to help place people at the center of every change process and give individuals across academic libraries the tools to spark, lead, and sustain change, no matter their organizational position. A free introductory webcast on using the guide was presented in October 2020.

A call for up to two facilitators to help launch an online cohort program based on *Fostering Change* was announced in March 2021. Sojourna J. Cunningham, Social Sciences and Assessment Librarian at the University of Richmond, was appointed as a facilitator for the program in summer 2021.

Registration for the Fostering Change Cohort opened in July 2021, and the twelve-week program debuted in fall 2021 for teams of librarians, library workers, and/or administrators from institutions planning an organizational change. A free ACRL Presents webcast "ACRL Presents: Introducing the Fostering Change Cohort" was held in August 2021 to provide information on the new program.

A virtual version of the "Open Educational Resources and Affordability" RoadShow launched in February 2021. This three-part webcast series increased understanding of the basics of open educational resources (OER) and how libraries can be involved in affordability initiatives. The series was

# Year in Review

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designed for attendees new to the topic of OER, including librarians with leadership and administrative responsibilities, liaisons, or any library staff member interested in building a foundational knowledge of affordable and open educational resources.

The New Roles and Changing Landscapes committee also focused on the role of user experience (UX) librarianship during the pandemic by hosted a free ACRL Presents webcast, “Let’s Keep Doing This! Found UX Opportunities in the Midst of the Pandemic” on February 18, 2021. In several lightning talks, presenters shared a UX initiative established at their institution during the pandemic that is working well and that they hope continues post-pandemic, along with key points and resources needed to put the initiative into place.

## *ACRL Consulting Services*

Delivered by a knowledgeable, experienced team of consultants, ACRL Consulting Services works with libraries to design and assist with library reviews and planning activities, organizational change and development initiatives, staff retreats, and campus collaborations. A new service, Regenerating the Academic Library, launched this fiscal year, focusing on the impact of the massive changes in higher education and academic libraries over the past year. The service helps libraries through the process of regeneration—emerging from crisis, navigating a dramatically altered landscape, and rebuilding for the future.

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## *Core Commitment to Equity, Diversity, and Inclusion*

As the higher education association for librarians, ACRL is dedicated to creating diverse and inclusive communities in the association and in academic and research libraries. This core commitment permeates the work of the association, cutting across all ACRL sections, committees, interest and discussion groups, and communities of practice by acknowledging and addressing historical racial inequities; challenging oppressive systems within academic libraries; valuing different ways of knowing; and identifying and working to eliminate barriers to equitable services, spaces, resources, and scholarship.

The unprecedented times of the COVID-19 pandemic brought heightened social awareness of systemic racism, oppression, and institutional violence; and economic recession—all of which disproportionately impact communities of color. The ACRL Board of Directors has approved funds to support up to 50 memberships for ALA and ACRL (a value of over \$200 per membership) for Black, Indigenous, and People of Color (BIPOC) library workers, especially those who serve underrepresented populations.

The three-part virtual ACRL Leadership Council series held in September 2020 focused on advancing ACRL’s Core Commitment to EDI, providing ACRL leaders with frameworks for anti-racism work within their respective institutions and ACRL, and to emboldening us all to action. Led by anti-oppression consultant McKensie Mack, the series featured two large group sessions—There’s No Such Thing As Race Neutral: Developing Strategies for Anti-Racist Librarianship and Taking Action, Seeking Repair: Organizing for Anti-Racism—and small group discussion focusing on There’s No Such Thing As Race Neutral.

# Year in Review

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ACRL issued a statement in October 2020 recommending that North American research libraries continue to collect and preserve valuable print materials, even as the global COVID-19 crisis and associated financial circumstances may compel them to shift, at least temporarily, to digital formats where available. Also in October 2020, ACRL joined 28 organizations in signing onto the “Statement Urging Retraction of Executive Order Prohibiting the Inclusion of ‘Divisive Concepts’ in Employee Training Sessions” from the American Historical Association urging the retraction of the recent executive order prohibiting the inclusion of “divisive concepts” in employee training sessions carried out within the federal government and by federal contractors and grantees.

In March 2021, ACRL issued a statement standing in solidarity with the Asian/Pacific American Librarians Association (APALA) and amplifies ALA’s Executive Board in recognizing and condemning anti-Asian hate crimes. ACRL affirmed APALA’s March 3, 2021, statement which noted that the association “recognizes and strongly condemns the rise in anti-Asian hate crimes that have permeated our country over the past year.”

As a member of the American Council of Learned Societies (ACLS), ACRL additionally signed on to an ACLS Statement Condemning Anti-Asian Violence that, in part, encourages “educators, lawmakers, and community leaders to take this moment to listen closely to Asian and Asian-American voices and work with them in stemming this latest scourge of prejudice and violence.”

Choice this year announced the launch of a new content vertical, *Toward Inclusive Excellence*, focusing on racial justice, and the appointment of Alexia Hudson-Ward, associate director of research and learning at MIT Libraries, as its editor-in-chief. Learn more about the program in the publications section of this report.

The work of the ACRL, PLA, Association of Research Libraries (ARL), and ALA Office for Diversity, Literacy and Outreach Services (ODLOS) Building Cultural Proficiencies for Racial Equity Framework Task Force continued this year. The task force is charged to create a framework for cultural proficiencies in racial equity that can be used in public and academic libraries.

As part of its ongoing commitment to furthering EDI, ACRL is supporting Lyndon Batiste as its 2020–21 Spectrum Scholar. Batiste is a student at the University of Alabama School of Library and Information Studies. The ACRL Dr. E.J. Josey Spectrum Scholar Mentor Program additionally paired 33 ALA Spectrum Scholars interested in careers in academic librarianship with ACRL members to mentor them this year and has now paired a total of 246 Scholars with mentors since its establishment in 2003. This year the committee overseeing the program introduced several new tools to help the pairs develop their relationships, provide suggested discussion topics, and prompt them to communicate with each other regularly.

The ACRL Equity, Diversity, and Inclusion LibGuide contains a wealth of information on ways we have implemented the association’s Core Commitment to EDI, including the ACRL Diversity Alliance; standards and guidelines; information on conference and online learning programming; links to books, articles, and other publications focusing on EDI topics; a calendar of association activities; and suggestions on ways you can get involved in this important work.

More than 1,650 academic libraries completed a survey on EDI practices as part of the 2020 ACRL Academic Library Trends and Statistics Survey (and the results were published in the 2020 edition of the ACRL Academic Library Trends and Statistics).

