

College & Research Libraries

news

Association of College & Research Libraries



January 2022
Vol. 83 No. 1
ISSN: 2150-6698



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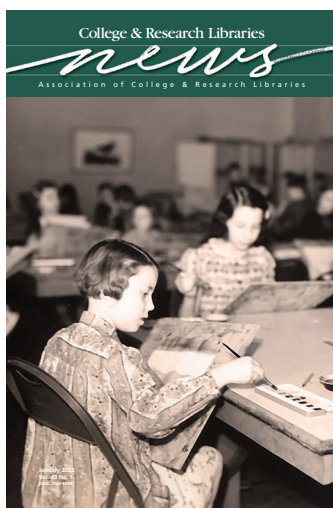
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This month's cover features an image of students participating in Saturday Morning Art Classes at the Columbus College of Art & Design (CCAD). CCAD has one of the longest running youth art programs in the country. The Saturday Morning Art Classes for student's grades 1 through 12 began in 1880 and continue today.

The image is part of the college's archive collection, housed in the CCAD Packard Library Special Collections. The CCAD Archive serves as the official memory of the institution. Its mission is to document the history of CCAD and to select, preserve, and make accessible primary source materials that have long-term value for research and instruction at CCAD. Items within the collection date back to when the Columbus Art School was founded in the late 1800s. Learn more at <https://ccad.libguides.com/archivesandlocalhistory>.

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Job advertising: Contact *ALA JobLIST*, 225 N. Michigan Ave, Suite 1300, Chicago, IL 60601-7616; (312) 280-2513; e-mail: joblist@ala.org.

Production office: 225 N. Michigan Ave, Suite 1300, Chicago, IL 60601-7616

College & Research Libraries News (Online ISSN 2150-6698) is published by the Association of College & Research Libraries, a division of the American Library Association, as 11 monthly (combin-

ing July/August) online-only issues, at 225 N. Michigan Ave, Suite 1300, Chicago, IL 60601-7616. Submission guidelines are available on the *C&RL News* website. Inclusion of an article or an advertisement in *C&RL News* does not constitute official endorsement by ACRL or ALA.

Indexed in *Current Contents: Social & Behavioral Sciences*; *Current Index to Journals in Education*; *Information Science Abstracts*; *Library & Information Science Abstracts*; *Library Literature*; and *Social Sciences Citation Index*.

Back issues: Single copies and back issues: \$11.00 each.

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In the *news*

Welcome to the January 2022 issue of *C&RL News*, the first issue of the magazine published under our new online-only model. At press time, the newly discovered omicron COVID-19 variant was making news around the world, showing that the pandemic continues to have an impact on all of our lives. As a new term starts under these continuing uncertain conditions, recognizing the psychological impact of COVID-19 remains as important as ever.

Prior to the pandemic, the Cornell University Flower-Sprecher Veterinary Library launched a program to address the mental health challenges experienced by many of their students by providing free tea in the library as a calming force. Erin R. B. Eldermire and Wasima Shinwari write about their efforts at supporting student wellness by “Brewing tranquili-tea.” While the project remains on hold due to COVID-19, similar programs to foster connections between students and the library can be one way to address the stress of the ongoing pandemic.

The need to take a step back and address wellbeing extends to library workers as well as students. During 2020 and 2021, the Bryant University library used tea to allow for continued connections between colleagues and a venue for sharing the impact of the pandemic, a practice that has adapted after their return to their physical spaces. Angie Cox and Jaycie Vos discuss the impact of their “Virtual staff teas” this month.

Supporting student success in these challenging times also extends to providing access to materials and library instruction. Jennifer L. Murray and Christopher Boyd outline ways the “Technical services and systems” departments at the University of North Florida and Florida Gulf Coast University libraries provide support for continuity of instruction and learning in a remote environment.

On the instruction front, Emily Reed of Penn State University writes about her efforts at engaging international students in library instruction during the pandemic through the use of educational technology like Nearpod in “From passive listeners to active participants.”

In the first of two The Way I See It essays this issue, Karen O’Grady of the University of San Diego reflects on her conversion to being a “Zoombrarian” through creating personalized database instruction videos for her health sciences students during the pandemic.

In this month’s Scholarly Communication column, Patricia Lombardi and Sam Simas highlight “The Bryant Faculty Spotlight,” a podcast series launched at the Bryant University Douglas and Judith Krupp Library to promote their institutional repository that grew and flourished over the course of the pandemic into a way to highlight faculty research in general.

Make sure to check out the other features and departments this month, including a look at “ACRL candidates for 2022” and a The Way I See It essay by Shin Freedman on breaking barriers to having librarian scholarship recognized in campus award programs.

Thanks as always for reading the *News*!

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

MIT Press launches Grant Program for Diverse Voices

In keeping with its mission and longstanding commitment to grow diversity in the ranks of published authors, the MIT Press recently announced the launch of the Grant Program for Diverse Voices. The initiative will expand funding for new work by authors whose voices have been excluded and chronically underrepresented across the arts, humanities, and sciences. The grant program will be supported by the press's existing Fund for Diverse Voices.

The MIT Press welcomes applications from new or returning authors from diverse backgrounds. Candidates who have significant personal experience or engagement with communities that are underrepresented in scholarly publishing are strongly encouraged to apply. Grants may support a variety of needs, including research travel, copyright permission fees, parental/family care, developmental editing, and any other costs associated with the research and writing process. Grantees agree to give MIT Press the right of first refusal on book projects.

Diverse Voices grant applications are accepted on a rolling basis and will be evaluated twice a year, in the spring and the fall. Prospective and current authors interested in applying for a grant should contact the MIT Press acquisitions editor in the field in which the author publishes. To learn more, visit mitpress.mit.edu/campaign/grant-program-diverse-voices.

Companion Document to the ACRL Framework for Information Literacy for Higher Education: Research Competencies in Writing and Literature

The ACRL Board of Directors approved a new companion document to the ACRL Framework for Information Literacy for Higher Education: Research Competencies in Writing and Literature at its November 2021 virtual meeting. Developed by the ACRL Literatures in English Section, the aim of the new Framework Companion Document is to provide librarians:

1. concepts for improving information literacy for novice and expert learners of writing and literature,
2. tools to help create learning objectives for information literacy instruction in these same areas, and
3. ways to align their teaching practices with the ACRL Framework.

The Companion Document to the ACRL Framework for Information Literacy for Higher Education: Research Competencies in Writing and Literature is freely available in the Standards, Guidelines, and Frameworks section of the ACRL website at www.ala.org/acrl/standards.

Gale debuts Learning Centers for Primary Sources

Gale, part of Cengage Group, is helping faculty and students enhance their digital literacy and critical thinking skills. The company has launched its new Learning Centers for Gale Primary Sources. Built with the student researcher in mind, the Learning Centers orient

new users to the content and topics available in a digital archive, spark inspiration for new research topics, and provide guidance and best practices for searching, browsing, citing, and reusing primary sources.

The Learning Centers also provide faculty and librarians with an all-in-one instructional tool that helps learners get acclimated with a primary source database, saving educators' time creating teaching material. Now students can develop their digital literacy and critical thinking skills through practical examples and advanced search strategies, enabling better learning outcomes.

For more information on the Learning Centers for Gale Primary Sources, visit [gale.com/academic/learning-centers](https://www.gale.com/academic/learning-centers).

New from ACRL—Academic Library Mentoring: Fostering Growth and Renewal

ACRL announces the publication of the three-volume *Academic Library Mentoring: Fostering Growth and Renewal*, edited by Leila June Rod-Welch and Barbara E. Weeg. This thorough work presents a cross-section of mentoring thought and practice in college and university libraries, including mentoring definitions, practice fundamentals, models, program development, surveys, analysis, and lived experiences.

Mentorships help mentees understand and meet performance standards, broaden their skills, shift to new specializations, and discern options for contributing to the larger institution and the profession. Through mentoring, mentors may be invigorated by contributing to the growth of mentees and by encountering ideas and approaches different from their own. In 30 chapters across three volumes, *Academic Library Mentoring: Fostering Growth and Renewal* addresses the many dimensions of contemporary academic library mentoring and how best to engage in inclusive, effective mentoring.

Volume 1, *Fundamentals and Controversies*, details effective mentoring skills and behaviors, mentoring models, dysfunctional mentoring relationships, conflicts of interest in mentoring, and, through a feminist lens, power differentials in mentoring. Chapters on diversity, equity, and inclusion call for library personnel to understand the exclusion some experience in the profession and to implement more inclusive mentoring practices.

Mentoring of Library Faculty and Librarians, Volume 2, explores mentorship skills, models, purposes and issues, and program development. Mentoring purposes include support for the pursuit of tenure and promotion, other career goals, and psychosocial concerns. Issues incorporate understanding and addressing diversity, equity, and inclusion in mentoring. Chapter methodologies include surveys, program assessments, analysis of practices against standards, case studies of mentor and mentee lived experiences, and case studies of libraries and affiliated entities.

In Volume 3, *Mentoring of Students and Staff*, we hear the voices of library science students and library student employees as they describe their library school and library employment mentoring experiences. Also presented are mentoring programs for recruiting individuals to the profession, practices supporting all library employees regardless of formal employee classification, and methods for enhancing the skills of consortial members. The volume ends with a look to the future of mentoring and organizational development and with a tool any library employee at any career stage can use in forming their own mentoring constellation.

Academic Library Mentoring: Fostering Growth and Renewal can help develop programs and practices for intentional, effective, committed mentorships that benefit both mentees and mentors at all stages in their careers. The set is available for purchase, in print and as an ebook, through the ALA Online Store, individually and as a set; in print through Amazon.com; and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.

2021 AALL Biennial Salary Survey & Organizational Characteristics report released

The newly released 2021 AALL Biennial Salary Survey & Organizational Characteristics report (AALL Salary Survey) conducted by the American Association of Law Libraries (AALL) features extensive compensation data for law librarians and legal information professionals. The 15th edition of the survey report provides the only comprehensive, comparative salary information designed by and for legal information professionals serving in academic, law firm/corporate, and government settings. The 2021 AALL Salary Survey continues to be updated based on the current environment. Organizations were asked if library salary budgets as well as benefits were impacted as a result of the COVID-19 pandemic.

The 2021 AALL Salary Survey found that the average salary for reference/research law librarians was \$91,431 in firm/corporate, \$74,227 in academic, and \$71,393 in government law libraries. Additionally, the average annual salary for a director or chief law librarian was \$162,558 in academia, \$144,460 in firm/corporate, and \$107,255 in government law libraries.

The survey has been tracking expenditures on electronic resources since the 1990s, and the 2021 findings showed that those expenses continue to claim a greater portion of the budget for all three types of law libraries relative to 2019. On average, firm/corporate law libraries used 85 percent of their total information budgets on electronic resources, while academic and government law librarians spent 59 and 34 percent, respectively.

Additional data detailed in the report included institutional benefits for professionals and other legal information personnel working in law libraries, staffing numbers, hard copy information budgets, educational characteristics, and more. Details on the survey are available at bit.ly/AALL-salary.

IMLS Native American Library Services Basic Grants available for 2022

The Institute of Museum and Library Services (IMLS) is accepting applications for Native American Library Services Basic grants through March 1, 2022. Native American Library Services Basic grants are noncompetitive one-year grants of \$6,000 to \$10,000, which can include up to \$3,000 in eligible education and assessment activities or travel. The grants are available to federally recognized Native American tribes and Native Alaskan villages, corporations, and regional corporations and are designed to support existing operations and maintain core services of tribal and Native village libraries.

