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This month's cover features the image Double Exposure of a Dancer taken by Byrd Moore Williams, III, who operated Byrd Photo in Fort Worth, Texas, in the 1950s. The image is part of the Byrd Williams Family Photography Collection at the University of North Texas Libraries, which documents four generations of Texas photographers dating back to the 1880s, with the most recent work coming from Byrd Williams IV. All four generations of photographers in the Williams family have been known as Byrd Moore Williams. Materials in this collection include commercial and studio photography, western landscapes, documentary studies, and fine art photography. Additional materials from the Williams Family Photography Collection can be viewed on The Portal to Texas History at <https://texashistory.unt.edu/>.

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In the *news*

Welcome to the March 2022 issue of *C&RL News*. Taking a hard look at the effectiveness and inclusivity of peer review is one way in which legacy systems in academia are being reviewed and challenged through the lens of equity, diversity, and inclusion. Charlotte Roh of California State University-San Marcos begins this month's issue by examining ways of "Owning the peer review process," including a discussion of unpaid labor in scholarly publishing, in the latest installment of our Scholarly Communication column.

At Rutgers University-Camden, a group of librarians and students came together to advance issues of textbook affordability and increase the use of OER at their institution. Oriana Holmes-Price, Samantha Kannegiser, Erika Pitsker, and Zara T. Wilkinson write about how they went about centering student voices as part of the process in their article "Small actions, big impact."

Increasing the adoption of OER as textbooks is also an ongoing project at Penn State-Altoona. Librarians addressed the challenge by taking on the work of identifying e-books already included in their resource collections as proof of concept of the possibility of using existing licensed resources as a tool to reduce textbook costs. Lori Lysiak outlines their work moving forward "Division by division, book by book" to increase the use of OER on campus.

As we move closer towards the end of spring term, many students in LIS programs are eyeing graduation and planning for the job search process in a virtual or hybrid environment. Isabel Soto-Luna discusses her recent "Job search during COVID," providing a variety of handy tips for navigating the process for both job seekers and hiring institutions. In this issue's The Way I See It feature, Christine Woods writes about "Going online and staying online" as her job at Saint Leo University transitioned to a permanent remote work model.

Voting in the 2022 ALA/ACRL elections begins March 14. Kelvin Watson and Emily Drabinski, candidates for the 2023-24 ALA presidency respond to question from the ACRL Board of Directors this month to help you make an informed decision in the upcoming election. A list of ACRL members standing for election to ALA Council is also available in this issue. Help shape the future of your associations by casting your ballot for the candidates of your choice over the next month.

Thanks as always for reading the *News*!

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

Harvard University Houghton Library renovation completed

The renovation of the Houghton Library, Harvard University's principal repository for rare books and manuscripts, was recently completed. In addition to significant changes to the



Interior view of the Houghton Library renovation. Image credit: Peter Vanderwarker.

building's interior, the project included a redesign of the exterior entrance forecourt, enhancing the library's presence in Harvard Yard and creating an accessible environment for students, faculty, staff, and visitors. A broad, welcoming staircase leads directly to the main entrance, flanked by a pair of graded walkways offering a universally accessible approach to the building.

The design by Ann Beha Architects modified the library's oval lobby, unaltered since its completion in 1942, to create a new display setting for the library's unparalleled special collections. Two openings, aligned with exterior windows, were created in the lobby,

connecting the interior to the new forecourt and introducing natural but modulated light to the lobby.

A reconfigured, modernized reading room on the first floor supports both individual and collaborative research. Changes include a consultation room for reader check-in and materials requests and an adjacent group study room. These spaces are visually connected to each other and to the main reading room by full-height glazed partitions, which also provide acoustic separation between the three spaces. A new cork floor and acoustically treated ceiling contribute to the quieting of the rooms. Improved lighting, new adjustable-height chairs, and custom-designed tables make research comfortable and accessible for all. The renovated building pairs heritage spaces with design interventions that meet contemporary needs, creating an inclusive setting that supports diverse approaches to research, learning, and teaching.

ACRL Consulting Services launches Facilitative Support for Library Leaders

Are you effectively preparing your library to meet the challenges of navigating an ever-shifting higher education landscape? Do you wish you had an external sounding board? Do you wonder if the decisions you're making are the right ones? Are you seeking to increase support of your library's staff and faculty? Does your leadership team show signs of stress and strain? If you answered "yes" to one or more of these questions, ACRL's Facilitative Support for Library Leaders is designed for you.

ACRL's experienced consultants/coaches are available to work with you or you and your leadership team one-on-one or in a small group, and in the short-, medium-, or long-term.

This service is highly customizable and can be scoped to meet your needs. Sessions will be virtual. Each package includes an initial assessment, followed by facilitated discussions, exercises, recommendations for relevant tools and activities, and a curated package based on your specific needs of three-to-five ebooks or other professional literature published by ACRL. Learn more on the ACRL website at <https://www.ala.org/acrl/protocols/consulting/projects/facilitative>.

MIT Press releases open monographs whitepaper

The Chain Bridge Group and the MIT Press have released “The MIT Press Open Monograph Model: Direct to Open,” a new white paper describing a collective model for supporting the open dissemination of scholarly monographs. The report examines the context for designing the framework and explains the logic behind the model’s design. The MIT Press, supported by a grant from Arcadia, a charitable fund of Lisbet Rausing and Peter Baldwin, has developed and implemented a business model capable of disseminating the Press’s scholarly monographs open access. The framework, christened Direct to Open (D2O), is designed to induce support by balancing the dual motivations of academic research libraries: the value of private benefits, exclusive to contributing institutions, and mission-aligned support for open business models.

Researched and written by Raym Crow, managing partner at the Chain Bridge Group, the report describes the success criteria and strategic objectives that drove D2O’s design. It explores the economic logic and organizational issues that affect the funding of open resources. The report goes on to describe a D2O prototype model that addresses the Press’s specific design requirements. It concludes with a consideration of D2O in the context of other open monograph models. The paper is available at <https://direct.mit.edu/books/pages/direct-to-open-report>.

EvenUP initiative launches

EvenUP, a new initiative by 17 university presses in the United Kingdom and Ireland, recently launched. EvenUP will provide a geographically specific forum for equity, diversity, and inclusion (EDI) information collection, benchmarking, and training, with the goal of developing and sharing best practices for the recruitment and retention of university press publishers and authors from under-represented groups.

Among the project’s aims are sharing best practice for EDI across presses; committing to using either the Association of University Presses survey tool to collect demographic data, or other surveys of comparable quality, in order to assess and understand areas in which we can improve, benchmarking across presses where appropriate; and promoting and demonstrating transparency and equal opportunity in recruitment and career progression processes in university presses. Learn more about the initiative at <https://evenup.hcommons.org/>.

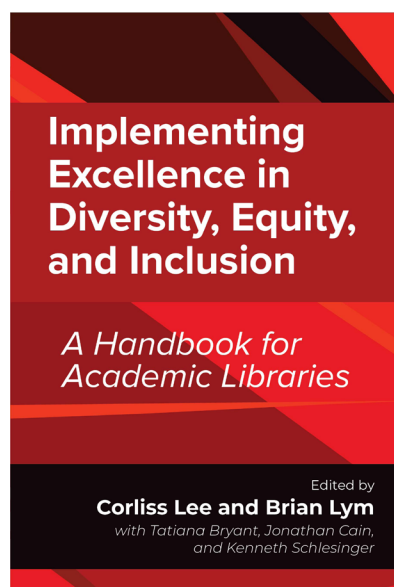
Curated Futures Project imagines possibility of a “Third Library”

The Council on Library and Information Resources (CLIR) has released the Curated Futures Project, a guide for professionals in galleries, libraries, archives, and museums to navigate beyond discussions of decolonizing collecting institutions to begin taking practical steps to enact change. Organized and edited by CLIR Postdoctoral Fellows and alumni Faithe Day, Synatra Smith, Jodi Reeves Eyre, John MacLachlan, and Christa Williford, the

project is the first in a series of collaborations that respond to the theme, “A Third Library is Possible.”

The theme draws from the possibilities of the “third university,” a notion developed by la paperson in the book *A Third University is Possible*. Contributors to five collaborative projects use a variety of mediums, including podcasts, gaming, and mapping visualizations, to speculate about aligning academic libraries with social impact. Learn more at <https://futures.clir.org>.

Implementing Excellence in Diversity, Equity, and Inclusion: A Handbook for Academic Libraries



ACRL announces the publication of *Implementing Excellence in Diversity, Equity, and Inclusion: A Handbook for Academic Libraries*, edited by Corliss Lee and Brian Lym with Tatiana Bryant, Jonathan Cain, and Kenneth Schlesinger. This thorough book captures emerging practices that academic libraries and librarians can use to create more equitable and representative institutions.

Academic library workers often make use of systemic, bureaucratic, political, collegial, and symbolic dimensions of organizational behavior to achieve their diversity, equity, and inclusion goals, but many are also doing the crucial work of pushing back at the structures surrounding them in ways small and large. *Implementing Excellence in Diversity, Equity, and Inclusion* covers this work in six sections:

- Recruitment, Retention, and Promotion
- Professional Development
- Leveraging Collegial Networks
- Reinforcing the Message
- Organizational Change
- Assessment

Chapters cover topics including active diversity recruitment strategies; inclusive hiring; gendered ageism; librarians with disabilities; diversity and inclusion with student workers; residencies and retention; creating and implementing a diversity strategic plan; cultural competency training; libraries’ responses to Canadian Truth and Reconciliation Commission Calls to Action; and accountability and assessment. Authors provide practical guiding principles, effective practices, and sample programs and training.

Implementing Excellence in Diversity, Equity, and Inclusion: A Handbook for Academic Libraries explores how academic libraries have leveraged and deployed their institutions’ resources to effect DEI improvements while working toward implementing systemic solutions and 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.

Gale, British Society of Eighteenth-Century Studies partner for ECCO access

Gale recently announced a partnership with the British Society of Eighteenth-Century Studies (BSECS) to provide free access to Eighteenth Century Collections Online (ECCO) for all non-affiliated members of the society who are residents of the United Kingdom. Starting in February 2022, any member of BSECS without an existing affiliation to a U.K. or Ireland higher education institution can apply for access to this seminal resource at no cost. Eighteenth Century Collections Online (ECCO) is a crucial collection for the study of this significant period. Based on the English Short Title Catalogue (ESTC), this collection was originally conceived as a microfilm collection titled “The Eighteenth Century.” When created in 2003, ECCO was the most ambitious archive digitization project ever attempted, featuring more than 180,000 titles comprising around 33 million pages. Learn more at <https://review.gale.com/2022/01/05/bsecs-partnership>.

Penn State Libraries announce short story awards

The Penn State University Libraries Short Stories’ “Through the Woods” fall 2021 contest winners have been announced. Representing five Penn State campuses, the latest

writing contest encouraged students, faculty, and staff across the commonwealth to submit their best woodland-themed original short stories or poetry.

Each of the four Libraries Short Stories Editorial Board winners and the People’s Choice winner will receive a \$100 Visa gift card. All winning entries, including nine honorable mentions, will be added to the Libraries’ Short Edition short-story dispensers, located around the University Park campus and six campus libraries, and at Schlow Centre Region Library in State College. Learn more about the recipients at www.psu.edu/news/academics/story/libraries-announces-through-woods-short-stories-fall-contest-winners/. *~*

Tech Bits . . .

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

QR Codes have had a resurgence with the pandemic and the need for a contactless way to share information, especially with mobile devices. They embed information into a scannable symbol and are an easy way to share a lengthy URL, staff contact information, or allow individuals to quickly RSVP for a library event. Websites like QR Code Generator (www.qr-code-generator.com/) or QR Code Monkey (www.qrcode-monkey.com/) allow you to create QR codes for free. The mobile version of Chrome even has a QR code generator built in. Newer mobile devices will scan codes automatically with the camera. Others might need to download a QR code reader app. Android devices can download the Google Lens app if not already installed.