# Year in Review

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## *ACRL Diversity Alliance*

The ACRL Diversity Alliance unites academic libraries who share a commitment to increase the hiring pipeline of qualified, talented individuals from underrepresented racial and ethnic groups. The ACRL Diversity Alliance grew out of an initiative led by founding members American University, the University of Iowa, Virginia Tech, and West Virginia University. There are currently 58 ACRL Diversity Alliance member institutions.

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## *Enabling Programs and Services*

In addition to the four Plan for Excellence goal areas, ACRL serves its members, along with the academic and research library community, through a wide variety of programs and services. Highlights of the regularly recurring operations relevant to the ability of ACRL to lead academic and research librarians and libraries in advancing learning and scholarship are reported below.

## *Member Engagement*

ACRL's membership activities build on retaining core membership while recruiting from new and diverse communities. As of July 2021, the most recent numbers available at the time of this report, ACRL had 8,662 members. The association continues to look for ways to partner with ALA to improve member retention.

ACRL sections offer 15 vibrant and dynamic communities that nurture individual development and foster a deeper connection to the profession. Sections continue to offer successful mentoring opportunities along with programming and social events to create community among new and continuing members. In addition, ACRL's 17 interest groups address emerging areas of interest in academic librarianship and our 17 discussion groups provide avenues for members to connect around issues through informal networks for exchanging ideas and problem-solving. The Distance Learning Section was renamed the Distance and Online Learning Section (DOLS) in September 2020.

ACRL staff worked with ALA to transition our community and topical email discussion lists to ALA Connect spaces this year. The transition allows our member communities to better manage conversations, ensure access, help with continuity, and streamline engagement.



*"ACRL has always been THE organization for academic librarians, and for me has been a great way to meet colleagues and to collaborate with others in the profession. I have enjoyed and appreciated the leadership opportunities that I've been able to pursue as well as the professional relationships that have grown out of my membership in ACRL."*  
– Laura Bowering Mullen, ACRL Member of the Week

ACRL's social media presences continue to grow and provide our membership with new avenues to connect with colleagues and the association. The association held a virtual orientation session this summer for incoming leaders and offered a webcast to help members volunteer for ACRL committees.

# Year in Review

## ACRL AWARD RECIPIENTS 2021

### Division Award Recipients

- **Academic/Research Librarian of the Year Award** (*Donor: GOBI Library Solutions from EBSCO*) Julia M. Gelfand, Applied Sciences and Engineering Librarian at the University of California (UC)–Irvine
- **Excellence in Academic Libraries Awards** (*Donor: GOBI Library Solutions from EBSCO*)  
UNIVERSITY: Loyola Marymount University, Los Angeles, California  
COLLEGE: Davidson College, Davidson, North Carolina  
COMMUNITY COLLEGE: Tulsa Community College, Tulsa, Oklahoma
- **Hugh C. Atkinson Memorial Award** (*ACRL and Core*) Mark E. Phillips, Associate Dean for Digital Libraries, University of North Texas

### Section Award Recipients

- **CJCLS Awards** (*Donor: EBSCO Information Services*)  
**Learning Resources Leadership Award** Yumi Shin, Coordinator of Reference and Access Services, Lamar State College, Port Arthur  
**Community College Learning Resources Program Award** Anjali Parasnis-Samar and Alice Wilson, both of Monroe Community College
- **DOLS Routledge/Taylor & Francis Group Sponsorship Award** (*Donor: Routledge/Taylor & Francis Group*) Natalie Haber, Online Services Librarian, University of Tennessee at Chattanooga
- **EBSS Distinguished Education and Behavioral Sciences Librarian Award** (*Donor: American Psychological Association*) Kaya van Beynen, Associate Dean of Library Research & Instruction, University of South Florida
- **IS Awards**  
**IS Innovation Award** (*Donor: EBSCO Information Services*) Alexandria Chisholm and Sarah Hartman-Caverly, Reference and Instruction Librarians, Penn State Berks  
**IS Ilene F. Rockman Instruction Publication of the Year Award** (*Donor: Carrick Enterprises*) Alison J. Head, Barbara Fister, and Margy MacMillan, for their report "Information Literacy in the Age of Algorithms: Student Experiences with News and Information, and the Need for Change"  
**IS Miriam Dudley Instruction Librarian Award** (*Donor: ACRL Instruction Section*) Nicole Pagowsky, Associate Research & Learning Librarian and Information Literacy Instruction Program Manager, University of Arizona
- **PPIRS Marta Lange/SAGE-CQ Press Award** (*Donor: SAGE-CQ Press*) Jill Severn, Archivist and Head of Access and Outreach, University of Georgia and Director, Russell Forum for Civic Life in Georgia
- **RBMS/Leab Exhibition Catalogue Awards** (*Donor: Katharine Kyes Leab and Daniel J. Leab Endowment*)  
BROCHURES CATEGORY RECIPIENT AND INNOVATION CATEGORY HONORABLE MENTION: The Rosenbach Museum for Chart Your Own Voyage; CATALOGS CATEGORY RECIPIENT: The Getty Research Institute for Käthe Kollwitz: Prints, Process, Politics; DIGITAL CATEGORY RECIPIENT: University of Delaware Library Special Collections for Votes for Delaware Women; INNOVATION CATEGORY RECIPIENT: Free Library of Philadelphia for Our 5 Senses Activity Booklet and Seek & Find; STUDENT CATEGORY RECIPIENT: Haverford College for Crossing Borders: From Slavery to Abolition, 1670–1865; HONORABLE MENTION: Haverford College for Who Created the New and Copied the Old: Printed Books of the Fifteenth Century
- **STS Oberly Award for Bibliography in the Agricultural or Natural Sciences** (*Funded by the Eunice Rockwood Oberly endowment*) Jen Kirk, Government Information Librarian at Utah State University, and Helen F. Smith, Agricultural Sciences Librarian at Pennsylvania State University, for their work "An Inventory of Published Soil Surveys of the United States"

(Awards continued next page)

# Year in Review

A number of ACRL committees, interest groups, discussion groups, sections, and the Board of Directors are working virtually and taking advantage of ALA Connect and other virtual meeting systems to keep the work of the association moving forward year-round.

