College & Research Libraries *news*

Features

Departments

This month's cover features an image of examples from the College for Creative Studies (CCS) Library's material samples collection. This ever-growing collection of more than 35,000 samples is sorted by materiality in order to inspire the creativity of students in every department of the institution and consists of reference samples of coatings, metals, natural fibers, polymers, solid surfaces, textiles, wood surfaces, and more.

Founded in 1906 as the Detroit Society of Arts and Crafts, CCS, located in midtown Detroit, Michigan, strives to provide students with the tools needed for successful careers in the dynamic and growing creative industries.

Learn more about the CCS Library materials collection at https://libguides.collegeforcreativestudies.edu/materials

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In the *news*

Welcome to the February 2022 issue of *C&RL News*. The COVID-19 pandemic, along with other recent social and political events, provided, and continues to provide, opportunities to re-evaluate service models, launch innovative projects, and adapt to a variety of new environments.

Rose Barbalace, Tara Maharjan, and Megan Lotts discuss efforts to take the Rutgers University Libraries-New Brunswick student worker program virtual to provide educational and employment opportunities during the pandemic in their article "Bringing the federal work-study program home" and share their unique experiences with the program as managers of a varying number of student employees.

The Gonzaga University library launched a "Liaison Academy" program in 2021 as part of the implementation of a new liaison librarian service model. Caitlin A. Bagley and Brad Matthies outline their adaptable liaison librarianship training model and efforts at refocusing on the core areas of librarianship this issue.

A pre-pandemic meet-up at the 2020 American Association for the Advancement of Science Annual Meeting led to a fruitful online collaboration between Khue Duong, Kelee Pacion, Melanie Radik, Jessica Martinez, and Roxanne Bogucka over the past two years. They discuss their experience and give tips for working together online across time zones in their The Way I See It Essay "It always happens over lunch!"

As the United States withdrew from Afghanistan in the summer of 2021, Liladhar R. Pendse of the University of California-Berkeley launched a project to archive a variety of websites in order to preserve a digital snapshot of the country prior to the Taliban takeover. Pendse writes about the project in the latest installment of our International Insights column, "Collaborating to create the At-Risk Afghanistan Web Archive (ARAWA)."

The University of Minnesota-Morris transitioned its popular Prairie Gate Literary Festival to a virtual event in 2021 due to the COVID-19 pandemic. Peter Bremer and Kristina Smith write about how they navigated the shift and provide tips for putting on successful online literary events in their article "Off the page and onto your screen."

Voting in the 2022 ALA/ACRL elections opens on March 14, 2022. This month's issue includes position statements from José A. Aguiñaga and Beth McNeil, candidates for ACRL vice-president/president-elect. Help shape the future of your associations by voting for your candidates of choice starting in March.

Make sure to check out the other features and departments this month, including a call for submissions for our monthly Scholarly Communication column and a Washington Hotline department focusing on the CASE Act, DMCA exemptions, and Fair Use Day.

Thanks as always for reading the *News!*

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

Once Upon a Time in the Academic Library: Storytelling Skills for Librarians

ACRL recently published *Once Upon a Time in the Academic Library: Storytelling Skills for Librarians*, edited by Maria Barefoot, Sara Parme, and Elin Woods. This fun, eminently readable guide provides innovative ideas for incorporating storytelling into your teaching and communication, and can inspire you to invent new ways of using it in your work.

It could be argued that to tell stories is to be human. Storytelling evolved alongside us to provide entertainment via literature, plays, and visual arts. It helps shape society through parables, moral tales, and religion. Storytelling plays a role in business, law, medicine, and education in modern society. Academic librarians can apply storytelling in the same way that teachers, entertainers, lawyers, and businesspeople have done for centuries, as education within information literacy instruction and as communication in the areas of reference, outreach, management, assessment, and more.

A thorough introduction discusses the historical and theoretical roots of storytelling, as well as the mechanics and social justice applications. Chapter authors demonstrate using storytelling to share diverse viewpoints that connect with their users, and each chapter contains practical examples of how storytelling can be used within the library and cultural considerations for the audience.

Once Upon a Time in the Academic Library: Storytelling Skills for Librarians is available for purchase in print and as an ebook through the ALA Online Store, in print through amazon.com, and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.
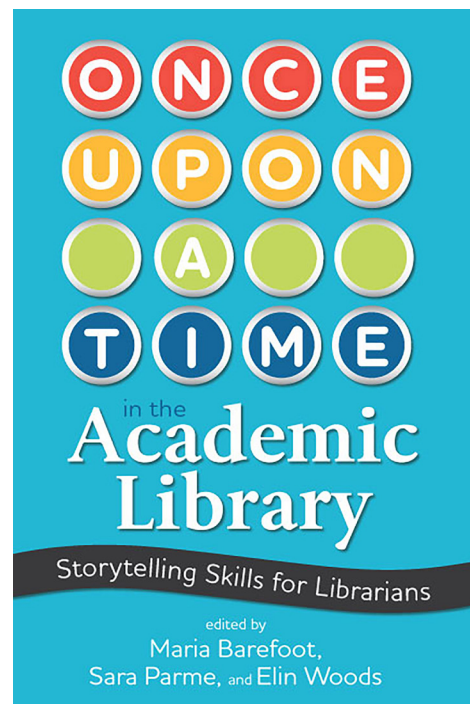
UT iSchool alumni create endowed scholarship for BIPOC students

Graduates of the University of Texas (UT)-Austin School of Information have started a grassroots fundraising campaign to create an endowed scholarship to help more BIPOC (Black, Indigenous, and People of Color) scholars enter the profession. The grassroots fundraising campaign was formed in response to a 2020 petition by UT iSchool students, which stated "BIPOC students, who face additional obstacles to academic success and personal well-being, should have pathways for education at the iSchool through accessible and available funding," among other demands for antiracist action. The call prompted UT iSchool alumni Alison Clemens and Michelle Keba Knecht to organize planning for an endowed scholarship to support BIPOC students. Meeting the initial goal of $50,000 will create a recurring yearly scholarship of $2,000. Fundraising began in October 2021 and raised $8,000 in the first month. The iSchool Alumni Scholarship for BIPOC Students will

be administered by Texas Exes, the UT-Austin alumni association. Learn more at https://fundutischoolbipoc.wordpress.com/.

ACLS launches Commission on Fostering and Sustaining Diverse Digital Scholarship

The American Council of Learned Societies (ACLS) recently announced the formation of the Commission on Fostering and Sustaining Diverse Digital Scholarship, with support from The Andrew W. Mellon Foundation. The project builds on a grant from the National Endowment for the Humanities for research on the sustainability of digital humanities projects.

The commission will study questions of equitable access in the creation of and access to digital resources and projects related to social and racial justice. This assembly of leading scholars, librarians, archivists, publishers, and university leaders will also address challenges associated with the infrastructure and organizational models for the development of and public access to this work. The commission's investigations should provide insights that advance approaches to access and sustainability for digital humanities resources more generally. Through a series of roundtables, working papers, and community feedback engagements, the commission will produce a report with sector-wide recommendations for strengthening the opportunity structure for digital humanities projects that support new directions in scholarship and improve public access to knowledge.

Learn more at www.acls.org/news/acls-launches-commission-on-fostering-and-sustaining-diverse-digital-scholarship/.

Apply now for IMLS Native American, Native Hawaiian Library Services grants

The Institute of Museum and Library Services (IMLS) is now accepting applications for Native Hawaiian Library Services and Native American Library Services Enhancement grants. The deadline for submitting applications for either grant is April 1, 2022.

Native Hawaiian Library Services grants are available to nonprofit organizations that primarily serve and represent Native Hawaiians. These grants, awarded in amounts of up to $150,000 for two years, are designed to improve core library services for their communities.

Native American Library Services Enhancement grants advance the programs and services of eligible Indian tribes, including Alaska Native villages, regional corporations, and village corporations. These competitive grants, awarded in amounts of up to $150,000 for two years, are designed to improve core library services for their communities. For more information about the changes to eligibility for the Native American Library Services Enhancement grant, please read the grant program update at www.imls.gov/blog/2022/01/grant-program-update-native-american-library-services-enhancement-grants.

Grant guidelines and descriptions of previously funded projects are available on the IMLS website at www.imls.gov/grants/awarded-grants.

University of Arkansas joins ASERL

In December 2021, members of the Association of Southeastern Research Libraries (ASERL) voted unanimously to admit the University of Arkansas (UA) as the newest member of the association. UA is the first new member to join ASERL since 2011, for a total of 38 institu-

tional members in 12 states. ASERL is one of the largest of regional research library consortia in the United States. ASERL focuses much attention on professional development—including diversity, equity, and inclusion issues—and building large-scale shared print library collections, as well as a very active resource-sharing community. The UA Libraries provide access to more than 3.7 million volumes and more than 232,000 journals. The libraries offer research assistance, study spaces, computer labs with printing and scanning, interlibrary loan and delivery services, and cultural exhibits and events. Founded in 1956, ASERL is recognized as a national leader in cooperative research library programming. Learn more about ASERL at http://www.aserl.org/.

How to Be a Peer Research Consultant: A Guide for Librarians and Students

ACRL announces the publication of *How to Be a Peer Research Consultant: A Guide for Librarians and Students* by Maglen Epstein and Bridget Draxler, a concise guide for librarians and students on developing and teaching research skills and fostering these peer-to-peer relationships. Every student brings their own individual set of educational and personal experiences to a research project, and peer research consultants are uniquely able to reveal this "hidden curriculum" to the researchers they assist. In seven highly readable chapters, *How to Be a Peer Research Consultant* provides focused support for anyone preparing undergraduate students to serve as peer research consultants, whether you refer to these student workers as research tutors, reference assistants, or research helpers.

Inside you'll find valuable training material to help student researchers develop metacognitive, transferable research skills and habits, as well as foundational topics like what research looks like in different disciplines, professionalism and privacy, ethics, the research process, inclusive research consultations, and common research assignments. It concludes with an appendix containing 30 activities, discussion questions, and written reflection prompts to complement the content covered in each chapter, designed to be easily printed or copied from the book.

How to Be a Peer Research Consultant can be read in its entirety to gather ideas and activities, or it can be distributed to each student as a training manual. It pays particular attention to the peer research consultant-student relationship and offers guidance on flexible approaches for supporting a wide range of research needs. The book is intended to be useful in a variety of higher education settings and is designed to be applicable to each institution's unique library resources and holdings. Through mentoring and coaching, undergraduate students can feel confident in their ability to help their peers with research and may be inspired to continue this work as professional librarians in the future.

How to Be a Peer Research Consultant: A Guide for Librarians and Students is available for purchase in print and as an ebook through the ALA Online Store, in print through amazon.
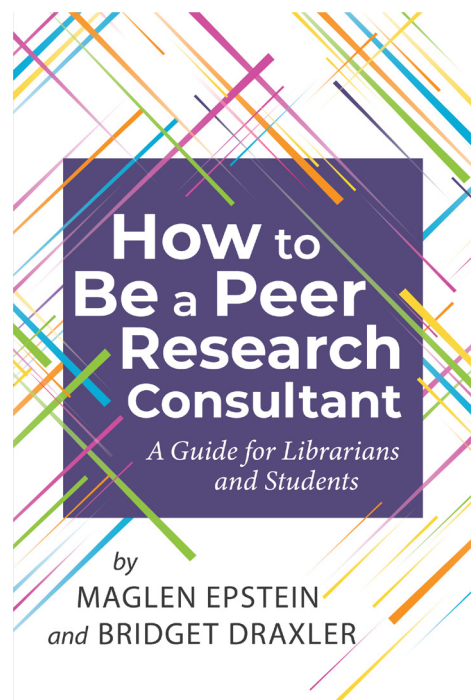
com, and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.

Bloomsbury acquires ABC-CLIO

Bloomsbury Publishing PLC recently announced that it has completed the purchase of ABC-CLIO LLC. ABC-CLIO is an established academic publisher of reference, nonfiction, online curriculum, and professional development materials in both print and digital formats for schools, academic libraries, and public libraries, primarily in the United States. Founded in 1955, ABC-CLIO is based in Santa Barbara, California, and has four imprints and 32 databases, 16 school databases that provide curriculum-aligned content and lesson plans, professional development support and student activities to schools, and 16 academic scholarly research tools to academic institutions. It has more than 23,000 titles in its portfolio. The business will operate within Bloomsbury's Academic and Professional division and run as part of Bloomsbury USA. ABC-CLIO's 32 databases will enhance the Bloomsbury Digital Resources portfolio, enabling it to significantly scale the digital offering globally. It will also enable the company to expand its presence in the higher education market with an increased content set.

