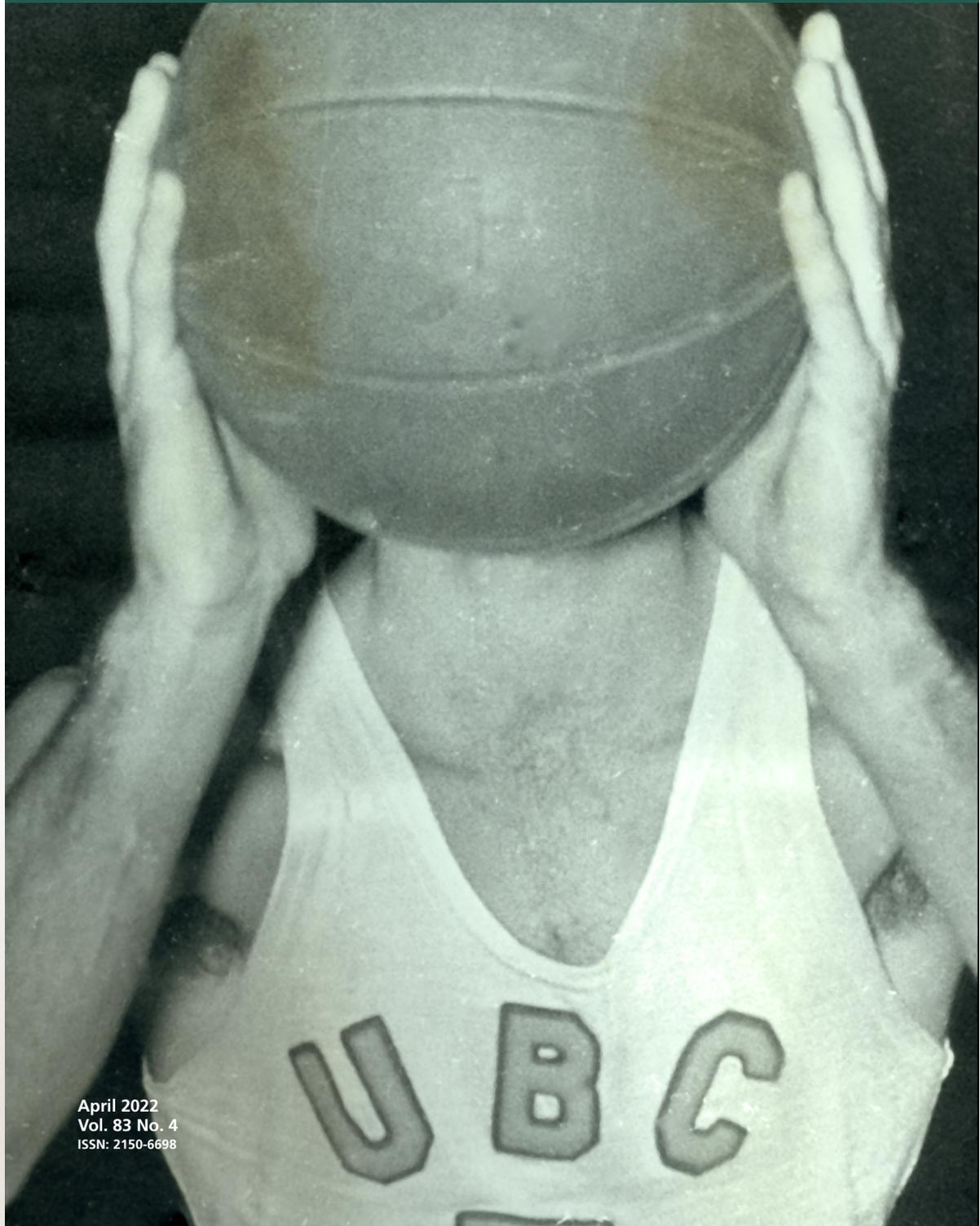


College & Research Libraries

news

Association of College & Research Libraries



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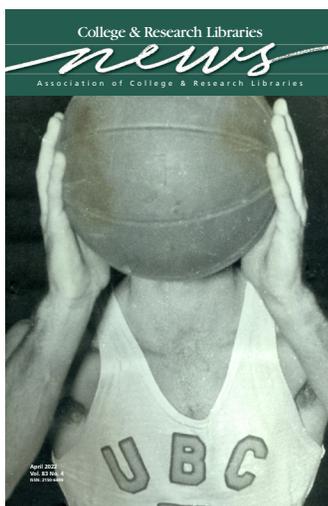
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This month's cover features a photograph titled "I will not stick it in my ear" of an unknown University of British Columbia (UBC) basketball player. The photograph was taken by legendary British Columbian photographer Bill Cunningham (1909-1993), who worked for the *Vancouver Sun* and *Vancouver Province*. The image was donated to the UBC Archives from UBC's Department of Athletics and Recreation and is one of more than 4,000 photographs of UBC teams, student athletes, coaches, and administrators in the Department of Athletics and Recreation fonds. Image Credit: University of British Columbia Archives, Photo by Bill Cunningham [UBC 4.1/1326].

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In the *news*

Welcome to the April 2022 issue of *C&RL News*. We start out this month's issue with highlights and key findings from the "2020 ACRL Academic Library Trends and Statistics Survey." ACRL Academic Library Trends and Statistics Survey Editorial Board members Elizabeth Brown and Jeannette E. Pierce take a dive into the survey results, focusing on the impact of COVID-19 on academic libraries, trends in references and instruction, and EDI initiatives, including recruitment and retention. For a deeper dive into the state of academic libraries, watch for the 2022 edition of ACRL's biennial "Top trends in academic libraries" article, coming up in the June issue of *C&RL News*.

Related to recruitment and retention initiatives, Lori Chapin, Annie Nguyen, Jovonah Kramer, Hayden Dutro, and Elias Tzoc of Miami University write about their efforts and experiences with diversifying the student workforce in their library in "Intentional diversity in the Makerspace."

With academic hiring season in full swing for the next academic year, Russell Michalak, Monica D.T. Rysavy, Melanie Hawks, Lis Pankl, and Jeff Bullington provide a variety of useful "Tips and tricks to negotiating during an interview for early to mid-career librarians," originally presented in an ACRL Membership Committee webcast last year.

The impact of open access implementation trends and policies on the Global South in general, and African scholarship specifically, is the subject of this month's Scholarly Communication column. Reggie Raju and Jill Claassen of the University of Cape Town Libraries discuss "Open access: From hope to betrayal."

Courtney Stine of the University of Louisville's Bridwell Art Library writes about her use of Wikipedia editing as a classroom tool to teach threshold concepts in "Crowdsourced pedagogy," the latest installment of our Perspectives on the Framework column.

Librarians at Queens College recently undertook a "A-Z Database List review" in order to improve the usefulness of a discovery tool. Sonali Sugri outlines the development and implementation of the project this issue.

Make sure to check out the other great features and departments this month, including recent ACRL Board of Directors' actions and a Washington Hotline column on the ~~banks of the A~~ ~~ways for reading the News~~ coalition, focused on securing sustainable funding for initiatives designed to promote digital literacy. ~~David Fusco~~ ~~editor-in-chief, dfree@ala.org~~

UNC-Chapel Hill Libraries add nine-millionth volume

The nine-millionth volume recently acquired by the University Libraries at the University of North Carolina-Chapel Hill isn't a book. It's a collection of approximately 900 woodcut printing blocks from the Propaganda Fide press, dating from 1625 to 1850. The blocks' role as printing technology, and in global history, makes them valuable to research in many fields, and also a tribute to books and bookmaking.



Examples of woodcut printing blocks from the Propaganda Fide press (Johnny Andrews/UNC-Chapel Hill).

The Sacra Congregatio de Propaganda Fide ("Sacred Congregation for the Propagation of the Faith") is a college of the Catholic church, now known as the Congregation for the Evangelization of Peoples. To aid in the church's mission to spread the faith throughout the world, it established its own press in 1622. The press produced

materials in various languages, including guides for priests trying to learn a new language and publications that communicated Catholicism's tenets. The collection contains blocks in many languages, with a heavy concentration in East Asian and Middle Eastern languages, Slavic, Greek, and other global languages.

The blocks were purchased with funding from the John Wesley and Anna Hodgkin Hanes Foundation and the Whittaker Library Foundation. The Hanes family's commitment to Carolina's libraries began in 1929, when it gave the gift that first established the Rare Book Collection. Through its foundation, it has since given every milestone millionth volume to the library. Officials believe the tradition is unique among research libraries. The Whitaker Library Fund, established in 1960, has helped to extend the University Libraries' holdings of English and American literature, as well as continental European books and manuscripts.

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Companion Document to the ACRL Framework for Information Literacy for Higher Education: Sociology

The ACRL Board of Directors approved a new Companion Document to the ACRL Framework for Information Literacy for Higher Education: Sociology at its January 27, 2022, virtual meeting. Developed by the ACRL Anthropology and Sociology Section's Instruction and Information Literacy Committee, the companion document defines Sociological Information Literacy as an understanding of how information and scholarship are created, published, disseminated, and used by individuals and organizations. The document describes connections between the ACRL Framework for Information Literacy and the Sociological Literacy Framework (SLF) developed by sociology professors Susan Ferguson and William Carbonaro. Using a conceptual crosswalk, the companion document presents six tables that explain how the essential concepts in the SLF relate to the six ACRL frames. The Companion Document to the ACRL Framework for Information Literacy for Higher Education: Research Competencies in Writing and Literature is

freely available in the Standards, Guidelines, and Frameworks section of the ACRL website at <https://www.ala.org/acrl/standards>.