Grants may be used to buy library materials, fund salaries and training, provide Internet connectivity and computers, or develop public and private partnerships with other agen-

cies and community-based organizations, for example.

Libraries may request up to \$3,000 for staff to attend library courses or training workshops, attend or present at conferences related to library services, or hire consultants for onsite professional library assessments. More information is on the IMLS website at www.imls.gov/grants/available/native-american-library-services-basic-grants.

GPO expands access to government information in Mississippi, Louisiana

Louisiana and Mississippi libraries in the U.S. Government Publishing Office (GPO) Federal Depository Library Program (FDLP) are entering into a shared regional agreement to offer citizens widespread and enhanced access to government information. Louisiana State University Libraries, Louisiana Tech University Library, and the University of Mississippi Libraries now share regional depository responsibilities across the two states.

This is the third time that libraries have entered this type of partnership across state boundaries, and the first that includes three regional depository libraries, as opposed to two. With three participating libraries, the Louisiana and Mississippi communities now have permanent public access to triple the amount of government materials than they did previously. Librarians have intimate knowledge of the collections of all three institutions, making it easier for citizens to quickly find the information they need.

Project Outcome surveys available in Arabic

ACRL is pleased to announce that all Project Outcome for Academic Libraries surveys are now available in Arabic. These new translations make the toolkit accessible to a wider audience and make it easier for schools serving diverse populations to make use of this free assessment tool, while also aligning with ACRL's Core Commitment to Equity, Diversity, and Inclusion. Access the Arabic translations in the dropdown menu in the survey details screen of your Project Outcome account. If you have translated the surveys into other languages, please contact acrl@projectoutcome.org to have them added to the toolkit. ㉚

Tech Bits . . .

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

Looking for a free, intuitive scheduling tool? Try Calendly. Set up your hours of availability and connect it to an existing calendar via Google, Office 365, iCloud, or Outlook. Share your friendly URL and allow others to book events with you using your logo-branded booking page, or schedule your own events to share. Calendly integrates with multiple platforms, such as GoToMeeting, Zoom, Teams, Slack, websites, and includes mobile apps for iOS and Android. Individual and team paid plans offer additional features, such as customizing colors, notifications, and creating automatic workflows for follow ups, reminders, and other messaging. All new accounts include a 14-day trial of the Teams plan before reverting to the basic free plan.

—Melissa Johnson
Southern Methodist University

...Calendly
<https://calendly.com/>

Erin R. B. Eldermire and Wasima Shinwari

Brewing tranquili-tea

Supporting student wellness at an academic library

Depression, anxiety, and other forms of mental health disorders have been widely documented in college students. Graduate students have been shown to be six times more likely to experience depression and anxiety than the general population.¹ Mental health challenges are prevalent for veterinary medical students. A staggering 49 to 69% of veterinary students exhibit signs of clinical depression.² Such statistics underscore the importance of supporting wellness for graduate students in all contexts.

As colleges and universities grapple with this growing student mental health crisis,³ some academic libraries are implementing their own intervention strategies to support student wellness.⁴ Among other reasons, academic libraries are addressing student wellness to align their goals to those of the institutions that they support,⁵ or because a link between wellness and academic success has been realized.⁶ Wellness supports in academic libraries tend to focus on stress reduction⁷ and include providing meditation spaces⁸ or yoga,⁹ adding leisure and/or wellness reading collections to library stacks,¹⁰ and bringing in therapy animals to help students de-stress.¹¹

One simple wellness support in academic libraries that has garnered little attention is tea. Tea has a long list of health benefits¹² and some varieties have been shown to reduce anxiety.¹³ Along with the physiological health benefits that it brings, drinking tea, or any warm beverage (particularly in cold climates) can contribute to a sense of coziness.¹⁴ Many libraries have done away with a ban on beverages in their spaces, and with that comes an opportunity to invite library users to enjoy tea as they occupy a library space. We embraced this idea at the Flower-Sprecher Veterinary Library at Cornell University. In 2019, we piloted a program to provide hot water and tea bags at our library to promote wellness.

Case study

The Flower-Sprecher Veterinary Library (FSVL) supports Cornell's College of Veterinary Medicine (CVM), which houses both the Doctor of Veterinary Medicine and Master of Public Health programs. In all, CVM hosts 199 faculty, 582 nonacademic staff members, 399 veterinary students, 120 graduate students, and 173 post-docs, interns, and residents for a total of 1,473 individuals.¹⁵ FSVL has 115 seats, and gate counts logged approximately 90,000 annual visits prior to 2020, though operation since COVID-19 shut-downs has impacted visitation rates. The library is staffed by two academic librarians and two sup-

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port staff, as well as 12 student assistants who staff the circulation desk. During the academic year, FSVL is open Monday through Thursday from 7:30 a.m. to 10:00 p.m., Friday from 7:30 a.m. to 6:00 p.m., and Saturday and Sunday from 8:00 a.m. to 10:00 p.m., with reduced hours over the summer and academic breaks.

Many of the student assistants who staff our circulation desk are also our library supports (i.e., members of the veterinary or public health programs). As our student workers get to know the library and the benefits that it can bring, they often contribute their ideas and feedback for programming and changes that FSVL could consider to improve our services.

In 2018, one student assistant suggested we provide hot water and tea as a way to bring calm to library users and build community at FSVL. We decided to pilot this idea by purchasing an inexpensive hot water urn and to set out pre-packaged tea bags. The hot water and tea bags were placed on a library book cart adjacent to the circulation desk, so we referred to this pilot as the “tea cart.” To avoid waste generation, we did not provide any disposable cups but required users to bring their own mugs. Tea bags were made freely available and were replenished when used up. We did not market or advertise the tea cart.

FSVL community members quickly took to the tea. We started by purchasing boxes of tea bags at the grocery store, but the necessity to resupply soon turned too frequent to keep this up. We switched to buying multiple boxes of 100 tea bags each from online vendors with a need to reorder every one-to-two months, depending on the timing of the academic year.

To understand the financial implications of this program, we provided the tea and hot water for one calendar year and tracked costs. In 2019, we purchased a hot water urn for \$45 and spent \$1,291 on providing tea bags. Near the end of the year, we purchased a new hot water urn for \$65, as the hard water deposits had rendered the original urn useless and led to a broken dispenser valve. We learned that we must clean the hot water urn weekly with vinegar to keep the minerals from building up, and spent \$15 on vinegar to maintain the new urn. In summary, we spent \$1,416 in 2019 on tea, hot water urns, and vinegar, and we dispensed 7,131 tea bags over the calendar year. This summary does not include the electricity used to power the hot water urn, a measure which we did not track.

Benefits and challenges

After one year of piloting the tea cart, we saw benefits to our core library functions. We wanted to communicate to our library users that our space is a safe and inviting place for them and that we care about them as people. Though we don’t have quantitative measures to share regarding the impact of the tea cart on library usage, we do have anecdotal evidence that it had a positive impact. Several students who used our library shared sentiments of gratitude for its existence. “I appreciate the free tea to help with stress, and it really feels



Promotional signage for the FSVL tea cart.

like the school cares about the wellbeing of its students with this small act of appreciation,” said Darby. Mura noted, “I love love love free tea in our library.” Shuai said, “It is a really nice pick-me-up, especially when you only have to walk a few feet to get it, and it’s free.” These and similar sentiments were frequently shared with library staff while the tea cart was running.

From the library staff perspective, the tea cart opened opportunities to connect with our library users. Since the cart was adjacent to our library desk, individuals would frequently share a few words with those staffing the desk when they came to fill their cups. It was typically a simple “Good Morning” or comment on the frigid winter weather. Frequently, though, such interactions would lead to questions that library users had, such as where to find a resource or to make us aware of a broken fixture. The ability to open a conversation without a direct “Excuse me” or “Can I ask something?” may have made users comfortable to interact with us, combatting the hesitance that some exhibit so as not to “bother” the librarian.¹⁶

In addition, during times of communal relief (e.g., after a test) or celebration (e.g., on Halloween), groups of people would often informally gather at the tea cart and chat, just as they would around a water cooler in a business setting. Such impromptu events opened the opportunity to engage in conversation and to do informal outreach, enabling us to connect with some that we may not be able to otherwise. The tea cart also led to direct benefits to the library. For example, as FSVL was wrestling with questions on how to improve our furniture, we easily recruited library users for focus groups when they stopped by for a cup of tea.

Further, once it became widely known that the library was giving away tea, some would come into the library just to fill up before leaving again. Several noted that they had never stepped foot in the library before coming for tea. While many would be seen enjoying their tea in a cozy nook of the library, others never stayed for longer than it took to full their cups and move on.

Despite its successes, this program included some challenges. The most obvious challenge was the cost of providing free tea. While \$1,416 is a relatively small cost for some, it could be a steep financial barrier for other libraries that are scraping by, particularly for the relatively intangible benefits that free tea might bring. However, when compared to hiring an outreach employee, for instance, such an expense might be a small price to pay.

Keeping up with the consumable tea bags was sometimes difficult, particularly during times of high use. Maintaining the tea cart was not a specific part of any person’s job description, and on occasion its upkeep was at odds with other high-priority tasks. Once we learned to soak the hot water urn with vinegar water, we would remove the tea cart on Friday evenings so it could have a full soak before Saturday started. Though this was the time that our library was typically least used, a minority of library users found the absence of the hot water to be an inconvenience.

An additional challenge of the tea cart revolved around the shifting baseline of library user perceptions and needs. The phrase “if you give an inch, they’ll take a mile” was sometimes conjured as some individuals lobbied for different types of tea or complained of the choices that were offered. Others were seen taking advantage of the free stash of tea by taking handfuls of teabags that they stashed in their pockets or backpacks. Such behavior was seldom seen, and we decided to let these individuals take the handfuls without comment, as they might be challenged with food insecurity, crippling debt, or any number of issues. After all, perhaps the tea would still work its magic, no matter where they enjoyed their cup.

Conclusion

The tea cart pilot was ended when we shuttered our doors during the COVID-19 lockdown in March 2020. Though we had decided to continue the program, pandemic restrictions have kept us from reinstating the tea cart. We do hope to reinstate this wildly popular offering at FSVL and look forward to the benefits that it will return when we are able to. Until then, the hot water urn remains clean and quiet in our store closet.

Other libraries can consider implementing a similar nontraditional service to build community between library staff and users. Though this would likely be much too expensive and cumbersome to implement at a large library with more users, it is recommended as an easy outreach program for small libraries that allow drinks to be consumed in their spaces and who have the flexibility in their budget to provide free tea.

Acknowledgements

We thank Elizabeth Bitsko for proposing the idea of the tea cart, and Cheyenne Cannarozzo for her energy and advocacy in supporting it. We also thank Chris Dunham for her enthusiasm for piloting the tea cart, Cindy Lamb for her support in purchasing the tea, and Paige Chant for creating the eye-catching signage for the tea cart.