CLIR announces new publication awards

The Council on Library and Information Resources (CLIR) announced award recipients for its new "Pocket Burgundy" publication series in late December 2021. The series, which derives its name from the deep red covers of CLIR's traditional research reports, will focus on shorter pieces—20 to 50 pages—addressing current topics in the information and cultural heritage community. A review committee selected five proposals out of twenty-seven received for the award. Each project will receive a $2,500 subvention. Reports will be completed by December 2022 and will be published in the second and third quarters of 2023. Publications will be made available free of charge on CLIR's website.

More information, including award recipients, is available at www.clir.org/2021/12/clir-announces -awards-for-new-publication-series/. ᴟ

Tech Bits . . .

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

Is your library looking for a free software platform where it can organize virtual spaces to engage with library users or to host staff development? Then you may want to check out Discord. Discord comes with built-in moderation and custom member access tools and public and private discussion areas called servers. Members also have the ability to make calls and create video streams where they can discuss topics through video, watch streaming video, or watch presentations with screen sharing. Discord is available as a Windows download or is usable through a browser. Discord is widely used by the teen and young adult community and adopting it can make it easier to connect to them within their own space.

—David MacCourt
University of Massachusetts-Amherst

—Cori Biddle
Pennsylvania State-Altoona

... Discord
https://discord.com/

Rose Barbalace, Tara Maharjan, and Megan Lotts

Bringing the federal work-study program home

The Rutgers University Libraries-New Brunswick student worker program goes virtual

Libraries often pick up the work of education where the classroom leaves off. This was certainly the case when the Rutgers University Libraries-New Brunswick (RUL-NB) agreed to employ 250 student workers virtually when classes went online during the height of the COVID-19 pandemic in the fall 2020 and spring 2021 semesters.

What happened

In early August 2020, RUL-NB administrators approached the libraries—one of the largest employers of work-study students on campus—to see if they would be willing to continue to employ returning library work-study students through the federal work-study program. During this time, other units on campus were not offering student jobs while classes were online, many campus buildings were closed, and most university faculty and staff were working from home. The federal work-study program exists to provide students with an income while they are studying, as well as valuable career experience. Before the pandemic, the federal work-study students at RUL-NB staffed service desks, shelved books, processed user requests, and completed special projects for the libraries. Most of these tasks did not easily translate to remote work, and the libraries didn't have enough special projects to keep the more than 200 students employed, so moving online would be a significant undertaking that would require creativity and thinking outside the box.

After much consideration, RUL-NB agreed to facilitate an all-remote work-study program for the fall semester, which was extended into the spring semester. In the fall, of the 250 work-study students assigned to the libraries, roughly 230 students chose to participate in the remote-work project. The rest deferred their employment until spring, hoping by then they would be able to come to work in the building.

In April 2020, the RUL-NB Student Coordinator Group (SCG), which includes 13 faculty and staff[1] who directly supervise and manage library student employees, started meeting frequently to prepare for the upcoming academic year, though they did not yet know whether they would need to plan for an all-virtual or hybrid environment. When the SCG team learned that an all-virtual student worker program would begin on September 1, 2020, they were surprised but ready. Inspired by a University of Oregon Libraries' pandemic work-study student program, SCG created

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two 15-week curriculums, one for the fall and one for the spring semester. Each week the students would complete six or seven hours of asynchronous work. The weekly assignments focused on different professional development skills, such as time management, customer service, and problem solving; cultivating personal development competencies in areas of diversity and inclusion, self-care and mindfulness, and work/school/life balance; and increasing their knowledge of remote research strategies, legal issues around information, Rutgers history, and libraries and archives. Each coordinator decided what topics would be presented to their students and for how long. Some topics allowed for a deeper understanding and had more resources available, meaning a coordinator may have focused on a particular topic for two weeks. As the semester went on, SCG introduced a Friday workshop series that allowed students to virtually engage with each other while learning more about the theme addressed in the week's assignments.

Three approaches
Although all 230 students employed by RUL-NB in the fall 2020/spring 2021 semesters worked virtually, their experiences varied widely depending on their designated library and supervisor. The three supervisors profiled below provide a snapshot of the different approaches.

Large group–Rose Barbalace
Throughout the planning of the virtual work-study program, I maneuvered between two roles: one being cochair of SCG and the other as the student supervisor for the Alexander Library, the largest library unit at RUL-NB. As SCG cochair, I navigated the approval process for getting the unprecedented virtual work-study program off the ground. This included updating work-study job descriptions for financial aid, developing a virtual timesheet, and figuring out what platform would be used to host the virtual program. At the same time, I was developing assignments for my own cohort of 55 students who would be participating in my unit's work-study program in the fall 2020 semester.

From the beginning, the SCG team knew we would need to be creative, so we designed a plan for sharing information and curriculum content. This allowed members of the SCG team to use each other's content when they were too busy to create their own, and it also meant student supervisors could select content to fit the needs and interests of their units. Each pay period (two-week cycle), 12 hours of content was posted that focused on a new theme. Students could choose when and how many hours to work during each pay period. The curriculum for each theme included a mix of learning tools such as LinkedIn Learning, TED Talks, webinars, YouTube videos, and other library and web resources.

Most of the student supervisors of larger library units used Microsoft Teams to host their virtual work-study programs because it offered a chat feature that allowed for easy communication among student workers and between students and supervisors. It also allowed for customized permissions to protect confidential documents like timesheets. Some library units with fewer than ten student workers opted to share content via email or Google Docs instead.

The SCG team instituted a Friday afternoon workshop series to allow students to connect with supervisors and each other and delve more deeply into each cycle's theme. Along with my SCG cochair, I reached out to library faculty and other RUL-NB partners, such as career services, the counseling center, and the School of Business, to assist in hosting and facilitating the 13 workshops in the series.

One of the hardest parts of transitioning to an all-virtual work-study program was losing direct engagement with students. Reading through weekly assignments helped supervisors stay connected to what was happening in students' lives. I often responded to student comments on an assignment with a message in Microsoft Teams to continue the conversation and offer more feedback when necessary. Most of the student feedback I received was overwhelmingly positive. Students appreciated the flexible environment, but they also said they could not wait to come back and work in person. As our student workers come back into the physical libraries, I plan to be more mindful of what the students learned during their virtual work-study year. I intend to incorporate more professional development experiences into my unit's work-study program going forward.

Small group–Tara Maharjan

Special Collections and University Archives (SCUA) is a different type of library within RUL-NB. The collections do not circulate, and patrons must visit the reading room to see the unique materials. The experiences of SCUA's work-study students are also different from those of other library student workers. Normally, SCUA student workers greet patrons in the reading room, help them register to use the collections, ensure they understand SCUA's unique rules, and provide security. The students also work with individual faculty and staff members on additional projects, such as scanning materials, working in the conservation lab, or creating content for social media. Usually, each SCUA faculty or staff member oversees one or two students, for a total of ten to fifteen student workers each year. SCUA does not have a designated student coordinator, so after learning that work-study students would be returning virtually for the fall 2020, I agreed to oversee all SCUA student workers in addition to my role as processing archivist.

All but seven of SCUA's existing work-study students graduated in May 2020. One of those seven students transferred to work elsewhere on campus, and another decided not to participate in the program. With just five students to supervise, I considered assigning transcription projects or metadata clean up, but decided against these kinds of preparation and oversight intensive projects. Instead, I decided to focus on creating a personal and professional development curriculum tailored to the student workers' majors, skills, and interests. The curriculum included online tutorials, activities, and prompts that are useful for the students now and as they move into the workforce, and it also allowed me to get to know the students better by asking them to create and share gratitude lists and de-stress playlists during mindfulness week. To build mutual trust, I made sure to share my own gratitude list and playlist.

Since I was working with a small group, I was able to quickly change the curriculum in response to my observations and student feedback. For example, midway through the fall semester, all but one student had fallen behind. I decided to let the other students catch up on the work they missed and crafted a personal lesson for the one student who had kept up, focusing on the student's unique interests. The smaller group size allowed me to get to know the students personally, making sure that they got the most out of the program.

One on one–Megan Lotts

As the RUL-NB art librarian, I only supervise one work-study student, who holds the position of Art Library reference assistant, so my experience with the online work-study program was different from those of Maharjan and Barbalace. The Art Library work-study student in fall 2020 had held the position since fall 2018, when the student came to Rutgers as freshman. In the two years

the student had worked at the Art Library, they had spent roughly half their time working independently, both remotely and in the library, but roughly half of the work usually took place in the physical Art Library.

To make the position entirely virtual, I created a plan that allowed the student to work on a variety of projects, including scholarly research; using LibGuides software; creating spreadsheets and analyze data; creating videos[2] (this task included learning about storytelling and shooting and editing film footage); learning about content aggregators; learning to use and work with Qualtrics software; developing and deploying a student worker survey; producing a regular feature for the RUL-NB weekly newsletter; and working extensively with the multidisciplinary Urban Sketch project.[3]

We tracked the work with a Google document that was updated weekly, and I sent the student an email each Monday. We met virtually when needed, but most communication was via email. Although the student never came to the physical building, this was one of the student worker's most productive years as an Art Library employee. This productivity could be attributed to the student's prior knowledge and experience with the Art Library's priorities and patrons, or perhaps the one-on-one mentorship allowed the student to better see and understand their role as a student, employee, and lifelong learner, a valuable perspective for anyone applying for internships or entering the job market.

Discussion

In the end, the program far exceeded RUL-NB's expectations in terms of student engagement and impact. The circumstances forced everyone to be nimble and present every step of the way, helping the program to stay on point and reminding the Rutgers communities that, even during a pandemic, the libraries are creative, and show up to engage and support our students.

At the beginning, students expressed sadness about not returning to campus, but they were also grateful to have work, which provided a sense of normalcy, a steady paycheck, and a sense of community during unprecedented times. Most of the federal work-study students at RUL-NB are first-generation students and/or come from marginalized communities. Many found themselves suddenly living in tight spaces with family members, which sometimes came with unexpected responsibilities like babysitting younger family members. For these students, the stability, community, and income their virtual work-study jobs offered was especially valued.

The program facilitators continuously gathered data and feedback from students through questionnaires and weekly assignments, allowing them to adjust the content and engage with students. SCG also designed an end-of-semester wrap-up Qualtrics survey that included questions about the virtual work-study program as a whole, allowing coordinators to learn what the students liked and disliked, so they could pick themes that better matched students interests and make content changes between the fall and spring semesters. While a few students noted that some weeks felt more like an additional class, most reported they believed the skills they learned will help them move forward in their library jobs, in the workforce after graduation, and in life in general.

Missed opportunities

Now that the program is completed, the team can reflect on the opportunities they missed to enrich the curriculum with outside support. SCG had only a few weeks to create the

fall 2020 curriculum, so they didn't have time to fully engage faculty and staff outside the group. The planning for spring was less rushed, so SCG was able to consult with experts from across the university in developing weekly assignments and the Friday workshop series.[4] SCG also wished they had collaborated with the RUL-NB learning community, which was created to support faculty and staff as they worked from home. Finally, SCG realized they could have provided students more opportunities to learn about librarianship as a field and facilitated a mentorship program for work-study students interested in pursuing a career in libraries or archives.

What's next

The libraries now have a valuable curriculum, including more than 575 themed assignments that can be used for a variety of future programs and projects. Going forward, SCG will work with RUL-NB faculty and Rutgers student services to build on this foundation and create more ongoing personal, academic, and professional development sessions for students. SCG had hoped to continue the Friday workshop series, focusing on professional development and life skills. However, due to the continuation of the COVID-19 pandemic, extensive training and retraining of new and returning students, and Hurricane Ida hitting campus on the first day of the fall 2021 semester, the libraries are still working to develop this program.

The virtual project allowed SCG to see that the libraries should keep track of student workers' skills and interests outside of work and then customize tasks to build on student goals and strengths. Giving our students more practical experience in their areas of interest will benefit both the libraries and the students. In turning the federal work-study program into a virtual experience, the libraries were able to re-evaluate what students gain from employment in libraries and get to know the vibrant skillsets student workers bring to the table, advancing librarianship and the future of libraries in exciting new ways.