## *ACRL Committee Members 2020–21*

We are pleased to acknowledge the ACRL leaders and volunteers who have worked hard to move the profession and the association forward in 2020–21. ACRL could not accomplish as much as it does without the passionate commitment and expertise of its volunteers. We thank all our member volunteers for their service.

## **Awards**

Since 1923, the ACRL Awards Program has recognized and honored the professional contributions and achievements of academic libraries and librarians. This special recognition by ACRL enhances the sense of personal growth and accomplishment of our members, provides our membership with role models, and strengthens the image of our membership in the eyes of employers, leadership, and the academic community.

In 2021, 25 outstanding individuals and institutions received ACRL awards recognizing their accomplishments. ACRL's top honor, the Academic/Research Librarian of the Year Award, was presented to Julia M. Gelfand, Applied Sciences and Engineering Librarian at the University of California–Irvine. Gelfand exemplifies excellence in academic and research librarianship through her leadership, service, and passion for the profession.



Julia M. Gelfand,  
2021 Academic/Research  
Librarian of the Year

ACRL continues to present the Excellence in Academic Libraries Award to recognize the staff of a community college, a college, and a university library for exemplary programs that deliver outstanding services and resources to further the educational mission of their institution. This year's recipients were the Davidson College E.H. Little Library (Davidson, NC); the Tulsa Community College Library (Tulsa, OK); and the Loyola Marymount University William H. Hannon Library (Los Angeles, CA). Sponsored by ACRL and GOBI Library Solutions from EBSCO, the 2021 awards included a virtual presentation ceremony for each recipient library.

*(Awards continued from previous page)*

- **ULS Outstanding Professional Development Award** (Donor: *Library Juice Academy*)  
Nimisha Bhat, Hailley Fargo, Chelsea Heinbach, and Charissa Powell, members of the editorial team for LibParlor
- **WGSS Achievement in Women's Studies Librarianship Awards** (Donor: *Duke University Press*)
- **Career Achievement** Jane Nichols, Associate Professor and Head of the Teaching and Engagement Department, Oregon State University
- **Significant Achievement** Nicola Andrews, Instruction and First Year Experience Librarian, University of San Francisco

# Year in Review

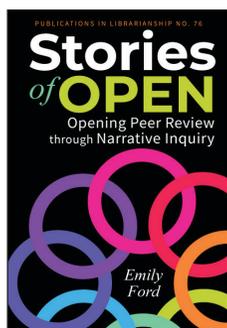
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At its January 2021 meeting, the ACRL Board of Directors approved a proposal to pause ACRL's Awards program for the 2021–2022 program year in order to engage in a critical programmatic review. During this review period, ACRL will not promote or jury any of its annual awards, and award committees will instead work with, and provide input to, a task force charged to make recommendations for the program's future. The Board felt that the pause provides an opportunity to fully assess the awards program's impact on the profession, future sustainability, and connection to ACRL's core commitment to equity, diversity, and inclusion following a year of unprecedented and ongoing challenges permeating through the communities that ACRL members serve.

## Publications

### Monographs

ACRL's monograph publishing program was very active during 2020–21, releasing 14 new books, including titles on information literacy, library outreach, open educational resources, student wellness, practitioner research, and more. A complete list of titles is available in the table on page 548.



The 2019 edition of *Academic Library Trends and Statistics* was issued in October 2020. The full back catalog of ACRL monograph publications is available in a variety of formats through the ALA Store and Amazon. E-books of ACRL monograph titles are also available for purchase by libraries through EBSCO and ProQuest.

As previously noted, ACRL published *Stories of Open: Opening Peer Review through Narrative Inquiry* by Emily Ford, book number 76 in the Publications in Librarianship (PIL) series, in July 2021. *Stories of Open* examines the methods and processes of peer review as well as the stories of those who have been through it and is the first published book to go through the PIL series open peer review process.

Mark Shelton was named the next editor of the PIL series, a peer-reviewed collection of books that examine emerging theories and research, this year. Shelton, director of Library Services at the College of the Holy Cross in Worcester, Massachusetts, succeeds Daniel Mack, associate dean of Libraries, Collection Strategies and Services at the University of Maryland, as PIL editor.

### Serials

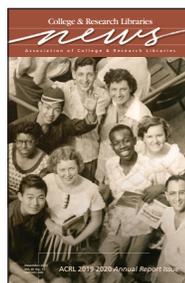
ACRL continues to make enhancements to the online versions of *College & Research Libraries (C&RL)*, *College & Research Libraries News (C&RL News)*, and *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage* in the Open Journal Systems platform.

*C&RL News*, the official newsmagazine and publication of record of ACRL, will adopt an online-only publication model beginning in January 2022. The December 2021 issue will be the final print issue of the magazine. The ACRL Board of Directors and *C&RL News* editor-in-chief sought input from the Budget & Finance Committee, *C&RL News* Editorial Board, ACRL Publications Coordinating Committee, ACRL Membership Committee, and ACRL Section Membership Committee on a variety of potential publication models

# Year in Review

for the magazine. These representative groups of the ACRL membership agreed that the transition to an online-only model is in the best interest of the publication and association moving forward. The shift to an online-only publication model brings *C&RL News* in line with *C&RL* journal, which moved to an online-only model at the beginning of 2014.

In June 2021, *C&RL* published a special issue on the evolving role of academic librarians, featuring articles highlighting the ways in which librarians assert their expertise and engage with the changing environment while modelling professional values, excellence in service, intellectual humility, agility and patience. The articles in this issue investigate the activities and efforts from area studies librarians and subject specialists to scholarly communications librarians to those dedicated to instruction and teaching.



Kristen Totleben was appointed the next editor of *C&RL* by the ACRL Board of Directors this year. Totleben, librarian for Modern Languages & Cultures at the University of Rochester's River Campus Libraries, will serve as editor designate from July 1, 2021, to June 30, 2022, when she will assume full editorial responsibility for the journal. In the position of editor, Totleben will also serve as chair of the *C&RL* Editorial Board. She succeeds Wendi Arant Kaspar, professor of Library Practice at Texas A&M University, as *C&RL* editor.

*C&RL*'s Facebook and Twitter presences are home to updates on preprint and current articles, book reviews, highlights of past articles from the journal's history, and exclusive content from *C&RL* editors and researchers.

*RBM: A Journal of Rare Books, Manuscripts, & Cultural Heritage* launched a new reviews portal this year. The online portal is an extension of the Reviews section in the biannual print issues of *RBM* and expands the journal's capacity for reviews beyond the limitations of print page count.