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Angie Cox and Jaycie Vos

Virtual staff teas

Connecting and growing

With the quick shift to remote work in spring 2020 due to COVID-19, we experienced a lot of change in a short period of time that disrupted many aspects of our lives, including our working way of life. To adapt to the unexpected shift, we quickly repositioned our service models at the University of Northern Iowa Rod Library to 100% online or asynchronous. We found creative ways to increase access to our physical collections while upping the marketing of our online resources. We put our patrons' needs before our own.

Once we got settled into our new COVID-19 normal, a need arose to connect more. We no longer saw our co-workers face-to-face when we were used to passing them in the hallway, waving across the open study spaces, or chatting while in line at the library coffee shop. We were forced to engage online in Zoom spaces, and only at scheduled times. Overwhelmingly in meetings, people mentioned that they missed people the most—those informal interactions that served as a way to touch base about a project, check in about the health of a loved one, or share a personal story. To meet that need, we needed to be intentional. Thus, the informal virtual staff tea was born.

Why it started

Many staff at our library have a particular affinity for tea, so the first virtual staff tea was suggested, and it took off from there. Colleagues were invited to grab a tea or other favorite beverage and join an online Zoom session, without any agenda other than to check in with one another. Because the first tea was well-received, staff requested additional teas as a time to connect, and we began to schedule them every two weeks through late spring and into summer of 2020. Attendance was optional, and the group tended to range in size between 15 and 25 people or about 33 to 50% of our organization. Each hour-long virtual staff tea had a different theme, but all were geared towards the positive aspects of life we were experiencing. Some topics included: showcasing pets at home; book, television show, and movie recommendations; outdoor activities we enjoy; new hobbies or activities we started during the pandemic; and moments of gratitude.

Initially, the teas were structured with a facilitator who kept the conversation going and allowed for everyone to speak who wanted to. Themes were an opportunity to provide a prompt and serve as an icebreaker for individuals to speak more comfortably within the

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group. Every individual had an opportunity to speak but could decline if they chose to do so. Individuals generally spoke to the tea theme but also included a life (work or home) update. Those updates ranged from discovering new ways to style one's hair due to the pandemic shutdown to news of loved ones passing away. In a span of any given virtual staff tea, the conversation ebbed and flowed between lighthearted anecdotes to more difficult life updates.

The beauty of these virtual staff teas was that they created a space—a community—where people felt comfortable. People shared hard, sometimes very personal, information so easily and so early on. In this newly created community, people responded to the shared difficult life experiences with empathy to the extent that this new shared vulnerability was embraced, validated, and encouraged. The level of vulnerability people demonstrated was unexpected. The teas served a greater purpose than originally anticipated. This joint understanding and a renewed sense of care for each other spilled over into our everyday work. We had an increased understanding of where people were coming from or perhaps recognizing that some underlying factors unrelated to our work (e.g., loss of income, loss of loved one, loneliness) may be impacting one's ability to focus in a meeting, respond promptly to an email request, or even fully participate in an online meeting.

How we kept it going

As we headed into the fall semester of 2020, remote learning and working persisted for most of our colleagues. With so many people still working in physical isolation, the library needed a way to help staff feel connected. Library leadership recognized the popularity and benefit of the teas as a way to connect, both to offer something fun and relaxing during a stressful period and to make time for colleagues to check in, vent, and see a friendly face when things felt particularly hard. Because of these benefits, library leadership asked the Organizational Development Committee (ODC) to formalize these teas for the academic year.

Beginning in October 2020, ODC began coordinating monthly virtual staff teas over Zoom. These were optional, and staff could join as they wished. The committee members took turns hosting and setting a theme or an activity each month. In some months the themes centered around seasonal events, such as a Thanksgiving-themed tea in November where staff took turns sharing a favorite dish or holiday tradition. In other months, we embraced staff interests or talents, such as a “craft(y) tea” in January, hosted by one of our colleagues who is a talented knitter. Others included a “lunch and learn” lightning round for staff to share recent professional development training they had attended, and a gratitude tea where we created Jamboards with notes of thanks to student employees and library colleagues.

Even as the teas evolved to include more learning opportunities and specific activities, there was always room for lighthearted and casual conversations, as well as time for colleagues to share how they were doing, including open acknowledgment of rough days and space to vent about challenges during the pandemic. This time together continued to help staff better understand one another and build trust as we shared and learned from each other.

Keeping the teas relatively informal was beneficial as it kept staff from feeling like they were obligated to attend yet another meeting. Colleagues could join late or leave early as needed, as it was simply a time to check in with colleagues and learn in a social capacity. It was meaningful to have these monthly teas supported by library leadership, since they were a bit of a departure from regular library work. Recognizing these relatively informal, social

Zoom meetings as a worthwhile use of time demonstrated to library staff that collegial, interpersonal relationships were valued and supported. It was a small way for library leadership to recognize the staff as people with the need for social connection, an opportunity to build trust, and lighthearted, low-stress, unstructured time.

As of June 2021, the monthly virtual staff teas paused for the summer. Campus reopened and most staff returned to work in person full time in the fall semester, but the need to provide a virtual, informal space to connect remained. While we have not continued monthly teas in the same format, ODC continued offering virtual attendance options during social staff events, such as welcome hours for new colleagues, and a special virtual Thanksgiving tea that replaced our traditional in-person Thanksgiving staff meal. While the future of these teas in their existing format moving forward are unclear, there are still some useful lessons that we want to take with us moving forward, whether our colleagues work remotely or in person:

- We appreciate the opportunity to talk to our colleagues about things big and small, work-related and personal.
- This time has allowed us to build trust in one another on a more personal level.
- It is meaningful and encouraging to have the values of care and togetherness demonstrated and supported by library leaders.
- It's okay to take a little break to interact with colleagues. We are humans in addition to library employees, and there are things outside of work that we think about, need to deal with, and want to share with our colleagues.

Why it matters

Reflecting back on work before COVID-19, we realize we felt a mix of things that could prevent us from making time for social interactions at work. In some cases, we avoided casual conversations with co-workers because we worried that we would be perceived as not working, or we felt guilty for talking about personal topics at work. In other cases, we felt too busy to make time for nonwork conversations with co-workers because our to-do lists seemed more important. When we get back to the grind in a post-COVID-19 world, whether we are working in person or remotely, activities such as these teas may seem irrelevant or unnecessary, and the need for them may be minimized, as a result. But living through the pandemic underscored the importance of community, which we now realize we took for granted.

If there is one thing we have learned from COVID-19, it is that our connections are essential. We should actively work to nurture them because they benefit us, as library staff and more broadly as people. We hope that, both personally and organizationally, we remember the significance of these social connections and we continue to make time and space for these interactions to take place in the workplace. Virtual staff teas provided opportunities for us to foster interpersonal relationships, build trust through both lighthearted and difficult conversations, and grow as an organizational community. Libraries have the opportunity to not only allow but support their staff in making space for these interactions and to recognize their potential to enrich their organizational culture and to honor staff as whole people with concerns, needs, and a desire to connect and share beyond simply work. *~*

ACRL candidates for 2022

A look at who's running

José Aguiñaga is librarian/branch coordinator at Glendale Community College, North Campus, a position he has held from 2008 to 2017 and 2018-present. Additionally, Aguiñaga served as lecturer with the School of Information at San José State University (2020-present), dean of library and instructional support at Rio Hondo College (2017-18), librarian at California State University-Long Beach (2001-05), social sciences librarian at Arizona State University-West (1999-2001), electronic resources librarian at the University of San Diego (1997-99), and social sciences librarian and library personnel coordinator at the University of Houston (1994-97).



José Aguiñaga

During 27 years of ALA/ACRL membership, Aguiñaga has served as councilor, ALA Council (2004-07); ALA Nominating Committee member (2016) and External Panel Review member, ALA Committee on Accreditation (2011, 2014, 2015, and 2019). He served on the ALA-APA Library Support Staff Certification Review Committee (chair, 2017-18 and member, 2015-18). Aguiñaga was also a member of the ACRL ANSS Resource Review and Bibliography Committee (2003-05), ACRL Academic/Research Librarian of the Year Award Committee (2013-14), ALA ACRL Appointments Committee (2013-14), ALA ACRL Excellence in Academic Libraries Award Committee (2013-15), ACRL's Liaison to the American Association of Community Colleges (2015-present), ACRL Conference Keynote Speakers Committee (2020-21), ACRL Choice Editorial Board (2017-21), and ACRL Standards Committee (2007-09). He served as cochair, ALA ACRL Diversity Alliance Task Force (2020-22); cochair, ALA ACRL 2019 Conference Poster Sessions Committee (2017-19); and was ACRL vice-president/president-elect candidate (2016-17).

Aguiñaga has held various positions with the ACRL Community and Junior College Libraries Section (CJCLS), including chair (2013-14), vice-chair (2018-19 and 2012-13), and past-chair (2014-15). Other experience with CJCLS includes serving as chair of the Awards Committee (2008-10); and member, OER Committee (2021-22). He also served as chair of the RUSA Hot Topics in Electronic Reference Discussion Group (2003-04, vice-chair 2002-03); and ALA's NALCo: REFORMA Scholarship Committee (chair, 2002-05 and member, 1992-present)

Aguiñaga's work with state, regional, and other national associations include serving as chair of the American Association of Community Colleges, National Council for Learning Resources (2020-present and vice-chair, 2016-20) and chair, Scholarship/Awards Committee (2013-14). He was a member of the Arizona Community College Library Consortium

(2019-21), Community College Resources Committee (2021-22), Association for Library and Information Science Education (ALISE), Research Grant Award Committee (2021-23), Arizona Library Association (2006-present), Arizona State Archives, Arizona Memory Project/Glendale Community College (2014-17), and Faculty Senate President, Glendale Community College (2014-16 and past-president, 2016-17). He also served on the Houston Area Research Libraries Consortium Human Resources Management Committee (1996-97), along with the Texas Library Association Annual Conference-Houston, Internet Room Subcommittee (1996), Texas-Mexico Relations Subcommittee (1994-96), and Library Services to the Spanish-Speaking Round Table Bylaws Committee (1995-97).

Notable accomplishments for Aguiñaga's include serving as project director, Glendale Community College Library ALA COVID Library Relief Fund Grant (2021); team member, American Association of Colleges & Universities, Institute of Open Educational Resources, Glendale Community College (2021-22); tri-author, Glendale Community College, Higher Education Emergency Relief Fund Grant (2021); faculty mentor, San José State University, Resilient Course Design Institute (2021); and grant reviewer, Institute of Museum and Library Services (2018). He participated at the Western Archives Institute, Certificate of Completion, (2016) as well as became a leadership fellow at the National Community College Hispanic Council (2014-15.) He completed a one semester Sabbatical at Maricopa Community Colleges (2012) and is a member of Pi Alpha Alpha, Honor Society (2004-present) and Phi Kappa Phi, Honor Society (2004-present.) He also was a participant in the ALA Emerging Leaders Institute program in 1997. Additionally, Aguiñaga was a member of the Open Education Conference 2020 and 2021, DEI Committee, ARL participant, Leadership Career Development Program (2001).

His publications include: "What Have I Learned from the Past, Present, and Future?," edited by Teresa Y. Neely and Jorge R. Lopez-McKnight; *In Our Own Voices, Redux: The Faces of Librarianship Today* (Rowan & Littlefield, 2018); "Leadership Where You Might Overlook: Opportunity Calls at a Community College," edited by Steven J. Bell, in *Crucible Moments Inspiring Library Leadership* (Mission Bell Media, 2016); and "Impacts of Latino Culture on the Leadership Styles of Latino Community College Administrators," (ProQuest Dissertations and Theses, 2012).