Notes

1. The authors would like to note that this program would not have been possible without the members of the RUL-NB Student Coordinators Group: Rose Barbalace (cochair), Grace McGarty, Dean Meister, Chiaki Mills (cochair), L. Miller, Nita Mukherjee, Roselyn Riley-Ryan, Mohammad Mansouri, Corinne Suarez, Edward Suarez, and Kaila Ward. In addition, Tara Maharjan, from Special Collections & University Archives, and Luke Sangiamo, from the RUL-NB Shipping Department, who joined SCG to collaborate on the remote work-study program.

2. "Rutgers Art Library Tour" https://www.youtube.com/watch?v=XHiFTPOmKYM.

3. "Rutgers Urban Sketch Guide" https://libguides.rutgers.edu/urbansketching/home.

4. Maharjan reached out to the Office of Academic Success for help with the theme focused on study strategies, a finance professor for the personal finance theme, and an economics professor, who provided a six-hour crash course in economics. She also worked with a nutrition educator from the Family and Community Health Sciences Program at Rutgers Agricultural Experiment Station, who provided helpful information on nutrition and healthy eating on a very limited budget. ✌

Caitlin A. Bagley and Brad Matthies

Liaison Academy

Refocusing on the core areas of librarianship

Liaison librarianship was a model that our library had been attempting to practice for some time with mixed success. Our dean had phased in a liaison model two years prior, but after a two-year pilot, there were still not many meaningful changes in how instruction and collection development took place. During the course of 2021, after a season of retirements, a global pandemic, and a new strategic plan, the Gonzaga University library was left with six library faculty to serve more than 7,000 students. In addition to this, historically academic departments had been assigned to library faculty in a haphazard fashion, and within the department there was debate about how involved a library liaison should be with their individual departments. For example, should they teach to only their assigned departments or could other library faculty share the work of teaching to those departments? Did they just order books for that department on demand or was it more of a conversation? Or was book ordering something that even needed to be a part of their role?

With this background information in mind, the administrative team spent the spring semester of 2021 conducting a literature review on liaison librarianship. One source that rose to the fore was the newly published *Approaches to Liaison Librarianship* by Robin Canuel and Chad Crichton.[1] As the administrative team read this book, we noted four approaches to liaison librarianship: 1) the hybrid approach, which had subject specialist liaisons taking on wider scopes with more functional specialist approaches, usually due to staffing issues; 2) the teaming approach, which is usually ad hoc creation of small teams of liaisons to specific functional needs of departments; 3) the subject specialist approach, which had individual liaisons tied to unique departmental subjects; and 4) functional specialist approach in which liaisons were not tied to specific departments, but rather broad skillsets that applied to many departments, such as data, copyright, and special collections.

We decided that the functional specialist approach best described our library's liaison model. Additionally, we noticed that one frequently cited article was "New roles for New Times: Transforming Liaison Roles in Research Libraries" by Janice M. Jaguszewski and Karen Williams.[2] What we found useful about this article was how it identified five core areas of liaison librarianship and how library faculty could work in each of those areas. At the end of our team readings, we decided to adapt Jaguszewski and Williams's model of liaison librarianship in the creation of a weeklong summer intensive training for our library faculty. We called our training the Liaison Academy.

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Academy week

The week of Liaison Academy was timed to take place during the summer months, when classes were not in session and before major holidays, so that most library faculty would be available and not yet on vacation. The academy took place over six days, Friday to Friday, with the mornings blocked off for in- person learning in one of the library classrooms. This was all planned during spring 2021 with many COVID-19 protocols still in place. As such, we were unsure if these sessions would take place in person or virtually, so we planned all lessons with both formats in mind. Jaguszewski and Williams focus on five functional areas of liaison librarianship, so we decided that the structure of the Academy should do the same. We planned for an overview day, followed by individual days focusing on instruction, research, collection development, outreach, and scholarly communication. These were the five functional areas that all liaisons should have competency in.

In advance of the first session, we asked our library faculty to read the first chapter in *Approaches to Liaison Librarianship*. Doing so ensured that everyone had a basic understanding of the five functional areas of liaison librarianship that each of our lessons were based on. With this information as a common baseline, we were able to focus on how everyone's liaison work intersected with the functional area of liaison librarianship being discussed that day. There were no more directed readings after the first day, but each day did have some level of activity and participation built in.

With each day scheduled to take about three hours of time, there were a few essentials that were developed. These included handouts, readings, and guided discussion activities. In terms of a daily discussion, we closed each day by discussing how library faculty could integrate concepts from the day's lesson into their work as liaison librarians. Since most of our library faculty had newly assigned liaison areas, this approach worked well and brought relevance to the day's lesson.

Lessons learned

The one thing we would have done differently is be more purposeful in how we framed what liaison librarianship meant in terms of our library faculty's work and identity. The administrative team had spent so much time researching liaisonship, that we failed to consider how this new and changing information would be received by our library faculty. For example, the first day of the Academy was met with lots of questions about the overall intent of the Academy and how the new information reflected on their past work. There were many questions from our library faculty about whether they had been doing liaison work wrong or if the Academy was meant to be punitive. We were able to successfully address these concerns during an open discussion at the end of day one. However, this palpable sense of concern among the library faculty could have been avoided by better communication from the administrative team about the Academy's objectives.

Long-term strategy

The initial Academy week was great for focusing on specific attributes of liaison librarianship. Our concern, however, was that most of the lessons would lose urgency or be forgotten altogether after the Academy concluded. Also based on observations from the administrative team and feedback from library faculty, it became apparent that some of the topics of liaison librarianship were so complex or new that two hours were not enough to cover them. To address this challenge, we decided to continue the Liaison Academy in a monthly

format. These meetings took place on the last Tuesday of the month, and focused on one of the five functional areas of liaison librarianship. We strongly encouraged library faculty to lead sessions on any topic they had expertise or special interest in.

When an individual library faculty member would reach out with an idea for an Academy presentation, we would let them choose the topic as long as it fell within one of the five functional areas of liaison librarianship. To help them prepare, the administrative team would meet with them a week prior to go over their ideas and see if there was anything else we needed to clarify or assist with—particularly when it came to keeping presentations in line with the intent and ethos of Liaison Academy, providing greater context to work being done in the university as a whole, or, in the case of some librarians, by simply reassuring them that they were on the right track.

So far, the response from our library faculty is good with three having already led discussions on faculty outreach, instructional learning outcomes, and OER publishing models. Despite this success, there are no future plans for the Liaison Academy to continue beyond one year. If there is a strong desire from library faculty for continuation of the program, we could envision a less intense variation of the Academy. However, mostly due to the preparation time and commitment involved, our program is not sustainable for long-term application.

Gauging success

So how will we know if this program is ultimately successful? At the time of this writing, we are past the six-day intensive sessions and at the midway point of the monthly Liaison Academies. We plan to assess the program through two measures. The first is through our reappointment, promotion, and tenure process. Once a given library faculty achieves tenure, the *Gonzaga Faculty Handbook* calls for post-tenure reviews on a somewhat vague and organic timeline. Additionally, whether tenured or not, it was decided by library faculty and our dean that engagement in annual goal setting would be a valuable development tool that supports both pre- and post-tenure library faculty. Thus, after the six-day Academy, we saw many library faculty modify their annual development goals to be aligned with lessons learned during the Liaison Academy.

Secondly, we plan to track and watch library faculty interactions with their departments to see if there are any meaningful changes in interactions over the course of the next year. We will do this by comparing historic instruction requests to requests made this year, as well as looking at department interactions in general. There was a strong push this year to make connections at department meetings and to find ways to engage with the research agendas of individual faculty members. At the end of the year, we will compare these interactions to past ones and discuss what to continue and what to change.

Final thoughts

This model of this training is adaptable to almost any size library and can be scaled up into more focused lessons that new liaisons could review in a learning management system module. Alternately, if time is a constraint, the Academy content could be compressed into one intensive day or focus on fewer functional areas. We would not recommend holding the Academy without the facilitators having first read the above-noted articles by Jaguszewski and Williams and having a solid understanding of the five functional areas of liaison librarianship.

Additionally, providing some structure for the participants is advised. For example, selecting background readings, developing themed discussion activities, creating informational handouts, and keeping the participant groups small were all useful strategies for us. We do not recommend making the Academy a self-directed activity, as you would lose the educational benefits of a group discussion.

Overall, our Academy worked well for us because it was targeted at a small group of library faculty that had collectively decided to improve their skills in liaison librarianship.

Acknowledgements

Notes

1.   Robin Canuel and Chad Crichton, eds. *Approaches to Liaison Librarianship: Innovations in Organization and Engagement* (Chicago, IL: Association of College and Research Libraries, 2021).

2.   Janice M. Jaguszewski and Karen Williams, "New Roles for New Times: Transforming Liaison Roles in Research Libraries," Washington, D.C.: Association of Research Libraries, August 2013. ✄

Khue Duong, Kelee Pacion, Melanie Radik, Jessica Martinez, and Roxanne Bogucka

It always happens over lunch!
The powerful serendipity of informal networking

How did five science librarians in four different U.S. time zones end up going on (virtual) tour together, giving presentations at two national conferences, one ACRL webinar, and three workshops on five campuses? It all started with lunch.

In February 2020, the American Association for the Advancement of Science (AAAS) Annual Meeting was held in Seattle, Washington. Each year, the ACRL liaison to AAAS sends out a survey that offers 30 sponsored registrations to the conference, solicits lightning talks for the librarians' meeting, offers roommate matching, sets up local tours, and schedules lunch-arounds in walking distance from the main meeting venue. The 2020 liaison, Roxanne Bogucka, arranged for a tour of the University of Washington libraries and lunch at a small Salvadoran restaurant in the U-District.

At lunch, we talked about the conference (Bill Gates spoke), what we were all working on at our respective libraries, who was on the tenure track and how they were aiming to get it, the future of publishing and open access, and how often (or not) we got a chance to eat Salvadoran food. We also talked about librarians who had presented at AAAS before, and some of the topics they had covered. We all agreed that we wished more librarians would submit proposals for AAAS, and that we represented an important viewpoint that was necessary at a national science conference.

Together, we headed back to the conference venue to watch the lightning talks at the librarians' meeting. Listening to the work being done by our colleagues stimulated all kinds of ideas to take home, as well as surfacing common challenges that STEM librarians share. These lightning talks led us to discover a shared interest in submitting a proposal for a librarian-led workshop for the 2021 AAAS meeting, both for the opportunity to reach out beyond libraryland to address scholarly communication issues and to give back to AAAS in appreciation for its commitment to including librarians in its annual meetings. Once we all got back from Seattle, Bogucka sent out a survey to connect sponsored librarians who wanted to collaborate on session proposals.

This led to the formation of a team of librarians across the country who were interested in collaborating on a proposal for AAAS 2021, whose theme was "Understanding Dynamic

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Ecosystems." Khue Duong, Kelee Pacion, Melanie Radik, Jessica Martinez, and Bogucka began meeting via Zoom and discussing the ways that we might exchange knowledge and preferences about publication choices with scientists. In the end, we proposed a workshop that asked participants to evaluate the effect journal decisions made on their careers and contributions to their disciplines, as well as learn more about the scholarly publishing ecosystem, and that ended with an exercise in future thinking, asking participants to envision their ideal scholarly publishing landscape. Some questions we asked were: What was working for them in scholarly publishing? What were the signs of the future they were seeing in academic publishing?

Our workshop proposal was accepted to AAAS, and, in 2021, we presented it virtually to an audience of scientists, students, and science librarians. After working on our presentation and materials for so long, we wanted to keep sharing the activities with other audiences. We started to look for other opportunities to present.

That spring, we presented our material to all five of our campuses as a workshop series. We used the University of Idaho LibCal registration form and put it on all our individual websites and campus calendars. While we had people register, very few showed up to the event. The interactive nature of our workshop means that we can't record it, so there wasn't an asynchronous option for registrants. We also reached out to the ACRL Science and Technology Section's Scholarly Communications Committee and pitched a "train the trainer" webinar for librarians. This event was really successful, and we enjoyed comparing what we'd learned that scientists prioritize in scholarly communication with what librarians think is important. We also proposed and were accepted for the August 2021 Special Library Association Conference, where we heard from a whole new audience that included corporate librarians, publishers, and solo librarians.

Based on our experience, here are a few things to keep in mind when collaborating across time zones:

• Schedule meetings between 9 a.m. Pacific/12 p.m. Eastern and 2 p.m. Pacific/5 p.m. Eastern.
• It's easier to schedule your next meeting when you're all together rather than sending out a Doodle or When2Meet poll (although that works, too).
• Zoom and Google Docs make things pretty easy.
• Communicate about what you all want or need to get out of a collaboration.
• Be flexible. Sometimes not all members are able to participate at a scheduled time.