## *ALA JobLIST*

ALA JobLIST ([joblist.ala.org](http://joblist.ala.org)), the online career center operated since 2006 by *C&RL News* in partnership with ALA's *American Libraries* magazine, continues to develop improvements to the service to serve job seekers and hiring employers well in any environment and shares timely job search, hiring, and career advice through its popular social media channels.

Advertisements for open positions dropped sharply in 2020 as institutions responded to the uncertain environment caused by the pandemic, but saw a faster and stronger recovery than anticipated. By the spring of 2021, job ad activity had returned to historically normal levels. ALA JobLIST continues to provide financial support for the ALA JobLIST Placement and Career Development Center, operated by ALA's Office for Human Resource Development and Recruitment at major ALA and ACRL conferences. Since these conferences were virtual throughout FY2021 due to the pandemic, the Placement and Career Development Center's focus has been on offering occasional webinars and other virtual development opportunities throughout the year.

# Year in Review

## CHOICE

Choice has continued to expand its content offerings, garnering an audience that now numbers some 60,000 members of the academic library community who regularly engage with our sites and platforms. These content offerings include our professional-development webinars; The Authority File podcasts; a newsletter program that now attracts a readership of 19,000; and the Choice research program, publisher of white papers on topics in academic librarianship. Underwritten by academic publishers and service providers, content from these programs is available free of charge.

The highlight of the year for Choice has been the launch of Toward Inclusive Excellence (TIE), a multimedia platform devoted to social and racial justice. Under the general editorship of Alexia Hudson-Ward, associate director of Research and Learning at the MIT libraries, the service explores issues of equity, diversity, and inclusion, particularly, though not exclusively, as they affect the academic library community. TIE incorporates weekly blog posts as well as occasional podcasts and webinars, in which contributors explore the intricacies of racial identity as they relate to implicit bias, systemic racism, and ableism, among other pertinent topics. Notable in this regard have been recent interviews with Martha S. Jones on the role of Black women in the fight for universal suffrage and with Steven Rogers, who discussed his recent book, *A Letter to My White Friends*.

During fiscal 2021, Choice also introduced a new series of feature-length reviews of important and timely titles in racial and social justice. The scope of these reviews is broader than the standard Choice content, allowing for a more thorough examination of key works, with additional consideration for how the text under review sheds light on racist systems and racial inequities or proposes means of dismantling them.

## ACRL PUBLICATIONS

### *New ACRL Books in 2020–21*

- *Academic Library Job Descriptions: CLIPP #46*
- *Approaches to Liaison Librarianship: Innovations in Organization and Engagement*
- *Creativity: A Toolkit for Academic Libraries*
- *Faculty-Librarian Collaborations: Integrating the Information Literacy Framework into Disciplinary Courses*
- *Fostering Change: A Team-Based Guide*
- *Leading Together: Academic Library Consortia and Advocacy*
- *The Library Outreach Cookbook*
- *Open Educational Resources: CLIPP #45*
- *Reflections on Practitioner Research: A Practical Guide for Information Professionals*
- *Stories of Open: Opening Peer Review through Narrative Inquiry* (ACRL Publications in Librarianship No. 76)
- *Student Wellness and Academic Libraries: Case Studies and Activities for Promoting Health and Success*
- *Teaching about Fake News: Lesson Plans for Different Disciplines and Audiences*
- *The Teaching with Primary Sources Cookbook*
- *Training Research Consultants: A Guide for Academic Libraries*

*(Publications continued next page)*

# Year in Review

*(Publications continued from previous page)*

## **ACRL Serials**

- *College & Research Libraries* (<https://crl.acrl.org>)—The official open access, online-only scholarly research journal of ACRL.
- *College & Research Libraries News* (<https://crln.acrl.org>)—Publishes articles on the latest trends and practices affecting academic and research libraries and serves as the official newsmagazine and publication of record of ACRL.
- *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage* (<https://rbm.acrl.org>)—ACRL's journal covering issues pertaining to special collections libraries and cultural heritage institutions.

## **Choice Publications**

- *Choice* magazine—Each monthly issue offers 600 new reviews, a bibliographic essay, and upcoming titles worth knowing.
- *Choice* Reviews on Cards—*Choice* reviews, and just the reviews, on cards.
- *Choice* Reviews—The completely rebuilt *Choice* Reviews gives subscribers immediate access to a comprehensive archive of nearly 200,000 reviews representing a quarter-century of scholarship.
- *Resources for College Libraries*—Copublished with ProQuest, *Resources for College Libraries* helps undergraduate institutions identify the essential titles for learning.
- *ccAdvisor*—A creation of *Choice* in partnership with the *Charleston Advisor*, *ccAdvisor* is the searchable, authoritative, peer-reviewed guide to scholarly academic databases.

## **Blogs/Online Publications**

- *ACRL Insider* (<https://acrl.ala.org/acrlinsider>)—*ACRL Insider* keeps the world current and informed on ACRL activities, services, and programs.
- *ACRL LibGuides* (<https://acrl.libguides.com>)—*ACRL LibGuides* allow membership units to advance the work of ACRL by providing resources for the profession, such as toolkits and bibliographies.
- *ACRLog* (<https://acrlog.org/>)—The issues blog of ACRL features posts on current issues in academic and research librarianship from the blog team.
- *Keeping Up With...* ([https://www.ala.org/acrl/publications/keeping\\_up\\_with](https://www.ala.org/acrl/publications/keeping_up_with))—Online current awareness publication featuring concise briefs on trends in academic librarianship and higher education.

## **ACRL Social Media**

- Facebook ([www.facebook.com/ala.acrl](http://www.facebook.com/ala.acrl))
- Twitter ([www.twitter.com/ALA\\_ACRL](http://www.twitter.com/ALA_ACRL))
- Instagram ([www.instagram.com/ala\\_acrl](http://www.instagram.com/ala_acrl))
- Pinterest ([www.pinterest.com/acrlala](http://www.pinterest.com/acrlala))
- YouTube ([www.youtube.com/user/ALAACRL/](http://www.youtube.com/user/ALAACRL/))

# Year in Review

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Choice published two white papers this year. “Ebook Collection Development in Academic Libraries: Examining Preference, Management, and Purchasing Patterns” attempts to measure the significance of the ebook format within the collection, the procedures and preferences academic libraries have for acquiring ebooks, and the perceptions librarians have of the acquisition and management workflows. “Implementing and Managing Streaming Media Services in Academic Libraries” documents the opportunities streaming services provide through a review of existing literature, survey data analysis, and limited practitioner interviews.