ASERL publishes “The ASERL Eleven” licensing principles

The Association of Southeastern Research Libraries (ASERL) recently published “The ASERL Eleven: Recommended Principles and Terms for Electronic Resource Agreements.” This booklet and accompanying Google document summarize 11 key principles and suggested language to assist ASERL libraries and others in securing better terms for content and services they license. Published under a Creative Commons Non-Commercial License, the Google document allows users to easily copy/paste the suggested license language as part of negotiations with service providers. “The ASERL Eleven” is available at www.aserl.org/2022-02_aserl_licensing_principles_v1-0/.

Fellows selected for 2022–2023 ARL Leadership and Career Development Program

The Association of Research Libraries (ARL) Leadership and Career Development Program (LCDP) Task Force has chosen 25 fellows for the 2022–2023 LCDP cohort, based on recommendations from the LCDP Selection Working Group. LCDP is a yearlong experience that prepares mid-career librarians from historically underrepresented racial and ethnic groups to take on leadership roles in their careers and in the profession at large. The program addresses the lack of representation of BIPOC professionals in leadership ranks within academic and research institutions and other communities of practice.

Through LCDP, fellows will receive professional development, education, mentorship, and sponsorship while building and expanding a community of BIPOC leaders. Additionally, the LCDP helps research libraries and archives develop a more diverse professional workforce and leadership that can contribute to library success in serving the research, teaching, and learning of increasingly diverse scholarly and learning communities. This is accomplished, in part, by providing LCDP fellows with meaningful exposure to the major strategic issues that are shaping the future of research institutions. Complete details on the program, including a full list of fellows, is available at www.arl.org/category/our-priorities/diversity-equity-inclusion/leadership-and-career-development-program/.

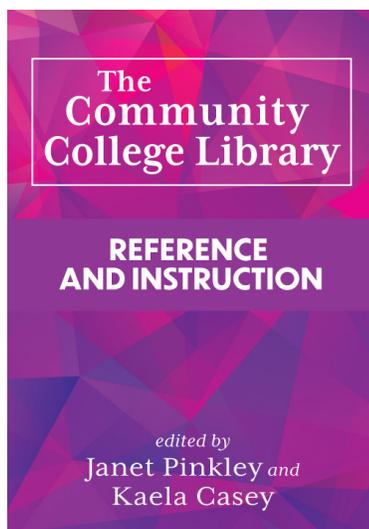
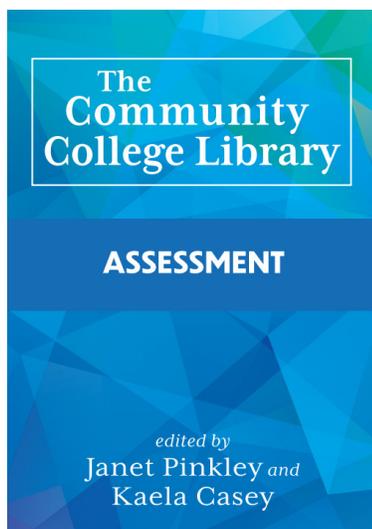
MIT Press, Brown University Library launch On Seeing series

The MIT Press and the Brown University Library have announced the launch of On Seeing, an experiment in multimodal publishing that will shape new conversations about how we see, comprehend, and participate in visual culture. Uniting the press’s global publishing experience and the library’s digital publication expertise, the series will examine understudied questions at the intersection of visual culture and subjects such as race, care, decolonization, privilege, and precarity.

Defined by bold positions, rigorous research, and cultural relevance, books will be written in an accessible style to serve a wide audience. The series will be launched alongside a community engagement program tailored to each specific volume and supported by a postdoctoral researcher position at Brown University Library. Resources might include an online hub for knowledge-sharing, a downloadable community conversation toolkit, an author interview or podcast, or free-to-the-public events such as book readings and structured conversations in libraries, bookstores, or public arts institutions. With inclusivity and access as driving motivations, On Seeing will be published in print editions and in interactive, open access digital editions.

New from ACRL—The Community College Library Series

ACRL announces the publication of the first two books in its new *The Community College Library* series, *Assessment* and *Instruction and Reference*, edited by Janet Pinkley and Kaela Casey. These



books demonstrate the innovative and replicable ways community college librarians are meeting the information and research needs of their college population both in person and remotely, all while providing a safe, inclusive space for students to explore and learn.

Community colleges are a cornerstone of higher education and serve the unique needs of the communities in which they reside. In 2019, community colleges accounted for 41 percent of all undergraduate stu-

dents in the United States. Community college librarians are engaged in meaningful work designing and delivering library programs and services that meet the needs of their diverse populations and support student learning. *The Community College Library* series is meant to lift the voices of community college librarians and highlight their creativity, tenacity, and commitment to students.

The Community College Library: Assessment explores the research, comprehensive plans, and new approaches to assessment being created by community college librarians around the United States. Chapters include sample activities and materials and cover topics including assessing student learning while shifting from Standards to Framework, investigating and communicating library instruction's relationship to student retention, and building librarian assessment confidence through communities of research practice.

The Community College Library: Reference and Instruction collects research, programs, and new approaches to reference and instruction implemented by community college librarians around the United States. Chapters include sample activities and materials and cover topics including using race-centered and trauma-informed practices in the reference interview, incorporating online workshops into an existing information literacy program, and using student-driven pedagogy to navigate the early stages of research.

The first two volumes of *The Community College Library* series is available for purchase in print and as ebooks 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.

EBSCO launches FSTA with Full Text

EBSCO Information Services (EBSCO) has released FSTA with Full Text. This new resource provides access to full text for the leading food and nutrition science database. FSTA with Full Text includes food-focused scientific content across a host of related fields including biotechnology, food safety, omics technologies, pet foods, sport science and sustainability. FSTA with Full Text is produced in collaboration with the expert team

at IFIS, the producers of FSTA, and offers an extensive collection of full-text journals from a wide variety of sources, including more than 200 active full-text journals, with more than 300 active full-text journals to be available by December 2022. FSTA with Full Text is accessible via EBSCOhost including all standard query, result, and linking features. To learn more about FSTA with Full Text, visit www.ebsco.com/products/research-databases/fsta-full-text.

ProQuest Black Studies launches

ProQuest, part of Clarivate, has announced the launch of ProQuest Black Studies, a browsable collection of curated sources on the history and lives of Black Americans, for use in classrooms and research. This new resource covers several centuries of history, from the colonial era to recent times. At launch, it includes 10 major historical Black newspapers, 120 archival collections and 120 full-text journals, video, and faculty essays all centered on Black studies. The new resource supports research projects in African American history, U.S. history, political science, and sociology courses. Graduate students can use the collection for articles, research seminar papers, theses, and dissertations. Topic pages and a comprehensive timeline allow faculty and students to pinpoint a person or event and then quickly retrieve newspaper articles, primary sources, and journal articles on the subject.

Tech Bits . . .

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

Are you looking for a simple yet effective way to present and share content in an engaging and informative way? Then look no further than ArcGis StoryMaps. ArcGis Story Maps allows you to create stories using maps and other resources for engaging presentations. It provides a space full of possibilities to inform and captivate audiences you share content with. There are currently two options: a free ArcGis public account—which allows you to add maps, map tours, images, videos, slideshows, and other features—and a licensed version, which adds additional features such as audio, embed content, create a timeline, and more. The public account is free, while licensed accounts range from creator at \$500/year and work up to GIS Professional at \$3,800/year.

—*Chelsea H. Barrett*
Seton Hall University

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Open access collections added to FirstSearch

Additional open access collections are now searchable in FirstSearch using the Open Access Content database. Released in June 2021, the Open Access Content database helps researchers easily find and access resources from familiar open content providers. Searches of the Open Access Content database retrieve only open access items, saving time for searchers who wish to focus their research on resources from open access sources, and helping libraries offer more high-quality content without impacting budgets. “Access” links in FirstSearch records connect users to full-text open content. The Open Access Content database is included in all active FirstSearch accounts at no additional charge. More information, including a list of providers, is available at www.oclc.org/en/news/announcements/2022/firstsearch-open-access-content-database-update.html. *zz*

Elizabeth Brown and Jeannette E. Pierce

2020 ACRL Academic Library Trends and Statistics Survey

Highlights and key EDI findings

The annual ACRL Academic Library Trends and Statistics Survey is the largest of its kind and offers the most comprehensive picture of academic library budgets, staffing, teaching, services, collections, and more. The data facilitates benchmarking, assessment of impact over time, tracking of new trends, and demonstration of academic library value. The survey is generally open from September through February each year to align with the Integrated Postsecondary Data System (IPEDS) collection. Libraries completing the survey can easily download their IPEDS responses to share with their local IPEDS keyholder. The Survey Editorial Board sincerely thanks all 1,672 libraries that contributed to the 2020 survey. The overall response rate was 49.8% with 52.1% of U.S. libraries responding.