—Cori Biddle
Pennsylvania State-Altoona

... QR Codes

Charlotte Roh

Owning the peer review process

If we have to do this work, we should own it

As a new reference librarian, one of the most common questions I've encountered over the past year is some variation of "How do I find a peer reviewed scholarly article?" While the goal of professors who've assigned this task is to educate students on the nature of academic research, students are usually unclear on what "peer review" means and how to find this information.¹ Often it is quite literally just a check box item amongst the facets.

On its face, peer review as a means of authentication seems valid. Why not have a qualified scholar or two review a work to see if it is accurate and relevant for publication? Unfortunately, as we know from countless studies, peer review is subject to systemic and individual bias across multiple genres and forms² that undermines the legitimacy of the process. Within the open access movement, this has led to calls for more transparency. Scholars see a move to open peer review,³ especially as part of the movement for open science, as a solution to the inefficiencies and inequities of a closed process. Certainly, the technologies of publishing on the open web now make this easier than ever, with annotation tools, commenting features, and automation, and this would presumably solve for bad actors who take advantage of the peer review process to enact academic theft, fraud,⁴ or private retaliation.

However, some scholars are uncomfortable with open peer review as a solution. One study concluded, "Asking reviewers to consent to being identified to the author had no important effect on the quality of the review, the recommendation regarding publication, or the time taken to review, but it significantly increased the likelihood of reviewers declining to review."⁵ Clues as to why scholars might be reluctant to be identified can be found in yet another study, where reviewers were asked whether they would agree to have their names revealed to the authors. Among those who agreed "reviews were of higher quality, were more courteous and took longer to complete."⁶ This speaks to a fundamental problem in the culture of peer review: It is quite often critical and negative, sometimes even cruel. Transparency alone cannot solve the existing systemic issues and the existing culture around this work that is critical by nature.

The trope of "Reviewer #2" has spawned memes,⁷ unhappy tweets,⁸ and a Facebook group with more than 55,000 members called "Reviewer 2 Must Be Stopped!" In 2020, in response to this trope, an editor analyzed their own journal's database and concluded that Reviewer #2 is no different from Reviewer #1 but that Reviewer #3 is much more likely to be negative.⁹ We can conclude that what is important is not the differences between reviewers, but the overall acceptance/rejection rates for journals that demonstrate how peer review is being used as a gatekeeping function, and not necessarily responsibly.

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In response to the many known issues in peer review, there are those in the publishing ecosystem that would like to see it as a constructive and positive act rather than an unnecessarily negative one. Two examples of how this can be achieved are *In the Library with the Lead Pipe* and the new library publication *up//root*.¹⁰ *In the Library with the Lead Pipe* is transparent about the identities of authors and reviewers, communicative and flexible about publishing timelines, and their process includes a shared document on which reviewers and authors can all see the comments. The editors of *up//root* have been clear that they see peer review as relationship,¹¹ and work to center the work of Black, Indigenous, and People of Color (BIPOC) in order to give reviewers and contributors agency and well-being through flexible publishing timelines, constructive feedback, and input into who will be working on an article. While *up//root* is able to pay both their authors and peer reviewers through a grant from SPARC, this is a rarity in academic publishing, nor is the publication strictly an academic one.

Implementing this kind of care and thoughtfulness to make the peer review process better requires time and education, and to address this every major publisher and quite a few associations have trainings, workshops, and certificates on how to properly undertake an academic review. The American Geophysical Union (AGU) has made a splash for their concerted efforts to increase diversity in their peer review demographics, mentor early career researchers who are learning to review, and expand the diversity of editorial boards.¹² I am also particularly inspired by the participatory document “Anti-Racist Scholarly Reviewing Practices: A Heuristic for Editors, Reviewers, and Authors,”¹³ which serves as an excellent checklist for those who want to engage in anti-racist practices. The most recent Peer Review Week¹⁴ included events on diversity, identity, empathy, and the role of early career researchers. Peer Review Week is also a celebration of peer review and its role in scholarly communication and has in its brief history included themes on diversity, transparency, and recognition for reviewers.

While this is all good, I am discomfited by this insistence that peer review is to be celebrated and defended because 1) it is a verification process, not an ethical imperative; 2) it is still very much unpaid labor; and 3) its validation ultimately serves commercial publishers that facilitate and profit from this labor. Peer review is an essential part of a Western model of scholarly communication that is being exported globally as necessary and good,¹⁵ and this is important to publishers because, as several scholars have pointed out, there is a labor shortage in the peer review system, and what labor is being done is inequitably distributed.¹⁶ Like many inequities and inefficiencies, the pandemic surfaced this peer review labor shortage to wider awareness in the academic community. Journals rushed to turn around submitted COVID-19 research as the virus moved around the world, but it wasn’t fast enough for many who turned to preprint servers.¹⁷ This move to preprint servers allowed data scientists to determine that women were not contributing as authors and researchers in the deluge of pandemic papers.¹⁸ Presumably this means they were left out of the peer reviewer pool as well, and as we now know because of AGU, this does make a difference as to whether women are published. This is not a surprise to anyone following how the pandemic has impacted women inequitably.

This brings us back to the subject of unpaid labor, and how peer review depends on it. We teach scholars that being a good member of the scholarly community means participating in peer review, but people are unpaid, untrained, and unappreciated for it. It’s understandable that people are cranky in response (perhaps we have all, at some point, been Reviewer #2). In other publishing industries, this kind of review is the work of paid consultants, fact checkers, and readers. In aca-

demia, editors are encouraged to send thank you notes. According to a recent study, in 2020 peer reviewers around the world worked more than 100 million hours. “The estimated monetary value of the time US-based reviewers spent on reviews was over 1.5 billion USD in 2020. For China-based reviewers, the estimate is over 600 million USD, and for UK-based, close to 400 million USD.”¹⁹ It’s no wonder that the scholarly communication enterprise is invested in celebrating and encouraging “good” peer review. Its value is immense.

It’s also no wonder that we haven’t seen much change around the biases inherent in the process. Forthcoming research on academic library journals indicates that we as a field have not incorporated equity, diversity, and inclusion values in our policies, and this is particularly true for journals that are owned by commercial publishers.²⁰ I have mentioned *Lead Pipe*, *up//root*, and AGU as examples of when things go well, but these are also examples that literal ownership of the publishing endeavor can be correlated with ownership of a journal’s inner workings. For most publications, trainings, and processes to improve peer review are rarely implemented because it is harder work and a greater investment to train someone to be a good reviewer than it is to increase the labor pool to include the necessary skillset.

Recently, the American Psychological Association decided to track the demographics of their peer reviewers in order to diversify their process. This is well-intentioned, and I will not argue that this isn’t important and necessary—it very much is. But the response was suspicion²¹ because surveillance and racism are very much a part of platform capitalism (i.e., platforms that are owned by commercial entities),²² and peer review is an integral part of scholarly communication capitalism. When we in the United States don’t own our processes and platforms, there is a greater risk of upholding and exporting our white supremacist capitalistic patriarchal colonialist structures.²³ We have seen this with the open access movement, where well-intentioned goals and values have been easily co-opted to justify the expansion of Western companies and Western models—possibly because the new tools and structures of open access are often replicative of the traditional ones.

In summary, if we persist in peer review as the process by which research is verified, we need to own and acknowledge this volunteer labor more highly while surfacing the ways in which it fails.²⁴ We should also acknowledge that one of the ways we have failed is in supporting a norm around unpaid work while other major parts of the scholarly ecosystem have changed—namely capture of the ecosystem by commercial publishers with large profit margins. I believe the solution is to both change the norms around payment for this work and to own the process and platforms for ourselves so that we are doing the work for ourselves.

Notes

1. Kristiana Santiago, co-editor of *up//root*, has called peer review “just a way to get students to accept what they’re reading.” M. Abebe, K. Santiago, and S. Leung (October 26, 2021) Peer Review as Relationship, Open Access Week, Indiana University, <https://events.iu.edu/libraries/event/232283-peer-review-as-relationship>.

2. C. J. Lee, C. R. Sugimoto, G. Zhang, and B. Cronin, “Bias in peer review,” *Journal of the American Society for Information Science and Technology* 64: 2-17, <https://doi.org/10.1002/asi.22784>.

3. T. Ross-Hellauer, “What is open peer review? A systematic review,” *F1000Research*, 6, 588, <https://doi.org/10.12688/f1000research.11369.2>.

4. For examples of poor behavior in peer review, I recommend Retraction Watch's website and database, which includes retractions for plagiarism by peer reviewers, illegitimate/faked peer review, and abuses of power, <https://retractionwatch.com/>.
5. S. van Rooyen, F. Godlee, S. Evans, N. Black, R. Smith, "Effect of open peer review on quality of reviews and on reviewers' recommendations: A randomized trial," *BMJ* 318:23, <https://doi.org/10.1136/bmj.318.7175.23>.
6. E. Walsh, M. Rooney, L. Appleby, and G. Wilkinson, "Open peer review: A randomised controlled trial," *British Journal of Psychiatry* 176(1), 47-51, <https://doi.org/10.1192/bjp.176.1.47>.
7. u/legendofthekarma, Reviewer 2... Digital Image, https://www.reddit.com/r/labrats/comments/el60yo/reviewer_2/, January 12, 2021.
8. Tweets: Search results with the term #Reviewer2 on Twitter, https://twitter.com/search?q=%23Reviewer2&src=hashtag_click.
9. David A. M. Peterson, "Dear Reviewer 2: Go F' Yourself," *Social Science Quarterly* 101.4 (2020): 1648–1652.
10. A disclaimer that I have a forthcoming publication with *In the Library with the Lead Pipe* and am an advisory board member for *up//root*.
11. For more on this see the abstract of their recent talk at <https://events.iu.edu/libraries/event/232283-peer-review-as-relationship>.
12. M. Giampoala, R. Townsend, and P. Wooden, Guest Post—"Why the 'Who' of Peer Review is Important, The Scholarly Kitchen, <https://scholarlykitchen.sspnet.org/2021/09/22/why-the-who-of-peer-review-is-important/>.
13. "Anti-racist scholarly reviewing practices: A heuristic for editors, reviewers, and authors," retrieved from <https://tinyurl.com/reviewheuristic>.
14. See <https://peerreviewweek.wordpress.com/>.
15. Publons holds a Global Peer Review Award during Peer Review Week, and I do recommend looking at their report on the global state of peer review: <https://publons.com/community/awards/2019>.
16. M. Kovanis, R. Porcher, P. Ravaud, and L. Trinquart, "The Global Burden of Journal Peer Review in the Biomedical Literature: Strong Imbalance in the Collective Enterprise," *PLOS ONE*, <https://doi.org/10.1371/journal.pone.0166387>.
17. H. Else, "How a torrent of COVID science changed research publishing—in seven charts," *Nature*, <https://www.nature.com/articles/d41586-020-03564-y>.
18. P. Vincent-Lamarre, C. R. Sugimoto, and V. Larivière, "Monitoring women's scholarly production during the COVID-19 pandemic," <http://shiny.initiativesnumeriques.org/monitoring-scholarly-covid/>.
19. B. Aczel, B. Szasz, and A. O. Holcombe, "A billion-dollar donation: Estimating the cost of researchers' time spent on peer review," *Research Integrity Peer Review* 6, 14, <https://doi.org/10.1186/s41073-021-00118-2>.
20. R. Borchardt, C. Roh, S. Bruce, and A. Click, "Are we walking the talk? A snapshot of how academic LIS journals are (or aren't) enacting disciplinary values," *In the Library with the Lead Pipe*, <https://www.inthelibrarywiththeleadpipe.org/2022/walking-the-talk/>.
21. See the comments in K. Einhorn, S. Pollock, and N. Paolini, Guest Post—"Introducing Demographic Questions during Manuscript Submission at the American Psychologi-

cal Association,” <https://scholarlykitchen.sspnet.org/2021/10/14/guest-post-introducing-demographic-questions-during-manuscript-submission-at-the-american-psychological-association/>.