Choice’s subscription products also continue to enjoy steady usage. The *Choice Reviews* database now contains more than 219,000 reviews of academic monographs. During the 2020–21 academic year users ran more than 440,000 searches in just shy of 100,000 user sessions. While smaller in scope, ccAdvisor now contains 526 lengthy (2,000 words or more) reviews of digital resources and is available at 265 colleges and universities in the United States.

During this past year, Resources for College Libraries (RCL) editors engaged in a “deselection” initiative designed to maintain the integrity of a list designated as “core.” Simultaneously, 1,061 titles were added to the RCL Plus database, resulting in a net decrease of total database holdings to 98,405.

## *Reports, Papers, Online Publications*

*Keeping Up With...*, ACRL’s online current awareness publication series, continued issuing concise briefs on trends in academic librarianship and higher education. Each edition focuses on a single issue including an introduction to the topic and summaries of key points, including implications for academic libraries. The series’ offerings this year included information on open science and misinformation and news literacy, along with highlighting ACRL activities such as the ACRL 2021 Virtual Conference.

ACRL released the white paper “Transforming Library Services for Computational Research with Text Data: Environmental Scan, Stakeholder Perspectives, and Recommendations for Libraries,” written by Megan Senseney, Eleanor Dickson Koehl, Beth Sandore Namachchivaya, and Bertram Ludäscher, in August 2021. This report from the IMLS National Forum on “Data Mining Research Using In-Copyright and Limited-Access Text Datasets” seeks to build a shared understanding of the issues and challenges associated with the legal and socio-technical logistics of conducting computational research with text data.

## *Standards, Guidelines, and Frameworks*

The development of standards and guidelines for all areas of academic and research librarianship is a core service of ACRL. These standards, guidelines, and frameworks are a key ACRL contribution to the profession. The ACRL Board of Directors approved a new *ACRL Framework for Impactful Scholarship and Metrics* this year along with approving revisions of *A Standard for the Appointment, Promotion and Tenure of Academic Librarians*; *ACRL Standards for Academic Librarians without Faculty Status*; and *ACRL Standards for Faculty for Academic Librarians*.

The ACRL Board additionally approved three new Companion Documents to the ACRL Framework for Information Literacy for Higher Education its June 2021 virtual meeting. The new documents are *Companion Document to the ACRL Framework for Information Literacy*

# Year in Review

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*for Higher Education: Politics, Policy and International Relations; Companion Document to the ACRL Framework for Information Literacy for Higher Education: Social Work; and Companion Document to the ACRL Framework for Information Literacy for Higher Education: Women's and Gender Studies.*

## **Education**

ACRL continues to offer a wide range of professional development programs and events to meet the needs of today's academic and research librarians.

### *ACRL Conference*

As noted at the start of this report, the ACRL 2021 Virtual Conference was held April 13–16, 2021. The virtual conference attracted 3,660 registrants and exhibitors who explored the complex issues impacting the future of library service. Themed “Ascending into an Open Future,” the virtual conference included more than 300 programs addressing issues affecting higher education and libraries such as social and racial justice, qualitative data analysis, innovation and problem solving, instructional collaborations, student success, copyright policies, mentoring, sustainability practices, remote learning, first-generation students, information ethics, and more.

### *ACRL @ ALA Conferences*

The ACRL President's Program at the 2021 ALA Annual Virtual Conference, “Making Change: Organizing for Action While Caring for Each Other,” featured activists, organizers, and intellectuals Dean Spade and Mariame Kaba in a conversation about how library workers can use organizing principles to fight against white supremacy and widening inequality through community action and mutual aid. The association sponsored an additional 19 section, committee, and individual live and on-demand programs at the virtual conference. on topics such as racial justice, student learning assessment, diverse children's literature, online instruction, emergency preparedness, the myth of library neutrality, and more.

### *RBMS Conference*

The RBMS 2021 Virtual Conference, “Power. Resistance. Leadership.,” was held June 8–10, 2021. The conference critically examined the existing power structures that have shaped and continue to impact special collections and archives by exploring the power dynamics within our profession and the ways in which we experience, exert, and/or defy power. Conference programs provided participants tools and strategies to inspire and lead to transformative change. The conference had 751 total participants.

### *RoadShows*

The ACRL RoadShow program brings high quality workshops directly to campuses covering a wide range of topics that help academic librarians tackle the greatest issues facing the profession. While the in-person workshops have been on hold due to the impact of COVID-19, workshop teams have pivoted the content from these workshops into new Off-RoadShow virtual learning opportunities. The Off-RoadShow program now features four multi-day virtual workshops that can be hosted by libraries and organizations for their communities on request, covering topics including Open Educational Resources & Affordability, Research Data Management, the ACRL Framework for Information Literacy for Higher Education, and the ACRL Standards for Libraries in Higher Education. Pilot webinar series were also offered covering Scholarly Communication and the Scholarship of Teaching and Learning.

# Year in Review

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## *Online Learning*

The ACRL online program offered 26 online events, consisting of 23 webcasts and 3 multi-week courses, this year on a variety of topics such as open educational resources and affordability, student wellness, leadership, makerspaces, the scholarship of teaching and learning, and more. More than 530 individuals and 120 groups participated in this year's online learning offerings.

## *ACRL Presents... Webcasts*

The ACRL Presents... program offers free occasional webcasts on issues of broad interest and importance to the academic and research library community. ACRL Presents... webcasts offered this year included "Reopening Campus During the Pandemic: Treading Water in the Deep End" (October 2020), "Let's Keep Doing This! Found UX Opportunities in the Midst of the Pandemic" (February 2021), "An Insider's Guide to Preparing for Promotion: the Good, the Bad and the Ugly" (March 2021), "Cultures of Collecting: Sustaining Diversity, Equity and Inclusion in Collection Development" (May 2021), "Regenerating the Academic Library" (June 2021), and "Introducing the Fostering Change Cohort" (August 2021).