Data in this article was published in *2020 ACRL Academic Library Trends and Statistics* and is available by subscription to Benchmark: Library Metrics and Trends, a new tool launched in 2021 by ACRL and Public Library Association (PLA).^{1,2} Subscribing libraries have access to reporting and visualization tools, including the opportunity to easily create customized peer comparisons. Benchmark also offers dashboard visualizations aligned with principles in the ACRL Standards for Libraries in Higher Education.³ Academic libraries completing the survey have free access to their own survey responses and selected aggregate data within Benchmark.⁴

COVID-19 and academic libraries

The 2020 survey gathered data for fiscal year 2019-20 and captures the impact of COVID-19 on academic libraries by asking two COVID-19-specific questions, including the number of weeks during the fiscal year that the library was closed when it otherwise would have been open. The main library was considered physically closed when faculty, students, and campus employees (library users) could not enter the building, regardless of access by library staff. More than 80% of libraries closed with 15 weeks being the average number reported. The survey also asks about the number of weeks the library implemented limited occupancy prac-

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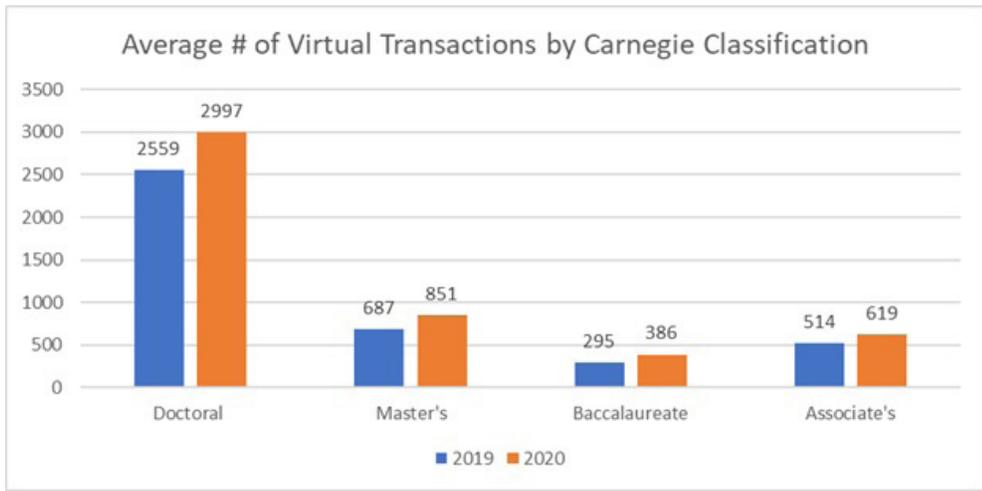


Chart 1: Average Virtual Transactions by Carnegie Classification, 2019-2020.⁵ period during the fiscal year. The 2021 survey includes these same questions. Next year's survey data will provide additional insight into the impact of COVID-19 on budget, staffing, and services.

tics for users, which are broadly defined as reduced hours, limits on number of users, appointment-only services, visitor time limits, room closures, etc. Forty percent of libraries implemented limited occupancy practices for some

Trends in reference and instruction

Support for teaching and learning through collections, reference, and instructional outreach is core to the mission of academic libraries. Academic libraries collectively reported more than 6.7 million

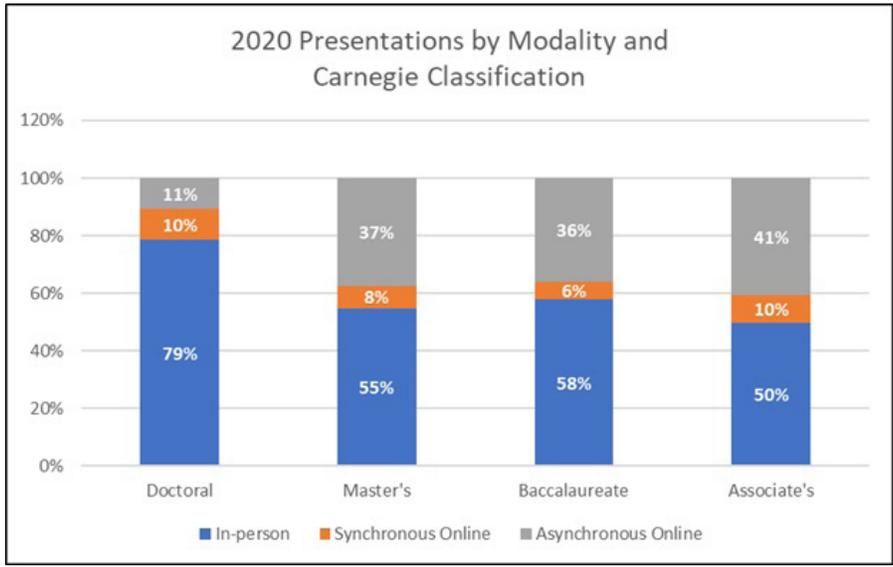


Chart 2: 2020 Presentations by Modality and Carnegie Classification.⁶

reference transactions. Transactions involve the knowledge, use, recommendation, interpretation, or instruction in the use of any information sources other than schedules, floor plans, handbooks, and policy statements. While total transactions continued a gradual decline, the number of reported virtual transactions increased across all Carnegie Classifications, particularly doc-

toral institutions, which saw virtual transactions as a percentage of total transactions increase from 22% in the 2019 survey to 33% in the 2020 survey. Academic libraries also reported more than 600,500 consultations with patrons. Consultations are defined as one-on-one or small group appointments outside of the classroom or a service point.

Academic libraries collectively reported more than 375,000 group presentations with over 7 million total attendees. Group presentations planned, provided, or facilitated by library staff can include information literacy instruction as well as cultural, recreational, or other educational presentations. COVID-19 created an urgency to include questions that recognize asynchronous support

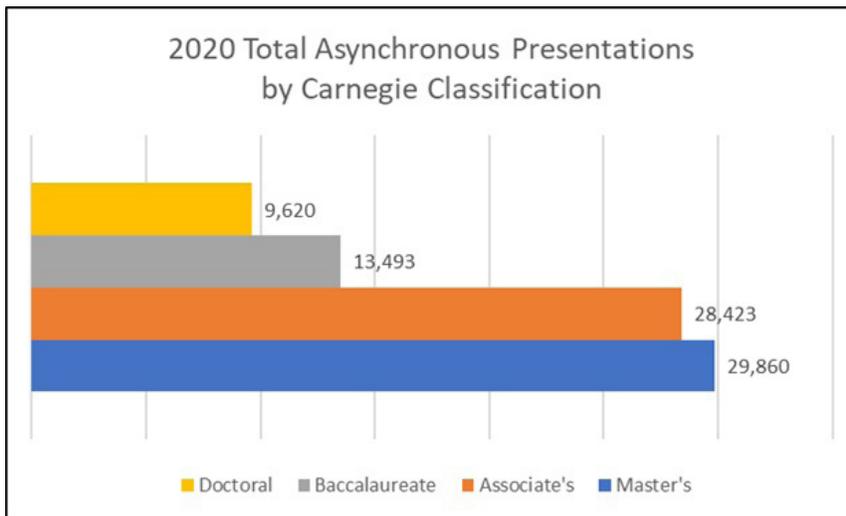


Chart 3: 2020 Total Asynchronous Presentations by Carnegie Classification.

for curriculum and learning. In response, the Editorial Board introduced questions asking for the number of asynchronous presentations provided and the number of participants reached. *Asynchronous presentations* are defined as a recorded online session, tutorial, video, or other interactive educational module created in a digital/electronic format. The Editorial Board recognizes that not all libraries are ready to provide asynchronous presentation data and hopes this will become easier to report in

the future. In the 2020 survey, doctoral institutions averaged the highest total number of presentations, while master's and associate's institutions averaged the highest number of asynchronous presentations.

EDI initiatives

Each year the Editorial Board selects a trend as an additional topic for inclusion in the survey. The 2020 Trends questions look at what academic libraries are doing to support equity, diversity, and inclusion (EDI), which is a core commitment for ACRL, ALA, and many university and college campuses. Twenty-seven percent (359) of the 1,327 libraries completing this part of the survey have formal, written goals for EDI, with doctoral institutions being the highest at close to 50% (153). For those libraries with written EDI goals, the top six focus areas across all Carnegie classifications were:

1. Fostering an inclusive climate (89%)
2. Library collections (88%)
3. Accessibility (78%)
4. Improving workplace culture (73%)
5. Recruiting a diverse workforce (71%)
6. Library events and/or programming (69%)

The survey also looks at what academic libraries are doing in support of EDI, regardless of whether they have written goals. The top six responses across all Carnegie Classifications demonstrate academic libraries use a variety of approaches to address EDI programmatically including:

1. Attending programming and/or events related to EDI (89%)
2. Supporting textbook affordability initiatives (85%)
3. Supporting staff participation in professional development for EDI (80%)
4. Collecting and preserving materials related to underrepresented or marginalized groups (78%)

5. Collecting materials related to teaching and/or research in EDI (69%)
6. Conducting periodic review of library space to ensure accessibility for other-abled individuals (66%)

Other questions examine hiring and retention practices related to EDI, including strategies libraries are using to hire and recruit staff from underrepresented groups.

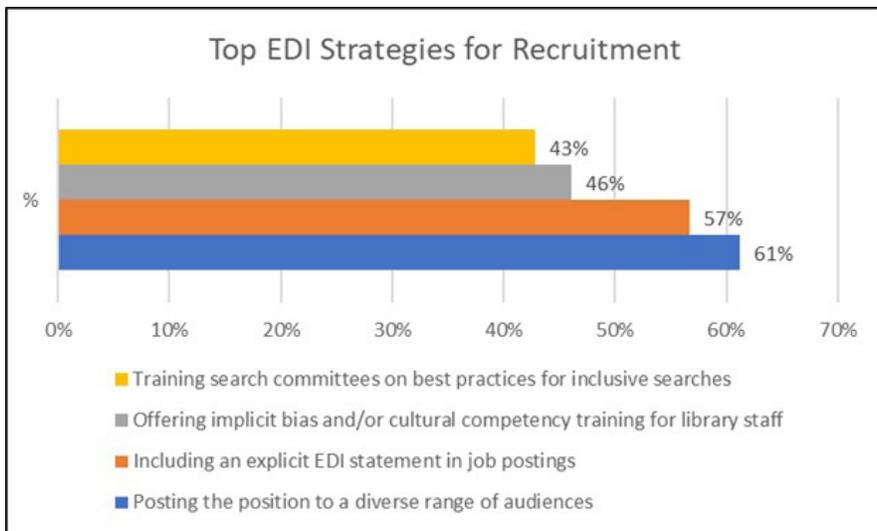


Chart 4: Top EDI Strategies for Recruitment.⁷

The top EDI strategies for staff retention included fostering an inclusive workplace culture and working to dismantle systemic racism in the organization. Other popular strategies included providing mentorship programs for new hires and creating action plans for retaining underrepresented employees. A significant percentage (34%) of institutions that completed this part of the survey reported making no intentional efforts to retain staff from underrepresented

groups. Deeper analysis by Carnegie Classification, institutional size, and student demographics may shed more insight on retention strategies.