Beth McNeil is dean of Libraries and School of Information Studies, Esther Ellis Norton Professor of Library Science at Purdue University, a position she has held since 2019. Prior to this, McNeil served as dean of Library Services at Iowa State University (2015-19), associate dean of academic affairs/scholarly communication at Purdue Libraries (2007-15), and associate dean at the University of Nebraska-Lincoln (UNL) (2004-07).

During her 32 years of ACRL membership, McNeil has served as chair of the ACRL 2021 Conference (2019-21), director-at-large on the ACRL Board of Directors (2015-19), member of the 2019 Conference Coordinating Committee (2017-19), member of the ACRL 2019 Colleagues Committee (2017-19), cochair of the ACRL 2019 Contributed Papers committee (2017-19), member of the ACRL 2015



Beth McNeil

Conference Coordinating Committee (2013-15), cochair of the ACRL 2015 Contributed Papers Committee (2013-15), chair of the ACRL Appointments Committee (2013-14), member of the ACRL 2013 Conference Coordinating Committee (2011-13), cochair of the ACRL 2013 Volunteers Committee (2011-13), chair of the ACRL Friends Fund Committee (2009-11), member of the ACRL 2009 National Conference Coordinating Committee (2007-09), and cochair of the ACRL 2009 Workshops Committee (2007-09). She also served as a member of the ACRL Budget and Finance Committee (2005-11), ACRL 2007 National Conference Panel Sessions subcommittee (2005-07), ACRL Appointments Committee (2004-05), 2005 ACRL National Conference Roundtable subcommittee (2003-05), and the ACRL Nominating Committee (2001-02).

McNeil's experience with ALA includes being a member of LAMA (1997-2016) and serving as a member of the LAMA Committee on Organization (2005-09) and Executive Committee Secretary of LAMA, Library Organization and Management (2005-07). She also served as a member of the LAMA Budget and Finance Committee (2001-05); LAMA Human Resources, Supervisory Skills Committee (2003-05); and Fundraising and Financial Development: Trends, Marketing, and Project Development Committee (2003-05); and Human Resources, Executive Committee (2001-03). McNeil was also secretary of the Human Resources Section, Executive Committee (2001-03) and a member of the Measurement, Assessment and Evaluation, Nominating Committee (2001-02); Personnel Administration, Staff Development Committee (1997-2001); and Statistics, Data Collection for Library Managers Committee (member, 1997-2001; chair, 2000-01).

McNeil's activity with state, regional, and other national associations include serving on the Academic Libraries of Indiana Board of Directors (2019-present); GWLA Board of Directors (2017-19); HathiTrust Board of Governors (2015-18); Western Regional Storage Trust, Executive Committee (2017-19); Rosemont Group Executive Committee (2017-19); and the Iowa Academic Libraries Alliance, Coordinating Committee (member, 2016-19; chair, 2018-19). She also served as a member of the Iowa Library Association (2015-19); Indiana Library Federation (2012-15, 2019-present); Nebraska Library Association (NLA) (1996-2007); NLA/NEMA 1999 Convention, Local Arrangement committee (1999); NLA Finance Committee (1999-2002); NLA New Members Roundtable (1996-99); Illinois Library Association (1991-97); Illinois Library Association, Reference Forum (1995-96); ARL Academy Advisory Group (2019-20); and the ARL Program Steering Committee (2018-19). She also served as treasurer of the NLA/NEMA Conference (Spring 1999-February 2000) and on the Association of Research Libraries' Diversity and Inclusion Committee (member, 2015-17; vice-chair, 2018-19; chair, 2018-19; past-chair, 2019-20).

Notable accomplishments for McNeil include receiving the Staff Member of the Year Award (2019); Iowa State University's Student Government annual award for faculty and staff, Runza Spirit of Service Award (2004); annual award for faculty volunteer service from UNL; UNL Office of Student Involvement, CAMRE (Creating an Atmosphere of Mutual Respect) Award (2000); and the annual award from the UNL Libraries Office/Service Staff.

Additionally McNeil's work with external funding includes Conrad N. Hilton Foundation, \$2 million to endow archivist position for the Barron Hilton Flight Archives; Purdue University Libraries, coauthored proposal with Purdue advancement staff and archivists in

2011; IMLS Recruiting and Educating Librarians for the 21st Century Grant (\$392,347); and Recruitment and Education of University Librarians in Sciences and Health Sciences (2003-05), served as UNL lead on grant, collaborating with University of Iowa and Iowa State University library colleagues. She was also selected for Association of Research Libraries Leadership Fellows program (2012-15) and the Snowbird Leadership Institute (1991). McNeil Initiated and led beginning implementation of a feasibility study to re-imagine Iowa State University's Parks Library and successfully led core competencies development and implementation for UNL Libraries.

Her publications include: *Fundamentals of Library Supervision*, 3rd edition (Chicago: American Library Association, 2017); "A Phenomenological Study Exploring the Leadership Development Experiences of Academic Research Library Leaders," PhD dissertation, University of Nebraska (2015); and *Advocacy, Outreach, and the Nation's Academic Libraries: A Call for Action* (Chicago: ACRL, 2010), with co-editors William C. Welburn and Janice Welburn.

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Jennifer L. Murray and Christopher Boyd

Technical services and systems

Supporting student success during COVID-19

When faced with COVID-19 in March 2020, the University of North Florida (UNF) and Florida Gulf Coast University (FGCU) libraries quickly shifted gears to provide support for continuity of instruction and learning in a remote environment. Staff not only had to make the shift towards working remotely, but also had to find new and innovative ways to handle resources and services and make them as visible and accessible as possible. Fortunately, due to current technology and available tools, both libraries already had many resources and services available online, and it was easy to transition to those that were not. It wasn't all easy though, and both libraries faced personnel and work challenges. Still, everyone worked together to do the best they could during a time of much uncertainty.

About UNF Library

At UNF, the Technical Services and Systems (TSS) department is comprised of five units: Acquisitions & Collection Development, Discovery Enhancement, Digital Projects & Preservation, Special Collections & University Archives, and Library Systems, led by the associate dean of TSS. Together the units support the educational goals of UNF by acquiring, processing, and maintaining scholarly content to make it discoverable, and by coordinating the implementation, management, and maintenance of systems that facilitate access to library services and preservation of scholarly content. During the pandemic, staff worked to continuously enhance collections and services to support UNF faculty and student success.

About FGCU Library

At FGCU, the Technical Services department is comprised of Acquisitions, Cataloging, Serials, Material Processing, and Electronic Resources, led by the head of Technical Services. Each of these responsibilities is handled by a single person. Nevertheless, as a unit, the department was able to put virtually every resource to which the library has access at the fingertips of all users—students, faculty, and staff alike, whether on campus or remotely, in a short amount of time. In this way, despite the department's relatively low public profile in the back offices of the library, it is having an enormous positive effect on student success, as well as support for faculty teaching and research.

Jennifer L. Murray is associate dean of the University of North Florida Thomas G. Carpenter Library, email: jennifer.murray@unf.edu, and Christopher Boyd is head of Technical Services in University Library Technical Services at Florida Gulf Coast University, email: cboyd@fgcu.edu

Adapting work to support student success remotely

At UNF, TSS faculty and staff were able to adapt quickly to continue to provide support for student success from anywhere. They all did an outstanding job to provide new access methods for a variety of resources and services and identify, negotiate, acquire, and provide access to many new e-resources. They did all of this quickly, creatively, and with flexibility to ensure UNF students and faculty had the resources and services they needed to carry out remote instruction and learning. This benefited students and faculty by giving access to reliable scholarly content and services from wherever they were teaching and learning.

At the UNF Library, there was a big shift from print to e-resources. The number of e-books purchased to support teaching faculty in their new online courses increased dramatically, and electronic duplicates of print titles already held were sometimes purchased to maximize access. There was also a big increase in the number of streaming videos licensed, and Acquisitions staff assisted teaching faculty with transitioning their courses that incorporated films to an online format. In addition, many publishers and content providers offered temporary free access, which required Acquisitions staff to set up, manage, track, and communicate these new/expanded resources. New access methods for resources were also established, such as the Visible Body, which allowed faculty and students in biology, physiology, nursing, health science, anatomy, etc. to continue instruction with 3-D and virtual delivery.

UNF faculty and students could no longer access the print collection in the traditional way because the library building was closed from March through August 2020. Acquisitions staff at UNF focused on ordering electronic materials rather than print whenever possible. However, there was still a need for some print materials. Staff had to rethink how to offer access, which was still needed since not everything is available online. Acquisitions staff negotiated with HathiTrust, a repository of digital content, to provide access to almost 40% of the library's print collection online. Both UNF and FGCU took advantage of HathiTrust to add electronic access to much of their print collections. In addition, the library services specialist for cataloging came into the building as needed to catalog print materials. Library Systems staff then created an online form for two new services in which UNF faculty and students could request pickup of print materials in the collection or electronic delivery of course reserve materials. TSS staff at both libraries worked with others in the library to create a COVID-19 information guide to keep students and faculty up to date on resources, services, and other important information.

Library Systems, Digital Projects, and Special Collections staff at UNF also worked to develop an online Digital Exhibits site to highlight materials in Special Collections and University Archives and to share the library's unique and diverse collections with the world and provide access to collections that were not accessible while the building was closed. The site went live in January 2021.

The FGCU Library's gradual shift from print to e-resources was thrown into high gear by COVID-19 early in 2020. Acquisition of print resources is currently limited to requests by academic faculty members specifically for this format. With upwards of half the student body attending classes online, parity among classmates can only be achieved through online resources. The addition of two new flatbed scanners, one for public use and one for library staff to use to email book chapters to users off-campus, has also been a boon to student success, garnering roughly 3,000 uses to date. Major vendors such as GOBI and ProQuest offer both print and electronic versions of the same book, so it is easy for subject specialist librarians to choose.

The FGCU Library now also makes heavy use of Demand Driven Acquisitions options offered by several vendors. A much larger corpus of e-books is visible to users, and it is only when defined

levels of usage are reached that purchases are triggered. These generate a corresponding file of MARC records so that the bibliographic records can be added to the Integrated Library System and made available to students, faculty, and staff.

To further cement the commitment to e-resources, the FGCU Library has canceled several standing orders for print materials. Rarely consulted other than at the Reference Desk, the “must-have” print journals have been going straight to the Reference Collection, where they age off their retention patterns untouched. By and large, electronic versions already exist, or they can be found in databases instead. As a corollary, subscribing to fewer print journals corresponds to increased physical space for individual and group study, well-known to be a top priority among students. Naturally e-resources, such as e-journals, databases, and link resolvers that connect users to individual online articles, play an even greater role in supporting student success now than they did pre-pandemic.

UNF and FGCU both implemented OpenAthens to improve accessibility of resources online. This new single sign-on solution to limit access to electronic content to those associated with the university replaced EZproxy as part of a statewide project and is familiar to faculty, students, and staff across campus, and very user-friendly, whether on campus or not. With OpenAthens, access to the library’s licensed electronic resources is simplified, streamlined, and easier to manage, providing users with the resources they need quickly. It also generates robust platform-level data to assess usage. At UNF, interactive reports were created using Tableau to illustrate the usage of the library’s electronic resources. As of October 2021, more than 16,000 UNF and 14,000 FGCU faculty, staff, and student OpenAthens accounts have been created.