Overall, the conversation that got started over lunch in Seattle became a collaboration that has spanned two years, five time zones, and three national presentations. It has also been a connecting experience during difficult pandemic times. So the next time—pandemic permitting—that there's an opportunity to grab lunch at a conference, definitely say yes. ≈

José A. Aguiñaga and Beth McNeil

José A. Aguiñaga and Beth McNeil share plans for ACRL

Cast an informed vote in the election this spring

Ed. Note: C&RL News offered the candidates for ACRL vice-president/president-elect, José A. Aguiñaga and Beth McNeil, this opportunity to share their views with the membership. Although many of the issues facing ACRL are discussed informally at meetings, we want to use this venue to provide a forum to all members. We hope this will assist you in making an informed choice when you vote in the election this spring.

JOSÉ A. AGUIÑAGA

We are living through a period of unprecedented change during these social and health-related times, and the 21st century is becoming a period of adapting to change. If you care to know more about my credentials and academic librarian work experience, please read the biographical article in the *C&RL News* January 2022 issue.

Some of you may remember that I ran five years ago for this position. Even though I was unsuccessful, I still believe I can lead ACRL. You might be asking yourself, what kind of leadership do I bring to ACRL? Let me share some things that you may not know about me.

José A. Aguiñaga

Foundation

Growing up as a first-generation bilingual college student in San Ysidro, California, a suburb of San Diego, taught me many things: that was never to give up, and keep moving forward. My mother instilled this philosophy in me. She is no longer with us, but her moral and motherly support has always made a difference. When I began my undergraduate studies at the University of San Diego (USD), I soon realized that I was unprepared for my courses. After three semesters, I was academically disqualified, which became a pivotal period in my life. Besides being embarrassed by my inadequate study skills, I sought guidance from faculty at the university, and they encouraged me to enroll at my local community college. The following three semesters at Southwestern College enhanced my grades, and then I reapplied to re-enter the university. When I continued my studies at USD, I also got a work-study job assignment at the university library. This became my first experience in considering library school, as the reference librarian encouraged me to think about this career path for my future. Without the reference librarian's encouragement, I may not have entered this profession. After graduating, I relocated to the San Francisco Bay area and worked at Ford Motor Credit as a customer service representative. The experience from this job made me reflect deeply if this is what I wanted to do in my life. My answer was no, and I reached out to my

USD mentor to discuss graduate library school. I applied and was accepted at the University of Arizona. This transformative moment transitioned my path and reconfirmed what I learned from my mom and life experiences. By not forgetting what I had been through, I realized that I am here for students and their future success.

Besides helping students with their academic and career goals, our present pandemic has made me pause to reflect even more. We live in a period where our physical and mental health has become an issue for information professionals and community members. The well-being of our members and the association is paramount to supporting our present and future students. My experience from my personal life, formal education, academic librarian career, and association contributions has refined my transformative leadership style. It's my main objective to bring this level of experience and energy to continue the excellent work of ACRL.

ACRL

In my 27 years of ACRL membership, I have served in various roles at the division and section levels. With that in mind, it's my goal to provide leadership to develop the Board's Core Commitment to Equity, Diversity, and Inclusion, which includes enhancing the development of the Diversity Alliance. Most recently, the Board's approval of funds to support association membership for library workers who serve underrepresented populations, is an encouraging step. As is collaborating with the National Associations of Librarians of Color to expand past and current initiatives toward improving the recruitment and retention of academic librarians. Before I continue, I must acknowledge and thank ACRL's Past-President, Jon Cawthorne, for creating the Diversity Alliance. In my current role as cochair of the Diversity Alliance Task Force, our actions have augmented my understanding of this program and the steps needed to enhance it even further. While serving with the task force, I continue my active engagement with the Community and Junior College Libraries Section (CJCLS). Our CJCLS librarians have vast experience regarding the academic librarian profession, and their research and scholarship benefit the entire division. There is a tremendous opportunity to further tap into the collective experiences of community college librarians. As ACRL continues to grow under the leadership of our new Executive Director Jay Malone, our division is ready to embrace the roles in the changing landscape of academic libraries and librarians.

Partnerships

Besides being involved within ACRL, I have also represented ACRL as a liaison with the American Association of Community Colleges (AACC). AACC is an organization that represents more than 1,000 2-year associate degree-granting colleges. In the last two years, I have also served as a member of the Open Education Conference: Diversity, Equity, and Inclusion Scholarship Committee. At Glendale Community College (GCC), I served as faculty senate president. As the first GCC librarian to serve in this role, my shared governance experience rapidly increased. Finally, as a member of REFORMA since my library school days, I have served as a member and chair of the REFORMA Scholarship Committee. These experiences provided a brief glimpse of my external involvement with organizations. Collaborating and preparing for the growth of ACRL in the future aligns with the organization's Plan for Excellence.

Plan for Excellence

Since adopting the Plan for Excellence, ACRL has provided academic libraries and librarians an opportunity to engage within the framework of this plan. The four areas of the plan are: Value of Academic Libraries, Student Learning, Research and Scholarly Environment, and New Roles and Changing Landscapes.

Each area continues to evolve and is influenced by our societal changes. There has been excellent progress in the Value of Academic Libraries, but more work is needed to create and contribute from all academic libraries and librarians. Our institutions, faculty, and students need to know how the variety of library modalities influence their academic success today more than ever before. Student learning, in my opinion, is a core value that corresponds with the Value of Academic Libraries. Providing access to academic materials is an absolute necessity. Contributing to the daily lives of students, faculty, and staff enhances their respective information, visual, and digital skills at the institution and promotes lifelong learning. The research and scholarly environment area supports the previous two variables discussed since it encourages open access, open educational resources, and open education pedagogy. We now live in a period of enhancing the educational experience at all higher education levels. Finally, we have New roles and changing landscapes. This last area of the plan has prompted many academic librarians and libraries to re-evaluate their past and present practices and take actions to promote diversity, equity, inclusivity, and accessibility. Will we be the change agents that create agency for our students and institutions?

Our future

I am humbled and honored to stand as a candidate for vice-president/president-elect. ACRL has been my home during my career since I graduated from the University of Arizona. Throughout my academic librarian career, there have been numerous initiatives to increase the number of BIPOC academic librarians. We are still far from achieving the goal of reflecting the respective communities that we serve. I have provided you with my passion and experience. What I have shared with you allows you to understand better what I have done and how I can lead our organization. Thank you for taking the time to read my statement. I appreciate your vote and support and look forward to working with the ACRL Board of Directors and with you to continue with ACRL's excellence.

BETH MCNEIL

It is a great honor and privilege to be nominated for vice-president/president-elect of ACRL. My thanks to the Leadership Recruitment and Nomination Committee for the opportunity to stand for election alongside my exemplary colleague and friend, José Aguiñaga.

Throughout my career, ACRL has consistently provided me with professional growth opportunities through its stellar conferences, timely road shows, and other educational offerings. I have valued the opportunities to learn from ACRL programs and the networking experiences that have led to invaluable mentoring relationships and lifelong friends. ACRL has been my professional home, and I look forward to continuing involvement.

Beth McNeil

ACRL has always been active in legislative advocacy in areas key to the welfare of academic and research libraries, and the past few years are no exception: from federal funding for libraries to the Affordable College Textbook Act to Open Access, to name just a few. Not only do I watch carefully for ACRL activity in these areas, but I also rely on ACRL's expertise and advocacy so that I can stay abreast of the latest work in these areas so crucial to libraries. This work helps inform my own decision-making and discussions in my role as dean.

ACRL has also provided me with many truly impactful leadership development opportunities as a member-leader. My first ACRL committee role was in 2001, when I received an appointment on the Appointments Committee, and, over the past 20 years, I have been an active member (and often chair) of many committees. I have served on division-level committees such as Appointments Committee, which I chaired in 2013-14, served six years on the Budget and Finance Committee, and was elected a director-at-large on ACRL's Board of Directors, serving from 2015 to 2019. I have served on seven national conference committees and cochaired conference committees such as contributed papers, volunteers, and workshops. Shortly after my term on the Board ended in 2019, I was asked to consider the role of conference chair for ACRL's 2021 conference. I was excited about this new opportunity and honored to accept.

"Ascending into an Open Future," the theme for the ACRL 2021 Conference, resulted from the brainstorming of a creative group of ACRL members, members who are strongly committed both to equity, diversity, inclusion, and the ongoing movement to foster open, sustainable, and accessible scholarship. This Open Future that so many of us in librarianship—ACRL members and many others—have been striving towards includes bringing new, diverse voices into our libraries, building collections and services that meet the needs of those we haven't well served, and the continued pursuit of a sustainable and open system for scholarly publishing, deeply resonated with our conference planning members. It was a true privilege to serve as conference chair, plan the conference, and to serve with so many dedicated and talented ACRL members. It was important to the 2021 planning committee members that we adopt an equity statement for developing an inclusive conference program. We also added new submissions guidelines to allow for as many individuals as possible to participate as presenters.

In October 2020, after months of careful attention to the changing situations of the COVID-19 pandemic, the Board accepted our conference planning committee's recommendation to cancel the face-to-face conference and to pivot instead to a virtual conference. While this was a difficult and disappointing decision, it resulted in several positive outcomes, including attracting more than 3,600 registrants and exhibitors, more first-time attendees and staff members from all types of positions in college and university libraries than ever before, and others who could not have attended for financial and/or health and safety reasons, had the conference been held in person. The conference was a major success, thanks to stronger than anticipated registrations, exhibits, and sponsorships, and, of course, the excellent programs, presentations, and activities for which ACRL conferences are known. Savings were realized in expenses, first through the careful work of the committee when considering the costs of the host city, and then through the shift to virtual, and, ultimately, the 2021 Virtual Conference was a financial success for ACRL that brought new opportunities for participation and engagement to a wider audience.

I am committed to the breadth of what ACRL represents, both to the varied institutional organizations and cultures of its members, as well as the different types and sizes of college, university, and research libraries represented, and with collective or unique needs and challenges. During my time on the ACRL Board as director-at-large, I learned so much about our association and the excellent work happening throughout the organization.

While serving on the Board, we began conversations with members that eventually resulted in ACRL's Core Commitment to Equity, Diversity, and Inclusion. Since then, ACRL has taken concrete steps and major action in these important areas, including action items by each of the four goal areas in ACRL's Plan for Excellence, the Leadership Council program series, Board statements condemning hate crimes, support for the E. J. Josey Spectrum Scholar mentor program, and the development of an ACRL Equity, Diversity, and Inclusion LibGuide. Of particular mention is providing 50 ACRL memberships to members of the Black, Indigenous, and People of Color communities. Through these initiatives and others, ACRL has put concrete action and effort behind the Core Commitment.

If elected, I would like to build on the excellent work and progress made by previous leaders and members. It may already be obvious from the paragraphs above that one area of specific emphasis for me is the work that ACRL can do to advance equity, diversity, and inclusion in our organization and our libraries. Previous ACRL presidents have focused their presidential programs on this topic and advanced our understanding of these issues. Continuing this important work will be crucial for ACRL's Core Commitment to Equity, Diversity and Inclusion as we strive to deeply and thoughtfully permeate these values and practices into our committees, our programs, and our membership. I also believe ACRL has done excellent work toward sustainable and open scholarship. The move to open science/open scholarship will lead to fundamental changes for higher education and our libraries, and I believe that college and university librarians have a role and a responsibility in changing the model. In late 2021, ACRL demonstrated its ongoing commitment to and advocacy for Open Access when it joined other members of the Open Access Working Group to applaud the ratification of UNESCO's Recommendation on Open Science. I applaud this decision and believe ACRL can continue to build its support and advocacy in this area.