The 2020 Trends questions on EDI were developed and released in 2019. At the same time, the ALA Committee on Diversity was working independently to develop the DEI Scorecard for Library and Information Organizations, which was released in April 2021.⁸ This scorecard was designed to assist libraries in evaluating their efforts to address diversity, equity, and inclusion (DEI), and to assist in strengthening DEI-related practices. The DEI Scorecard aims to promote accountability and engagement via five measures: embeddedness of DEI into library culture; staff training and education; staff recruitment, hiring, retention, and promotion; library budget priorities; and library data practices.^{9,10} Applying the DEI Scorecard rubric to the 2020 Trends questions offers a useful framework for understanding how libraries are implementing EDI initiatives.¹¹

Cultural Embeddedness: Many of the responses to the 2020 Trends questions provide insight into embeddedness in academic library culture, with 27% of academic libraries having formal written goals for EDI that include working to foster an inclusive climate and working to improve workplace culture. Clearly libraries are considering embeddedness as a key component of success; however, it is unclear how many have integrated EDI into their strategic planning, which is the highest level of embeddedness on the DEI Scorecard.

EDI Activities: The rubric includes data practices, with conducting collection audits, leading research on EDI, and analyzing accessibility of library space as examples. However, none of these examples ranked among the top six responses to the Trends questions on EDI activities, suggesting that libraries may find it challenging to undertake them. Although budget priorities for EDI are not directly addressed in the Trends questions, future EDI surveys will attempt to collect such

data. Collecting materials, creating programming, and staff development incurs costs and staff time, and future EDI Trends surveys can seek to provide a more comprehensive assessment of the extent and priority of such budgeting.

Recruitment, Hiring, Retention, and Promotion: Two 2020 Trends questions focus on staff recruitment and retention. Based on survey responses, there appears to be more emphasis on recruitment rather than retention. The top responses are uniformly high (more than 65% overall) for multiple aspects of the search process. Retention efforts focus on familiar strategies, such as mentoring programs and fostering inclusivity in workplace culture. Training and education are represented in two of the top six responses to the 2020 Trends question on hiring strategies. In particular, implicit bias training for staff was a top answer for this question. It is unclear how often implicit bias training is conducted, which is the highest level for this rubric for the DEI Scorecard.

For organizations that have undertaken EDI-related initiatives and are exploring and analyzing EDI issues, the 2020 Trends questions provide a pathway to promote, expand, or reconsider existing practices and help demonstrate engagement and success with EDI. The DEI Scorecard categories can further assess EDI efforts and provide a framework to communicate facets of EDI initiatives with nonlibraries. Both of these tools can inform strategic planning for EDI.

Conclusion

Based on this comparison of the EDI Trends questions and the DEI Scorecard,¹¹ there is growing support for documenting and clarifying the evolving nature of diversity, equity, and inclusion activities within academic libraries. Academic libraries' instructional activities are similarly undergoing changes, in some cases due to the impact of COVID-19 and increasing reliance on hybrid and online instruction. Both trends are expected to evolve and continue in future years. The Academic Library Trends & Statistics Board encourages all academic libraries to complete the 2022 survey which will launch in September and to make use of the trends and statistics data for planning, benchmarking, and advocating for the value of academic libraries at our institutions.

Notes

1. ACRL, "Benchmark," last modified 2022, <https://www.ala.org/acrl/proftools/benchmark>.
2. ACRL, *2020 ACRL Academic Library Trends and Statistics for Carnegie Classifications: Associates of Arts Colleges, Baccalaureate Colleges, Masters Colleges and Institutions, Doctorate Granting Institutions* (Chicago: American Librarian Association, 2021).
3. ACRL, "Standards for Libraries in Higher Education," last modified February 2018, <https://www.ala.org/acrl/standards/standardslibraries>.
4. Subscription discounts are available to ACRL organizational members and libraries that contribute to the ACRL Academic Library Trends and Statistics survey.
5. Data only includes libraries that reported virtual transactions separately from total reference transactions.
6. This chart excludes data from libraries unable to report physical and online sessions separately.
7. This chart looks at the aggregate results for doctoral, master's, baccalaureate, and associate's institutions.
8. ALA, "Diversity, Equity, and Inclusion (DEI) Scorecard for Library and Information Organizations," April 2021, <https://www.ala.org/aboutala/sites/ala.org.aboutala/files/content/2021%20>

EQUITY%20SCORECARD%20FOR%20LIBRARY%20AND%20INFORMATION%20ORGANIZATIONS.pdf.

9. ALA, “Core Values of Librarianship,” last modified January 2019, <https://www.ala.org/advocacy/intfreedom/corevalues>.

10. The scorecard and supplemental questions were shaped by ALA’s Core Values of Librarianship and ACRL Diversity Standards: Cultural Competency for Academic Libraries.

11. Ideally, future EDI trends surveys will reference this DEI Scorecard. We hope to see an EDI survey more fully incorporate this DEI Scorecard. *zz*

Lori Chapin, Annie Nguyen, Jovonah Kramer, Hayden Dutro, and Elias Tzoc

Intentional diversity in the Makerspace

A student worker hiring plan

On top of the COVID-19 pandemic, 2020 was also a year when we witnessed racial injustices and were reminded that we need to focus and practice intentionality more than ever. This article reflects on an intentional plan to diversify the student workers in the Makerspace at Miami University Libraries. We are going to discuss our work in four sections: the need and value for more diverse student workers, the hiring plan and strategies, early



Miami University Makerspace front desk view.

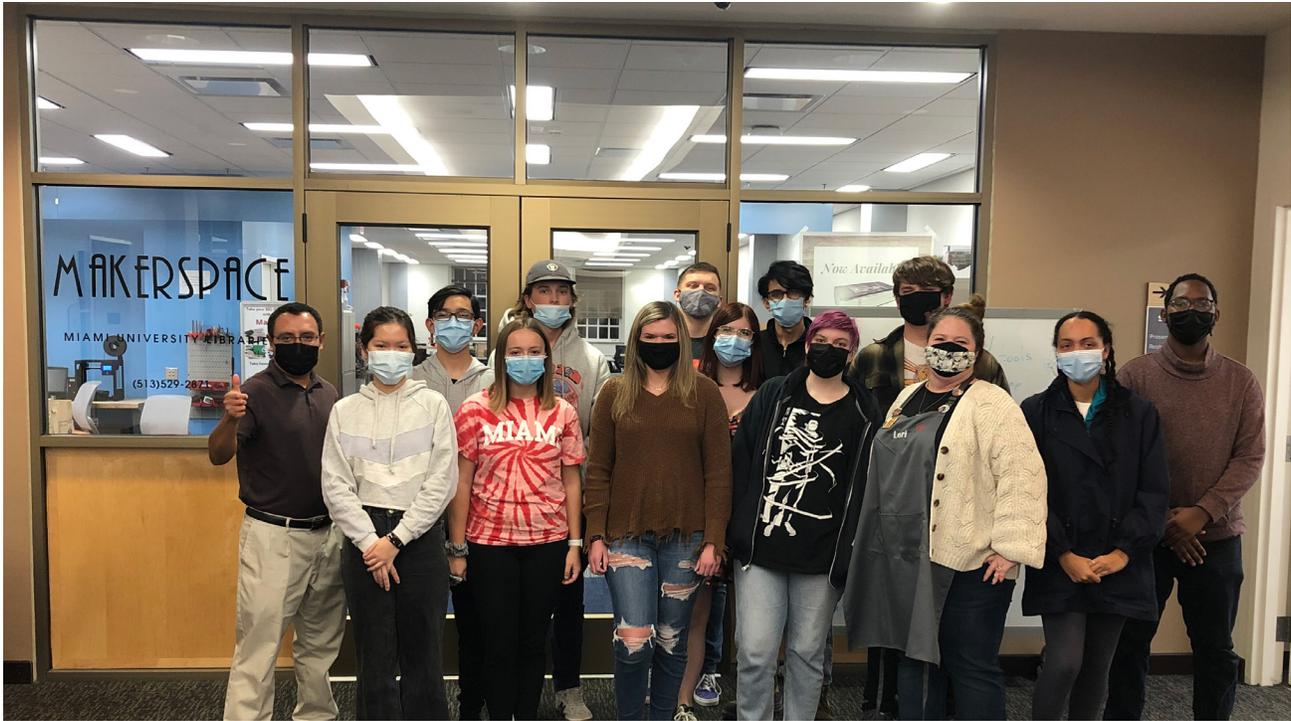
examples and indicators of success, and an engagement and retention plan. We have also invited three of the students to share and reflect on their experiences and how working in the Makerspace has been beneficial to them both personally and professionally.