22. T. McMillan Cottom, “Where Platform Capitalism and Racial Capitalism Meet: The Sociology of Race and Racism in the Digital Society,” *Sociology of Race and Ethnicity* 6(4):441-449, <http://doi.org/10.1177/2332649220949473>.

23. L. Chan, Platform Capitalism and the Governance of Knowledge Infrastructure, (April 29-30, 2019), Digital Initiative Symposium, University of San Diego, <https://zenodo.org/record/2656601#.YZPy4pDMJej>.

24. One recent example of this failure is how *Code4Lib* solicited Becky Yoose’s expert input and then disregarded it completely. You can see her comment at <https://journal.code4lib.org/articles/16087#comment-2745444>. *zz*

Oriana Holmes-Price, Samantha Kannegiser, Erika Pitsker, and Zara T. Wilkinson

Small actions, big impact

Centering student voices and advocacy with a library student advisory board

Library student advisory boards offer a way for academic libraries to understand student needs and concerns, form trusting relationships, and establish formal avenues for students to share input and enact change. Successful advisory boards bring students with different interests and experiences together to foster peer-to-peer learning and advocacy. In this article, we describe how the Rutgers University-Camden Library Student Advisory Board (LSAB) hosted a panel on open educational resources (OER) and textbook affordability, a small event with considerable impact. We share perspectives from the vantages of an LSAB organizer, a dedicated student activist, a librarian working on textbook affordability, and a student new to advocacy.

Paul Robeson Library Student Advisory Board

Samantha Kannegiser, advisor to LSAB

Library student advisory boards can take many forms but all honor student perspectives. LSAB at Rutgers-Camden began in spring 2020 as a group of student volunteers hoping to facilitate communication between library workers and students to improve library services, spaces, and resources. The goal is to meet a few times a semester to discuss library priorities, their ideas for ways the library can support the study body, and more generally elucidate student perceptions of the library and its work. LSAB also educates students on the internal workings of the library to promote informed feedback, questions, and communication with other students.

This group was intentionally structured to let students lead. Students who feel engaged and empowered reap many benefits, and we wanted to provide students with an opportunity to reflect, collaborate, advocate, and contribute. There is a breadth of literature on the positive outcomes of student engagement, advocacy, and activism. Student engagement has a positive effect on grades and persistence; advocacy within an educational setting can affect students' sense of belonging and increase their political self-efficacy; and student-led activism can increase knowledge acquisition and application as well as humanitarianism.¹ Engaging with each other and promoting social or institutional change, even on a small scale, can have a lasting impact on students.

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Student organizing

Oriana Holmes-Price, former LSAB member and NJPIRG member

From the Vietnam War and the Civil Rights Movement to recent social justice and climate change movements, our nation's youth has been on the frontlines of organizing and activism.

In recent years, higher education affordability has become prominent as elected officials discuss free college tuition, loan programs, and student debt forgiveness. Yet less often is their acknowledgement of the cost of textbooks and supplies, which, the College Board estimates, cost the average student \$1,460 at a public two-year institution an estimated \$1,460 and \$1,240 at a public four-year institution.²

One student-led group holistically tackling higher education reform is the Student Public Interest Research Group (PIRG), a nonpartisan, student-funded nonprofit organization working to make concrete changes on numerous social and environmental issues. The Student PIRGs have lobbied for higher education affordability, including the simplification of the FAFSA, funding a federal open and affordable textbooks program, and the removal of bill language that hinders student rights to choose where and how they obtain textbooks or course materials. The New Jersey Public Interest Research Group (NJPIRG), where I previously served as the Rutgers-Camden Chapter chair and State Board chair/vice chair, has collaborated with the Rutgers University Libraries to gain and sustain student, faculty, and administrative support for the Open and Affordable Textbooks (OAT) Program.

I have been politically engaged from an early age and have realized the positive impacts of youth activism due to my experiences with NJPIRG students, so joining LSAB was a natural decision. In our monthly LSAB meetings, we covered lots of different ground, from marketing library events to providing virtual services during a pandemic. Upon joining LSAB, I was interested in exploring the idea of a Z-degree, which is seen primarily in two-year colleges and allows students to graduate with an Associate's degree by paying little or nothing for course materials. As a discussion topic, I mentioned the idea of a Z-degree program to the other members of the Board, which piqued their interest and led to the Camden OAT representative, Zara Wilkinson, coming to speak with us since the two programs align well. From here, LSAB dived a bit deeper into OAT and ways for the library and students to advance the initiative.

You don't have to wait until you graduate from a higher education institution to get involved in organizing and activism. Students have the power to shape the future.

Open and Affordable Textbooks Program

Zara Wilkinson, OAT librarian

The OAT Program, a university-wide textbook affordability initiative, is a point of pride for Rutgers University Libraries. Through OAT, the libraries seek to reduce the cost of textbooks for our students while encouraging faculty to reimagine their course materials and reinvigorate their classrooms.

In March 2015, the Student Affairs Committee of the Rutgers University Senate formally recommended the university create an award program to incentivize the adoption of open textbooks. This action was the direct result of student activism spearheaded by NJPIRG students and focused on mitigating the potential impact of rising textbooks costs. In Febru-

ary 2016, the university president responded by announcing that he was charging Rutgers University Libraries with designing a program to help faculty incorporate open textbooks into their teaching. After the president's announcement, the libraries formed the Affordable Textbooks Task Force, a system-wide group that would oversee the program.

In September 2016, the libraries officially launched the OAT Program. Modeled after successful textbook affordability initiatives at the University of Massachusetts-Amherst and Temple University, the OAT Program was designed to award \$1,000 incentive awards to faculty who redesign their courses to use free or low-cost resources, including OER and library resources. The program, which now runs in the spring, has continued to offer awards annually. As of July 2021, the program has issued more than 160 awards and saved students approximately \$6 million. Feedback has been overwhelmingly positive. In addition to the tremendous financial impact already reported, surveys of enrolled students and faculty teaching OAT courses indicate both groups feel that students learn as well or better with their redesigned course materials.³

OAT was created to benefit students and has undoubtedly achieved that goal. However, the program's core audience has always been faculty. Due in large part to the fact that OAT is a multi-campus endeavor, the libraries have not been able to engage in large-scale communication with students about either the program itself or the redesigned courses. Student involvement has been limited to inviting a student to sit on the OAT evaluation team each year and working with NJPIRG to include OAT in their student-focused textbook affordability campaigns.

When LSAB wondered how to better support efforts like OAT, the answer was clear: there was a need for messaging for and by students.

Open and Affordable Textbooks Panel

Erika Pitsker, LSAB member

Compared to my fellow Board members, my academic journey would be aptly described as “nontraditional.” As such, I often felt that my needs were vastly different than those of my peers. Upon discovering LSAB, I found a group where I could bring a valued perspective to the table and effect positive change for *all* students. As a longtime user of OER, I appreciated their many benefits, and my passion for them only increased as we began brainstorming a virtual student-led panel to discuss OER and the OAT program. We viewed this as an effective way to inform students about the program and encourage more faculty participation.

During the planning process, the Board agreed it was imperative to present perspectives from both faculty and students. We successfully recruited professors from the departments of nursing, psychology, and urban studies, allowing us to present diverse viewpoints. This accomplished another goal of ours: proving OER are appropriate across disciplines.

We then developed questions for the panelists. The questions aimed to explore:

- faculty motivation to transition to OER or OAT,
- perception of the overall quality of OER,
- labor required to transition to OER or OAT, and
- advantages to students enrolled in these courses (e.g., positively impacting student engagement and conceptual understanding of course topics).

When generating interest in the panel, LSAB strove to convey our main message: using OER helps reduce the financial and accessibility difficulties experienced by many Rutgers students. We recognized that peers' concerns had the potential to be more interesting than a discussion between faculty members. Thus, we made it apparent that the student-led panel would center student voices and advocate for overlooked student needs. Although the panel would explore more than just financial components, we decided that advertising the financial savings associated with the OAT program and OER would pique interest in the program and encourage attendance.

On the day of the event, two Board members asked questions of the faculty panel while one Board member monitored the Zoom chat for questions or provided links to resources discussed by the panelists. Additionally, two members had taken OAT courses, allowing us to answer questions about the benefits of using OER in the classroom. Across the board, faculty agreed that the transition to OER required increased labor, but the student success was well worth it. Overall, LSAB was able to meet its goals of educating faculty and students about the OAT program, giving insight into the OER landscape, and encouraging students to take courses with faculty participating in the program.

Impact

The event was a success for our Board, the OAT program, and Rutgers-Camden students. It was small scale, but because it came about organically and the students created it intentionally and meaningfully, there was a significant campus response.

The panel had 15 attendees, a mix of faculty, staff, and students. Everyone was engaged and asked a variety of questions—students were of course interested in how they could register for an OAT course, but one student also asked how they could talk to faculty about the program. Faculty had questions about the program itself, and our faculty panel members and OAT librarian were able to answer the more technical questions that LSAB students could not. Staff attendees were from various student services offices and were interested in ways to talk with students about OER and finding OAT courses. We were happy with the level of engagement because the questions showed that everyone was interested in getting more involved in the program and getting others involved, as well.

We are also seeing a broader impact. The Student Governing Association (SGA) is advocating for OER and the OAT program. They invited the library to speak with SGA a few times about the program and ways to involve students. Because LSAB was heading some of this advocacy work, SGA also asked if an SGA representative could join LSAB as a liaison. Additionally, Oriana Holmes-Price was invited to sit on the OAT evaluation committee as the student member, impressing the committee with how informed and involved she was during the evaluation process.

Conclusion

LSAB was always meant to be a place for students to form relationships and feel comfortable sharing their perspectives with the library and its library workers. Through ongoing conversations and a willingness to listen, we discovered a shared interest in textbook affordability and an opportunity for student members to advocate for their peers and for the library. Although LSAB's first initiative was modest, the reverberating effect has lasted

far beyond the one-hour event, demonstrating that even something small can have a big impact.

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Lori Lysiak

Division by division, book by book

Using licensed e-books as a gateway to OERs

Even after the COVID-19 pandemic thrust academia into a fully virtual educational environment, open educational resources (OER) remain a slow sell to many faculty members at Penn State-Altoona. Although faculty members care about the cost of textbooks for their students, the work of selecting or creating a new open access textbook or other OER option seems to be an insurmountable barrier for many. The vast majority of faculty still ask students to purchase (or rent) print or electronic texts from the bookstore. To help those students who cannot afford their textbooks, some faculty place required texts on course reserve at the library. But the number of faculty that embrace OERs has remained low.

There are a few models in the professional literature on promoting and sustaining OERs and achieving faculty buy-in. Steve Rokusek and Rachel Cooke, for example, cite a 2016 national survey that found 37% of faculty responded that they needed more information before adopting OERs. Other perceived barriers included OER discoverability (17%), and time required to review OERs (11%).¹ This article seeks to contribute to the professional literature through a multiphase project focused on breaking down barriers book by book.

In 2018 and early 2019 wave after wave of OER workshops hosted by librarians and early faculty adopters from other Penn State locations were well attended at the Altoona campus. Participants asked thoughtful questions and seemingly took notes and accepted additional resources, but something was off. Even though open textbooks and OERs held promise, most faculty were reluctant. When the OER workshops started to run dry, the librarians were looking for a new action plan to stimulate faculty interest when an unexpected pattern emerged.