Because I am so proud of the work our organization does, and find much personal satisfaction working toward ACRL's goals, I want to give back to ACRL, our members, and our profession. Recognizing the power of our collective action, I offer my commitment and energy to leading our efforts to continuing ACRL's important work. I am both humbled and energized by the possibility of serving ACRL as president, and I graciously ask that you consider me for ACRL vice-president/president-elect. ⁊

Liladhar R. Pendse

Collaborating to create the At-Risk Afghanistan Web Archive (ARAWA)

A project at the University of California-Berkeley Library

Twenty years later, as the U.S. "Afghanistan Project" concluded in 2021 with the U.S. troop withdrawal and civilian evacuation, it became clear that despite our good intentions to develop and foster a democratic state in Afghanistan, it was only a partial success.[1,2,3] Despite the corruption within the ranks of certain Afghan officials and the frustrating outcomes for the planned projects, a semblance of functioning civil society had emerged across several urban centers in Afghanistan. The levels of corruption, ineptitude, and missed chances have been documented in the series of reports with the title "What We Need to Learn: Lessons from Twenty Years of Afghanistan Reconstruction," prepared by the Special Inspector General for Afghanistan Reconstruction.[4] The central government in Kabul had a web presence through several departmental websites and those of the regional, provincial governments. Besides governmental websites, several educational institutions of higher learning, artists, social activists, and nongovernmental organizations (NGOs) described themselves, expressed their opinions, reported policy decisions, and communicated other information through their web presence on official websites and social media sites.

The rapid takeover of Afghanistan by the Taliban and their arrival on August 15, 2021, at the Presidential Palace in Kabul symbolized how Afghanistan will be governed. It also meant that the Taliban would appoint new ministers and implement new policies that will replace the existing governmental websites. Also, the change indicated the way civil society would function. The activists, NGOs, and others with websites and social media presence, might be forced to take these websites down or delete them. The "disappearance" of these websites implied leaving lacunae in the reconstruction of an evolving society in Afghanistan. The rich substrate of differing opinions these websites represented was at risk of being lost forever. Thus, Liladhar R. Pendse decided to act in a timely fashion and began crawling some of the obvious websites that he thought were bound to change. However, the project could not have been successful if it were not for collaboration from faculty members and students who are Afghanistan specialists and are fully versed in the cultures and languages of Afghanistan.

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Background on web archiving

What is an archive, printing, and technologies has been examined by philosophers Jacques Derrida and Walter Benjamin in their respective works, "Archive Fever: A Freudian Impression" and "The Work of Art in the Age of Its Technological Reproducibility."[5] While the theoretical works of these individual authors and philosophers can be perceived as fundamental to our understanding of the concept of what an archive is, the web archive strives to reproduce and preserve a "web document," which can be lost if the site goes offline or gets modified or erased. Similar excursion about the archival nature of electronic records, whether these are texts or tweets, have been investigated by Luciana Duranti in her works such as *Preservation of the Integrity of Electronic Records,*[6] "Archives in a Eigital Society = Les Archives Dans Une Société Numérique,"[7] and *Trusting Records in the Cloud.*[8]

Web archiving was initially examined in great depth by Julien Masanès in his 2006 work "Web Archiving."[9] Niels Brügger and Ralph Schroeder have provided a methodological framework in their 2017 book *The Web as History: Using Web Archives to Understand the Past and the Present.*[10] While digital archives can be construed as the repositories for historical exercises and preservation of "memories," the question of why ephemera should be preserved is open to interpretation, mainly due to the complicated nature of social media-based proclamation, exclamations, or utterances.

On the one hand, these exclamations or utterances can serve as a meaningful way to understand social issues and problems. On the other hand, one can question the authenticity and integrity of such proclamations. Lastly, the questions about these utterances being weaponized have been examined by P. W. Singer and Emerson T. Brooking in *LikeWar: The Weaponization of Social Media.*[11] The recent article, "Inevitable Weaponization of App Data is Here: A Substack Publication Used Location Data from Grindr to Out a Priest Without Their Consent," by Joseph Cox on the popular investigative journalism site Vice News, allows us to postulate that "these utterances" can have evidentiary values and can lead to long-lasting consequences just as the archives of analog documents.[12] Recently, the use of web archiving techniques to preserve cultural and endangered websites for research purposes has been examined by several authors.[13, 14, 15]

Methodology and issues

At the University of California (UC)-Berkeley, out project had enthusiastic supporters in the library administration. First and foremost, our Senior Associate University Librarian Elizabeth (Beth) Dupuis, Associate University Librarian for Scholarly Resources Jo Anne Newyear-Ramirez, and Associate University Librarian for Digital Initiatives and Information Technology Salwa Ismail were keen on helping out with necessary administrative processes, as they understood the sense of urgency. The At-Risk Afghanistan Web Archive (ARAWA) tries to preserve the recent past for future researchers and scholars.[16]

As the librarian for the East European and Central Asian Collections, I collect electronic and print materials from the region and provide research assistance to a diverse student body, faculty, and visiting scholars. Afghanistan sits at the crossroads of Central Asia, South Asia, and the Middle East. It is a multiethnic country that is intimately connected to the histories of both Central Asia and South Asia. At UC-Berkeley, the curator for South Asian Studies is responsible for the collection development for Afghanistan. Also, it was important from the onset to invite faculty members who were familiar with the culture and history of Afghanistan. Faculty members whose research focuses on Afghanistan can help in the processes of evaluating the contents of one site over the

other. Furthermore, they can help curators in their choices of websites that are bound to be either taken down or changed significantly.

When the first website was crawled, I invited Professor Mariam Ghani of Bennington College, Professor Shah Mahmoud Hanifi of James Madison University, and Sherine Ebadi, a doctoral student at UC-Berkeley's Geography Department to participate. In addition, I reached out to engage Adnan Malik, our curator and cataloguer for South Asian Studies. These individuals were the initial core group of advisors to the project.

Besides these collaborators, Professor Robert Crews of Stanford University and Professors Shah Wali Ahmadi and Sanjyot Mehendale of UC-Berkeley agreed to serve as the faculty mentors to the project. Mejgan Massoumi of Stanford also decided to collaborate with the project. These individuals were essential to the project's success. They contributed with recommendations about the Afghanistan-based websites in Dari and Pashto languages that were either bound to change or cease to exist. Both Ebadi and Massoumi and other faculty members served as "insider" experts for information that needed to be preserved from the earliest stages of the project.

The project that we undertook at the UC-Berkeley library was based on a simple proposition: the need to preserve the reporting of the new government and associated transitions and the subsequent changes to existing governmental websites, including the ephemeralities of websites of the traditional press in Kabul, which was not only urgent but a responsible course of action. I avoided implicit biases by inviting participants from different academic institutions to contribute to the project. The following fundamental questions confronted us in selecting the websites for harvesting to represent all sides of the unequal equation defined by the opposition members, governmental entities, and the media websites that were the markers of Afghanistan's civil society:

Figure 1: The landing page of the ARAWA Project.

1.   What were some of the websites that required immediate archiving due to possible "taking down?"

2.   What were some of the criteria that would help the curators to propose the websites for archiving?

3.   Should scope and limitations of the project include depth of crawling and frequency of crawling a particular website that were fixed for the total duration of the pilot project?

4.   What were some of the social media sites that were deemed necessary for crawling? We recognized that one could not crawl all of the websites manually, and a frequency for crawling was determined by automating the process.

5.   What were some of the ways we would seek permission for crawling from the creators of these websites?
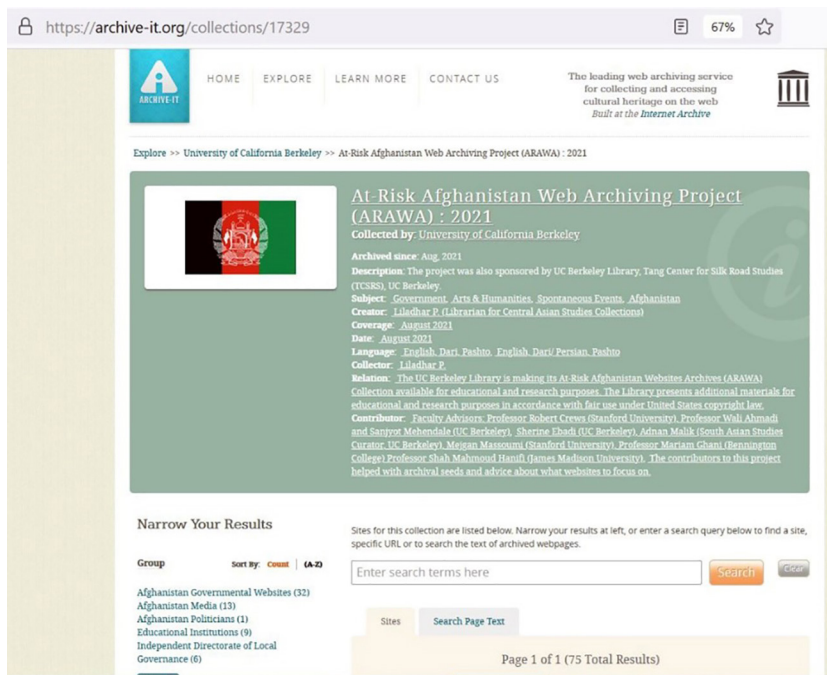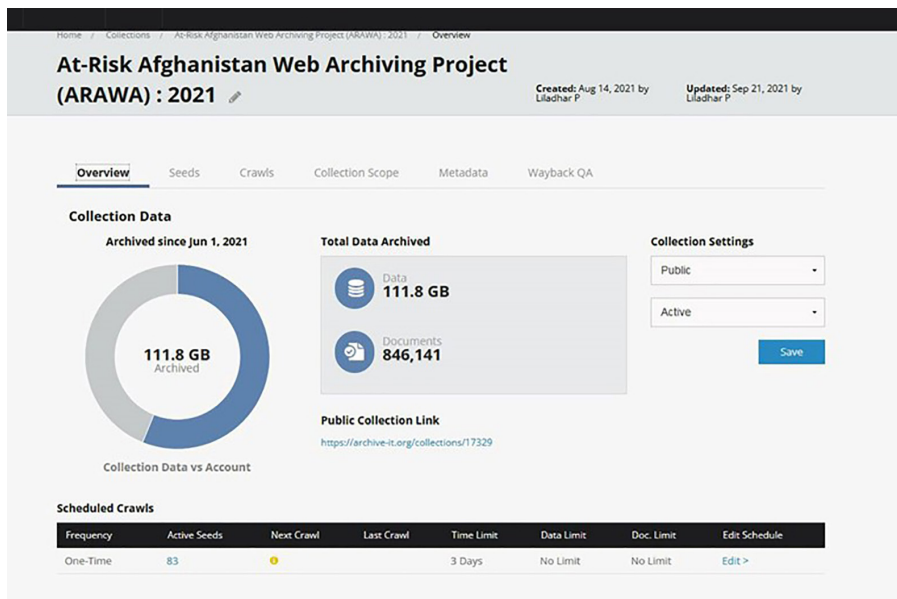
Figure 2: The backend of the landing page of the ARAWA Project.

Consistent with archival practice, we decided to preserve only select websites, given the limited duration of this pilot project. The anticipated time of the pilot project was a maximum of one-and-a-half months. The purpose, as mentioned earlier was to preserve at-risk websites. We decided to use the Internet Archive's web-archiving platform to preserve these websites (see Figure 1). The archive's backend page looks like the one that is shown in Figure 2.

We archived a total of 83 websites. However, we did not make all of the archived websites available to the public, as some of these belonged to social activists and female social figures. Given the sensitivities of their social media utterances, the project curators and collaborators agreed that it would be best to restrict access to some of the sites, as perhaps they would be a target of interest of the newly established government. These websites were grouped into several broad subject categories: Afghanistan Governmental Websites, Afghanistan Media, Educational Institutions, Islamic Emirate of Afghanistan, and Twitter. Currently, the ARAWA project contains more than 846,000 individual documents. These include policy documents, official journals, forms, and audio and video files. For example, Figure 3 shows an archived copy of the official Ministry of the Interior journal Pulis (Police) that was published before the Taliban takeover. Figure 4 is an example of a governmental website that was archived.

Figure 3: An issue of the Ministry of the Interior's Magazine: Pulis (Police).

Lessons learned

The project itself had several challenges. The first challenge was to archive the websites at risk of immediate erasure due to the Taliban's takeover of Afghanistan's central government. The second was to assemble a team of enthusiastic collaborators with cultural, linguistic,

Figure 4: An archived webpage of Independent Directorate of Local Governance.

and area expertise. To create the group, one had to be realistic about the possibilities and the time constraints placed on faculty and student collaborators. Lastly, one had to consider the administrative support required to pull off such a time-sensitive project. The library's administration, particularly Elizabeth (Beth) Dupuis, senior associate university librarian, provided the needed approval on August 15, 2021, at short notice.