The need and value for diverse student workers

The Miami University Libraries started a new strategic plan in 2020.¹ The commitment and

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understanding for such an important activity was evident when not even COVID-19 could stop us from this important work. Along with the strategic plan, we also developed a core set of organizational values: welcoming, curious, collaborative, and trailblazing. All library services are impacted and benefited from the strategic and values conversations, including the Makerspace, which was only launched in fall 2019. The first semester proved to be



Makerspace student workers.

quite successful: 500-plus walk-ins, 200-plus waivers signed, 13 tours, 800-plus attendees at 10 events. But as we had to close operations in March 2020, and as we transitioned into a hyflex format for the academic year 2020-21, we also realized that there was an area where we could do a bit better—and that is with our student workers.

We typically employ 12-to-15 students during the school year and while we always had success in having talented groups of students, for the 2021-2022 academic year, we set a goal to intentionally diversify the student workers. We knew that a diverse and inclusive hiring plan would help us with three goals: 1) to exemplify/support that the Makerspace is a truly inclusive space for creativity and collaboration open to every Miami student, 2) to further support the library role as an equalizer on campus, and 3) to align our priorities with the university goals in providing diverse and inclusive opportunities for the Miami community. The Makerspace ultimate goal is to provide a welcoming, creative, and inclusive space that will further support active and experiential learning to every student regardless of their discipline.

The hiring plan and strategies

To achieve this goal of diversification, we examined where to find students in underrepresented populations. This approach took multiple avenues. First, at Miami University, a popular method of reaching out to student organizations is through a site called the Hub.²

After researching for diverse and different groups, we identified about 15 to reach out to directly via the information they provided to the Hub site. Around two weeks prior to the start of the semester, we sent out an email asking that they share our posted position within their organizations and included a flyer with a QR code.

Then, for the first week of classes, we decided to block off our schedules and made ourselves available for a drop-in style open house, which allowed students to come in and interview in-person, with the option to meet virtually, if preferred. This get-to-know and interview plan also coincided with the library's Explore King, a yearly resource fair directed mainly at first-year students, to showcase the services available to them through the libraries. Students had the opportunity to drop into the Makerspace in addition to table sessions occurring that week. During this week, we received several emails and visits from students, which resulted in the hiring of eight additional student employees for the Makerspace.

Our third opportunity to reach a diverse body of students took shape in our collaboration with the Louis Stokes Alliance for Minority Participation (LSAMP).³ Prior to the start of classes, we participated in an event with LSAMP students, providing Makerspace services, such as vinyl stickers and virtual reality. At this event, we encountered three additional students who pursued employment in the Makerspace.

Early examples and indicators of success

As is often the case, the hiring process is not a quick one. Our student hires have trickled in due to the requirements of human resources, which has allowed us the unexpected opportunity to train students on a one-on-one basis. It has been extraordinarily fulfilling to see their interactions and collaborations in the Makerspace. As they meet each other and learn more about the Makerspace, they have begun to train each other on new machines and work together to solve problems. They show an investment in the space when working with patrons by observing each other's work and rushing to assist each other. Four exceptionally rewarding examples of early success are: 1) the wide variety of students represented in the Makerspace: we have students with African-American, Middle Eastern, Latinx, and Southeast Asian backgrounds; 2) the creation of a new training system where students receive an apron and decorate it with materials created from each station in the Makerspace; 3) the day a student took the lead and conducted a demo with a faculty member because our librarian was at a last-minute meeting; and 4) when we witnessed one of our international students instructing a fellow student on how to use a 3-D printer in their native language. Being able to serve students and allow them to see themselves represented in our student employees is the embodiment of inclusion.

An engagement and retention plan

Of course, real change will only be impactful if it becomes a sustainable change. As Miami University's president has stated, "Inclusive excellence is not a race with a finish line, but rather an ongoing evolution based in a human community strong enough to respond effectively to whatever challenges arise."⁴ At present, we are pleased to have done the first step in hiring a diverse and talented group of student workers, and we are already working on a retention plan, which will include activities such as Students of the Semester, where we plan to create opportunities for the students to work on a list of suggested projects that will help

them learn something new but also help us further understand and test/prototype ideas we have heard during brainstorming sessions.

Additionally, we also plan to retain students by being intentional and strategic with flexibility for scheduling, encouraging personal projects to learn equipment, and promoting the general fun nature of our work to keep students coming back to work. At the end of the day, we want the student workers to feel empowered to continue to innovate, experiment, and contribute to the mission of the University Libraries to “proactively connect our community with the resources and personalized guidance to empower discovery, creation, and success.”⁵

Our students have responded in a universally affirmative way to our training. In order to include some student reflections in this article, we invited three students to join us as contributors. We created a brief survey asking five questions: the first question was “How would you describe your fall semester working in the Makerspace?” Answers were all positive, with each student confirming that they have enjoyed their experience working in the Makerspace. Our second question delved more deeply into their thoughts on inclusion, “Do you feel you belong in the Makerspace? Is there anything else we can do to make all students feel included?” Our student, Annie Nguyen, a first-year student from Vietnam replied, “I cannot feel more welcomed than I currently am in the Makerspace. It is really easy to communicate with my co-workers, my bosses, and patrons.”

A particularly rewarding answer came from Jovonah Kramer, a first-year, LSAMP student who answered the question, “What skills have you learned in the Makerspace that you believe will help you in the future?” in an exceptionally gratifying manner. Kramer replied, “I’ve of course learned how to use a lot of the machinery in the space like the Lulzbot Mini 2 3-D printers among others. However, I’ve also learned how to better articulate my ideas in a concise way that lets me teach others. This acquired skill has already paid off in the long run as it helped me receive a GE Aviation Digital Technology internship over the summer. They were incredibly impressed with my hands-on experience with 3-D printers and VR, as well as my speaking ability. I credit the Makerspace for this opportunity.”

This creates such pride in our students and really makes us feel that they are receiving as much benefit from working in the Makerspace as we, the staff receive by working with them. We closed out our questions by asking, “Does your Makerspace experience change your perception of libraries? If so, how?” Answers to this were also gratifying. Hayden Dutro, a nontraditional student whose military service has necessitated breaks in his enrollment, answered, “Before I worked at the Makerspace I honestly just thought of libraries as places to go for books and slow Internet. Having experience at a place like makerspaces has shown me that libraries can really be with the times and modernize so the community can still learn after high school and college.”

Annie Nuygen brought us back to our inclusion efforts, reflecting that working in the library had a big impact on perceptions of the library, “Not just mine but also my friends who I have brought to the Makerspace. Usually one would not expect to have such cool machines available to public use outside of specialized labs. However, our perception of libraries, particularly King Library has shifted from being a place just to study to where I could actually enjoy my time being there and learn new skills.”

Having confirmation that our work to increase inclusion is effective is one of our greatest accomplishments. Kramer’s response to the fifth question embodies the essence of our goals.

He replied, “The C+I Makerspace really changed my perception of libraries. I’ve always loved the atmosphere of libraries in general because I like books. However, I always felt like the library was a place to learn about the accomplishments of others and be instructed on how to do something. With the Makerspace, however, the space allows us to learn by experience and acquire our own accomplishments. I’ve always learned better by doing something rather than reading the instruction manual, so the Makerspace seemed like the right fit for me.” This embracing of the different skillset and experience that the Makerspace brings to the library is exceptionally satisfying. It’s clear, from this sample, that we are doing some things very right in regards to our student employees’ Makerspace experience. As we gather and try to make sense of the stats of the fall 2021 semester, it’s also clear that the 300% increase in appointments and walk-ins in the Makerspace is outstanding, and it was manageable because of the extraordinary support we have from the C+I student workers.

Notes

1. Miami University Libraries, “Miami University Libraries Strategic Planning,” <https://www.lib.miamioh.edu/strategic/>, accessed October 26, 2021.

2. Miami University, “The HUB: Miami University Student Organizations Website,” <https://miamioh.campuslabs.com/engage>, accessed October 26, 2021.

3. Miami University, “Louis Stokes Alliances for Minority Participation,” <https://www.miamioh.edu/cas/academics/programs/lamp/> accessed October 26, 2021.

4. Gregory P. Crawford, “4 Ways Universities Can Take The Lead On Diversity” *HuffPost*, https://www.huffpost.com/entry/universities-education-diversity_b_5b242abce4b056b2263a1bee, accessed October 26, 2021.

5. Miami University Libraries, “Miami University Libraries Strategic Planning.” ↯

Russell Michalak, Monica D. T. Rysavy, Melanie Hawks, Lis Pankl, and Jeff Bullington

Tips and tricks to negotiating during an interview for early to mid-career librarians

Three perspectives

Limited actionable advice exists on negotiating salary when interviewing for academic library positions for early to mid-career librarians. In this article, we summarize insights shared by three library professionals during a recent ACRL Membership Committee webinar on this topic. In alphabetical order by last name, the following library professionals participated in this discussion: Jeff Bullington (library director at Adams State University), Melanie Hawks (director of library human resources/associate dean for diversity, equity, and inclusion at the University of Utah), and Lis Pankl (dean of Libraries at Mississippi State University).

Questions to ask during the interview process

Coming into the interview prepared

When you are an early- to mid-career librarian, knowing which questions to ask during the interview process is essential before you begin the salary negotiation process. Not being prepared with quality questions could derail the negotiation process and may lead to you ultimately not being offered the job.

As Hawks noted, you should always come prepared with questions for the search committee so you can determine if the institution is a good match for you. She emphasized that you need to see yourself working at the institution and understand what the work conditions might be. You need to understand the rank of the position you are applying to such as faculty, academic staff, or academic personnel. Are you applying as classified staff or to a unionized environment? What is the length of your contract, how is the position structured, and what are the implications of that structure to your total compensation?