*"I truly value the opportunities to learn various topics that ACRL provides throughout the year. As a small college librarian, these opportunities are beneficial to me in increasing my knowledge and expanding connections to other professionals. It also helps me stay up-to-date during ongoing changing times."*

– Yumi Shin, ACRL Member of the Week



## *ACRL-Choice Webinars*

ACRL-Choice webinars connect academic and research librarians with content and service providers, publishers, authors, and other experts. Since the launch of the program in 2013, thousands of participants have attended these free interactive webinars, including approximately thirty presentations each academic year. During the past twelve months, the program presented 43 webinars garnering 48,000 registrations and 24,000 attendance on such varied themes as EDIA issues in academic libraries, equitable staffing in the post-pandemic landscape, transitioning to open research, a guide to the APA Style Sheet, teaching environmental justice, using AI to enhance scholarly communication, and more.

The high point of the program was a coproduction with ProQuest of "When You Picture a Scientist, Who Do You See?," a conversation with, among others, Jennifer Doudna, Nobel laureate in chemistry, on diversity and inclusion in STEM fields. The webcast attracted more than 9,000 registrants and a live audience of 4,674.

## *Scholarships*

Knowing that professional development is essential to the success of academic and research librarians, 92 individuals received scholarships in the amount of \$24,008 for the ACRL 2021 Virtual Conference. The Rare Books and Manuscripts Section (RBMS) awarded 31 scholarships for the RBMS 2021 Virtual Conference worth \$5,289.

# Year in Review

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## *ACRL Speaks Out*

Continuing the association's focus on advocacy, ACRL aims to increase its communication on major trends and issues in libraries and increase its influence in public policy affecting higher education.

### *Legislative Advocacy*

Public policy issues effecting higher education remain an essential focus of ACRL. The association acted on this focus in a number of ways over the past year. Each year, the ACRL Government Relations Committee, in consultation with the ACRL Board of Directors and staff, formulates an ACRL Legislative Agenda. Drafted with input from key ACRL committees, ACRL leaders, and the ALA Public Policy and Advocacy Office, the Legislative Agenda is prioritized and focuses on issues at the national level affecting the welfare of academic and research libraries.

The 2021 ACRL Legislative Agenda focuses on eight issues that the U.S. Congress has recently taken, or will most likely take, action on in the year ahead. They are, in priority order, federal funding for libraries, net neutrality, the Affordable College Textbook Act, consumer data privacy, open access, the Accessible Instructional Materials in Higher Education Act, federal funding for higher education, and the environmental impact of data centers. The 2021 agenda also includes a watch list of policy issues of great concern to academic librarians but where there is no pending legislation. Issues on the watch list are public access to federally funded research, the Federal Depository Library Program (FDLP) Modernization Act, and the Deferred Action for Childhood Arrival (DACA) program, along with other immigration issues.

ACRL joined the ARL, the American Council of Learned Societies, the American Historical Association, the University of California Libraries, the University of Illinois Urbana-Champaign Library, and the University of Iowa Libraries in September 2021 in filing an amicus brief in the Michigan Supreme Court case *Ahmad v. University of Michigan*, a case involving the use of a public records request to circumvent a deed of gift.

In late October 2021, ACRL joined 28 organizations in signing onto a statement from the American Historical Association urging the retraction of the recent executive order prohibiting the inclusion of "divisive concepts" in employee training sessions carried out within the federal government and by federal contractors and grantees.

ACRL additionally partnered with the National Survey of Student Engagement (NSSE) to develop a replacement for the current information literacy module and develop plans to promote the use of NSSE data with the academic library community this year.

The association continues to be an active partner with ALA and the Association of Research Libraries (ARL) in the Library Copyright Alliance (LCA). Over the course of the past year, LCA has acted on a number of important issues by issuing comments on pending legislation and court cases, joining briefs, and releasing papers and guides on a wide range of copyright and fair use issues including the impact of two copyright provisions in the omnibus spending bill—extending felony penalties to illicit streaming and establishing a small claims tribunal for copyright infringement—on libraries and library users, the Digital Copyright Act of 2021, a possible Digital Millennium Copyright Act reform bill, sovereign immunity, and a proposed section 1201 exemption for the purpose of preservation of DVDs.

# Year in Review



*"In addition to all of the wonderful learning and professional development opportunities, I most value the role in advocacy that ACRL has assumed. ACRL has helped me to realize that librarianship can be more than a profession concerned with research, library administration, and the curation of information. ACRL has helped me see that librarians can have a role and voice in shaping the communities that we serve."*

– Lyndon Batiste, ACRL Member of the Week

## ***Partnerships with Higher Education***

ACRL continues to work with higher education associations to strengthen both partnerships and the profession. The association maintains liaison relationships with a number of higher education associations through the Liaisons Assembly. ACRL currently has liaison relationships with the Academy of Criminal Justice Sciences (ACJS), American Anthropological Association (AAA), American Association for the Advancement of Science (AAAS), American Association of Community Colleges (AACC), American Chemical Society (ACS), American Educational Research Association (AERA), American Institute of Biological Sciences (AIBS), American Physical Society (APS), American Political Science Association (APSA), American Society for Engineering Education (ASEE), American Society for Engineering Education (ASEE), American Sociological Association (ASA), Association for Information Science and Technology (ASIS&T), Association for Library and Information Science Education (ALISE), Association for the Study of African American Life and History (ASALH), Conference on College Composition and Communication (CCCC), Council on Botanical and Horticultural Libraries (CBHL), Council of Independent Colleges (CIC), Council on Undergraduate Research (CUR), EDUCAUSE Learning Initiative (ELI), Geoscience Information Society (GIS), Humanities, Arts, Science, and Technology Alliance and Collaboratory (HASTAC), International Association of Aquatic and Marine Science Libraries and Information Centers (IAMSLIC), International Association of Technological University Libraries (IATUL), International Federation of Library Associations and Institutions (IFLA), Medical Library Association (MLA), Modern Language Association (MLA), National Resource Center for the First-Year Experience (NRC-FYEST), National Women's Studies Association (NWSA), Society for College and University Planning (SCUP), Society for Information Technology and Teacher Education (SITE), Special Libraries Association (SLA), and United States Agricultural Information Network (USAIN).

Notably this year, ACRL joined the Society for College and University Planning (SCUP) and the American Association of State Colleges and Universities to jointly design and sponsor a three-part series on "Libraries in Shaping the Future of Higher Education" offered June 22, 24, and September 21. With leadership from Danuta Nitecki of Drexel University in her role as ACRL liaison to SCUP, the series brought together higher education administrators, planners, designers, and library stakeholders to discuss the challenges to higher education in a changing world and how more deeply to engage libraries can enable institutional achievement. Three webinars focused on the place of the library, as partners in ensuring student success, and in support for equitable access to knowledge.