It was decided to sunset this pilot project at the end of September 2021 for several reasons. First, the Taliban were firmly in charge of Afghanistan after 20 years of successful insurgency fighting against the occupying forces. Second, the faculty mentors and the participants in the project felt comfortable with the fact that we were able to selectively preserve the websites from potential erasure in a constructive and timely manner.

Assembling the team of willing faculty and scholar participants took some time, but the core group was assembled very quickly. The timely response was an essential factor to make this project viable. In the final analysis, librarians or curators do not function in a vacuum. It takes a whole village of faculty, students, and colleagues to make projects like ARAWA a success.

Notes

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Peter Bremer and Kristina Smith

Off the page and onto your screen
How to set-up a virtual literary festival

Literary festivals are an opportunity for authors and readers to mingle and interact. Libraries that host literary festivals connect book lovers and writers in a very personal way, enabling libraries to bask in the glory of that connection.[1] They allow fans to get close to a beloved writer, hear a reading, and maybe even get a book signed. And like almost everything else during the pandemic, they have had to adapt or go into indefinite hiatus.

The Prairie Gate Literary Festival (PGLF) at the University of Minnesota-Morris chose to roll with the changes for its 2021 offerings. Part of the impetus in deciding to offer programming was the recognition of the emotional toll that the pandemic was having on the members of our community.[2] People were feeling isolated and cut-off. We wanted to retain a festival presence while offering a healthy distraction. Instead of a traditional face-to-face event with tables full of books for sale and tempting hors d'oeuvres, we opted to go virtual. It turned out to be a great decision, resulting in stable or increased attendance for most events as well as significant cost savings. But it didn't come without a lot of trepidation. Would people even show up for a virtual author reading? We knew a Zoom event could never match the thrill of being in the same room with a bestselling author. Would the audience feel connected to the author? Would individual and group participation translate well virtually? There were other concerns, as well. After nearly a year of distance-learning at our campus community, we had to acknowledge that remote learning fatigue was a real possibility. And yet the more we considered online offerings, the more advantages we uncovered.

Honorariums, lodging, and travel expenses regularly take up a huge chunk of book festival budgets. PGLF is no exception. Our budget for a traditional three-day face-to-face festival relies heavily on grants, something that was in short supply during the COVID-19 pandemic. Faced with this dilemma, we decided to take the plunge. One thing that became clear was that we could save a lot of money by pivoting to a virtual model. In 2019, the last time we held a festival, our total expenses amounted to a little more than $14,000. That enabled us to bring in four notable authors, as well as pay for their lodging, travel, and board. It also included publicity and catering.

For our 2021 festival, in contrast, we ended up needing only $800, which allowed us to bring in five well-known writers, as well as a small press children's book author. We also were able to do needed publicity locally and regionally. A big contributing factor was the reduced price of author fees. Two years earlier, before the world changed, we paid an aver-

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age of $1,400 per author. By using technology and broadcasting live so that our writers only had to carve out a small slice of time to participate, we reduced these expenses by a whopping 88 percent.

Another area of savings was time. Having a small group of volunteers makes putting on multiple author events a challenge. Most of us have regular jobs on campus, whether in the library or classroom, that demand our attention. Our student representative copes with juggling classes and a paying job. By switching to an online format, we managed to reduce the time necessary to plan for the events dramatically, thereby alleviating much stress. There was no need to reserve physical spaces, put up detailed signage, plan meals and snacks, or coordinate rides and welcome packets. A few minutes was all it took to set up our Zoom meetings and then share the access information with panelists.

One area that we had to pay more attention to, of course, was behind-the-scenes technology. Many of us had already become well-versed in using Zoom for meetings and instruction, but there was still a lot to learn. The ability to spotlight a presenter for the whole group proved invaluable. So too was the inclusion of PowerPoint slides that incorporated welcome information. Zoom's chat feature was the perfect way to share our crowdfunding donation link and post-event survey form. We also used chat to help field questions during the Q&A session at each event. Although we tried to anticipate every technology need, there were times when things didn't go as smoothly as we would have liked. For example, on one occasion we had difficulty sharing a PowerPoint because of permissions and on another we started the recording late. Even so, we had a good system in place that minimized most mishaps.

A few days before each panel discussion, we always had an organizational meeting to go over the details of the upcoming event and make sure our ducks were in a row. But our planning started way before that. To help us keep track of who was doing what and record completed activities, we created a spreadsheet for each virtual event. It listed things like Zoom setup, author publicity photos, honorarium paperwork, publicity posters, newspaper ads, social media, and crowdfunding. When a needed task was completed, the individual responsible entered their name with the date. Roles were also designated with planning group members assigned to either publicity, budget, host, or technologist. Dividing these last two duties was crucial. We found that it was much easier for the host to handle moderating the panels if they didn't have to also worry about spotlighting a speaker or sharing a particular screen. In turn, the technologist could also help monitor the chat for questions. Another area of preparation was checking the general Zoom settings to make sure things were in order. Having a sound beep when a guest enters a room is helpful for the host or co-host, but it also can be very distracting if everyone else hears it.

Holding any event, virtual or face-to-face, can be nerve-wracking. All the planning in the world doesn't guarantee a well-attended event. That is why we were pleasantly surprised with the reception to our virtual panel discussions. We held three separate events, spaced a month apart, in February, March, and April of 2021. Our first event showcased self-published and small press authors sharing their "Paths to Publishing." More than 40 people attended our inaugural event, which was quite a respectable number for us, even during face-to-face settings. Almost as important as attendance was interaction. Many individuals left their videos on, which helped create a sense that a conversation was taking place. When it came time for the Q&A portion of the event we had a number of thoughtful queries.
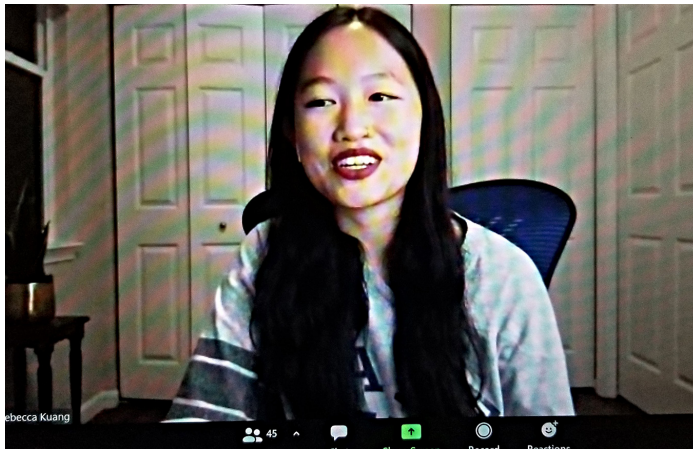
For our second offering we focused on fantasy and science fiction. Because our modest budget could go farther thanks to the savings of the virtual world, we were able to bring in some fairly prominent authors, such as Rebecca Kuang, author of the bestselling *Poppy War Trilogy,* as well as Farah Naz Rishi, and our own Joshua Johnson. Once again, attendance and general interaction exceeded our expectations. We were definitely on a roll. Our third and final panel featured two acclaimed poets (Nancy Naomi Carlson and Terri Ellen Cross Davis) and was advertised as "An Evening of Poetry." Whether because of Zoom fatigue, scheduling (we took a chance on a Friday night), or a lack of interest in the subject matter, attendance was less than half compared to our other events. Those that took part, however, were engaged and enthusiastic, and sometimes that's enough.

Festival participant Joshua Johnson, assistant professor at UMN Morris and author of *The Forever Sea,* published by DAW, 2021.

All in all we were very pleased with our first foray into virtual festival programming and wouldn't hesitate to try it again, although we are sincerely hoping for a return to face-to-face experiences by the time we reconvene in fall 2022. There are certainly some things we would do differently. One facet of our traditional gathering that didn't make the migration to an online environment were writing workshops and classroom visits. Each session is taught by a visiting author and focuses on a particular area of interest or expertise. They are a popular tradition and allow for more in-depth interaction between writers and the public. Incorporating these opportunities into a virtual PGLF would be high on our priority list. The prospect of implementing virtual readings within a face-to-face module, when schedules conflict or geographic distance is an issue, has also been considered.

Festival participant Rebecca Kuang, author of *The Poppy War* fantasy series, published by Harper Voyager.

Making the decision to hold PGLF online turned out to be a good one. By taking the leap, we managed to bring in high-quality authors at a fraction of the price while retaining our presence as a viable artistic activity. Choosing to go virtual also increased our reach, allowing individuals far removed from our rural location to participate. We even managed to use crowdfunding as a way to raise exposure and generosity. And by recording some of our events, we were able to share those experiences with individuals unable to attend the live event and at the same time invite them to give monetarily, if they so choose. Of course, the possibilities of an online platform isn't limited to merely literary festivals. Over the last year,

Briggs Library at the University of Minnesota-Morris has held online trivia nights, game nights (featuring *Among Us* and *Jackbox Games),* a Halloween Reading as well as web-based discussions featuring our long-running Asking the Big Questions series. The possibilities are virtually endless.

Looking ahead, we are in the planning stages of hosting another festival in fall 2022. This time around we are hoping that we can be face-to-face and are organizing the event with this in mind. This time around we are hoping that we can be face-to-face and are organizing the event with this in mind. If the situation dictates that we pivot back to virtual, we are equipped to do that and will communicate that contingency to our authors. We may even have one of our more distant authors participate via Zoom because of the cost savings. Our focus will be Native American writers. The University of Minnesota-Morris has a large indigenous student population that comprises more than 20% of our enrollment. We have already identified at least five authors that we are interested in bringing to campus. Next steps include reaching out to these authors and readying a grant that will hopefully pay to have these talented folks participate in PGLF. Overall, we feel like we're ready for almost anything, but if the last two years have taught us anything, it's to expect the unexpected.

Notes

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2. "COPING in the Time of COVID-19," *American Libraries* 51, no. 6, (2020): 20 –23. ⁊

Allison Langham-Putrow and Emily Ford

A call for submissions

Share your thoughts in the Scholarly Communication column

Many readers may not know that this column is edited by members of ACRL's Research and Scholarly Environment Committee. Taking this on has been invigorating and refreshing for us and feels like a concrete way to contribute to ACRL every month. Probably much like you, dear readers, we are librarians working in academic environments that are short-staffed, underfunded, and have been attempting to approach our duties and tasks in new ways because of the pandemic. We're also continuing to solicit, edit, and publish thoughtful, timely, and interesting content in this column.

Scholarly communication is ever changing and that is what keeps so many of us so interested in it. As such, we hope that you will contribute your thoughts to the column, in light of the changes you've been noticing and the thoughts that you have been having. If you'd like to submit an article or propose an idea to this column, we invite you to do so. Tell us what has been on your mind. Here's what has been on ours.

Reflections on practice

Scholarly communication work continues to evolve, and librarians work on an enormous range of issues. How has the environment changed? What trends do you see persisting? What actions are needed now? Perhaps you are a librarian who works in scholarly communication and are (mentally) moving to a new stage of your career. How has your work or have your views changed as you move from early career to mid-career? (It's up to you to decide whether you are early, mid, or late career.)

Article processing charges

Many publishers use an open access model that requires payment of a per article processing charge (APC) from the author or their institution. Some libraries have a dedicated fund for helping authors pay these charges, but often the fund is small and rarely can a library afford to pay for all charges incurred by their authors. Does or did your library have a fund? What prompted its creation or closure?

Thinking more broadly, how do APCs affect the diversity and inclusion of all voices in the scholarly conversation? Have you encountered APCs in your own scholarly output? Could you afford your ideal journal's APC? How many of your paychecks would you need

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to use to pay the APC out of pocket? Do you have experience navigating the APC waiver system from your own work or through supporting a researcher at your institution? Are APCs even ethical?

Transformative agreements and equity, diversity, and inclusion

Transformative agreements are intended to move the scholarly publishing system from one in which institutions pay to provide access to materials (i.e., subscriptions) to one in which institutions pay for their authors to publish their work openly (either eliminating the payment from the author or providing a discount). They are beneficial to authors who work at institutions that can afford agreements, but what does this shift mean for authors who are unaffiliated with an institution or are at an institution that cannot afford, or do not agree with the ethics of, these agreements? Will "transforming the system" from pay-to-read to pay-to-publish lead to a more equitable or less equitable environment? Do these agreements change the system or are they reinforcing the publishing oligopoly?