In the same timeframe that OER workshops were offered, serendipitous reference desk interviews revealed that many students were buying their required texts at the bookstore or through Amazon when the library had already purchased the license for several of the full text e-books. Moreover, they were instructed to do so by their teachers. We needed to go back to the basics with our faculty and focus on the money saving aspects of library owned e-books as textbooks. We needed to make sure our communications prepared the faculty, particularly recent hires and transient adjunct faculty, on the selection and application of electronic resources.

Rokusek and Cooke describe several benefits of e-books that are excellent talking points to help faculty begin thinking in terms of electronic resources, rather than solely print:

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- Library-provided e-books are free from the students' perspective, making them just as attractive as OERs.

- E-books are generally easy to use.
- E-books come from established publishers, so instructors are assured of their quality.
- Instructors may already be using the print version, which lowers course prep time.
- The instructor copy and supplementary material are still available.
- Bookstores still carry hard copies for students who prefer them.²

To improve communications and help the Altoona faculty understand their options for electronic resources, it was important to find an approach to make it easy for them. In other words, it was important to reduce the stress of the initial learning curve. By sharing the Rokusek and Cooke talking points and taking on the onus of searching all the required texts for them, we wanted to show how students can successfully use e-books as textbooks and how that saves them money. With that foundation in place, the adoption of open access and OER materials would be a logical next step.

Approach

The Penn State-Altoona reference and instruction librarian decided to take on a methodical approach with a multi-phase electronic resources project. The focus of Phase One was to invite faculty to share their required texts so the librarian could investigate e-book options. This phase took place over the course of two years (four semesters) and included additional OER support when e-books were not available. Phase Two entails the librarian searching required titles not voluntarily shared. This phase is currently underway for a spring 2022 launch and envisioned as an additional year (two semesters). Another phase will be transitioning select faculty members to independence with OERs.

Phase One took place during the fall 2019 semester, followed by three subsequent semesters. Prior to each of those four semesters, every faculty member in each academic division (Arts and Humanities; Business, Engineering and Information Sciences and Technology (IST); Education, Human Development, and Social Sciences; and Mathematics and Natural Sciences) was emailed an invitation to have the librarian determine if the library already provided access to their required texts in print or e-book format. If no e-book was found, it was purchased through EBSCO's GOBI Library Solutions, provided it was available for unlimited users. Using a spreadsheet, every faculty member who participated was tracked along with the semester, required texts, library holdings, library purchases, class size, and bookstore prices. The online schedule of courses was used to locate the class size and required texts and prices through the bookstore. Participating faculty members were then emailed a list of their texts available in print with a link to request placing these titles on course reserves, and/or the persistent e-book link to embed directly into their Canvas course, and/or the links to explore alternative OERs.

This approach is similar to the Rokusek and Cooke model used at Florida Gulf Coast University in 2017. Using the online enrollment system, every section of the fall courses offered in the social sciences was identified and listed prior to the start of the semester. The class level and size of each class was also recorded. Each course section listed in the enrollment system linked out to the bookstore webpage showing all course-assigned texts. All course adopted texts (CATs) for every section being offered, along with the bookstore price of each

text, was captured. Additionally, each book was identified as either a true textbook designed for class use, or something different. Using EBSCO's GOBI Library Solutions online platform, each CAT was checked for its availability as a library owned e-book or new purchase. Available e-books were classified as either suitable or not suitable. Suitability was based on the best available e-book purchase option with unlimited use being preferred. In all, 152 CATs were identified, and 27 of them were available as suitable e-books. But the numbers were lower for true textbooks: out of 108 true textbooks, seven were available as suitable e-books.³

Findings

The Altoona faculty were more than happy to have the confusing and laborious task of looking up e-books in the library catalog assumed by someone else. Doing so also ensured that if e-books were available, the persistent links would be readily given to them. Likewise, if e-books were not available, unlimited access would promptly be ordered or other suitable OER options would be provided to them as backup. This process served as an excellent springboard for faculty to understand how e-books serve as a gateway to using OERs. Daniel S. Dotson and Aaron Olivera at Ohio State University reveal similar findings with overwhelmed faculty. They cite the example that unlimited user access to e-books is not always possible due to license restrictions. Like the Penn State-Altoona electronic resources project, Dotson and Olivera encouraged faculty to work with them to select resources that provide the most access while bearing in mind the following caveats about e-books:

- A defined user limit does not mean there is not an option to buy an unlimited user license.
- If the Libraries do not have an e-book, it does not mean one is not available.
- If the Libraries cannot get an e-book, there is likely a print book, DVD, or streaming video that can be purchased.⁴

After four semesters, the Penn State-Altoona Library saved students more than \$23,100 in textbook fees while the library expended slightly more than \$3,000 [Table 1].

	Faculty	E-books Owned	E-books Purchased	Library Cost	Student Savings
FA 2019	22	12	23	\$1836.57	\$13,145.98
SP 2020	12	0	5	\$1103.16	\$9,288.59
FA 2020	10	3	2	\$102.95	\$762.10
SP 2021	4	3	0	n/a	n/a
Totals	48	18	30	\$3,042.68	\$23,196.67

Limitations

E-book availability was only determined by searching GOBI. If an e-book was not available in GOBI, the faculty members were given links to explore other open access options with the invitation for librarian support. It is suspected that most faculty members did not explore these options and instead simply resorted to print, although there is no feedback to support this. This opportunity was offered to all the academic divisions where patterns of e-book availability can be traced through four semesters. Notably, the Division of Arts and Humanities had greater electronic availability since more non-textbooks are assigned in these disciplines. Conversely, the Division of Business, Engineering, and IST used more textbooks without electronic versions. Since four semesters were tracked at only one Penn State campus location, the findings may not

apply to other universities with multiple campus locations and/or similar structures in academic divisions at those locations.

Next steps

To celebrate our findings and promote further outreach on e-books, a workshop was offered near the end of the fall 2019 semester. Twelve were in attendance with one faculty member on Zoom and three that requested a recording for later viewing. The key takeaways explored how to:

- promote free e-books to students (before they purchase print materials),
- place e-books in Canvas (using strategies and other tips), and
- navigate EBSCO and ProQuest (with built-in features).

The intention was to offer workshops each semester, using faculty suggested topics related to e-books and OERs, however the COVID-19 pandemic delayed further workshop offerings throughout 2020 and 2021. With Penn State-Altoona back on site for the fall 2021 semester, the expectation is to resume workshops during the spring 2022 semester.

Phase Two of the electronic resources project will also launch in spring 2022. Identifying required texts for fall 2021 and spring 2022 is much more streamlined than in years past. As early as 2012, Christina Mune and Ann Agee outlined their process of matching a list of texts shared by the campus bookstore to their collection, reformatting mismatched data by hand.⁵ But now, with help from Penn State's Open Education Infrastructure Specialist, every required text, recommended text, equipment item, course pack, current OER, and pending order for each course is available on a spreadsheet. Of those, only the required texts and current OER materials are being searched. E-book purchases with unlimited access will be made, and the persistent links will be offered to the faculty without them lifting a finger or volunteering information on their required text needs. OER alternatives, when available, will also be offered to the faculty.

Finally, an OER LibGuide on library-licensed content and open access materials for Penn State-Altoona instructors will be heavily promoted during the spring 2022 semester. The guide includes electronic reserves, e-books, streaming videos, open resources (organized by division), and a community of practice listserv for continued conversations on how to implement OERs. The goal is to have the same 48 faculty members who reached out for e-books during the last four semesters, bridge over to exploring the possibilities of OERs. If even a quarter of them successfully transition to independence with OERs, those faculty champions will serve as a model to new and established teaching colleagues, thus building campus-wide synergy to save students hundreds of dollars throughout their academic careers.

Notes

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Phronesis and library selection

Dilemmas in Nigerian faith-based universities

Nigeria is a religiously diverse country, home to between 250 and 400 different ethnolinguistic tribes with three prominent religious beliefs. Except for the southwest, which has a large population of Christians, Muslims, and indigenous African religions, the southern regions are predominantly Christian. Islam is widely practiced by the Hausa-Fulani in the northern areas, whereas Christianity is practiced by numerous minority ethnic groups in the region. This diversity can also be found in universities, as religious organizations control many private institutions.

Christian groups own the most well-known and prestigious private institutions in Nigeria. Among these universities are Babcock University, which the Seventh-day Adventist Church owns; Covenant and Landmark University, which the Living Faith Church owns; Bowen University, which is owned by the Nigeria Baptist Convention; Redeemer's University, which is owned by the Redeemed Christian Church of God; and Joseph Ayo Babalola University, which is owned by the Christ Apostolic Church. Other faith-based universities include Crawford University, which is owned by the Apostolic Faith Mission; Mountain Top University, owned by the Mountain of Fire Ministry; Madonna University, owned by the Catholic Church; and Ajayi Crowder University, which the Anglican Communion owns.

These universities frequently hire people of various religious beliefs, including in the library workforce. Because of the varied moral identities of different religions, these religious variations within the library staff frequently generate library resource selection dilemmas. Given that selection dilemmas may be characterized by value-laden moral dilemmas, the concept of phronesis is a viable solution to these dilemmas.

Phronesis is practical knowledge that expresses itself in prudential judgement that negotiates and acts on confusing circumstances for the common good.¹ Phronesis is not trapped in the knowledge of what is excellent. It is a far better understanding of how to cope with ethically difficult circumstances in real life, situations in which our standards and values must be implemented.²

Guided by morals and ethics, phronesis is a higher quality tacit knowledge acquired by practical experience, information that enables one to make deliberate and foresighted judgments and take appropriate and proper action in a specific circumstance. A phronetic strategy of this type would be both transdisciplinary and morally informed.

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Phronesis: Understanding the concept

In the *Nicomachean Ethics*, Aristotle posits that there are three human dispositions: *episteme* (epistemology, theory, or knowledge), *techne* (techniques or skills), and *phronesis* (ethical/moral judgment, practical wisdom, or prudence). Out of these three dispositions, *phronesis* is the highest virtue that humans should aspire to possess.

The term *phronesis* or “practical wisdom” has been defined in terms of practical common sense, moral insight, and practical intelligence, to name a few. However, each of these translations represents a different aspect of the popular Aristotelian concept. Focusing on the ethical and moral character, emphasis is on the imparting attention of rationality and the nature of perception and insight of *phronimos* (prudence or far-sightedness).

Furthermore, phronesis is a moral and intellectual virtue and is defined as the capability to decide and take on the best possible action in a context-specific situation to work for the common good.³ Phronesis is not about producing things, it is about value judgment. Phronesis does not aim to present rules, regulations, and techniques perfect for all circumstances, instead it stresses the adjustment and fine tuning of knowledge, particularly in a specific situation.

Phronesis and library resources selection dilemma

Library resources include print and nonprint materials and are mostly made up of books and periodicals.⁴ In most Nigerian institutions, the acquisition library is in charge of acquiring these resources by purchase, gifts, or exchange. The selection of these resources necessitates adhering to the criteria outlined in the selection policy. However, acquisition librarians at Nigerian faith-based university libraries are frequently confronted with dilemmas that make it difficult to acquire resources ethically and without bias or restriction. In order to solve these problems, phronesis is a possible option.

The most recent conceptualization of phronesis suggests that phronesis must perform four separate but linked tasks and that these functions may be represented by a four-component model.⁵ These functions are known as constitutive functions, integrative functions, blueprint functions, and emotion regulation functions.⁶ Kristján Kristjánsson's study suggests using phronesis in the selection dilemma of materials in faith-based university libraries within this framework. Acquisition librarians will face several situations that will need them to use their knowledge and skills and their phronesis while they work on obtaining resources for the library.