# Year in Review

## *Organizational Effectiveness and Vitality*

ACRL sustains the fiscal resources, staff expertise, and organizational structure necessary to advance the association's Plan for Excellence.

### ***ACRL Staff***

Senior Program Officer Megan Griffin departed ACRL in June 2021 after 18 years of exceptional service. Throughout the years, Griffin worked on division and section elections, Annual Conference programs, IFLA appointments, ALA Connect, special events, awards, and more. As previously noted, Robert Jay Malone became the new executive director of ACRL in early September 2021.

Many of you have had phone and e-mail contact with ACRL's staff, of which there are 16.75 FTE positions in Chicago and an additional 22.4 FTE at the Choice office in Middletown, Connecticut. Take a minute to "meet" ACRL's diverse staff on the association website at [www.ala.org/acrl/aboutacrl/staff/contactacrl](http://www.ala.org/acrl/aboutacrl/staff/contactacrl).

In June 2020, the main ALA/ACRL headquarters in Chicago moved to a new location. The new address for the office is 225 N. Michigan Ave., Suite 1300, Chicago, IL 60601.

ACRL's office hours are 8:30 a.m. to 4:30 p.m. (CST), Monday through Friday. All ALA staff have direct telephone lines. All prefixes are (312) 280-, followed by the four-digit extension. If you use the toll-free number (800-545-2433), you will be instructed to enter the extension of the person you wish to speak with.

## **ACRL Board of Directors, 2020–2021**

### **President**

Jon E. Cawthorne  
*Wayne State University*

### **Vice-President/President-Elect**

Julie Garrison  
*Western Michigan University*

### **Past-President**

Karen Munro  
*Simon Fraser University*

### **Budget & Finance**

**Committee Chair**  
Carolyn Henderson Allen  
*University of Arkansas*

### **ACRL Councilor**

Jacquelyn A. Bryant  
*Community College of Philadelphia*

### **Interim Executive Director**

*(Ex-officio)*  
Kara Malenfant  
*ACRL/ALA*

### **Directors-at-large**

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*University of Nebraska–Lincoln*

Jessica Brangiel  
*Swarthmore College*

Faye A. Chadwell  
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Caroline Fuchs  
*St. John's University*

Cinthya Ippoliti  
*University of Colorado–Denver*

Kelly Gordon Jacobsma  
*Hope College*

# Financial Report

**Carolyn Henderson Allen**  
*Budget & Finance Committee Chair*



Due to the timing of the ALA/ACRL financial closes, our usual budget report for FY21 was not available at press time. ACRL's full FY21 financial report, along with the final FY20 report, will be added to the ACRL website when data is available, with a notice posted in a future issue of *C&RL News* and on additional ACRL communications channels. Thank you for your patience.

## Budget & Finance Committee, 2020–2021

Carolyn Henderson Allen, *University of Arkansas, chair*  
Tara Baillargeon, *Marquette University*  
Erika Dowell, *Indiana University*  
Nathan Hall, *Virginia Tech*  
Madhu B. Kadiyala, *Atlanta University Center*  
Binh P. Le, *Pennsylvania State University*  
Scott B. Mandernack, *Marquette University*  
Joe Mocnik, *Kansas State University*  
Marla E. Peppers, *California State University–Los Angeles*  
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Kristen Grace Totleben, *University of Rochester*  
Julie Garrison, *Western Michigan University, ex-officio*  
Kara Malenfant, *ACRL/ALA, ex-officio*  
Allison Payne, *ACRL/ALA, staff liaison*

# ALA JobLIST



**Your #1 source for jobs  
in Library and Information  
Science and Technology.**

[joblist.ala.org](http://joblist.ala.org)

ALA American Library Association

american libraries

HRDR

College & Research Libraries news

ACRL

**The Institute of Museum and Library Services** has given 78 awards totaling \$22.7 million to support libraries across the country. The FY 2021 awards were made through National Leadership Grants for Libraries and the Laura Bush 21st Century Librarian Program. National Leadership Grants for Libraries support projects that address significant challenges and opportunities facing the library and archives fields and have the potential to advance theory and practice with new tools, research findings, models, services, practices, or alliances that will be widely used.

**California State-Los Angeles and the University of Southern California** have been awarded a nearly \$500,000 grant from the Council on Library and Information Resources to digitize Mesoamerican and Spanish colonial materials. Through the three-year Digitizing Hidden Special Collections and Archives grant, the universities will receive support for the digitization of cultural artifacts, rare books, and photography collections from their libraries. The project aims to preserve a diverse and visually compelling record of Mesoamerican and Spanish colonial cultures and many facets of the region's complex history.

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## Acquisitons

**The Library of Congress has acquired the M.C. Migel Memorial Rare Book Collection** from the American Foundation for the Blind, comprised of more than 750 items dating from 1617 to the present, including books by and about Hellen Keller and other blind authors. The collection is a treasure trove of seminal books on blindness, maps, rare pamphlets and many volumes of poetry, biographies, and au-

tobiographies. Among the rare finds in the collection are books that provide a historical perspective on changing social attitudes toward the blind and innovations in the treatment and education of the blind over the past 300 years. There are books by or about Samuel Gridley Howe (1801–76), considered the founder of education for the blind in the United States and whose activism included advocating for the abolition of slavery, prison reform, support for refugees from Crete, and caring for intellectually disabled children. The collection includes a copy of Howe's *Atlas of the United States Printed for the Use of the Blind* published in 1837 and written in raised roman type. Robert Irwin, the first director of the American Foundation for the Blind, began the collection in 1926 with a \$1,000 grant approved by the board to create a definitive reference library for the blindness field. As the library donations grew from around the country, the foundation hired librarian Helga Lende to manage the collection. Lende expanded it by traveling to Europe and acquiring volumes in English, French, Spanish, German, Italian, Esperanto, Dutch, Polish, and Norwegian. The earliest book in the collection, published in France in 1617, concerns Louis Grotto, an Italian ambassador and orator who was blind, and is titled *Les Harangues de Louys Grotto, Aveugle D'Hadrie Admirable en Eloquence (The Speeches of Louys Grotto, A Blind Man Famed for His Eloquence)*. The first landmark book in the library is Denis Diderot's *Lettre Sur Les Aveugles À l'Usage de Ceux Qui Voyent (A Letter Regarding the Blind for the Attention of Those Who See)*, published in 1749. Considered radical in its day, the book explores the effect of all five senses on the intellect and what happens when there is loss of sight. Works in the collection also highlight the expansion of tactile methods of reading beginning in the late 18th century. The Migel library includes the 1839 edition of Louis Braille's book explaining his invention of a tactile six-dot reading and writing system rather than raised letters of the alphabet. ♪

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

## Appointments

**Toni Rachel Minkin** has been named assistant dean for faculty engagement at the Michigan State University Libraries. The announcement was made by MSU Dean of Libraries Joseph Salem, who said the new position was created to help the libraries continue to invest in collaborative relationships across campus; support student, staff, and faculty partners; and explore new opportunities to connect people in various departments and programs with MSU Libraries liaisons.