"Predatory" publishers

In a recent article, D. Mills and K. Inouye reviewed literature on "predatory publishing."[1] Twelve of the sixteen articles they explore in depth use a list of predatory journals and publishers created by one (white man) and based on ill-defined criteria. This list is also commonly referred to in discussions on library listservs and at librarian-led conferences. Why are we still using this list? What does it say about us as a profession if we continue to categorize journals or publishers into a "predatory" and "not predatory" dichotomy? How do you discuss the concept of "predatory publishing" with authors on your campus?

Other ways of knowing in scholarly communication

Scholarly communication, at its core, is a practice steeped in the culture of the dominant academic class. There are many other ways that people know things.[2] For example, Native Americans and other indigenous peoples have traditional cultural expressions—knowledge that is passed down generationally and knowledge that may not be ethical to share outside of these communities. Knowledge, in Western academic culture, is written, and therefore knowledge becomes codified. Indeed, "The call for rigour is also often the call for the elimination of difference."[3] How can scholarly communication practices bridge beyond this tradition? How can we make space for other ways of knowing in scholarly communication practices? How might we offer reparations for the misuse of nonwhite ways of knowing, in light of what Miranda H. Belarde-Lewis and Sarah R. Kostelecky describe in their chapter "Tribal Critical Race Theory in Zuni Pueblo"? "Research by outsiders has resulted in the publication and dissemination of ancient sacred knowledge, esoteric traditions, and religious practices—without free, prior, and informed consent of the Zunis."[4]

Communicating with your campus

Many of our libraries are facing challenges given the pandemic, economic downturns, and the effects of the COVID-19 pandemic. Have these challenges changed the way you communicate with your campus? Have you had successes (or failures—we can all learn from these)? Is your library facing budget cuts? If you have unbundled a publisher package, how

have you communicated these changes with your campus? Publishers are more often approaching libraries with offers for transformative agreements that combine subscription access with an open access publishing component. Is your library considering one of these, and, if so, does this agree or conflict with work, like unbundling, that you might have been doing to manage subscription prices?

There have also been reports of publishers circumventing the library, approaching university administration or faculty to apply pressure to enter into (typically very expensive) agreements. Have you experienced this? How did you navigate the complex relationships on campus?

Open Science advancements

In November 2021, UNESCO adopted its Recommendations on Open Science.[5] Similarly, the National Academies of Science, Engineering, and Medicine have been actively working to promote and develop open science practices and frameworks.[6] What is the role of libraries in supporting open science? Have you created any programs to support researchers on your campus in making all parts of their work open—not just publications, but data, code, and other research materials?

Open Educational Resources

What is the intersection between open educational resources (OER) and scholarly communication? Are they one in the same? Are OER inherently scholarly communication? With so many library resources being put behind the creation and publishing of OER, how will we balance other scholarly communication work?

Technical solutions and innovations

What can new technologies, apps, implementations, or standards contribute to scholarly communication. For example, have you used hypothes.is to markup documents for peer review? Does your library publishing program struggle with providing XML, JATS, or meeting other technical requirements for publications[7] (e.g., to comply with Plan S, which, although primarily a European program, can affect scholars who collaborate internationally)? What do you think of artificial intelligence and its role in the scholarly communication of the future? (Is scholarly communication work going to be taken over by robot overlords? If so, is that a good thing or a bad thing?)

Anti-racist practices and critical takes on accepted practices

In a recent book chapter, Harrison Inefuku shares four gatekeeping processes impacting scholarly communication. "Through these processes, academic publishing in the United States creates a body of knowledge that privileges a white worldview and marginalizes the perspectives, experiences, and contributions of communities of color."[8] How can we break these processes? How can we reinvent them? One example might be to put the anti-racist scholarly reviewing practices into place.[9] Have you implemented these practices in your own research and publishing, with journals published by your library in your library's promotion requirements? How has it worked? What have you learned? Is there something that is an accepted "norm" in scholarly communication that shouldn't be? Do you have a

#critlib or #crt lens of how we write, distribute, pay for, and otherwise support scholarly communication as librarians?

Call for submissions

While these are topics we have been thinking about, you may have been mulling over something else. We want to hear from you on these and other topics. Reach out to us at crlnscholcomm@gmail.com. Send us an outline or a short description. If you're not sure about how to scope your contribution, we would be happy to work with you.

Notes

1. D. Mills and K. Inouye, "Problematizing 'Predatory Publishing': A Systematic Review of Factors Shaping Publishing Motives, Decisions, and Experiences," *Learned Publishing* 34, no. 2 (April 2021): 89–104, https://doi.org/10.1002/leap.1325.

2. Paul Wildman and Sohail Inayatullah, "Ways of Knowing, Culture, Communication and the Pedagogies of the Future," *Futures* 28, no. 8 (October 1996): 723–40, https://doi.org/10.1016/0016-3287(96)00031-6.

3. Wildman and Inayatullah, 733-734 .

4. Miranda H. Belarde-Lewis and Sarah R. Kostelecky, "Tribal Critical Race Theory in Zuni Pueblo: Information Access in a Cautious Community," in *Knowledge Justice: Disrupting Library and Information Studies through Critical Race Theory* by Sofia Y. Leung, Jorge R. López-McKnight, p. 111, https://doi.org/10.7551/mitpress/11969.003.0008.

5. UNESCO, "UNESCO Recommendation on Open Science," 2021, https://unesdoc.unesco.org/ark:/48223/pf0000379949.locale=en.

6. National Academies of Sciences, Engineering, and Medicine (U.S.), ed., *Open Science by Design: Realizing a Vision for 21st Century Research, A Consensus Study Report* (Washington, DC: The National Academies Press, 2018), National Academies of Sciences, Engineering, and Medicine, "Roundtable on Aligning Incentives for Open Science," December 13, 2021, https://www.nationalacademies.org/our-work/roundtable-on-aligning-incentives-for-open-science.

7. Principles and Implementation, Part III: Technical Guidance and Requirements, https://www.coalition-s.org/addendum-to-the-coalition-s-guidance-on-the-implementation-of-plan-s/principles-and-implementation/.

8. Harrison W. Inefuku, "Relegated to the Margins: Faculty of Color, the Scholarly Record, and the Necessity of Antiracist Library Disruptions," in *Knowledge Justice: Disrupting Library and Information Studies through Critical Race Theory* by Sofia Y. Leung, Jorge R. López-McKnight, p. 198.

9. "Anti-Racist Scholarly Reviewing Practices: A Heuristic for Editors, Reviewers, and Authors," 2021, https://doi.org/ 10.7551/mitpress/11969.003.0014. ℘

Copyright permeates so many areas of academic librarianship. That's one of the reasons ALA and the Policy Corps take an active role in advocating on behalf of academic library users on the Hill as new copyright legislation is developed.[1] We encourage readers to keep an eye on this column in 2022 for updates on legislation related to copyright and intellectual property.

The CASE Act

The Copyright Alternative in Small-Claims Enforcement Act of 2020, also known as the CASE Act, is a new law establishing a small claims system within the U.S. Copyright Office (USCO).[2] Through this system, rightsholders will be able to bring claims of infringement against a party and, if they are found guilty of infringement, may receive up to $30,000 in compensation for the unlawful use of their copyrighted works. Three officers, appointed by the Register of Copyrights, will sit on the Copyright Claims Board (CCB) and review claims and make determinations regarding alleged infringement. While the system is described in the law as "voluntary," it requires those who have claims brought against them to opt out of proceedings in a timely manner or face a default judgment, with limited options for appeal.

USCO spent much of 2021 establishing CCB by appointing officers[3] and rulemaking, including soliciting comments from the public on procedures for libraries and archives to opt out of CASE Act proceedings.[4] It appears that CCB will begin processing claims in spring 2022. Readers are encouraged to stay abreast of developments related to the CASE Act and can do so by visiting USCO's website; seeking out information, webinars, and conference sessions by organizations such as ACRL, ALA, and the Association of Research Libraries (including a forthcoming C&RL News piece on the CASE Act by the authors of this update); and by reading through the statute to familiarize themselves with the law.[5]

DMCA 1201 exemptions

In October 2021, the Library of Congress, acting on guidance from the Copyright Office, completed their eighth triennial rulemaking concerning exemptions to Section 1201 of the Digital Millennium Copyright Act (DMCA).[6] The exemptions permit particular users to circumvent technological protection measures that control access to copyrighted works for specific purposes. A few of these recent exemptions benefit college and research libraries and their users, including for the preservation of DVDs and to conduct text data mining on the contents of ebooks and DVDs.

Congress enacted DMCA in 1998, which made it illegal to crack digital rights management (DRM) on copyrighted works to access or use the underlying content. The problem with this part of DMCA is that criminalizing the circumvention of DRM preemptively shuts down users from exercising their rights under limitations and exceptions to copyright. For example, if a college

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instructor wishes to include a snippet of a film in their course lecture, they could be prevented from doing so if the source content is protected by DRM, even if their use was covered by fair use.

However, every three years, the Copyright Office asks for users to submit categories of exemptions to the default rules under Section 1201 of DMCA. In the most recent rulemaking, two new exemptions pertaining to academic libraries were granted. It is now permissible for libraries, museums, and archives to get around the DRM on DVDs held in their collections for the purpose of preservation.

Another exemption permits the circumvention of technological protection measures applied to motion pictures (DVDs) and literary works (ebooks) for the purposes of text data mining. Text data mining, or TDM, typically involves the use of automated techniques and algorithms to extract information from large sets of unstructured or thinly structured digital content, such as a corpus of scholarly texts. TDM is an increasingly popular research methodology used to examine big data sets where it would otherwise be impossible for a researcher to read each input separately. For this exemption to apply, the circumvention needs to be conducted by a researcher at a nonprofit institution of higher education; the copy of each motion picture or ebook has to be lawfully acquired and owned by the institution; the person cracking the DRM must only view the contents for the purposes of verifying the TDM research results; and the institution has to apply effective security measures to prevent downloading or dissemination of the copyrighted materials.

Public domain

As with every recent new year, January 1, 2022, gave us cause to celebrate Public Domain Day, the day when tens of thousands of works enter the public domain because their copyright term has expired. When creativity is in the public domain, it may be used without restriction, permission, or payment. This year marked the entrance into the public domain of such works as Winnie-the-Pooh by A. A. Milne with illustrations by Ernest H. Shepard and The Sun Also Rises by Ernest Hemingway.[7] This year was especially important because the Music Modernization Act effectuated the public domain status of all pre-1923 recorded music on January 1, 2022. The Internet Archive hosts a trove of more than 38,000 records online for the public to enjoy.[8]

Notes

1. Launched in 2017-28 in partnership with APA President Jim Neal, members of ALA's Policy Corps assist ALA leadership in advocating on behalf of libraries and their users on legislation and policy development. Readers can learn more by visiting this website: https://www.ala.org/advocacy/ala-policy-corps.

2. The text of this legislation can be found online at https://www.congress.gov/bill/116th-congress/house-bill/2426/text.

3. Profiles of the CCB officers can be found in this press release put forth by the USCO: https://www.copyright.gov/newsnet/2021/906.html.

4. Through rulemaking, federal regulations are developed by agencies of the U.S. federal government. Information about the rulemaking process related to the CASE Act can be found by visiting this website: https://www.copyright.gov/about/small-claims/related-rulemakings.html. Readers should closely follow the rulemaking for Small Claims Procedures for Library and Archives Opt-Outs and Class Actions, and can look for the final rule to be published

on this webpage: https://www.copyright.gov/rulemaking/case-act-implementation/library-opt-out/.

5. The website for the CCB can be found online at https://www.copyright.gov/about/small-claims/. Readers can find Chapter 15 of US copyright law (Title 17, US Code) by following this link: https://www.copyright.gov/title17/92chap15.html.

6. The text of this DMCA can be found in this document: https://www.govinfo.gov/content/pkg/PLAW-105publ304/pdf/PLAW-105publ304.pdf. Information on the Eighth Triennial Section 1201 Proceedings, including the Registrar of Copyright's final rule can be found via this website: https://www.copyright.gov/1201/2021/.

7. Duke University's Center for the Study of the Public Domain highlights works that pass into the public domain each year on January 1: https://web.law.duke.edu/cspd/publicdomainday/2022/.

8. A useful article on the Music Modernization Act by Eric Harbeson, written while he was working for the American Music Research center at the University of Colorado Boulder, can be found here: https://scholar.colorado.edu/concern/articles/w6634438s. Records made available as part of the Great 78 Project can be accessed online at http://great78.archive.org/. ⰰ

Bureau of Labor Statistics. *Access:* https://bls.gov/.