Looking ahead

The UNF and FGCU Libraries remain singularly focused on student success. The COVID-19 pandemic led staff to think of new ways to offer resources and services. There was an extensive reliance on online resources and services for remote instruction and learning during this time, so it was critical to meet the demands of students and faculty. The expanded access staff were able to offer for electronic and digital resources, and many services provided faculty and students with the tools they needed in unique, innovative, and creative ways.

At UNF, TSS staff continuously work to improve and enhance collections and advance the library from a technical perspective in support of faculty and student success. These enhancements ranged from adding new and enhanced access to resources to developing new ways for users to access library services have and will continue to have a positive impact on library staff, along with UNF students and faculty. There will be a “new normal” because of the pandemic that everyone will have to adjust to. Online instruction is here to stay even after the pandemic, and the work that has been done will help library staff manage and support it more efficiently and effectively. It will provide UNF students and faculty with what they need in a timely manner to meet their needs in a remote instruction environment.

The FGCU Library has been transitioning its resources from print to electronic for some time now, and the pandemic has only increased the pace of that transition. Because Technical Services now encompasses an electronic resources librarian, it is the department that is ensuring articles, e-books, e-journals, and databases are available in support of faculty and student success. Everyone worked together as a team, whether from their desks at the library or from their homes, and they were proud to do it. ♪

From passive listeners to active participants

Lessons learned from the pandemic about engaging international students during library instruction

The 2020-21 academic year was a time of challenges, innovation, and transformation for many library services, library instruction included. Many academic libraries sought to transition lesson plans to synchronous and asynchronous online formats. Some students left to travel back home, whether that was in state, out of state, or out of the country. These challenges not only perplexed individual instructors, but also complicated library instruction plans. Though many universities have now resumed pre-pandemic services and activities, we should continue to reflect on what worked well during the pandemic that we can continue to incorporate as we move into more normalized times.

Library instruction practices and international students

Teaching librarians engage in evidence-based pedagogies, such as backward design and active learning strategies, to engage students. These practices spur students to apply what's being taught in a dynamic environment where it's safe to make mistakes. However, not all students respond the same way to pedagogies commonly used in Western educational systems.¹ International students experience different student learning practices. In east Asia, it's common for students to be accustomed to individual work, an all-authoritative teacher, ten-hour school days, and high-stakes exams. Students may not be used to group work, sharing opinions in class, or asking questions.² This adds a layer of complexity when planning lessons designed for international students.

Penn State-Harrisburg is Penn State's largest commonwealth campus and has a thriving international student population. More than 600 students, roughly 12% of the student population, are international. Students who identify as English Language Learners (ELL) may choose to enroll in a first-year two-course sequence, which together fulfill their first-year composition course credits. In the fall, students take First-Year Seminar in English (ENGL 83S). During library instruction, students receive a library orientation that covers how the university libraries operates, Harrisburg Library as their campus library, how librarians can help them, and how to find basic information on the library website. In the spring, students take ESL Composition for American Academic Communication II (ESL 15). In this course, students learn how to begin researching using library resources. Traditionally, students in these courses received library lessons via in-person instruction from a librarian.

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Pandemic-related challenges

Travel restrictions

As many universities opted to deliver course content remotely during 2020-21, library instruction likewise had to transition. International students had additional challenges to navigate. Many universities, Penn State included, required courses to run synchronously. Since some students were unable to travel to their college destinations due to travel restrictions, they had to remain in their home countries. At Penn State-Harrisburg, many international students come from China, followed by India, Korea, Saudi Arabia, Malaysia, the UAE, and Taiwan.³ These students were required to attend classes during their scheduled meeting times and had to contend with a significant time difference.

Differing classroom cultures

Additionally, students and librarians had to navigate differing instructor policies, guidelines, teaching practices, and classroom cultures. Some course instructors were able to establish a rigorous classroom environment with required student participation, requiring students to participate in the chat window, break out into small groups for discussion, complete worksheets during class, etc. Student participation required effort and was visible. Other course instructors lectured from a prepared set of slides to a screen of students who were represented by black Zoom windows displaying only their name with no student engagement. Students attending these types of classes were able to retreat into the background, finding comfort in nonparticipation and not having to be seen or heard while the instructor chattered into the void.

Participation and engagement

For librarians who primarily teach via the synchronous one-shot format, these differences were exacerbated due to the transition to online learning. Librarians worked to adapt lesson plans for an online environment that taught students how to think about research, locate information, evaluate sources, and teach other information literacy concepts. It was a risk to develop learning activities that required student participation when there was no guarantee that virtual lesson activities would match the classroom culture already established by the course instructor. Many librarians experienced at least one class where it was clear that the classroom culture of nonparticipation had already been firmly established--students would not respond in chat (well, maybe one or two brave souls would), ask questions, or participate in discussions. In these classes, students were comfortable not participating. To be asked by the guest speaker to think, type in the chat, or contribute to a collaborative document was a new concept. This meant giving up privacy, taking the risk of being wrong, and getting called out. When students don't participate, formative assessment is an impossible task.

The culture of nonparticipation was seemingly encouraged by requiring students still living overseas to participate synchronously. Many course instructors empathetically wanted to remain flexible with their students. They understood that it was the middle of the night when some of their students were required to attend class. When it's the wee hours of the morning, who wants their camera on? Who's ready to fully engage in a thought-provoking discussion? Many students were living at home with their families, with family members trying to sleep in other rooms or even the same room.

While librarians may want to try to accommodate every student learning challenge, we simply cannot due to many constraints. It's necessary to pick and choose which challenges we are most equipped to address. There are some strategies that can mediate some of these concerns to encourage more student engagement.

Response

Allowing for semi-anonymity

In 2020-21, I adapted my lesson plans for the ELL first-year composition courses from an in-person mode to an online synchronous format. Realizing the challenges that online distance international students face, I wanted to encourage participation during the lesson to gather and respond to formative assessment, while respecting that students may not be used to regular participation. My solution was to present the lesson using a technology in which student participation was built directly into the synchronous lesson while maintaining semi-anonymity. I used Nearpod, a freemium educational platform that allows an instructor to cast slides to a student's personal device.⁴ Slides can contain a mix of static informational content such as a slide deck, dynamic content such as websites where the students can navigate the site on their own, and activities to be used as checkpoints such as multiple-choice quiz questions, poll questions, open-ended questions, and more.

One concern when preparing an interactive lesson is that sometimes international students are hesitant to speak up because they do not want to be "wrong," even when there isn't a wrong answer to the question posed. Many students feel a sense of shame when they are called out for being wrong, and this causes them to prefer to stay silent rather than participate or ask questions when they don't understand something. This concern can be largely mitigated by taking advantage of platforms that allow for anonymous or semi-anonymous participation. At the start of my lesson, I provided directions to the students to join the Nearpod lesson and explained what types of activities the lesson would entail. I emphasized that student participation would be anonymous to the other students in the class and on the recording but would be identifiable by myself and the course instructor. This semi-anonymous setting keeps students accountable for their participation, but more willing to participate because they do not fear being wrong in front of their peers.

Participative learning activities

I taught two different lesson plans using Nearpod. In the fall ENGL 83S course, I taught students about library services, introduced them to the subject librarians, gave an overview of the library website, and explained library policies. I developed interactive activities throughout the lesson to stimulate thinking about the library, such as polling for students' prior experiences with libraries, knowledge checkpoints to make sure they were following along and understanding the lesson content, and had students interact with selected pages of the library website.

In the spring, the ESL 15 lesson plan entailed learning about how to begin research, how to use library resources to locate information, and how to evaluate sources. Interactive student activities included having students identify a topic of interest in response to an open-ended question, knowledge checks, and listing keywords for a pre-selected topic by using a "collaborate board," similar to a Padlet.⁵

Risks

There are inherent risks to a librarian using a technology like Nearpod during a one-shot. Using these types of interactive tools require students to adapt quickly to a new technology tool they may have never used before. There may be technical difficulties making the lesson start delayed, losing valuable teaching time. Some technology tools are geo-blocked by certain countries. It also requires that the students have a stable Internet connection with enough bandwidth to accommodate the learning technology as well as the course's videoconferencing software. And not all educational technologies are accessible for students with disabilities. There could also be relational ramifications if the course instructor is not supportive of the librarian introducing their students to a new tool, which may disrupt the classroom norm.

Student response

In the spring, I ended the Nearpod lesson by asking students to respond to a multiple-choice question, "Did you like using Nearpod during this lesson?" Out of 82 students, this question received an 82% response rate: 80% of students who responded selected "yes," 14% said they "didn't particularly like or dislike Nearpod," and 6% selected "no." These informal survey responses indicate that most students had a positive learning experience using Nearpod, and only a few did not.

Moving forward

In fall 2021, many of our international students returned to my campus to attend classes in person. However, many other universities are continuing to offer certain courses asynchronously, synchronously online, or in a hybrid format. There is still a need for teaching librarians to remain flexible with teaching modality changes and for us to reflect on what teaching practices improved the learning experiences of our students during the pandemic. Some tools can make teaching hybrid or online classes more engaging. Nearpod is capable of reaching both in-person and online students, so it works well in both a synchronous online and a hybrid situation. It also has an option to make a lesson asynchronous so that students can go through a lesson at their own pace on their own time.

This fall, I have continued to use Nearpod for my in-person classes. I am currently avoiding classroom activities that put students in close proximity to each other, involve the exchange of papers or other materials, and activities that are made more difficult because of masks, such as lengthy discussions. So, I am continuing to encourage individual participation during class rather than group work. International students, in particular, seem to participate more fully because their engagement is anonymous to their peers, so Nearpod has been successful for me in getting informal formative assessment, which allows me to respond in real time to confusion and questions.

Some considerations when thinking about piloting or adopting a student learning technology include:

1. Is it accessible for students with disabilities?
2. Will it reach students who may be overseas, or is it geo-blocked?
3. What is the privacy policy of the vendor?
4. Is it free? Is there a storage limit or student limit?

It's also important to compare alternative tools. Some of Nearpod's competitors include LibWizard⁶ and TopHat.⁷ There are also various tools that allow a user to incorporate questions during a video, such as Kaltura.⁸ Educational technology seems to always live in a state of corporate flux, being bought out by larger companies who may decide to make them unavailable. Teaching librarians will need to continue to remain flexible and not rely on one sole vendor to provide a platform for lessons.

While teaching international students can present some interesting challenges to teaching librarians, it also invites an opportunity to expose students to new learner-centered techniques. They may not be comfortable at first with the expectation for participation, but with time, they can adapt and hopefully come to appreciate the pedagogies they experience as they learn to engage in discourse, ask questions, and form collegial bonds with other students during discussion and group work.

Notes

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Karen O'Grady

Zoombrarian

Using Zoom to provide personalized database instruction

I was recently enrolled in an excellent evidenced-based nursing course. My classmates were nursing educators. None of them were librarians. As part of the course, one of the university's medical librarians gave us a PubMed searching lesson. In my rare role as a student of database searching rather than as a librarian, I had an epiphany.