Constitutive function is the capacity to recognize an ethically salient circumstance and identify the appropriate virtue(s) germane to that scenario. At this phase, after identifying a conspicuous moral aspect of a specific circumstance requiring a reaction, librarians will be able to weigh many options and decide that, for example, bravery is necessary when the danger to one's work is not overwhelming. However, the item at stake is exceedingly valued.

For example, faculty A needs a necessary book for a forthcoming accreditation process. However, the acquisition librarian in charge discovered that the requested book is too expensive and exceeds the amount authorized for faculty A. Simultaneously, the librarian has budgeted for faculty B, who is also preparing for accreditation. Nonetheless, management expects the librarian to prepare adequately for the accreditation for both faculties using the funds allotted. If the librarian decides to buy the book for faculty A, faculty B may suffer

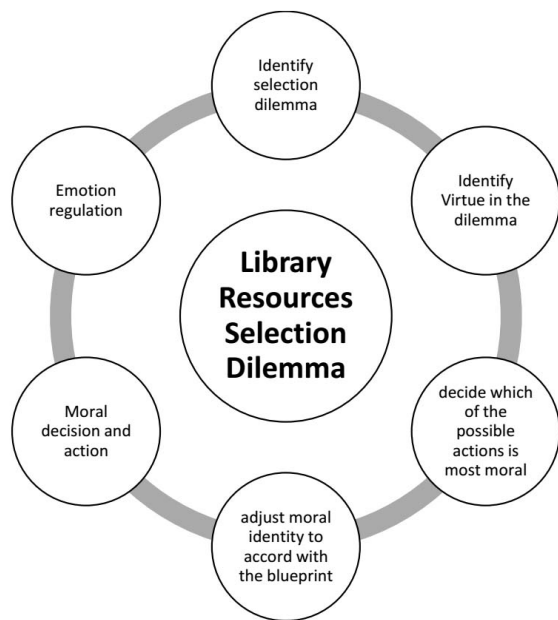


Figure 1. Library resources selection phronetic model.

as a result. If the funds allocated to faculty B are solely used for faculty B, faculty A may fail the accreditation exercise. In this ethical quandary, the librarian must weigh the alternatives.

The integrative function allows the individual to choose the most moral of the possible actions. Consider a situation where a librarian's religious views dictate that resources that contradict personal beliefs be avoided, but job loyalty pushes oppositely. Alternatively, a circumstance could arise in which professional ethics prohibits censorship but university management requires it. In these dilemmas, it is considered that the librarian will be best placed to evaluate such concerns in a way that demonstrates proper regard for all of the options and to integrate them alongside everything else that's found to be essential in life overall.

The blueprint function enables individuals to adjust their own moral identity to conform to the blueprint, thereby furnishing it with motivational force. This does not imply abandoning their moral identity, instead, it relies on the person's whole perspective of life and decides where particular goods fit on the broader framework and how they interact with other commodities. For example, a librarian who accepts a position in a faith-based institution that contradicts their personal views must be willing to modify moral identity to conform to the organization's blueprint without necessarily giving up independent thinking or beliefs.

The emotion regulation function is related to the actualization of appropriate moral emotion. At this step, the librarian's emotions are aligned with the interpretation of a given circumstance, moral judgement, and choice, providing motivation for the proper response.⁷ It is important to note that emotional regulation should not be seen as emotional repression or policing, but rather as the infusion of emotion with reason, which calibrates the emotion in accordance with the ethically and logically justifiable medial state of feeling, and the consequent harmony between the two.⁸

Conclusion

The intellectual meta-virtue of phronesis's importance in libraries cannot be overstated. It must be the linchpin of any solid, comprehensive strategy to resolving ethical quandaries in libraries. To address library resource selection dilemmas, librarians at faith-based universities may use phronesis as part of the decision-making process. They can do this by recognizing the selection problem, finding the virtue in a dilemma, determining which of the potential actions is the most moral, adjusting moral identity to conform to the blueprint, making the moral decision, taking the appropriate action, and finally, controlling their emotions in light of their decision as shown in Figure 1.

This process has been used in my institution when we had a selection dilemma in which we had to select which resource to use for an approaching accreditation. At that time, we

lacked the funds to obtain the required resource. However, someone on the team proposed an unethical idea to use a controversial free platform to obtain the resources we required. This caused a dilemma since we could just go through with the idea without having to pay for it. We opted to find virtue in the issue after recognizing it. We asked ourselves several questions relating to the moral implications. After considering the ramifications, we decided to see whether there were any alternatives to get the same outcome without endangering moral standards. At the end of this phronetic process, we were able to make the best moral judgement by collaborating with another institution that had what we needed.

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Meet the candidates for ALA President

Vote in the election this spring



Emily Drabinski



Kelvin Watson

The ACRL Board of Directors posed the following questions to the candidates for ALA president, and *C&RL News* is pleased to publish their responses. Each candidate was given 1,500 words to respond to six questions and contribute an optional opening statement. The responses are identified under each question.

Opening statements

Emily Drabinski: So many of us find ourselves at the ends of our worlds. The consequences of decades of unchecked climate change, class war, white supremacy, and imperialism have led us here. If we want a world that includes public goods like the library, we must organize our collective power to fight for those priorities. ALA offers us a set of tools that can harness our energies and build those capacities. I am honored to stand for election as president of this association. In this role, I will steward our shared resources on behalf of all of us who seek a better, more equitable, and more just world. I know that world is possible, and I want to build it with you. I am humbled to ask for your vote.

I have been a member of ALA since I began my career. I served one term as ALA councilor at-large and one as chair of the International Relations Committee. As an academic librarian, ACRL has served as my divisional home for the last 20 years. My work has included chairing the Information Literacy Frameworks and Guidelines Committee, co-chairing the ACRL President's Program Committee, serving as a reviewer for the biannual conference, and editing the reviews section of *College & Research Libraries*. I am an active scholar and publish and present widely on topics related to knowledge organization, information literacy,

and critical librarianship. If elected, the concerns of academic library workers and organizations will continue to be central to my vision.

Kelvin Watson: Kelvin Watson is executive director of the Las Vegas-Clark County Library District. He brings deep experience in fundraising, technology, program development, and demonstrated success in addressing the digital divide to his leadership roles, meeting people “where they are,” with initiatives targeting non-traditional library users. One recent example is a partnership with the RTC of Southern Nevada, which provided bus riders with digital access to the library through onboard WiFi. At Broward County Libraries, he brought transformative change through similar collaborative partnerships and ambitious, groundbreaking initiatives, such as streamlining access to resources, and introducing new technology. As chief operating officer for Queens Library, he was instrumental in establishing several groundbreaking programs, and developing and implementing digital divide strategies, promoting equality and equity for all.

1. As the future ALA president, tell us what you know about ACRL’s Core Commitment to Equity, Diversity, and Inclusion (EDI). Can you share your specific partnership ideas that advance ACRL’s Core Commitment and expand membership for both ACRL and ALA?

Drabinski: ACRL has made significant and meaningful strides toward putting equity at the center of our work together. Significantly, EDI principles have been embedded at every level of the organization as members are expected to include goals and objectives related to this core commitment in our plans. As ALA president, my approach would be twofold. First, we need to listen to our members, especially our members whose interests have historically not been at the center of our work. We need to find out if our members know what we are doing and whether they believe that our work is enough. Is it what library workers need? How might our work become more targeted to address specific needs of specific groups? And are other parts of the profession doing EDI work better than ACRL or the ALA? Second, we must communicate to members how the Core Commitment is operationalized within the association and made relevant to their experiences in ACRL and ALA. This means sharing information with members where they are, online and in person, one on one and in small groups. We need more conversations across the library ecosystem. As ALA president, I will bring an organizing and mobilizing approach to the work, finding ways to engage members across the association and division as well as colleagues who have long offered models of meaningful advocacy and organizing work, particularly the National Associations of Librarians of Color (AILA, APALA, BCALA, CALA, REFORMA, and JCLC).

Watson: The fact that ACRL leadership has made a strong, public commitment to real change around equity, diversity, and inclusion is a significant achievement for the organization holistically. We have all been aware in this profession of the long-standing inequities that have existed, and I respect and applaud ACRL members calling for concrete change. I am very impressed by the specificity of ACRL’s Plan for Excellence/Core Commitment, particularly in “developing inclusive organizations, spaces and services; guarding against policies and practices that intentionally or unintentionally create racial inequalities; [and] embodying diversity in the profession.” If ACRL can make measurable strides in these

areas, their blueprint will be an inspiration throughout ALA. As president, I will also bring successful programs from my leadership roles at Queens Library, Broward County Libraries (BCL), and now at the Las Vegas-Clark County Library District (LVCCLD). I have a proven track record in powerful public/private partnerships and collaborations, and I am already putting these to work by exploring ways to help fund initiatives that support our members.

2. How will you assess the impact of the changes from the Midwinter Meeting to LibLearnX on ALA membership?

Drabinski: ALA is in the midst of significant transformation in the areas of governance structure, operating agreements, and revenue streams. LibLearnX represents one of those shifts. Potential impacts include an expansion of access to power through the use of online tools for governance and to process meetings and an increase in value to members who can meet to learn and grow together at a smaller footprint event. Data will be crucial to any assessment of these changes. We must pay close and critical attention to the numbers: who and how many attend, and what sessions are the drivers of engagement. And as long as conferences remain crucial to ALA's financial viability, we must attend to the bottom line. But we also need to connect with our members directly, acknowledging that numbers rarely tell the entire story. We should use these changes as opportunities to engage ALA members and non-members alike in face-to-face conversations about what we want and expect from our professional association. I would like to form focus groups of library workers and find out from them what they want and need from our summer and winter events.

Watson: There was almost a perfect storm of challenges during the new Midwinter LibLearnX Meeting format, which included budget constraints, competition with PLA attendance, and a key speaker who didn't allow for advance public relations. Before we make decisions on how to move forward, we must first gather data and evaluate from a 360-degree perspective: Did Zoom fatigue contribute to lower attendance? Did the technology function well? Were there competing library industry events? What can we learn from social media comments around the event? Did the pandemic play a role? Should we explore smaller regional meetings to reduce travel expense and COVID exposure? We are seeing an increase in student engagement, which is critical to ALA's future. Can we further grow student attendance by diversifying speakers and workshops to include other specialties that support libraries, such as technology, marketing, education, and the fine arts? This could also attract attendees from these areas by marketing directly to them.

3. Please share your thoughts about supporting equity, diversity, inclusion, and accessibility in libraries. Describe steps you have taken to ensure that these fundamental principles have moved from idea into practice.

Drabinski: Equity work has been at the center of my academic library work and scholarship since I began leading library tours for undergraduates at Sarah Lawrence College in 2004. My research has explored the politics of knowledge organization systems, particularly the ways we organize and describe LGBTQIA+ materials. I have written and presented widely on these topics and have also built platforms for the exploration of gender and sexuality issues in librarianship through a book series and

colloquia on these topics. I took on the role of reviews editor for *College & Research Libraries* in 2020 with the express intention of diversifying the field of reviewers. You can see the fruits of that commitment in the pages of the journal. As a library director, my focus has been on expanding opportunities for BIPOC individuals in my organization, using the tools of contract enforcement to ensure that everyone in my library has access to the rich opportunities a career in academic libraries afford. My intellectual interests have always been about the place where rubber hits the road, and that is where I practice my library craft, as well.