Questions to ask before you receive the offer

For each stage of the interview process, make sure you have your questions prepared ahead

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of time, so you aren't left wondering what is happening next during the interview process. There may be several stages to the interview. Toward the final stages of the interview, but before you receive an offer, you should make sure you speak to a hiring manager or administrator. Remember this is your interview, so you should ask the following questions that may impact your timeline and decision to move forward with the interview:

- What is the next step in the hiring process?
- What is the expected start date?
- What is the salary range?
- How quickly are they planning to come to a decision?

Negotiating the offer

Congratulations, you've received an offer. But wait, there's more work for you to do before you immediately begin negotiating.

Clarifying questions

Whether you're receiving your first offer right out of library school or you're a mid-career professional looking to move up in your career, it is challenging to control your enthusiasm when receiving an offer. Therefore, it's important to have questions prepared should you receive an offer, so you are ready to effectively move the process forward. Both Pankl and Hawks emphasized that it is vital to ask for adequate time to consider the offer. Additionally, Hawks pointed out that the first offer will likely be a verbal offer (i.e., over the phone or potentially over a video call), and it can be a high-pressure moment. She advised candidates to think about and come prepared for how they're going to handle that conversation. Come with some questions ahead of time that must be answered before potentially accepting the offer.

Being up front with the hiring manager is key, but "most importantly, know the room." According to Hawks, a question to have in your back pocket when you receive an offer is: "Is there any room to negotiate on any of the terms?" Once the door is open to negotiate with the hiring manager, you can determine if there is room to budge on the salary or on the start date or vice versa. Before you start negotiating on the offer, you need to "Make sure you ask questions the search committee will be receptive hearing."

Carefully review the offer

Despite understandably being excited to receive an offer, it's very important that you pause before responding and give yourself time to review the offer. Burlington advised candidates to:

... make certain you give yourself time to give the offer and the opportunity a really good holistic review. It's not just the salary, [or] even the benefits, but also what are the other parts of this offer and this opportunity that are things that you may or may not be sure you would find in some other job that would be good skills or good different kinds of elements for you.

It is important to clarify and document the offer you receive over the phone. You should make sure you receive a written offer and make certain to clarify what those elements of the offer are and how they're going to be documented. Because typically you'd want those elements of the offer to be documented in the formal communication that you get from the institution.

Relocating? Consider (hidden) living expenses

Pankl shared that there's more to think about than just the proposed salary, stating,

I left a job in New York, took a job in Utah for slightly less pay, but because of state income tax, I actually brought home more money. That's one of those sneaky things. Also, things like utilities are important. Before I moved to New York, I thought utilities were the same everywhere and they're not, they can be double, even triple in different states. And also, things like schools. So, my first job was at LSU. Baton Rouge has a lot of private schools and, the public school system isn't that great. Things like that really can come into play.

Relocating can be daunting and expensive. Sometimes an institution has funds specifically to help new hires move, but they may not. Bullington pointed out that when you think you are at the stage of the interview process where you will likely move, you should ask the following questions:

- What is the housing relocation allowance?
- What is the moving relocation allowance?
- Do they have a place that you could move to for a year while you're figuring out the area?
- What is the area you're moving to like?

While every institution has its own culture, institutions and librarians might be willing to help new hires relocate, if you ask. Some questions you may want to ask, said Hawks, are:

- Is there faculty housing you could live in while looking for a house?
- Will the institution pay for a house-hunting trip so that you can come out and, actually in-person, look around in the area and hopefully find a place?
- What additional support can they give you and your family to relocate?

Perhaps librarians at the institution you are interviewing can drive you around so that you can learn about which neighborhoods are good, which school districts are acceptable, etc.

This job on the timeline of your career

Bullington advised candidates to keep in mind that "oftentimes this is not your last job." He encouraged candidates to remind themselves, "I'm not going to be here forever, but this will allow me to gain some skills and experience that I want, as well as contribute to the organization that I'm going to be a part of."

Picture yourself within the organization

Before accepting an offer, you should try to envision yourself working at the institution and living in that city. According to Hawks,

... it's very important to know the organization as an employer, as much as possible. A lot of times through this interview process, the information that you're taking in will often be very focused on what is the job like? What are the colleagues like? What are the great projects that are going on here? What is this institution known for? And those are all wonderful things. But you really want to understand what would it be to actually work here, to be an employee who is subject to all of the policies, all of the procedures, all of the compensation structure that's there. You really want to not underestimate how important that's going to be to you once you actually arrive.

She suggested questions candidates can ask themselves, such as:

- Is this a place that's going to be very rigid and rule-bound?
- Is this a place that is going to be more open and flexible?
- Is this a place where things seem to be pretty transparent?
- Is this a place where I don't feel I'm getting very full and clear answers to my questions?

Know your deal-breakers

There will and should be certain variables that are deal-breakers for you. Hawks provided the following examples:

... if you just can't see yourself living in the Florida humidity, be honest with yourself about that. If you are currently making, say \$50,000, and you can't see yourself going below that, even though you might be going to a lower cost of living area, or there might be great opportunities in the job [or] if in your mind you just can't go below of what you're currently making—know that. That would be a deal-breaker for you, and it's important to understand that about yourself.

How do you know an organization's limitations?

Conducting research

Determining an organization's limits is an important part of the interview process, as well. Hawks shared that part of this process should include conducting research, and shared that:

... as you investigate the organization, maybe just even by going to their website looking at the kind of information that's available about the status of the position, about the university benefits, policies, and procedures, I think sometimes you can start to get a feel for, again, is this a place that everything seems very structured? Everything seems very planned out. That may likely be a place that is going to have more limitations than another institution. You can more explicitly ask this kind of a question as you get further and further in the process. I wouldn't ask it right out of the gate, in a first-round interview.

Asking direct questions

However, there are times when simply candidly asking direct questions is the most effective approach. Hawks added that, "As you become a finalist, and particularly as you get an offer, even a verbal offer, you can just straight out ask, "Is there any flexibility on X?"

Bullington agreed and mentioned that candidates can also ask about other benefits that the institution offers that aren't necessarily addressed in the typical job description or application package. For example, he shared that while he works at a very small library, it is a "modern academic library" that has attractive experiential benefits beyond just the salary. He shared that his library is "doing almost all of the same things that any R1 institution is doing in various ways" and that he shares this with candidates,

If you come and work with us for a few years, you're going to get a really holistic understanding of what it takes to run an academic library, in this day and time. If nothing else, you're going to be able to see a lot of those connections in ways that if you're at a bigger place and in a bigger unit, and a little bit more compartmentalized, you may not.

Questions about career advancement

Knowing how you will move up in the organization once you're ready to accept the job offer is key. The candidate should ask the following questions about career progression within the organization during the interview process:

- What are the opportunities for advancement?
- What is the tenure and promotion track?
- What professional development opportunities are there?
- Is there support for travel and professional development?

Explore organizational flexibility

In addition to conducting research about an organization, and asking direct questions throughout the interview process, it's important to consider organizational flexibility. There are a number of variables that institutions may be flexible on. In terms of salary flexibility,

Bullington mentioned that it's helpful to determine what flexibility exists in the salary negotiation process up front, if possible. He shared that he presently works at an institution where he has "no latitude with salaries" and that he has a "flat salary that [he] can offer for a position." He added that he tries "to be very honest about that right up front and why."

Keep in mind that other variables beyond salary are likely going to provide more flexibility in terms of negotiation. Hawks echoed this, stating, "I think some things that are generally more likely to be flexible are things like the start date. You need a bridge between your current position, which you're going to have to quit, and the new position that you're going to have to probably relocate for. You can ask whether it's possible to begin your appointment before you're actually due on campus. And if so, what's the length of time that you might be able to get."

Other examples of potential flexible negotiation points are duties, responsibilities, and job titles. Hawks offered the following as a script for determining an organization's capacity to be flexible: "I know you're hiring me for X, is there any flexibility where I might be able to just spend some of my time on Y? Because I'm very interested in that."

Conclusion

Negotiating salaries is challenging in the early to mid-stages of your career as a librarian. The advice shared in this article is not an exhaustive list of steps, but the actionable steps the panelists shared will help you when entering the negotiation phase of the job search. Remember while negotiating your salary, you must weigh all your options. We hope you find the advice shared useful to you. *zz*

Reggie Raju and Jill Claassen

Open access

From hope to betrayal

The Indian movie *Panipat: The great betrayal* tells the story of a small army going against a strong invading force. The intention of the small army was to forge relationships *en route* to engaging this mighty army from the North. Having “secured” allies to engage this common enemy, the army from the South began the battle. In the midst of the battle, significant members of the allied forces made alternate self-serving agreements with the mighty invading force. The small army from the south was crushed. However, the mighty invading force also suffered a loss—the events resulted in a loss of favor with the ruler that had led the army into India.

The authors liken this movie to the story of open access (OA) in Africa, where Africa is the small Southern army that is defeated by its “allies,” the founders and funders of OA. For Africa, the OA movement was viewed as a savior bringing hope for Africa’s inclusion as a knowledge producer. However, the founders of the OA movement reneged on the philanthropic pillars of OA in lieu of fast tracking the move to open. They found it opportune to introduce interventions that accelerated the Global North’s move to open at the detriment of the Global South. We, the authors, consider the situatedness of the interventions as the great betrayal to the openness movement in Africa.