Passively watching a librarian search a database is so incredibly boring and hard to follow that even I checked out. She perfectly executed the kind of PubMed demonstration we all regularly provide for classes, and there was nothing egregiously incorrect about her presentation. Experiencing the lesson from the other side of the virtual desk, however, sharply revealed to me how ineffectual this method of instruction is. I resolved never to teach that way again.

I have long suspected that individual attention is the only way to effectively teach database searching. Students are interested in searching only their own topics. Few will be able to apply a librarian's hypothetical search demonstration to their own searching. Watching a librarian search PubMed is about as unrelatable as watching someone shop for their own groceries.

One disconnect that makes demonstrations boring and ineffectual for students is the understandable tendency of librarians to perform a practiced and seamless search, using exactly the right search terms with no discernable trial and error. Even demonstrating a planned misfire that brings zero results to make a point does not guarantee students' comprehension of that point. Librarians often present a flawless demonstration of a database's features to arrive at a perfectly executed search. This potentially sets up today's Googling generation of students to believe their searches will go just as smoothly, and that database searching is a snap. It can make students feel frustrated when they sit down to search and are not able to locate articles as quickly and seamlessly as the librarian did.

Also, most librarians erroneously assume that the point of demonstrating a database for students is the same as when they conduct an actual search: to arrive at that triumphant final step where a reasonable number of relevant articles are located. This satisfying conclusion for a librarian is usually not experienced in the same way from the students' perspective. Any students who might still be paying attention do not grasp that the lesson has victoriously concluded. This tried-and-true method of teaching database searching simply does not teach database searching. Demonstrating is not always teaching. Watching is not always learning.

I have been teaching database searching to graduate nursing students with a method that uses the virtual environment inflicted upon higher education by the COVID-19 pandemic.

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When students email me research questions, I respond by recording a quick informal Zoom video for them. I share my screen and click around while I think out loud about their question or topic. I record the video off the top of my head, and I brainstorm ideas, potential search terms, my opinion on their PICO questions, and whatever else comes to me that might help them. I speak directly to the students, addressing them by name.

Most of the questions involve PubMed searching, so I narrate my thought process and teach database navigation skills while I search. I am convinced that half the skill of database searching for students accustomed to the instant gratification of Google lies in learning to navigate. I spend time explaining and defining some of the more useful advanced search fields, such as title/abstract and text word. I emphasize that using these features will save students time. I repeatedly explain how to click from the MeSH screen to the search history screen and then back to the screen containing articles. A large part of the lesson is not about articles or search terms, it is about navigation, which I think is missing from most librarians' instruction.

I strive to stick to information that will help the student in the moment rather than lecturing about all the databases' capabilities. It is paramount to me to come across as light and approachable and to downplay the intimidating expert librarian image. I call many of the techniques I demonstrate "cheats" or tricks so students can get what they need and move on. I strive to keep the videos less than ten minutes long and to avoid off-putting librariansese lingo. I chose plain language to explain concepts and vocabulary. I assume both that students know nothing and that they find library science boring. Most do.

I never do their homework for them. I only brainstorm a few ideas to get them thinking. I usually stop short of handing them search terms or locating articles for them. I email students my impromptu videos and suggest we Zoom together if they would like more help. Most students take me up on the offer, and some say the video was all they needed. I am proud to say nearly every student tells me the video was very helpful, and many students return later to ask me other questions.

I find sending recorded videos to be much more productive than Zooming with a student as a first response to an emailed inquiry. Every librarian has sat one-on-one with a student who got hung up on reading abstracts after an initial search produces 1,000 articles. We have all experienced the student who waits patiently (or sometimes impatiently) for us to locate articles for them or students who type and search inefficiently, not able to sit and listen to instruction about finding the right search terms. Getting my whole lesson out uninterrupted works better for both parties. The best thing about my recorded lessons is that they are personalized. The students are not watching boring hypothetical demonstrations on topics that do not pertain to them. My videos differ from generic instructional videos because they answer students' specific questions. They are human, friendly, and unrehearsed.

I am receiving glowing feedback on my personalized videos. Students tell me that listening to my train of thought is helpful. They love that they can watch the videos as many times as they need. I am receiving what I consider to be the ultimate proof that my videos are helpful—students reaching out to me at the suggestion of other students whom I have helped.

If I think a particular video demonstrates something other nursing students can use, I add it to the playlist of videos I created on my Nursing LibGuide. I point out the playlist when I give classroom presentations on library resources. I encourage students to watch the videos

back-to-back, YouTube style, when they have a bit of leisure time. I believe the redundancy of my navigation explanations in brief video after brief video reinforces my teaching tips and tricks that students can apply to their own searching.

What I say here may seem like a stark contradiction to my earlier declaration about students learning nothing by watching a librarian search. The difference provided by the playlist is that students can watch, skip, and replay any videos in any way they prefer. They are not stuck in a class and subjected to a boring 30-or-60-minute rehearsed lesson focused on search results, as I was in my evidence-based nursing course. The personalized videos are brief. They are focused on navigating around the database. The unrehearsed stream of consciousness shows both my approachable personality and better demonstrates what actual searching looks like, misfires and all.

I have also added personalized videos on other topics to my playlist. They are responses to the types of reference questions we all receive—using interlibrary loan, locating specific articles, finding sources other than databases, and so on. When I point out the playlist to students, I guarantee that watching the videos will teach them something they did not know about using the library. Students, faculty, and even librarians from other universities have praised my videos. These efforts have created a successful ongoing project using Zoom in a virtual environment. Like many innovations that have resulted from our collective adjustment to this terrible pandemic, I am now proud and excited to call myself a Zoombrarian. //

Patricia Lombardi and Sam Simas

The Bryant Faculty Spotlight

How to love your institutional repository

Upon examining the life cycles and workflows of scholarship in our institutional repository, our team at Bryant University noted that we often ingested materials into our repository that we left to sit, languish, and die. The end, period. Kaput. In an age of usage justifying the expense of our institutional repository to avoid cancellation, we asked ourselves if we were doing everything we could to get the most bang for our proverbial buck.

We weren't. So, we challenged ourselves to answer the question: How could we reinvigorate our institutional repository to increase engagement with its resources? How could we use materials housed in the repository in different ways to highlight faculty scholarship, to tell their stories, or to create other projects? We evaluated our library mission and department goals to see where we could inject opportunity for elasticity and creativity to begin brainstorming, then narrowed our focus on faculty publications and presentations, as they provide fertile ground for cultivating potential and alternative uses of scholarship. Instead of simply leaving valuable research assets to languish in our repository, we decided to create a scholar(ship)-centric podcast to take an active role in promoting the scholarship and thereby increasing the global research profile of our university faculty's intellectual property. In this article, we will share our successes and challenges as we pushed ourselves to give voice to our faculty, growth to our repository, and opportunity to our library.

How we got started

In 2018, a newly created position, digital services and research librarian, finally gave a much-needed focus and renewed attention to digital services and scholarly communication. With these changes, the librarians at Bryant University's Douglas and Judith Krupp Library broke out an ancient camera and wobbly tripod to test the wild idea of using a podcast and video to spread the word about a faculty member's innovative new open textbook on statistical inference. We started with two intrepid nonvideographer librarians. It went about as well as you could expect—meaning we created what is more aptly described as ransom-video-adjacent than a high-caliber piece of promotional material. If not for a serendipitous collaboration with a University Relations videographer and the willingness to fail, try again, then fail better, we may never have created a robust podcast and highly downloaded series to promote faculty scholarship, projects, and personalities.

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There are already too many podcasts, you say? We think so, too. Then why, you may wonder, did we think a podcast on faculty scholarship could compete with the endless lists of vastly more entertaining options about crime and murder and political intrigue? Sit ye down, naysayer. Despite the listicles and blogs recommending podcasts on fairy tales and code switching and history, we found zero podcasts with the specific aim to promote and to celebrate faculty scholarship. In most cases, scholars contribute to podcasts based on their areas of expertise, but these do not center around their own work, research interests, or pedagogical practices. Thus, the Bryant Faculty Spotlight came to be.

We recognized that one of the ways to strengthen and to maximize the already-paid-for-and-very-expensive institutional repository would be to put to work the work within it. Furthermore, many individuals take scholars and their research products for granted, and faculty assume that the public is uninterested in their thoughts. Neither of these misconceptions are true. We see this gap as one that librarians can bridge by translating highly specialized “academic-ese” to the public. This serves two purposes: it is part of a larger struggle against anti-intellectualism, and it also promotes the work our scholars and students do. To this end, we aimed to help scholars broaden their audience to include current and potential students, colleagues and other university partners, and the public. This broader audience now has a more accessible way to learn about faculty research, publications, and class offerings. Along the way we chatted with Michael “Kermit” Gravier, Michael “Sunshine” Bryant, and many other professors (who are not named Michael).

Pre-COVID-19, the Bryant Faculty Spotlight was both in podcast and video format. After our very first failed attempt, we asked one of the university’s digital media specialists for help and began to interview faculty using a swanky Canon 5D Mark IV and audio equipment. We edited the audio into podcasts using Adobe Premiere Pro CC and sent the video to the expert, a videographer from University Relations.

When production was finished, we made our final products available through our institutional repository. Since the podcasts synched with the university’s efforts to recognize academic excellence, we reached out to see if University Relations would collaborate with us for marketing. All was well. University Relations was happy to include our podcasts as content for their ongoing newsletter, *Inspired to Excel*. Our first two spotlights had several hundred views and downloads. We were making progress. Then 2020 reared its ugly head.

COVID-19 forced us into remote work in March 2020. We had gained so much traction with the project, and we wanted to continue it as best we could. Not many professors (none in fact) wanted to have their home offices, kitchens, or living rooms captured and shared for all-time in our repository. (Go figure.) So, we dropped the video and went with audio only. We purchased a Rode NT-USB Versatile Studio-Quality USB Cardioid Condenser Microphone (\$169) to revamp the Spotlight. Zoom saved us, too. We were able to employ it to conduct and record interviews. After the recordings rendered, we downloaded the audio-only files and used Premiere Pro to edit them. Once completed, we sent the podcast episode to the faculty member for review and approval, then uploaded it to our repository. With so much social isolation during COVID-19, this virtual interview became almost cathartic, and provided the social connections many of us were missing.

Initially, we invited faculty who had recently published books to talk about their publications during a 45-minute interview for the Bryant Faculty Spotlight,¹ but we realized that

we were excluding faculty in article-heavy disciplines (e.g., marketing, business). We also did not want to reinforce the deleterious view of the monograph as the “holy grail” for academic achievement when many of our faculty publish prolifically in professional or trade journals.

So, we expanded our pool and scope, and began interviewing faculty to about their recently published work as well as their research interests, background, pedagogy, and ongoing projects. This led to an engaging conversation with Stefanie Boyer, who had recently created RNMKRS—a virtual sales simulation app. Our interview was heard by an individual in South Africa who then offered to donate funds to her initiative. Boyer’s app has been a highly successful contribution to her field. As of spring 2021, she cites approximately 3,000 students using the program.

But something still didn’t work. Our interviews began with very buttoned-up questions like, “What is your role at Bryant?” “Which failure did you learn most from?” “Do you have any unique hobbies?”

Are you bored yet? We were. We stopped playing it safe and started to think about how we could make it better.