Watson: The digital divide is one of the most serious deficiencies in the American education system, and as ALA president, I will work to harness funding from the Congressional Build Back Better Plan to tackle this crisis and its negative effects on equity, diversity, inclusion and accessibility in our communities. We must invest in proven strategies, and I will ask all ALA members to share with me their unique solutions to the challenges that we all face. Leading by example, I would like to share some of my past and current model programs:

- At BCL, I obtained more than \$200,000 in grant funds to provide iPads for K-3rd grade students from low-income households, enabling remote access to ebooks and participation in the summer reading program.
- Two additional grant-funded projects at BCL supported workers displaced by the pandemic. The program provided jobseekers with Chromebooks and tablets, enabling them to search for jobs, participate in online interviews, access educational programs, including an online high school diploma and career certification program, and more.
- Through a community partnership with the Dan Marino Foundation, BCL provided access to Virtual Interactive Training Agent (VITA), a web-based virtual reality system that helps young adults with autism spectrum disorder and other developmental disabilities prepare for job interviews.
- I introduced the JAWS (Job Access With Speech) screen reader software on public-use computers at 20 BCL library locations. JAWS was developed for visually impaired computer users who are unable to see screen content or navigate with a mouse. It provides speech for popular PC applications, allowing users to search the Internet, write a document, read an email, and create presentations. JAWS also allows all major Microsoft functions to be controlled with keyboard shortcuts and spoken feedback.
- While at LVCCLD, I have been working to expand our teen tech initiatives such as the Best Buy Teen Tech Center, a partnership with Best Buy to create hands-on technology training in a fun, relaxed, lounge environment, where teens can explore and master in-demand digital skills for 21st-century jobs. Our tech centers work to bridge the digital divide by giving youth in low-income neighborhoods free tech education and tutoring with local university students, to help to build confidence and envision a future where college is attainable.
- Another new LVCCLD initiative I am implementing is funded by the “Supporting Advancing Nevada’s Dislocated Individuals” grant—a partnership with the Nevada Governor’s Office of Workforce Innovation and the Nevada State Library – designed to help individuals re-imagine their career development. The project develops digital knowledge in healthcare, advanced manufacturing, logistics, IT, and the construction trades. Enhanced features of the project include career navigation that helps identify and build skills, and awards college

credits and competency badges. The project will use virtual reality and 3-D training for jobs within Nevada's resilient STEM industries.

High-quality tech projects like these, delivered through libraries, give communities access and hope to retool and re-imagine. This is the vision and leadership I will bring to the ALA platform as president.

4. ALA and ACRL must demonstrate their value to recruit, engage, and retain their membership. How can ALA remain a relevant, vital, and financially sustainable association to academic and research librarians? To those new to the profession?

Drabinski: We need to be consistently engaged in small and large ways with listening to the library workers who make up our association and division. What do our colleagues want from professional groups like ours? What are we doing that works and where are we missing the mark? I believe that membership should be accessible to all library workers in every income bracket, and as president I will work to assess and possibly rethink our current sliding scale with this goal in mind. Furthermore, I'd like to make opportunities to shape demands, make decisions, and direct resources available to all, not only the select few who can be slotted into existing committee structures. Library issues should be connected to broader public conversations about the value of higher education and the importance of public investments in scientific research, the humanities, and the arts. All members should have the opportunity to learn and practice organizing skills necessary for building institutional power within ALA and ACRL and in their workplaces and communities.

Watson: A significant way to expand membership in ACRL and ALA is to elevate careers for paraprofessionals and support staff by changing the way we staff our libraries. We should consider the larger needs of the organization and what skills are needed to assist our paraprofessionals. There are many professions that can enhance the mission and value of community libraries, such as web developers, schoolteachers, social workers, nurses, graphic designers, and generally anyone skilled in the STEAM categories. I believe the focus and emphasis should be on the position's needs, actual work, and leadership. For example, there are schoolteachers with Master's or Doctorate degrees and years of classroom experience whose skills would be invaluable to libraries. However, because they do not have an MLS or MLIS degree, they are not considered for librarian positions. Social workers are a great example of specialized training that libraries are beginning to seek out. They are not librarians, but their expertise is critically needed.

5. As the future ALA president, what unique leadership challenges might you face when communicating the value of a membership organization during a pandemic? In this context, what does a successful term as ALA president look like to you?

Drabinski: A wealth gap that has never been wider, climate disaster all around us, the massive disinvestment in public institutions and supports, this is our present reality. Now is the time for those who share these commitments to work together for a better future. As president, I will find ways to build on an affirmative vision that equips all of us with the skills necessary to make that vision real. I would count my term a success if more of us talked to each other than did this year, and if we used our time together to shape demands, plan campaigns, build our power, and raise the visibility of library workers in conversations about the public good. That means using existing ways of connecting members to each

other—conferences, committees—and finding new ways—focus groups, office hours—to produce conversations that can define problems and work toward solutions.

Watson: ALA continues to assist and guide through these unparalleled times, providing leadership through advocacy and partnerships that support all libraries and communities, while balancing the internal opportunities for change that the pandemic has brought.

For me, leadership and communication during the new normal of the pandemic, is all about increasing engagement, taking concrete action, and delivering results.

As president, I will focus on the accountability and performance that I demand of myself. We must deliver on what we promise and build upon this unique moment in time to revitalize our mission and service. We must remain agile during this unpredictable period in our nation's history, while forging ahead, undeterred.

A successful ALA presidency means a fundamental transformation of our engagement, inclusivity, and our approach to advocacy. We must ask ourselves every day, what else should we be doing to advance the ALA mission? What national leaders and influencers need to know how libraries change lives? What new funding sources can we tap, in order to fund real change? All of these questions will help to drive expanded services, training, and attract a diverse membership. It will also, in turn, allow us to be intentional and strategic in serving underserved populations and developing impactful resources in concert with our business partners. I call on all ALA members to envision where we must be in the future and to join me in achieving these goals.

6. What does “One ALA” mean to you? How do you see ACRL and other divisions working together to advance ALA’s future?

Drabinski: One ALA is at the heart of the association's Pivot Strategy, central to its vision of a transformed organization. It means leveraging the strengths of the entire library ecosystem to build an association that can respond nimbly and with the backing of a large and growing membership to challenges that range from attempts to remove books from a middle school library to a scholarly communication landscape that locks academic libraries into unsustainable contracts with profit-extracting publishers. Any pivot like this one requires trust. Trust requires robust and transparent communication and a meaningful commitment to democratic decision making. These are my priorities as a library worker, community member, and parent, and would be at the center of my leadership.

Watson: One strong ALA means an ecosystem that is inclusive of all types of libraries and financially viable. We need to increase our professional/leadership development, eliminate duplication, and empower each division, roundtable, and committee. We also need to support and advocate for each member and the profession. An example includes public and academic support and advocacy of the importance of K-12 school libraries. I am a true believer in the power of raising one voice in solidarity for a great cause, and we can do this while still balancing the unique needs and diverse expertise of all ALA members. This is the same philosophy we use in managing branches in a large library system—there is competition, debate, challenges, and successes, but regardless of the path, all branches are unified on one journey. ♪

ACRL members running for ALA Council in the spring 2022 election

The following ACRL members are either nominated or petition candidates for ALA councilor. ACRL members are encouraged to vote for these candidates to increase ACRL's voice in ALA affairs.

Tarida Anantachai, Interim Head, Learning and Academic Engagement, Syracuse University
Jennifer Boettcher, Business Reference Librarian, Georgetown University
Camille Chesley, Reference Librarian and Subject Librarian for Journalism, Newspapers, and Reference, University at Albany
Sarah Clark, Dean and University Librarian, La Salle University
Kaitlin Crotty, Interim Library Director, Rogers State University
Amy Dye-Reeves, Education and History Librarian, Texas Tech University
Maggie Farrell, Dean of Libraries, University of Nevada-Las Vegas
Tiffeni Fontno, Head Librarian, Educational Resource Center, Boston College
Kenny Garcia, Research and Instruction Librarian, California State University-Monterey Bay
Vicky Hart, Director of Library Services, Northeast Lakeview College
Twanna Hodge, Diversity, Equity, and Inclusion Librarian, University of Florida
Sara Kelly Johns, Online LIS Adjunct Instructor, Syracuse University iSchool
Qiana Johnson, Interim Associate University Librarian for Collections Strategies, Northwestern University Libraries
Charles Kratz Jr., Library Dean Emeritus, The University of Scranton
Bradley Kuykendall, Reference and Instruction Librarian, Lincoln University
Adriene Lim, Dean of Libraries, University of Maryland
Rodney Lippard, Director, Gregg-Graniteville Library, University of South Carolina-Aiken
Martha Meacham, Project Director, National Library of Medicine
Valeria Molteni, Dean of Library Services, Menlo College
Ophelia Morey, Associate Librarian, University at Buffalo
Marina Morgan, Metadata Librarian, Florida Southern College
James Neal, University Librarian Emeritus, Columbia University
Anchalee (Joy) Panigabutra-Roberts, Head, Cataloging, University of Tennessee
Karen G. Schneider, Dean of the Library, Sonoma State University
Valerie Tagoe, Media Specialist, Dallas Independent School District
Marliese Thomas, Fine Arts Librarian, University of Alabama-Birmingham
Janice Welburn, Dean of Libraries, Marquette University
Steven Yates, Assistant Director and School Library Program Coordinator, University of Alabama SLIS

Job search during COVID

A new librarian navigating a new normal

For nearly the last two years, we have faced new challenges in unprecedented ways due to the COVID-19 pandemic. Thanks to current technology, however, we have been able to get creative to keep things moving as much as possible and find new ways to do things, including searching for jobs. Like many others, I found myself having to traverse a job search process that involved doing only virtual interviews. In my case, however, I am a new librarian (class of 2018) and this was my first full job search in the profession.

Previously, I was fortunate to have landed a job as a direct hire visiting professor of library services, which was extended to two years due to COVID. This allowed me to put my foot in the door and get the experience I needed to be competitive during the job search process. But I had only experienced one other interview for a resident position, so I had no idea what to fully expect. Of course, having to do this completely virtually added a whole new level of difficulty. Along the way, there were a lot of lessons learned and experience earned that I want to share with both interviewers and interviewees. Especially because I do not see virtual interviews going away as we adjust to the new normal that COVID is creating for us. And while I know many will disagree with some of my points, I do see a lot of advantages to continuing virtual interviews for everyone involved.

The search

Between March and June 2021, I submitted 17 applications, did five preliminary interviews, and had four final interviews before accepting my current position as business librarian at the University of Nebraska-Omaha Libraries at the beginning of June 2021. After accepting my position, I received seven other requests for initial interviews, but I was happy with my offer and turned them down. I attribute my good fortune in responses to the time I took with customizing my cover letters and CVs, and making sure that my website and LinkedIn profile were updated and matched what was on my CV. I did spend about two hours per submission and while that felt like a full-time job, I am glad that I took the time to do it right.

Initial interviews

Four of the five initial interviews I had were on camera, the fifth took place over the phone and they were very specific in saying that they preferred it that way as that is how the process would have been during “regular” times. Honestly, I much preferred having the inter-

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views on camera as they feel much more personal, and you can at least get some reactions and a better feel for how it went. For these short interviews I did some of the standard prep that you would normally do, but also had other prep to think about for a virtual setting. These are a few of the things I learned from my experience.

- **Job Descriptions**—I re-read job descriptions and dug deeper into the institutions that I was applying to. An advantage of doing this while looking at a screen though is that I was able to leave the tabs open with info and notes to remind myself of the points I was trying to make. You do not want to be reading the screen, as that is obvious, but glancing around to look at something just looks like you are keeping an eye on everyone on the interview committee.