This article examines key interventions by OA founders and funders such as transformative agreements (subscriptions) and the rights retention strategy (RRS) (copyright). We assert that these interventions gave rise to the transference from a *movement with a purpose to a movement for a process*. This transference consolidates the systemic inequalities that have resulted in the marginalization of African research voices. There is a desperate need to eradicate this betrayal and rebuild trust in the openness movement, at the same time ensuring Africa does not become a casualty to the “begging bowl syndrome.”¹ Stakeholders in Africa need to develop interventions to address the accessibility and scholarly dissemination challenges of African scholarship.

Transference from purpose to process

A quick examination of the Budapest, Bethesda, and Berlin Declarations (the founding declarations of the OA movement) highlight a core theme: the advancement of free and open scholarly literature. The Budapest Open Access Initiative (BOAI) specifically emphasizes scientists’ and scholars’ willingness to publish the fruits of their research in scholarly

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journals without payment, for the sake of inquiry and knowledge.² BOAI specifically mentions removing barriers to literature access to accelerate research, enrich education, and share the learning of the rich with the poor and the poor with the rich. This philanthropic purpose is underscored by the pledge to lay a foundation for uniting humanity in a common intellectual conversation and quest for knowledge.

We assert that the foundational pillar of the Declarations was the advancement of the bidirectional sharing of scholarship (between both the Global North and Global South) and set in motion the above-mentioned philanthropic purpose. It brought hope to Africans for the improved exchange of research output for the growth and development of the continent. However, that hope was dashed by the very founders of the movement, who transitioned from *a movement with a purpose to a movement for a process*. To accelerate the move to open, they strongly supported the article processing charges (APC) model, conceptualized and rolled-out by commercial publishers. It was this movement for a process, that is, conversion to open (but shedding the philanthropic purpose) that burst the hope bubble. It compounds exclusion, elitism, marginalization, and knowledge colonialism. The OA movement is leaning away from “making open for all” towards “making open for the elite.” Hence, we assert that the OA movement has betrayed Africa.

There is a dire need for Africa and the rest of the Global South to drive the recapture of the philanthropic underpinnings and return to a movement with a purpose. Further, to eradicate exclusion, elitism, marginalization, and knowledge colonialism, Africa and the rest of the Global South need to contribute to the OA movement by removing the blindfold to the systematic inequalities that have engulfed the scholarly ecosystem.

African open access

We posit that for the OA movement to grow in Africa, it must develop a philosophy and purpose that is relevant to the African environment and its challenges. In the current OA landscape, Africa continues to endure the strangling of sharing of its science and the negative impact this has on the growth and development of the continent. The current discussion on transformative agreements and alternative subscription models demonstrates that the lens used to drive the OA movement is very much Global North-centric. The situatedness of the interventions continues to have the opposite effect of bridging the information divide, and the interventions entrench the one-directional flow of research.

Transformative agreements

Transformative agreements, or the model of “flipping” subscription journals to OA, were developed around APCs, a business model introduced by commercial publishers.

This “flip” model shifts prejudice from reading to publishing—communities can now read others’ research but cannot publish their research. Which of the two evils can be made palatable—a model that allows the rank-and-file access to nonrelevant research or a model that stifles relevant research dissemination because APCs are not affordable? The APC model, lauded by the Global North, simply shifts the accessibility problem from the end of the publication process to the beginning. This intervention introduces publication paywalls, rather than access paywalls.

At the center of the flip model is the conversion of the current subscription budget into an institutional APC budget. We maintain that converting subscriptions to APCs is not

“transformative” by any stretch of the imagination. In the African academic context, many institutions do not have subscription budgets. As such, engagements on conversions are an absurdity. For institutions with small subscription budgets, the ideal would be to have access to local research addressing local challenges. The cost of a handful of APCs in international journals may just be larger than an institution’s budget, which begs the question, What is being transformed?

Africa needs transformational agreements underpinned by processes that open channels for the dissemination of African scholarship. Improved access will contribute to an increase in research production, which in turn demands an increase in the venues to disseminate such research. There must be a transformation of the current publishing landscape (movement of process) into a landscape that is more inclusive (movement of purpose).

Rights retention

There is another intervention, conceptualized and rolled-out by funders, that contributes to the consolidation of a skewed and alienating scholarly ecosystem. Stephen J. Eglen³ asserts that Plan S’s rights retention strategy intervention is based on the principle that payment will be made to the publishers via APCs for the option to have the article available immediately on publication. This strategy includes journals that do not offer an APC option or have relatively long embargo periods. Participation in the strategy is via authors using the statement, “*A CC BY or equivalent licence is applied to the AAM arising from this submission,*” thus ensuring the retention of copyright.⁴

Despite funders’ powers, there are many Global North authors who have demonstrated their concern about the negative implications of this intervention, including desktop rejection of manuscripts.⁵ The STM Association claims that the RRS is not financially sustainable and undermines potential support for open access journals. Working on the premise that there are cost implications leading to the final publication of a journal issue, Simon Rallison, Deborah Baines, and Alex Stewart⁶ assert that publishers are concerned that the RRS raises a real risk: that is, if enough of a journal’s content is made free to access and reuse through the AAM/RRS route, libraries will cancel their subscriptions, thus undermining the journal’s financial viability at a critical point during the transition to the promised land of Gold OA.

The point raised by Eglen⁷ that “by working internationally to provide reliable scholarly communications infrastructure, we should be able to embrace forward-looking publishers and initiatives that help revolutionize publishing, rather than leaving us beholden at the hands of legacy publishers providing a limited service” is in alignment with the views of the authors.

We posit that RRS adds another layer of bias that solidifies the marginalization of research voices from Africa. In the current alienating scholarly ecosystem, there are myriad challenges that African researchers need to navigate to have their research published. When opportunities to get published are so limited, what rights retention are African researchers able to negotiate, when, for them, just getting published is an almost impossibility?

Returning to the suggestion by Eglen, the question that begs addressing is what needs to be done to revolutionize the publishing ecosystem. The founders of the OA movement and the funders need to eradicate scholarly biases, which have the domino effect of eliminating the betrayal. There is a need to engender a trust relationship for an inclusive publishing ecosystem.

Systemic inequalities in the scholarly ecosystem

The authors assert that turning a blind eye to the systemic inequities that seem to regulate the publishing ecosystem affirms this betrayal. There are conscious and unconscious biases that contribute to the marginalization of Global South scholarship: the systemic inequalities compound the information divide and continue to alienate research voices from the Global South.

Kwasi Boahene⁸ highlights these layers of inequality, stating that science still bears the imprint of colonialism. He shares that titles such as *“Lancet, New England Journal of Medicine, The Journal of the American Medical Association, BMJ”* are meant to serve a particular purpose and audience and, therefore, select researchers and research writings that fit that perspective....” This practice reaffirms the betrayal and derails the OA movement.

An example of conscious bias is exclusionary publishing practices. One of Africa’s leading horticulturalists tried to publish her research in well-recognized international journals with no success. Her manuscripts were not accepted, as she said, “not because the research was not good, but because they regarded the crops I was writing about as weeds.” For the African continent, research has “shown that African indigenous vegetables have a significant role to play in addressing three major problems in Africa—poverty, malnutrition and food insecurity.”⁹ This exemplifies how the gatekeepers of science have a very situated interpretation of excellence in science. The researcher found an African OA journal to publish her findings. The improved visibility and accessibility of her research has influenced the Kenyan government in its development of nutritious feeding schemes at Kenyan schools. Other East African governments have also adopted these feeding schemes.

As an intervention to address these systemic inequalities, the University of Cape Town (UCT) developed a continental platform,¹⁰ which any African academic or research institution can use to publish their journals and books. The platform was developed around the principle that the scholarly communication process is still, and continues to be, governed by the voluntary labor of academics and the library.

Instead of lamenting the betrayal, UCT developed the platform to demonstrate how structures that perpetuate inequality and exclusionary practices can be dismantled and contribute to revolutionizing the publishing ecosystem. Africa needs to take the lead to educate the founders and funders of inclusive publishing practices. There is a need for a scholarly ecosystem that advances decolonization, democratization of scholarship, de-northernization of the publishing landscape, and demarginalization of African scholarship—this will return the OA movement to a movement for a purpose.

Summation

The desire to accelerate the move to OA was extremely influential in guiding the transference from a movement for a purpose to a movement for a process. It is this transference that is at the center of the betrayal. The powerful and influential commercial publishing cartel has forced the other powerful force—the funders—to sing off their hymn sheet. In managing the publishing landscape, the cartel has guided the founders of the OA movement and funders to support interventions that left the African OA movement by the wayside. These interventions, coupled with turning a blind eye to bias, entrenched the alienation of African scholarship. We believe that the betrayal has also deprived the Global

North of critical research, as demonstrated with the horticulturalist example. UCT, instead of lamenting the betrayal, opted for developing an intervention that affirmed the need to resurrect the *movement for a purpose*.

Notes

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Courtney Stine

Crowdsourced pedagogy

Editing Wikipedia and the Framework for Information Literacy for Higher Education

Although often used by students for academic research, Wikipedia has historically been ignored or shunned by librarians in the information literacy classroom. However, as one of the most popular websites worldwide, Wikipedia matters.¹ Visitors frequent Wikipedia to get free access to information, reference articles for background information during current events, and as a starting point for further research. Librarians can implement Wikipedia as a crowdsourced pedagogical tool for teaching students the six information literacy threshold concepts in the ACRL Framework for Information Literacy for Higher Education.²

Writing and editing Wikipedia articles showcases the research process, requiring students to understand how information is created, ask questions to identify information gaps, use strategic searching to find information, evaluate articles for authority and inclusivity, properly use and cite sources, and connect with other researchers. The editing process reinforces how to find, use, and critically evaluate resources. Editing Wikipedia also has benefits for users, since contributions make knowledge accessible, mirror scholarly literature for a general audience, and correct wrong or misleading information. Since Wikipedia is an open access resource students already know and use, editing activities can be easily adapted for in-person or remote instruction sessions.