Instead of applying the same questions to each interview, which, remember, was supposed to differentiate faculty, we decided to highlight what made those faculty members unique—we did what we think librarians do best: we learned. We requested faculty’s articles, book chapters, or stories, and we read them thoroughly. It was a chance for our department to grow together and to work as a team to understand complex topics such as 18th-century obscurantist philosophy, the fundamentals of psycho-linguistics, or the intricacies of business-to-business trust building practices. Then, together, we crafted questions about the professor’s work.

What did we hope for? Richer, higher-quality conversations. What did we get? Everything we hoped for and more. But what we had not expected is that the faculty would feel that we took them, their work, and their thinking more seriously than we had before. In the end they were more animated and engaged during the interview, and when it was over, they were open and more willing (we think) to collaborate with us on future projects.

Many of the challenges we anticipated never manifested, and the challenges we did have, we never could have planned to avoid. For example, we feared faculty might be loath to participate, but we secured their interest without much fuss or finesse. Maybe it was luck, or maybe a year of isolation made them eager to talk to anyone, even us. We decided to take whatever we could get. It helped that we had already built channels of communication into our workflow when we ingested their materials into the repository: each time they published a piece of scholarship, we sent an email congratulating the scholar on their recent research or publication. And—even before we added an excessive number of exclamation points to our email—we asked if they would be willing to sit down with us to discuss their work. Who would not want to talk about a recent achievement? That was one of the best parts of occupying this unique role as a librarian—at least one of the many hats we wore was a party hat, and it seemed that faculty were much more likely to join a celebration, especially if it was about their own work.

In ranking of our biggest challenges, reading a wide range of subjects and getting a grasp on the scholarship to compose meaningful questions in advance of the recording ranks at the top of the list. Learning the editing software, reviewing the podcast for flow of content,

and subsequently organizing its timely release was no cake walk, either. While you may read this and think, “Did they just tell me that everything in the process was a challenge?” We want to assure you that, yes, it was. The beginning was utter chaos, but we kept our focus on developing new ways to support faculty scholarship, which led us to something unexpected and original.

Each person in our four-person team (two librarians, two library assistants) has discovered their own untapped potential, and we feel more confident to try something different knowing that initial or apparent failure will not stop us.

Failing, then failing again paid off. From January 2020 through December 2020, we increased the number of downloads in our repository by 108%—or more than double the number from our prior calendar year. While it could be luck, we believe that this success is related to, if not caused by, the work we put into reinvigorating and activating the resources we already held. As of November 2021, with 8,028 items in our repository, we have 201,948 downloads, which means that for two calendar years in a row we will have had nearly a quarter-million downloads. Not bad for a small staff and the repository being only one of our many tasks.

If you decide to try podcasting to elevate your IR’s contents, you might fail. Or maybe you lived your past life as an audio-engineer. (And if that is the case, then what have you been doing?) But whatever you end up trying, we hope that you can take with you our most valuable lesson: treat faculty with genuine kindness and interest, enrich yourself and learn about their work as best you can. It will be easier to ask them to work with you in the future. How else could we have started virtual book launches, an undergraduate journal, an herbarium, and a virtual art gallery? When scholars entrust something to a repository or to a library, the greatest gift we can give to them in return is to show them we value their work by putting it to good use.

Note

1. The Bryant Faculty Spotlight is available online at <https://digitalcommons.bryant.edu/faculty-spotlight-podcast/>. *zz*

Shin Freedman

Have librarians crossed the border of faculty sanctum of the academy?

A personal journey of breaking barriers

Each spring at my institution, faculty from each discipline invest in evaluating their students to nominate them for “the best of” categories. Should the selection criteria be based on the GPA score, character traits, service recognition, overcoming adverse life situations, or unusual but worthy aspirations? What would be the most appropriate selection criteria? Similarly, academic deans from each college get together to select the best faculty in teaching, scholarship, advising, and service areas. Other nomination activities culminate in rewards ceremonies throughout the year. Most of all, the graduation commencement ceremony will be highlighted by the celebration of the award recipients from students and faculty. With admiration from the audience, including the students, faculty, administration and parents, the awardees march onto the graduation platform purposefully and proudly on that day.

I have been thinking about this for a while. Are librarians recognized as distinguished librarians of the year at our respective institutions or in the library? Does the commencement ceremony include and recognize librarians’ contributions in public? My curiosity led me to reflect on this struggle in my mind in the era of diversity, inclusion, equity, and social justice.

This narrative is about my struggle for ten years at my institution to understand where I fit in from the perspective of scholarship and research. I am an academic librarian, researcher, scholar, and lecturer. When professional development funding opportunities arose, in my earlier days, I saw that librarians were not part of the eligible group on campus. My teaching faculty colleagues comforted me by saying that when we say faculty, of course, we meant, faculty and librarians. It never felt comfortable. I questioned myself by asking is this opportunity for me, as well? Or is it just for faculty only. My lived experience was that the second is true. Unless the application calls for librarians explicitly, it is meant to be for faculty only. Only I did not know that then.

Every springtime, there is call for nominations for a Distinguished Faculty Award (DFA). What do they mean by *distinguished*? The dictionary defines the word as successful and commanding great respect. *Faculty* is understood but may have only been implied as strictly

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for *teaching* faculty members. The DFA was awarded to one faculty per year, but later the award category expanded gradually into four options: teaching, scholarship/research, creative works, advising, and service. The DFA process includes nominations by the university community starting in early March each year and nominations are submitted to the office of the provost. At some point, at the deans' meeting, the final selection for each category happens and the announcement is made in April.

I have nominated teaching faculty colleagues, and they all were confirmed as recipients of the award. Along the way, I encountered unexpected confessions and sad stories from colleagues over the nomination process as well as promotion and post-tenure decisions. I asked myself why my colleagues shared their private stories with me. It appears that they seemed touched by my work in support of fellow members of the community. If I may be so presumptuous, they may have felt the need when they were in need.

For those who believe that faculty means faculty and librarians, I realized that the words and their interpretation was not good enough. The terminology needed to be codified. If the nomination or application is intended for faculty and librarians, it must say so to be clear. Without such clarification, librarians suffer wondering whether we are eligible to receive awards, because we know deep in our hearts that we are not part of that group.

My personal journey to the DFA started a long time ago. I was nominated for the award by my students and faculty colleagues. Although at the time of my first nomination, there was implicit eligibility, I did not know that I was not eligible. The word faculty of course meant faculty/librarians, I assumed. However, the award was for faculty members only, despite my kind teaching faculty's consolation.

Fast forward several years, even before the pandemic impact on campuses around the world, a group of colleagues and myself challenged the language and its implication for the existing DFA eligibility, which resulted in adding the word *librarian* next to *faculty* in the language of the DFA. Probably no one noticed the difference but me. Subsequently, I was *officially* nominated for the DFA in the scholarship/research category. In the following year, I was nominated again for the same category of scholarship. Disappointingly, but perhaps predictably, I was not selected.

As I reflect on my experiences, several questions cross my mind. Have I ever crossed the border of sacred scholarship in academia? Can librarians, often on the margins of academe, be nominated and subsequently selected as a distinguished faculty/librarian of the year? I have passed many nomination hurdles over the last ten years. The only barrier left seemed to be the selection process. I may never know what happened other than that there are other faculty who are more deserving of the distinction. Trying hard and harder year after year does not seem make any difference, despite the increased number of citations, downloads, bibliometric counts, readership worldwide, and impact scores on my research and scholarship.

I wonder whether there is any room in the faculty culture to recognize academic librarians' scholarship. It should not be so different to evaluate and judge one's scholarship in terms of research outcomes, impact, and influence on readers whether using the Becker model or whatever the scholarship model may be. There should be a clear way to measure one's research output and outcomes. Please don't tell us it's not clear because teaching faculty do not know how to evaluate librarians' research. In any case, I am coming to terms with the fact that my scholarship accomplishments at my current institution may never be recognized.

I am also pondering what more needs to be done to be selected as an equally qualified nominee beyond my published monographs, book chapters, and edited books; serving as an editorial reviewer; presenting posters, conference speeches, webinars in regional, statewide, national and international conferences and symposia; as well as receiving institution wide grants for ten consecutive years and prestigious external grants, including the U.S. Fulbright, a national fellowship from Institute of Museum and Library Services. What more could I have achieved as a librarian?

Irrespective of what we as librarians are capable of, or have demonstrated, the world outside of the library seems to regard us in one way: you can't be a researcher or a scholar because you're a librarian. You're a service provider. My faculty colleagues told me that they truly don't see librarians as researchers. Do we need to correct these assumptions and share the space in this conversation?

Please don't look at me as an individual. As an academic librarian who is also a woman of color with an immigrant background, I do have multiple identities beyond being an academic librarian. Please look at the accomplishments of my scholarship and research. Look at the influence and impact of my citations and readership around the world. What are we capable of doing well? After all, what matters to librarians is being recognized for our legitimate professional identities and their outcomes on campus, region, national, and international levels. //

Library of Congress changes immigration subject headings

At its regularly scheduled meeting on November 12, 2021, the Policy and Standards Division of the Library of Congress, which maintains Library of Congress Subject Headings, announced the decision to replace the subject headings “Aliens” and “Illegal aliens.” The terms will be replaced with new subject headings “Noncitizens” and “Illegal immigration.”

ALA President Patty Wong, calling the previous terms “outdated and dehumanizing,” saying that the update “better reflects common terminology and respects library users and library workers from all backgrounds. It also reflects the core value of social justice for ALA members, who have been at the vanguard of this change for years.”

The Library of Congress Subject Headings are widely used in library catalogs to index the topics of library materials. The revisions will appear on Special List 21-11B. Headings on existing bibliographic records in the Library of Congress’s catalog will be updated as expeditiously as possible after heading changes are approved.

ALA Policy Corps Cohort III goes to Washington, D.C.

In early December 2021, Cohort III of the ALA Policy Corps met in Washington, D.C., for an in-person capstone to their yearlong virtual training. The policy issue focus for the session was copyright and licensing, with two members of the cohort leading the training: Sara Benson, University of Illinois at Urbana-Champaign, and Timothy Vollmer, University of California-Berkeley. ALA President Jim Neal (2017-18), who also cochairs the ALA Policy Corps Advisory Group, provided a first-hand account from his decades of being on the front lines of copyright advocacy.

The application window for the fourth ALA Policy Corps Cohort closed on December 15, 2021. New members will be announced in early 2022.

Federal FY2022 budget stalls

Congress approved a temporary funding measure in December 2021 to keep the federal government open through March 18, 2022. The Continuing Resolution funds agencies at the previous fiscal year’s spending levels until a final agreement on FY 2022 funding is reached. In summer 2021, the House passed a bill providing a \$9 million increase for LSTA, while the Senate Committee draft bill called for a \$6 million increase. Should either version be passed, it would be the ninth consecutive increase for IMLS and LSTA funding. The spending bill passed by the House included significant increases for the National Archives, Pell grants, HBCUs, and institutions serving Hispanic Americans, Asian Americans, Native Americans, and Pacific Islanders. ㄾ

Digital Library of Georgia. *Access:* <https://dlg.usg.edu/>.