- **Backgrounds and filters**—I was ready with on-camera blurring and turned-off filters. This one might seem obvious, but we've all seen the viral videos of people getting stuck on a filter or not using a background and having a kid/spouse/pet walking behind. In my case, I used blur because my laptop at the time could not handle a full-on background. (I actually had an interviewer ask me how I blurred my background and later they used the same effect during the final interview. That really felt like points in my favor.) You can also use neutral backgrounds that will not distract from you. Of course, if you have a professional looking office or area to do these in, you will not need a background.

- **Distractions**—I made sure to keep all distractions at bay. Again, something that should be obvious but is somehow not. I had more interviewers distracted by something else than I should have had during my search. I scheduled my interviews at times when my husband/family could entertain my kid and take the dogs out. Since initial interviews are typically half hour to an hour, avoiding distractions was much easier.

Final interviews

I had four final interviews during my job search, and even though I did not have to travel for them, they still took up a lot of energy and time. The fact that they were virtual did not make them any easier, it just made for different challenges. Here are some final interview tips based on my experience.

- **Presentation**—Think about how interactive you want to make this and show off the skills you have teaching synchronously. Use current tech as much as possible but keep it simple. A convenience of Zoom is that you can show off your tech skills, and if something goes wrong you can show off your improvisation skills. And yes, over virtual interviews, something can always go wrong with technology, so be ready for it.

- **Questions**—As with any other interview, have questions ready, but think about the fact that you are not getting the chance to meet people in person and getting to know the campus/community, so really ask those questions that will give you the information you consider important. Some of the questions I used were:

- o *Why did you pick (institution) and/or why do you stay?* Really listen to the answers on this one, it is hard to fake enthusiasm for a place you do not like.

- o *What are some of the priorities this position should focus on in the first six months?* You can change the amount of time you ask about, but this will give you a great view of the expectations and workload.

- o *What do you like/love about the community you live in?* Again, you are not there in person, so hearing about the community will give you a great idea of what is available to you.

- **Distractions**—Distractions are much harder to avoid during all-day interviews than in the initial round. I was fortunate that my family was able to help and were able to take my kiddo for the day, I also made sure my dogs were outside. When you schedule your interview try to do so on a day when you can minimize distractions as much as possible.

- **Temperature/Lighting**—I found this to be an issue during my first full interview and had to improvise for the subsequent ones. You want to make sure that the room you are in is comfortable, and that there are no major temperature changes and lighting changes as the day progresses. The mornings were nice and cool on the side of the house where I was doing my interviews and the light was great, but it would get very warm and dark as the day progressed. Be ready for these kinds of changes throughout the day, it can get uncomfortable and make it hard to see you.

- **Dressing for the interview**—You will want to wear something that you will be comfortable in all day, and as mentioned previously, fully dress for it. While it is unlikely that your entire outfit will be seen, you never know what might happen, and you do not want to get caught wearing pajama pants. And of course, there is the confidence that a good interview outfit will give you, dress the part.

- **Breaks**—Have your lunch, snacks, and drinks ready ahead of time, this way you are not running around your house trying to get yourself something. Breaks go by faster than you think.

What worked and what did not

While in-person connections can be important to the job search process, in this new reality it is doubtful that we will go back to the full “normal” of all in-person interviews. To be honest, I am not sure I would want to go back. There were a lot of things about the virtual interviews that went right for me, and I think for the institutions, along with several things that I would have changed, on both sides. I noticed these advantages as an applicant.

- **No traveling**—I had all my final interviews within a month (three of them in the span of two weeks), this would have been incredibly hard to pull off if these interviews would have been done in person, especially since some of the locations were far from where I lived. One of the institutions mentioned that they would have their final candidate visit before they had to give a response. This saves time and money for both the institution and the candidate. I can see this continuing in the future.

- **Breaks**—There were real breaks during most of my final interviews. Zoom breaks allowed for turning off the camera and mic and being able to really breathe for a moment. You cannot do this in person.

- **Ability to look things up in the moment**—Virtual interviews allowed for looking things up and sharing links and documents during the interview, you never know what you are going to be asked, so having things on the screen in front of you or pulling them up during your break is great, and it does show off your quick research skills.

From my experience, I would recommend that institutions, and candidates, keep the following things in mind when doing virtual interviews.

- **Schedule**—Please keep time zones in mind. I had a situation with an institution being two hours ahead of me, so I found myself having lunch at 10 a.m. Try to figure out a schedule that considers everyone’s time zone.

- **Timing**—This one was on me. As the candidate, do not schedule two final interviews on consecutive days. You are not going to have as much time to prep as you think.
- **Questions ahead of time**—One of the institutions shared their interview questions ahead of time with me, which made prepping much easier. It also gave me much more insight into what they were looking for, but, as we all know, it is not always the whole story.
- **Zoom links**—While most of my interviews created one link for the entire day, I had some that had links for every single meeting. Please do not do this, keep it as simple as possible. Also, if you are reusing links, make sure you make it neutral. I had a link that was clearly reused as it was titled “(Other Candidate Name) Interview.” It was unprofessional, and it made things very awkward.
- **Virtual lunches**—When meeting in person, lunch is part of your interview. However, watching people eat on camera is awkward. The conversation will not flow as easily or naturally. Keep eating off camera.
- **Virtual or in-person**—Make up your mind. One of my final interviews had me come to campus only to set me up on Zoom in a conference room. Because at times I had a couple of people in the room with me, the camera was set up in front of the room and the people online were getting a full body side view while I hunched over a laptop. If you need to do a hybrid for whatever reason, please think about how you are going to set this up, so it is not so weird and uncomfortable for the candidate.
- **Pets**—I love pets as much as the next person, I have them myself, but they do not belong in an interview. Especially if the side your pet is showcasing is not their cute button nose.

Conclusion

I am sure that as we continue to move forward, we will see more streamlined processes for virtual interviews, and we will know what to expect much more. But until that time happens, we need to help each other learn. I ask that everyone, especially interviewers, have some grace and understanding for each other as we learn how to navigate this new normal. //

Christine Woods

Going online and staying online

Becoming an online librarian during the pandemic

*Ah-ah-ah-ah, staying online, staying online,
Ah-ah-ah-ah, staying online, staying online,
Ah-ah-ah-ah, staying online –ine-ine-ine,
I'm staying online!*

Sing along with the famous tune by the Bee Gees. White suit and disco ball are not required.

I recently became an online reference and instruction librarian. During the pandemic, my institution made the difficult decision to have fewer physical locations and encouraged students to stay online. I was given the opportunity to continue online full-time as a remote worker. I live in Virginia while the main campus is in Florida. We also have a librarian in Georgia, as part of our geographically dispersed team, who works with some of the education centers. I absolutely love being an online librarian. I provide large group and individual instruction through Zoom, work within the learning management system as an embedded librarian, and answer questions by phone, text, email, and the library chat virtual reference desk. But getting here was quite the journey.

Starting out

I began the new year in January 2020 with a new job and career as Saint Leo University's regional librarian for the Virginia region. Prior to being hired by Saint Leo, I was a public school teacher-librarian and media specialist for 25 years, and I was eager to start my new career as an academic librarian. I was also excited about the uniqueness of my position as a "traveling librarian." The Virginia region consisted of eight education centers in the Hampton Roads area but also included several out-of-state centers. As part of my onboarding, I spent a week with the library director and the other library faculty on the main campus in Saint Leo, Florida. After I returned, I met with both regional directors in Virginia as well as the directors of all eight education centers to discuss educational objectives and plans. Then I began to promote library resources as fast as possible. I immediately started driving to a different center each day, determined to share my time as equally as possible between all eight.

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This lasted until mid-March when we went into lockdown like the rest of the world due to COVID-19. During this time, I was able to communicate with faculty via email and continue teaching using Zoom while working from home. Our library started using Springshare's LibAnswers chat widget for virtual reference help. This was the first chance I had to interact with students and faculty who were outside of the Virginia region. Although hesitant at first and worried that I did not have the knowledge to answer questions, I soon discovered that chat was a wonderful opportunity to hone my reference skills and learn more about the library's resources.

Our initial two-week lockdown carried into April and by the end of the month, I started to feel like part of the library team as we tackled the challenges and changes created by the pandemic. As my physical world shrank to the confines of my home office, my working world expanded to helping faculty and students worldwide. Students and faculty eagerly reached out to the library faculty through email, Zoom meetings, and chat, allowing us to create positive relationships no matter how brief our interactions.

Moving online

As the pandemic showed no signs of abating, Saint Leo University made the difficult decision to reduce the number of physical locations and encouraged students to stay online. This turned out to be a perceptive move. According to the National Center for Education Statistics, the percentage of undergraduate students who ended up taking exclusively online courses in fall 2020 was 43%, and the percentage of graduate students taking exclusively online courses was 52%.¹ As part of the move to online learning, I transitioned into a new position as an online reference and instruction librarian, working from home on a permanent basis starting in July 2020.

Over the summer, I shadowed another distance learning librarian to learn about being an embedded librarian, and together, with our library director, we created a plan for the fall 2020 semester. Our plan involved posting to discussion boards, emailing students with access to the class lists in each course, communicating with professors, teaching via Zoom as requested, and strategically tailoring the timing and content of materials shared with each course. I scheduled individual help sessions, answered students' questions by phone and email, and continued as part of the library team providing essential reference assistance with live chat. I stayed in constant communication by phone text or email with my embedded librarian partner and met periodically with the library director. I was embedded in 36 undergraduate classes in nine different undergraduate courses. I had to get up to speed quickly with the content and assignments of each course. My embedded librarian team and the library faculty coming together as a whole to support my change in position helped me get off to a great start.

Picking up speed

Building relationships and fostering effective communication within embedded courses with library faculty and the university faculty was critical to my new position over the course of the next several semesters. The relationships I had fostered in the Virginia region by meeting professors in person, followed by weekly newsletters and constant communication, created a sense of teamwork as we continued to collaborate on lesson plans. Within

embedded courses, I encouraged students to ask questions via email or make an appointment with me for a Zoom meeting. Students who were taking online classes often needed course or tech support, in addition to instruction on using online library resources.

With permission from the library director, our embedded librarian program grew during the spring semester of 2021 to include graduate-level courses, as requested by faculty. Being embedded in doctoral and master's level classes was a welcome challenge as I eagerly learned about assignments and requirements for each course, deepened relationships with faculty and other librarians, and worked on improving my online teaching strategies. The growing number of requested lessons and embedded requests demonstrated the importance of having an online librarian.

Mapping out the road ahead

My first academic year as a permanent online librarian was a success, but it is important to continue to improve. Some of the challenges of working online with students include getting students to interact during Zoom lessons, planning for synchronous and asynchronous lessons, and determining whether instructional strategies were effective. Some of the challenges of working online with faculty and librarians include building relationships through phone and video meetings, missing out on opportunities to share muffins and interact in less formal ways, and staying involved in the university community as a whole. I plan to continue to improve by assessing student learning during and following individual and large group instruction, as well as continuing to find ways to improve communication and teamwork with library faculty and faculty.

Conclusion

Due to the pandemic, all librarians became temporarily online librarians with many campuses shut down. As Alex Wheeler and Voula Kyprianou-Chavda explained, "We are all distance learners now."² Only time will tell if there will be an increase in academic librarians working permanently in remote settings, but I predict that there will be more academic librarians joining me staying online.

Notes

1. National Center for Education Statistics, "Enrollment and Employees in Postsecondary Institutions, Fall 2020 (Preliminary Data)," National Center for Education Statistics, September 14, 2021, <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2021100>.

2. Alex Wheeler and Voula Kyprianou-Chavda, "We Are All Distance Learners Now': How Distance Learning Informed a Library Team's Response to the Covid-19 Pandemic," *Journal of Library & Information Services in Distance Learning* 15, no. 2 (April 3, 2021): 84–98, <https://doi.org/10.1080/1533290X.2021.1938788>. *zz*

Anti-Defamation League. Access: <https://www.adl.org/>.