According to the U.S. Bureau of Labor Statistics (BLS) mission statement, the agency "measures labor market activity, working conditions, price changes, and productivity in the U.S. economy to support public and private decision making." The evidence of much of this work is found on the agency's website, which provides public access to the bureau's information. This information runs the gamut from sophisticated statistical data and reports to games and quizzes for the K-12 population. Included on the site are links to webpages for data produced by private organizations and government agencies.

The top half of the homepage displays nine tabs for exploring the site. There are also BLS announcements, the latest numbers for selected economic indicators, and labor and economic information for eight geographic regions in the United States. From the "Data Tools" tab, one can retrieve current and historical statistics for what BLS describes as "Top Picks." Response time is lightning fast, and results can be downloaded to an Excel spreadsheet. Help and tutorials for using the site's data retrieval tools are available.

Another helpful tab is "Economic Releases," which leads to the latest releases of major economic indicators, regional news releases, and a monthly calendar that provides titles of releases, their frequency, and the time of day the releases occur. Users can subscribe to the BLS online calendar with instructions provided for Google, Outlook, and Apple iCal users.

"Publications" lists the latest issues of selected titles, including the *Monthly Labor Review* and the *Occupational Outlook Handbook.* A small number of videos are listed but access is spotty. Clicking on the play icon does not always activate the YouTube video.

Some pages have not been updated recently and navigating from the dropdowns in the tabs back to the home screen is not always smooth. The site is not difficult to use but the overwhelming amount of information designed for a widely diverse audience demands persistent searching.

The information provided at the site will be of interest to a large audience. Economists, policymakers, journalists, business owners, educators, and citizens have an abundance of statistical data and reports available to them. Individuals and businesses that participate in data surveys conducted by BLS will also benefit.—*Maureen James, University. of Arkansas-Little Rock, mejames@ualr.edu*

Jain eLibrary. *Access:* https://jainelibrary.org/.

Jainism, or Jain Dharma, is an ancient Indian religion, with several million followers worldwide today, known for its asceticism and philosophies of nonviolence. It is also a highly textual tradition, with a collection of scripture as well as hundreds of noncanonical texts from throughout its history. To preserve and disseminate these texts, the Shree Gyanvardhak Charitable Trust, the Jain Education International Organization, and several individual donors founded the Jain eLibrary. Besides ancient writings, the eLibrary provides access to the spiritual and scholarly writings of contemporary Jains, as well as Jain magazines and educational materials. Altogether the site boasts around 30,000 files in about two dozen languages, including Marathi, Hindi, Gujarati, English, Spanish, and German.

The site is completely free to users. The front page includes search boxes and extensive navigation lists, allowing users to specify authors, publishers, languages, resource types, and topics. There is an Aagam

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

Search, which specifically searches the scriptural texts. Users can also fill out request forms for books they would like to see uploaded to the site. Some materials from educational publishers are available for sale.

A statement on the front page indicates that permission has been obtained from copyright holders to upload their materials for users' personal, noncommercial use. In order to register and log in, users must acknowledge that they may not sell or distribute the materials.

Jain eLibrary will be most useful to people who already have some knowledge of Jainism and Indian languages, as materials are not described and most are not translated, although there are more than 1,000 materials in English. There is no advanced search option, and results lists on the main site can be sorted alphabetically by title or author, but not by date or language (although most items have their publication date listed within their titles). However, there is a prominent button that leads to Jain Quantum, a newer and more robust search engine that allows users to narrow by language at the beginning of a search. Quantum also searches the full text of items and provides images of individual pages on which search terms are found. Most texts are available as PDF scans, and some are also available in DOCX. The site gives access to all records without authentication, but users must register for a free account in order to download and read texts.—*Margaret Froelich, Willamette University, mfroelich@willamette.edu*

National Native American Boarding School Healing Coalition. *Access:* https://boardingschoolhealing. org/.

The National Native American Boarding School Healing Coalition (NABS) has a mission "to lead in the pursuit of understanding and addressing the ongoing trauma created by the U.S. Indian Boarding School policy." A decade ago, after a 2011 symposium, leaders discussed a need in the United States for a process similar to the Canadian Truth and Reconciliation Commission. NABS was formed shortly after and focuses on developing a national strategy to raise public awareness and share resources for healing the profound trauma experienced by individuals, families, and communities in American Indian and Alaska Native Nations resulting from the U.S. adoption and implementation of the Boarding School Policy of 1869. Membership in the organization comprises more than 100 Native and non-Native members and organizations. The network shares research, healing resources, and advocacy around boarding school policies, and the experiences and legacy of those policies.

The website shares these resources in three ways: there is a curriculum package, a list of recommended reading, and a database of archival materials, articles, and more. The curriculum package provides parents and teachers thoughtful lessons around American Indian boarding school history, impacts, stories, and healing, which is divided into three sections for primary, middle, and upper grades. The lessons are in three parts: Into, a hook into the lesson; Through, an exploration stage where connections are being made; and Beyond, an extension to deepen understanding. The list of recommended readings provides brief descriptions of books organized into themes for general Native American boarding school history, for healing and decolonization, and for children and young adults. The healing and decolonization list is definitely worth checking out for anyone interested in reading more about this topic.

The database is the biggest resource on this site. It gathers a plethora of citations (often linking to full text where available) including archives and primary resources, research, a large collection of mass media articles and posts, histories, and stories from articles and documentaries, which includes histories of tribes and tribal traditions, conference materials, and education resources.

This site is highly recommended to researchers, students, and educators, particularly those in education and social work and studying American Indian and Alaska Native communities impacted by boarding school policies.—*Hilary Robbeloth, University of Puget Sound, hrobbeloth@pugetsound.edu*

Special Collections and Archives (SCA) at Northern Arizona University's (NAU) Cline Library was awarded a $349,526 grant from the National Endowment for the Humanities to support the digitization of 400 rare and unique moving images held by SCA and three regional cultural heritage partners: the Hopi Tribe, the Hualapai Tribe, and Diné College on the Navajo Nation. SCA holds early images, including river running the Colorado River, exploration of Grand and Glen canyons, and landscapes of the American Southwest. The goal of the three-year project is to preserve and make available these historically and culturally significant, at-risk analog moving images that depict people, places, and events on the Colorado Plateau. The project also supports Cline Library's implementation of the Protocols for Native American Archival Materials, which offer guidance for nontribal institutions regarding the culturally responsive and respectful care of materials connected to Native American communities. The protocols will guide the selection of and access to films, which will be done in collaboration with tribal partners. In the third year of the project, NAU and its tribal partners will contribute a selection of the digitized films to the Tribesourcing Southwest Films project (https://tribesourcingfilm.com) for culturally appropriate description and re-narration by communities of origin.

Acquisitons

A Third Folio of Shakespeare's plays printed in 1664 has a permanent home at University of South Carolina Libraries. The acquisition, a gift from Chicago attorney Jeffery Leving, along with the university's copies of the Second and Fourth folios, will provide a rare opportunity for students, faculty, and other researchers. Widely regarded as the greatest writer in the English language and the world's greatest dramatist, Shakespeare produced most of his known works between 1589 and 1613. Every copy of a Shakespeare Folio tells a piece of a larger story, and with this donation, University Libraries is putting the pieces together to give students, faculty members, and other scholars research opportunities and enhanced classroom experiences. Many of Shakespeare's plays, which were written to be performed, were not published during his lifetime. The First Folio, the first collected edition of Shakespeare's works was published in 1623, seven years after his death, by two fellow actors who compiled 46 of his plays to preserve them for future generations. A Second Folio was published in 1632, and the Third Folio, which was published in 1663 and reissued in 1664, has been described as relatively rare, compared to the Second and Fourth (1685) folios. The reason for its rarity has been debated, but speculation is that many copies were destroyed in the Great Fire of London in 1666. Fewer than 50 copies of the Third Folio are cataloged through the Online Computer Library Center. Not all copies—such as those in private collections—are included in this global library cooperative, but it is an indication of the quantity in existence. ✏

Appointments

Valeda F. Dent, acting provost and vice-president for academic affairs and vice-president for student success and learning innovation at Hunter College of the City University of New York, has

Valeda F. Dent

been appointed Emory University's inaugural vice-provost of libraries and museum. Expected to formally take the role in July 2022, Dent will unite Emory Libraries and the Michael C. Carlos Museum under a new leadership structure, working closely with the Office of the Provost and providing support in planning for the future of both areas, including advancing shared discovery and conservation of the university's collections while continuing to expand access, programming and community engagement. At Hunter College, Dent is cochair of the Presidential Task Force for the Advancement of Racial Equity. She has a robust and consistent record of scholarly achievement in the areas of chronic poverty and literacy, rural African libraries, and literacy culture development, and is a Fulbright Scholar. Prior to her appointments at Hunter College, Dent served as dean and university librarian at St. John's University in Queens, New York, and dean and chief operating officer for the libraries at Long Island University.

Erin Passehl Stoddart has been appointed head of university archives and historical collections at Michigan State University.

Deaths

Kenya Siana Flash, librarian for Yale's Political Science, Global Information, and Government Information at Marx Science and Social Science Library, has died. She was a librarian at King's College and

Kenya Siana Flash

the University of Tennessee-Knoxville before joining Yale's Marx Library in 2017. Flash provided instructional and research support for the departments of Political Science and Global Affairs and for programs in Ethnicity, Race, and Migration and Ethics, Politics, and Economics. Her scholarship and subject expertise can be seen in more than 30 research guides she created or co-created with colleagues, ranging from broad disciplinary overviews to more specific topics such as political protest movements and individual course guides. Within the library, she served on many committees, including as co-chair of the Staff Diversity Committee. She was also active with ACRL's Diversity Alliance residency program, and she recently coedited the ACRL book *Ethnic Studies in Academic and Research Libraries.* Beginning in 2023, Yale University Library will host a three-year residency for an early career librarian from a professionally underrepresented racial or ethnic group, in her honor. ☡
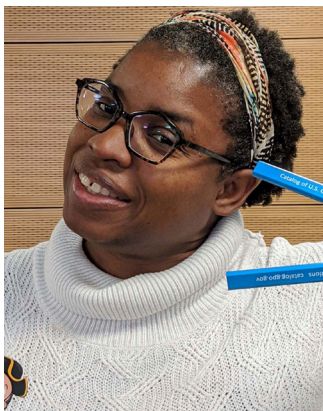
Ed. note: To ensure that your personnel news is considered for publication, write to Ann-Christe Galloway, production editor, *C&RL News,* at email: agalloway@ala.org.

Fast Facts

Google year in search

"After performing her poem 'The Hill We Climb' during the U.S. presidential inauguration, Amanda Gorman was the top searched poet worldwide in 2021. The country searching for her poem the most? Norway. Vaccination volunteer was the top trending volunteer opportunity the world searched for. [In] July, worldwide search interest for spelling bee winner reached a five-year high." Google, "Year in Search 2021," https://about.google/stories/year-in-search (retrieved January 6, 2022).

News engagement

Social media interactions with news articles were down 65 percent in 2021 compared to 2020. Cable news primetime viewership was down 36 percent. News media app downloads were down 33 percent. Unique visits to the top five news sites were down 8 percent. Sara Fischer and Neal Rothschild, "News Engagement Fell off a Cliff in 2021," Axios, January 4, 2022, https://www.axios.com/media-ratings-traffic-2021-a6be4d72-ba5f-4f8a-ae3e-0872ecd87677.html (retrieved January 6, 2022).

Newsroom closures

"More than 100 local newsrooms closed during the coronavirus pandemic (so far). At first, the pandemic cost newsrooms jobs and communities critical work. Now it's starting to end entire newsrooms." Kristen Hare, "More than 100 Local Newsrooms Closed during the Coronavirus Pandemic," Poynter (blog), December 2, 2021, https://www.poynter.org/locally/2021/the-coronavirus-has-closed-more-than-100-local-newsrooms-acrossamerica-and-counting (retrieved January 6, 2022).

Vinyl record sales

"For each of the past 15 years, sales of new vinyl have gradually increased. In the first half of 2021 alone, 17 million albums were sold—an 86 percent jump from 2020. In an extremely rare twist, an old technology came back to surpass a newer one. Last year, for the first time since 1986, vinyl records outranked CDs in annual sales. This year, they're on pace to more than double CD revenue." Zachary Crockett, "The Insane Resurgence of Vinyl Records," The Hustle, December 4, 2021, https://thehustle.co/the-insane-resurgence-of-vinyl-records (retrieved January 6, 2022).

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