**Beverley Rilett** has joined the Auburn University Libraries as associate research librarian in Special Collections and Archives.

**Greg Schmidt** has been named head of Special Collections and Archives at the Auburn University Libraries.

**Kelly Weigand** has been appointed head of the Cary Veterinary Medical Library at the Auburn University Libraries.

**Jennilyn Wiley** has been named business and economics librarian in the Research and Instruction Services department at the Auburn University Libraries.

## Retirements

**Janice Welburn**, dean of University Libraries, has retired after 15 years of service to Marquette University. During her tenure, Welburn led Raynor Memorial Libraries through a period of significant change in response to advances in teaching and scholarship by integrating traditions in libraries with new approaches to library services. Welburn has been a visible and active member of the Marquette community in her work with the University Leadership Council and Deans' Council, as cochair of the Community Campaign, in her

**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](mailto:agalloway@ala.org).

work with the University Academic Senate, and as a member of various campuswide committees. A leading achievement of her tenure has been the Digital Scholarship Lab, a facility established in 2015 as the centerpiece of a growing suite of library services aimed at fostering digital scholarship. Prior to joining Marquette in 2006, she served as associate dean of libraries at the University of Arizona. Welburn published extensively and made numerous presentations



Janice Welburn

in the areas of diversity, leadership, and human resources. Her extensive academic and professional engagement currently includes serving as an ALA endowment trustee and as a member of the ALA Philanthropy Advisory Group, the ALA Information Technology Policy Advisory Committee, and the ACRL 2022 President's Program Committee. In 2011, Welburn was selected by her peers as the ACRL Academic/Research Librarian of the Year. Welburn also served two terms as an elected at-large councilor on the ALA Council, as past-chair of the Catholic Research Resources Alliance Board, as past-vice-chair and past-secretary of the Center for Research Libraries Board, and was a former editorial board member of *portal: Libraries and the Academy*. ♪

### Advertisers

Association for Computing Machinery	505
Choice	523
Choice Reviews	cover 3
MIT Press	493
Modern Language Association	cover 2
OECD	497, cover 4
OverDrive	centerspread
Project Muse	494

# → Fast Facts



## Higher Ed students

“In fall 2020, of the approximately 19.4 million students enrolled at Title IV institutions, approximately 16.2 million were undergraduates and approximately 3.1 million were enrolled as graduate students. Of the 16.2 million undergraduate students, 67 percent were enrolled in 4-year institutions, 31 percent in 2-year institutions, and 2 percent in less-than-2-year institutions.”

National Center for Education Statistics, “Condition of Education - Characteristics of Postsecondary Students,” May, 2021, <https://nces.ed.gov/programs/coe/indicator/csb> (retrieved November 1, 2021).



## Misinformation

“Ninety-five percent of Americans identified misinformation as a problem when they’re trying to access important information. About half put a great deal of blame on the U.S. government, and about three-quarters point to social media users and tech companies. Yet only 2 in 10 Americans say they’re very concerned that they have personally spread misinformation. More, about 6 in 10, are at least somewhat concerned that their friends or family members have been part of the problem.”

Amanda Seitz and Hannah Fingerhut, “Americans Agree Misinformation Is a Problem, Poll Shows,” AP News, October 8, 2021, <https://apnews.com/article/coronavirus-pandemic-technology-business-health-misinformation-fbe9d09024d7b92e1600e411d5f931dd> (retrieved October 28, 2021).



## Teen choice: iPhone

“87 percent of (U.S.) teens own an iPhone and 88 percent expect an iPhone to be their next phone.”

Piper[Sandler, “Taking Stock With Teens® - Fall 2021” <https://www.pipersandler.com/1col.aspx?id=6216> (retrieved November 1, 2021).



## Undergraduate enrollment

While undergraduate enrollment declined by 3.6 percent last fall and 4.9 percent in the spring, Arizona, Nebraska, New Hampshire, and Utah were the only states to see increases from fall 2019 to fall 2020.

Jacqueline Elias, “These Were Last Fall’s Winners and Losers in Undergraduate Enrollment,” The Chronicle of Higher Education, October 8, 2021, <https://www.chronicle.com/article/these-were-last-falls-winners-and-losers-in-undergraduate-enrollment> (retrieved November 1, 2021).



## Supply chain problems hit book publishing

“Shipping delays, printer backups, and worker shortages are forcing publishers to postpone new titles and leaving booksellers in a lurch for some old ones. After years of printing plants shutting down and going out of business, the demand to print books domestically now exceeds the available capacity.”

Elizabeth A. Harris, “The Beginning of the Snowball’: Supply-Chain Snarls Delay Books,” The New York Times, October 4, 2021, <https://www.nytimes.com/2021/10/04/books/book-publishing-supply-chain-delays.html> (retrieved November 1, 2021).



## U.S. education levels

“In 2020, 95 percent of 25- to 29-year-olds had at least a high school diploma or equivalent, while 39 percent had a bachelor’s or higher degree. These levels of educational attainment are associated with economic outcomes, such as employment and earnings. For example, among those working full time, year round, annual median earnings in 2019 were 59 percent higher for 25- to 34-year-olds with a bachelor’s or higher degree than for those with a high school diploma or equivalent.”

James L. Woodworth, “Announcing the Condition of Education 2021 Release,” NCES Blog, <https://nces.ed.gov/blogs/nces/post/announcing-the-condition-of-education-2021-release> (retrieved November 1, 2021).

Gary Pattillo is reference librarian at the University of North Carolina-Chapel Hill, e-mail: [pattillo@email.unc.edu](mailto:pattillo@email.unc.edu)