The Anti-Defamation League (ADL), founded in 1913, describes itself as “[a] global leader in exposing extremism, delivering anti-bias education and fighting hate online. ADL’s ultimate goal is a world in which no group or individual suffers from bias, discrimination, or hate.”

The accessible website is chockful of information and the homepage links viewers to seven sections: “Who We Are,” “What We Do,” “Education,” “Research & Tools,” “News,” “Take Action,” and “Ways to Give.” Each section contains subsections providing material on ADL, its activities, and research. The sections form the bulk of the site, delivering information on a multitude of topics, including fighting antisemitism, combatting extremism and hate, promoting respectful schools and communities, and offering programs such as anti-bias training.

A few sections deserve an additional shout-out. Under “Research & Tools,” the “Hate on Display Hate Symbols Database” presents symbols used by white supremacy groups and movements, identifying the symbol and meaning. The database can be searched or filtered by categories such as general hate, Ku Klux Klan, and racist hand signals. Also available is the “ADL Tracker of Antisemitic Incidents,” the “ADL Hate Crime Map,” and a “Resource Library” searchable by topic.

“Education” has a wealth of resources, including “Lessons” (K-12 blended and online learning), “Books Matter: Children’s Literature” (books by topics such as gender and sexism, social justice, etc.), “Professional Learning for Educators,” and “Table Talk: Family Conversations” (25 alternatives to the “How was your day?” question and resources for parent, family, caregiver, and more).

The homepage presents information on various topics and current events. At the time of this review, this included an analysis of the hostage situation at Congregation Beth Israel Synagogue. Also available here are news headlines and ADL’s podcast, *Extremely*. To stay informed, users can sign up for ADL newsletters or follow their social media sites.

This website contains a wealth of information on extremism and hate, providing information in a clear and informative manner. Students in political science, communications, and ethnic studies will find this site particularly useful.—Karen Evans, *Indiana State University*, karen.evans@indstate.edu

Berkeley Earth. Access: <https://berkeleyearth.org>.

Climate data can be overwhelming, not to mention hard to comprehend and visualize, which is why it is important to have interfaces that aggregate the sea of data. This is where Berkeley Earth steps in.

Berkeley Earth is an independent nonprofit organization that specializes in climate data science. It touts “timely, impartial, and verified” data through “non-governmental and unbiased” research. While focusing on temperatures around the world and air quality, the site also touches on the impact global warming has on the economy and human health.

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The homepage is a good indicator of what the site offers: international warming and carbon trends by country, along with suggested ways to change it (carbon reduction), and global emission forecasts. The three main sections of the site are “Global Warming,” “Air Pollution,” and “Data Visualization.”

The “Global Warming” section offers a series of annual global temperature reports dating back to 2017. It offers historical data that is explorable by region, country, state/province, and by map. Climate stripes, colored stripes that visualize long-term temperature trends, are included. A data overview page explains the source data and output data that is created by Berkeley Earth, along with a methodology page.

The “Air Pollution” section supports an interactive map for real-time global air pollution readings. The map suggests that historic air quality can be viewed. However, this feature was not working at the time of this review. Air quality is listed by country (most and least polluted countries). It may be worth noting that most climate stations are located in North America, Europe, India and Asia, eastern Australia, and Chile. One criticism is that it is difficult to distinguish borders and major cities on the interactive map.

The “Data Visualization” page includes static images, maps, and videos. Examples include an animation that visualizes 120 years’ worth of global climate change, a graph depicting 10,000 years of atmospheric carbon dioxide concentrations, and a video that highlights global record temperatures, both high and low. There are also Data Points podcasts that explore the people, places, and issues surrounding climate change science.

Berkeley Earth will be of interest to environmental science majors and those researching climate change or air pollution.—*John Repplinger, Willamette University, jrepplin@willamette.edu*

National Alliance on Mental Illness. *Access:* <https://www.nami.org/>.

The National Alliance on Mental Illness (NAMI) based in Arlington, Virginia, and founded in 1979, is the “nation’s largest grassroots mental health organization.” With nearly 60 million Americans affected by mental health conditions, the value of NAMI as a consumer health resource is clearly valuable. Free membership to NAMI is available along with three levels of paid membership, which grant some additional access to content and perks, but the majority of content is freely available.

In alignment with NAMI’s mission to provide “advocacy, education, support, and public awareness” for individuals and their families managing mental illness, NAMI’s website addresses each of these points. Coverage includes warning signs of mental illness, prevalent mental health conditions, mental health statistics and infographics, and treatment options. The website contains support specific to a number of populations, including adults, youths, caregivers, people of color, LGBTQI groups, frontline workers, and more. It also addresses issues faced by those with mental health conditions, such as insurance coverage, access to care, impact on employment and housing, and disability benefits. NAMI provides psychoeducation, support groups, online discussion groups, and a helpline and text crisis line. Those interested in taking part in advocacy will find resources about mental illness awareness events, political advocacy from the federal to local levels, and fundraising events.

The NAMI website is well-designed and intuitive. The Recite Me website accessibility plugin software allows those with a visual or reading disability to effectively navigate the site. NAMI can be viewed in either English or Spanish. There is a variety of content to keep

visitors engaged, including videos, podcasts, blogs, and news items. Prominently located throughout the site is information about the NAMI helpline and a NAMI locator.

Of particular value to those conducting research on mental illness topics, all statistics are linked to the study or other resource from which the data originated. The information provided on the website was found to be current, although information on some mental health conditions was either last updated in 2017 or no date of review was provided. NAMI is recommended as a credible source of information, support, and advocacy resources for use as a tool by librarians teaching mental health literacy. Students involved in introductory research on mental health conditions in the United States will find this site helpful.—*Dawn Behrend, Lenoir-Rhyne University, dawn.behrend@lr.edu* ʘ

Acquisitions



U.S. Representative G.K. Butterfield visits Louis Round Wilson Library to examine some of his donated collection and meet with University and Library representatives. January 3, 2022. (Jon Gardiner/UNC-Chapel Hill)

Retiring congressman G. K. Butterfield has donated papers to the University of North Carolina-Chapel Hill's University Libraries. His personal collection of papers and photographs will become part of the Southern Historical Collection at the Wilson Special Collections Library. Throughout his life as civil rights activist, lawyer, judge and legislator, Butterfield (NC-01) has always been interested in history. He's also a self-described "novice archivist" who has accumulated—and carefully labeled—boxes of materials from each chapter of his life. Butterfield has represented North Carolina's 1st Congressional District for nearly

two decades and is a past chair of the Congressional Black Caucus. He announced that he will retire from Congress at the end of the current term.



Photo of William Shakespeare's First Folio, published in 1623, and gifted to the UBC Library.

The University of British Columbia (UBC) has acquired a first edition of William Shakespeare's *Comedies Histories and Tragedies*—a rare book published seven years after Shakespeare's death and credited with preserving almost half of his plays. The *First Folio*, as it's also known, includes 36 of Shakespeare's 38 known plays, edited by his close friends, fellow writers, and actors. The 1623 publication is considered the most authoritative of all early printings.

UBC purchased the *First Folio*, formerly owned by a private collector in the United States, through Christie's New York with funding provided by a consortium of donors from across North America and with the support of the Department of Canadian Heritage. For further information, visit vanartgallery.bc.ca. *~*

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

Appointments

Anne-Marie Deitering is now Donald and Delpha Campbell Dean of Libraries at Oregon State University Libraries and Press (OSULP). Deitering joined OSULP in 2003 and has served as undergraduate services librarian, head of the Teaching and Engagement Department, and associate university librarian for Learning Services. She also held the Franklin A. McEdward Professorship, focused on undergraduate learning initiatives. She was awarded tenure in 2011 and promoted to professor in 2018. She has served as interim university librarian since December of 2020. Her areas of research and professional interest include fostering inquiry and curiosity in first-year transitions, instruction librarianship and reflective practice, and effective research assignment design. Deitering explores the intersections between curiosity, affect and information literacy, and is deeply interested in the connections between reflective practice and professional knowledge. She brings all of these interests to her work as a facilitator for ACRL's Information Literacy Immersion program, and is regularly invited to facilitate conversations about teaching, learning, and organizational change in libraries and higher education. At OSU, she serves on the Undergraduate Education Council and the University Student Learning Assessment Council.



Lis Pankl

Lis Pankl has been appointed professor and dean of libraries at the Mississippi State University Libraries. Her research interests include higher education administration, organizational development, strategic planning, academic libraries, and critical/cultural geographies.

Diane Dias De Fazio has been named acquisitions and collections development librarian at The Cleveland Museum of Art's Ingalls Library.

Yoonha Hwang has been appointed librarian for undergraduate support for the Harvard College Libraries at Harvard University, and a Diversity Alliance resident in the Services for Academic Programs department.

Retirements

Nan Schichtel has retired from her position as information literacy and outreach librarian and professor at Grand Rapids Community College (GRCC) in Michigan. A member of ACRL, Schichtel served as secretary and chair of the Community and Junior College Library Section (2011–13) and Distance Learning Section member at large (2006–08), and is past treasurer for the National Council of Learning Resources. Prior to her tenure at GRCC, Schichtel served as the first off-campus library services coordinator at Grand Valley State University and assistant library director and systems librarian at Aquinas College. //

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**



Patents

The top five patent assignees in 2021 were International Business Machines Corp., Samsung Electronics Co. Ltd., Canon Inc., Taiwan Semiconductor Manufacturing Co. TSMC Ltd., and Huawei Technologies Co. Ltd. IBM was granted 8,682 patents. Huawei was granted 2,770 patents.

IFI Claims Patent Services, "2021 Top 50 US Patent Assignees," January 5, 2022, <https://www.ificlaims.com/rankings-top-50-2021.htm> (retrieved February 4, 2022).



ArXiv.org

ArXiv.org, the preprint "hub for physicists, astronomers, computer scientists, mathematicians, and other researchers," surpassed the 2 million papers milestone on January 3, 2022. "In 2008, 17 years after it went online, arXiv hit 500,000 papers. By late 2014 that total had doubled to one million. Seven years later, arXiv has doubled its library again."

Daniel Garisto, "ArXiv.Org Reaches a Milestone and a Reckoning," *Scientific American*, January 10, 2022, <https://www.scientificamerican.com/article/arxiv-org-reaches-a-milestone-and-a-reckoning/> (retrieved February 4, 2022).



Image provenance: Identifying deep fakes

"The Coalition for Content Provenance and Authenticity (C2PA) addresses the prevalence of misleading information online through the development of technical standards for certifying the source and history (or provenance) of media content. C2PA is a Joint Development Foundation project, formed through an alliance between Adobe, Arm, Intel, Microsoft and Truepic." Version 1.0 of their standard for digital content provenance is now available.

Coalition for Content Provenance and Authenticity, "C2PA Specifications," 2022, <https://c2pa.org/specifications/specifications/1.0/index.html> (retrieved February 4, 2022).



Open index of scholarly papers

"An ambitious free index of more than 200 million scientific documents that catalogues publication sources, author information, and research topics, has been launched. The index, called OpenAlex after the ancient Library of Alexandria in Egypt, also aims to chart connections between these data points to create a comprehensive, interlinked database of the global research system. . . ." "Together, these make a huge web (or more technically, heterogeneous directed graph of hundreds of millions of entities and over a billion connections between them all."

Dalmeet Singh Chawla, "Massive Open Index of Scholarly Papers Launches," *Nature*, January 24, 2022, <https://doi.org/10.1038/d41586-022-00138-y> (retrieved February 7, 2022) and "OpenAlex Documentation," <https://docs.openalex.org> (retrieved February 7, 2022).

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