At first glance, visitors to the Digital Library of Georgia (DLG) website will be impressed with its simple and classic design. This straightforward entry serves as a friendly and welcoming doorway into the riches of Georgia culture and history. What isn't clear at the start is the depth and breadth of this remarkable collection of resources. Developed through a complex and longstanding collaboration between the University of Georgia and libraries, archives, museums, and cultural heritage institutions across the state, DLG provides free access to manuscripts, letters, diaries, photographs, maps, books, and other published works that tell the story of Georgia history. DLG is part of Galileo, the state's online portal to authoritative, freely available information. Galileo is overseen by the Board of Regents of the University System of Georgia. More than 2,000 educational institutions across Georgia participate in Galileo by contributing to collaborative and resource-sharing activities and providing public access to the Galileo portal.

Materials and collections are selected for digitization by DLG based on collection development value, copyright restrictions, preservation concerns, access and use, and other criteria. Detailed information concerning the DLG's selection processes as well as its mission, policies, partners, and sponsors can be found through the "About" tag on the site's homepage. Additional information concerning DLG participation, instruction, services, and donations is also easily found on the homepage.

Visitors can begin their search of the DLG collections through the homepage search box or through an advanced search using the "Search" tab. One can also browse resources by starting with the "Explore" tab. Queries take viewers to materials in holding institutions throughout Georgia and provide results rich in collection and item-level metadata and high-resolution image files. By linking on Exhibits in the "Explore" tab, viewers are given the opportunity to see online exhibitions curated by experts in the field and showcasing items from DLG project and content partners. Examples include "The New South and the New Slavery," and "Race and Reckoning in Forsyth County." Rich narrative information, accessible image files, and suggested reading and film material are provided with each exhibition.

The Digital Library of Georgia is well worth an extended visit. It is a phenomenally well-managed collaborative resource collection with in-depth information for users, participants, and contributors. It provides free access to rich authoritative collections, which tell the vital story of Georgia's culture and history.—*Sarah Goodwin Thiel, University of Kansas Libraries, sgthiel@ku.edu*

Frailty Science: Promoting Resilience and Healthy Aging. *Access:* <https://frailtyscience.org>.

Frailty Science's mission is to "provide state-of-the-art information on frailty-related science and how it might impact health and wellness for older adults." The organization is sponsored by the Johns Hopkins University Claude D. Pepper Older Americans Independence Center and receives funding from the National Institute on Aging.

Research and clinical topics covered include the biological basis of frailty, epidemiology, interventions, resilience, and how frailty impacts various clinical populations such as cardiovascular disease, diabetes, HIV, sensory impairment, and others. "Professional Resources" provides guidance on selecting frailty assessment instruments as well as information explaining the differences between instruments. There

are also links to societies and foundations whose work involves frailty and aging. The “Frailty Overview” page includes a link to the “Frailty Research Library,” which includes selected publications related to methodologies for assessment, epidemiology, and resilience. There is a section of resources for patients and caregivers. While it includes links to articles written at a simpler level, not all are evidence-based or free from diet culture and weight stigma.

Early in 2021, the Johns Hopkins Fighting Frailty Podcast was launched. As of this writing, there are seven episodes available on the website. Each episode features an interview with a frailty expert on topics such as hormones and aging, social isolation, and self-efficacy. Unfortunately, transcripts for each episode are not included. The Frailty Science blog has numerous articles that discuss topics including new research and COVID-19’s effect on frailty.

Despite the lovely, rainbow-colored top-level navigation, the website is a little confusing to navigate. It is easy to find yourself at an article and have no idea how you got there. The individual webpages are very text-heavy and would likely be easier to read on a somewhat smaller screen where the line length isn’t as long. This website has a wealth of information about frailty and the research surrounding it. It is geared towards a clinical/research audience, so much of the information included may be far too dense for a nonexpert reader.—*Emily Underwood, Hobart and William Smith Colleges, underwood@hws.edu*

Ground News. Access: <https://ground.news/>.

Ground News was founded by Harleen Kaur on January 15, 2020. Before making the jump to entrepreneurship, she was an engineer for NASA and for a German satellite company.

Ground News aggregates news stories via an algorithm that sorts the coverage of a particular news story by political ideology. It tells users if a given news story is seeing wide coverage by sources from across the political spectrum or if it’s only being covered by news sources with a particular leaning.

The homepage is intuitive, and users can view stories by top news, trending news, local news, and international news. Additionally, by clicking on the menu box, users can quickly access additional news topics. Finally, users can also search for news by keywords, titles, and URLs from a search box at the top of the page.

Access options for the site include no subscription, a free account, and a premium subscription. The no subscription option gives users access to all news stories and a bias report. However, after they view a few stories, access expires, and the site prompts users to register for a free account. Researchers can register for a free account by using their email address. Alternatively, they can also link via Google, Facebook, or Apple accounts. Registration for a free account only requires an email address, so if users are concerned about privacy, they should use that option.

The free account provides access to all stories and the basic “Blindspot” feature. This feature allows researchers to see how a given story is being covered ideologically. For example, according to the “Blindspot” feature, left-leaning international news sources covered a recent story on the humanitarian crisis in Afghanistan by focusing mainly on the human tragedy, whereas right-leaning international sources mostly downplayed the humanitarian aspects and focused on the new Taliban regime.

Premium subscriptions include features like additional news sources, bias tools for social media, and factuality ratings for news sources. However, due to being behind a paywall, this reviewer was unable to evaluate any of these features.

Ground News is useful to anyone wanting to examine ideological bias in the news or evaluate the factuality of a source. However, some might find the free features limiting and get quickly frustrated by features that are locked behind a paywall.—*Brad Matthies, Gonzaga University, matthies@gonzaga.edu*

The University of North Carolina (UNC)-Chapel Hill's University Libraries has received a grant of \$500,000 from The Andrew W. Mellon Foundation to investigate new methods for preserving audio and video records of the American South. The grant, which focuses on sustainability, began October 1, 2021, and will end September 30, 2023. It brings the nine-year funding total for Extending the Reach of Southern Audiovisual Sources to \$3.4 million. Prior phases were devoted to research and development, implementation, and expansion. UNC's libraries have been working on audiovisual preservation since the 1980s, but those efforts tended to focus on individual items. The series of Mellon Foundation grants have allowed staff to consider how best to tackle collections that include thousands—or tens of thousands—of recordings, such as the holdings of the Southern Folklife Collection and the Southern Historical Collection, both part of the Wilson Special Collections Library.

Acquisitons



Ambrotype photograph of Omar ibn Said, from the Ambrotype Collection in the North Carolina Collection's Photographic Archives.

The University Libraries at the University of North Carolina (UNC)-Chapel Hill has acquired a document regarding the life of Omar ibn Said, a 19th-century enslaved Islamic scholar. Said, kidnapped from West Africa and enslaved in North Carolina, was renowned for his Arabic writings. The manuscript, created in 1856, is a document addressed by Said to his enslaver, James Owen. It contains an Islamic blessing and two biblical texts: the Psalm 51 and The Lord's Prayer. Eighteen examples of similar documents written by Said are currently known. According to John Blythe, assistant curator of the North Carolina Collection, the item is the first to come to light in many years. The library has digitized the manuscript, now part of the North Carolina Collection at the Wilson Special Collections Library, and shared it online. The document includes notations by other people who have handled it. According to Carl Ernst, William R. Kenan Jr. Distinguished

Professor of religious studies at UNC-Chapel Hill, one of them appears to be General George McClellan, who later became famous as a Union general during the Civil War. McClellan may have been given the document at a hot springs resort that the Owen family visited. ㉚

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

Appointments

Erica Titkemeyer has been appointed associate head of Repository Services at the University of North Carolina (UNC) Libraries. In this role, Titkemeyer will be coprincipal investigator for the University Libraries' audiovisual sustainability grant from the Andrew W. Mellon Foundation and will provide overall leadership and management for the grant. Under the direction of the head of the Repository Services department, they will be responsible for the management of the Digital Production Center and the supervision of staff. Titkemeyer will also coordinate processes across departments for the request and fulfillment of collection reformatting—including in-house and vendor digitization—and will help create transparent processes for prioritization, fulfillment and reporting in support of the University Libraries' strategic goals and Reckoning Initiative.



Erica Titkemeyer

Prior to this appointment, they were project director on the Extending the Reach of Southern Audiovisual Sources: Expansion grant and audiovisual conservator at the University Libraries at UNC-Chapel Hill.

Deaths

Mandy Havert, head of Research Services and the graduate outreach and research services librarian for the Hesburgh Libraries at the University of Notre Dame, has died. Havert had been part of the Hesburgh Libraries family for 24 years. She started her career in public services in the Business Information Center (now the Mahaffey Business Library) and moved into positions in Information Technology. In 2007, she was appointed as a library faculty member and served as the head of monographic acquisitions. Most recently, Havert's professional focus was on connecting people to resources, how organizations work, and how they can be improved through leadership development. She had a tremendous impact as a member of the Teaching Research and User Services program, particularly through her innovative work with The Graduate School as the graduate outreach and research services librarian. Havert was an original member of the Navari Family Center for Digital Scholarship and served as the center's liaison for graduate students. Havert was a member of, and served in leadership and committee roles for, many professional organizations, including ACRL, the Academic Libraries of Indiana, the Indiana Library Federation, and the American Educational Research Association. She is a published author in several academic library journals. ❧



Mandy Havert

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.

→ **Fast Facts**



Newspaper circulation

“The estimated total U.S. daily newspaper circulation (print and digital combined) in 2020 was 24.3 million for weekday and 25.8 million for Sunday, each down 6 percent from the previous year.” For comparison, the weekday circulation in 1984 was 63.3 million (print).

Pew Research Center, “Trends and Facts on Newspapers | State of the News Media,” Pew Research Center’s Journalism Project (blog), June 29, 2021, <https://www.pewresearch.org/journalism/fact-sheet/newspapers> (retrieved December 2, 2021).



Postsecondary campus safety

While the overall number of reported on-campus crimes fell from 34,100 in 2009 to 28,500 in 2018, and the rate of crime fell from 23.0 to 19.5 incidents per 10,000 FTE students, the number of reported forcible sex offenses on campus increased from 2,500 in 2009 to 12,300 in 2018 (a 383 percent increase). “Although changes in the reporting guidelines for forcible sex offenses in 2014 likely contributed to the largest single-year percentage increase in that year (36 percent, from 5,000 to 6,800), the number of reported forcible sex offenses on campus continued to increase steadily between 2014 and 2018, from 6,800 to 12,300.”

Véronique Irwin, Ke Wang, Jiashan Cui, Jizhi Zhang, and Alexandra Thompson, “Report on Indicators of School Crime and Safety: 2020 (NCES 2021-092/NCJ 300772),” July 2021, National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice, Washington, D.C., <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2021092> (retrieved December 2, 2021).



Text mining index

The General Index is a “gigantic index of the words and short phrases contained in more than 100 million journal articles—including many paywalled papers. The catalogue, which was released on 7 October and is free to use, holds tables of more than 355 billion words and sentence fragments listed next to the articles in which they appear.”

Holly Else, “Giant, Free Index to World’s Research Papers Released Online,” *Nature*, October 26, 2021, <https://doi.org/10.1038/d41586-021-02895-8> (retrieved November 30, 2021).



WorldCat growth

“In FY21, WorldCat grew beyond 500 million records and 3 billion library holdings, a 6.74 percent growth in bibliographic records and a 4.35 percent growth in holdings from FY20.”

“OCLC Annual Report 2020-2021,” OCLC, November 12, 2021, https://www.oclc.org/content/annual-report/en_us/2021/home.html (retrieved December 1, 2021).

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