Reframing Wikipedia

Wikipedia is a contested resource among information professionals and teaching faculty. Some see its value as a starting point for research, while others urge students to avoid it entirely. Wikipedia has a longstanding reputation for being inaccurate and untrustworthy. However, Wikipedia has come a long way since it launched in 2001³ and has since shifted from a focus on quantity to quality. The “Five Pillars” of Wikipedia function as a set of established criteria to increase the quality of contributions.⁴ The five pillars can be summarized as:

1. “Wikipedia is an encyclopedia,” so it functions as a starting point and does not contain original research. All information comes from previously published, verifiable sources and must be synthesized for a general audience.
2. “Wikipedia is written from a neutral point of view,” so it does not contain analysis or interpretation and should represent multiple points of view without bias.

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3. “Wikipedia is free content and allows anyone to use, edit, and distribute.” No single person “owns” an article, so it can always be improved with contributions from multiple editors. Since anyone can edit Wikipedia, it acts as a platform for diverse editors to contribute their knowledge and research, unlike academic scholarship that is only accessible to few experts and may not have much representation from traditionally underrepresented groups.

4. “Editors must treat each other with civility and respect.” Disputes over article edits can be communicated directly through messages or on an article’s talk page to not disrupt the experience for users.

5. “Wikipedia has no firm rules,” because it’s constantly evolving and adapting for the better. It recognizes the need to be flexible and open to change. As a crowdsourced platform, it empowers its contributors to be bold with edits and make suggestions for improvement. Due to these pillars, edits that are biased, malicious, unverifiable, or plagiarized do not stick around.

Wikipedia is an excellent platform for teaching the research process and engaging with the Framework for Information Literacy for Higher Education. Students are already familiar with Wikipedia and use it regularly. Instead of ignoring or dismissing it, I encourage librarians to reframe how they talk about Wikipedia in the classroom and show students how to use it more effectively. Start with its positive attributes: free, accessible, available worldwide, easily updated, and crowdsourced. Compare Wikipedia to traditional academic resources that are written by professionals for other experts in the field. These resources usually come at a cost and may not be available to those who do not have access to an academic library. These comparisons can lead to rich conversations about the creation and dissemination of information.

Wikipedia can also be useful when teaching discipline-specific information literacy concepts, since I have had success editing Wikipedia in the art history classroom.⁵ By demonstrating how to contribute to Wikipedia as a form of public scholarship, librarians can teach students how to produce, rather than merely consume, information.

Editing and the Framework

Teaching librarians can teach and reinforce the Framework’s six threshold concepts by incorporating Wikipedia’s editing process into their lesson plan. The following objectives activities are organized by frame and showcase how Wikipedia can be used to teach concepts from the Framework. These learning outcomes are flexible and adaptable to a variety of teaching scenarios, such as one-shot instruction sessions,⁶ edit-a-thons,⁷ remote learning, or standalone workshops on Wikipedia. It’s not possible to use all these concepts in a single instruction session, but these activities can form an instruction menu that librarians can pull from to engage with Wikipedia in the classroom.

Authority is Constructed and Contextual

Wikipedia contains references to popular, scholarly, primary, and secondary sources. Since the article links between text and the citation, users can see the original source where that information comes from for further investigation. Students can identify the types of sources in the references and analyze the citations to see how authority is based on the informa-

tion needed and how it will be used (for example, a news article may contain original fact reporting and a scholarly journal may present an academic interpretation of an event). Librarians can show students how to trace the citations to locate the original source through the library or on the web for further analysis of the sources and their authority.

Information Creation as a Process

Most Wikipedia users are not active contributors and do not access the backend of Wikipedia articles. By creating an account and exploring the anatomy of a Wikipedia article, students can see how Wikipedia pages are created and organized in a crowdsourced encyclopedia. The citations and references indicate where information comes from, the talk page displays conversations between editors, the history tab archives all versions since the article's creation, and the edit tab allows users to make changes. Librarians can ask students to comment on conversations from the talk page, particularly when edits were challenged, and discuss how much articles have evolved since their creation, pointing out developments in the research.

Information Has Value

Wikipedia is a free resource in which editors disseminate information, including interpretation and synthesis, from multiple sources such as news articles, books, and scholarly journals. Students can learn how to attribute ideas and avoid plagiarism through paraphrasing information and citing sources when editing Wikipedia. The references to other sources beyond Wikipedia make it a great place to begin research. Articles are improved with the addition of visual material, which requires only uploading images that are in the public domain or under a free-use license. Librarians can show students how to search for rights-cleared or Creative Commons-licensed images.

Research as Inquiry

Research begins with a question, and editing Wikipedia is no different. Librarians can instruct students to begin with a Wikipedia article, ask questions about the topic, and find more information using library resources. Students can also read through Wikipedia articles and identify knowledge gaps or areas for improvement. Wikipedia's Grading Scheme is a useful tool for determining an article's quality and recommendations for editing improvements.⁸ Librarians can guide students to ask questions about what new developments have occurred that are not represented, what research has come out since the last citation was published, and what important information about this topic is missing. This will prompt students to determine what edits should be made to improve the article.

Scholarship as Conversation

Wikipedia has a conversation taking place behind the scenes in the talk pages. Editors use this space to communicate about the article's content, challenge the validity of some edits, and discuss areas for improvement. Wikipedia encourages users to make changes and consistently improve the quality of the encyclopedia. Editing Wikipedia can be used as an alternative to the traditional research paper, since it gives students a public application for their research.⁹ Students can also take research they have already done and use that knowl-

edge to contribute as editors. By editing Wikipedia articles, students can shift from passive to active researchers with the ability to contribute to the conversation on their topic.

Searching as Strategic Exploration

Wikipedia is known for being a time suck since concepts are linked, and it's easy to hop from article to article. These links show how various topics, people, places, etc. are connected. Students can improve the visibility of Wikipedia pages by adding links. Linking articles is a simple edit that has a big impact, since it helps users learn more about their topic of interest by discovering more articles. Since Wikipedia articles do not contain original research, the content originates from outside sources. To contribute to Wikipedia, new information must be found elsewhere and verified through at least two sources. Students can search for information using the library catalog and databases and add new content and citations to Wikipedia.

There are many options for integrating Wikipedia and information literacy. WikiEducation provides resources and tips for faculty and librarians who want to engage with Wikipedia in the higher education classroom. Registering a course or assignment gives access to the dashboard tool to track individual student contributions, such as articles edited, words and references added, and media uploads.¹⁰ Wikipedia also provides grading rubrics for faculty to assess substantial edits. Although Wikipedia aims for articles to be neutral and free from bias, most editors identify as white males, and this skews content. Librarians can support efforts to increase the diversity of editors by participating in edit-a-thon campaigns such as 1Lib1Ref, Art+Feminism, and Women in Science, which seek to bridge content gaps and boost coverage of underrepresented topics.¹¹ Edit-a-thons can take place in the library instruction classroom as an excellent way for students to practice the research process. Students are more motivated when they have a public application for their research. Students can create content that may be seen by thousands of Wikipedia users as opposed to one view from their professor. By editing Wikipedia, students transition from information consumers to information producers by making their research and writing public and available for editing and criticism.

Conclusion

Learning the research process through editing Wikipedia is a transferable skill that can impact how students seek and evaluate information the next time they go down the Wikipedia rabbit hole. Teaching students how to use Wikipedia more efficiently, and even contribute to its platform, will improve a resource used by millions who do not have access to academic resources. The threshold concepts presented in the Framework, when taught through the lens of Wikipedia, prepare students to become information literate citizens who can critically evaluate information in all contexts, including their everyday research needs.

Notes

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Sonali Sugrim

A-Z Database List review

Getting started and keeping the momentum

Libraries have multiple portals to access their electronic resources. At Queens College, the two access portals are the catalog, Ex-Libris' Primo, and Springshare's A-Z Database List.¹ The most recent comprehensive review of the A-Z Database List was conducted five years ago by the previous electronic resources librarian. As such, the list had multiple formats for displaying information and lacked consistency. The supporting information for the overall layout of the list was not helpful to users nor library staff. Users should be able to search for the resources they want without getting bogged down by unnecessary jargon, inconsistencies, and fluff.

It was not difficult to get buy in for a comprehensive review. Librarians agreed that the list lacked consistency and a review would be beneficial. Beyond that there was little consensus. Where do we start? How do we approach this?

Literature review

A-Z Database Lists are popular tools. While there are articles, conference reports, and posters on the subject, each library employs what best suits their needs. Kailey Brisbin, Melanie S. Parlette-Stewart, and Randy Oldham of the University of Guelph McLaughlin Library noted that libraries tend to operate in silos and those silos created categories of organization of resources that may not be clear to users. This made it difficult for librarians to effectively market their resources to users. Guelph McLaughlin librarians claimed that a lack of coordination led to inconsistencies in naming conventions and tagging. Astutely, they recommended having a working group, project plan, collaboration among all required parties, communication, and documentation.²

Jeffrey Mortimore and Jessica Minihan discussed the importance of proactive management and regular audits.³ At Queens College, we applied our own take to what the authors suggested to meet our local needs.

Getting started with the A-Z Database List Review

Queens College is an institution in the City University of New York (CUNY) System, which uses Alma for its Library Management System. Parallel to this review, librarians of the consortium began reviewing collections in Alma. They decided that collections, includ-

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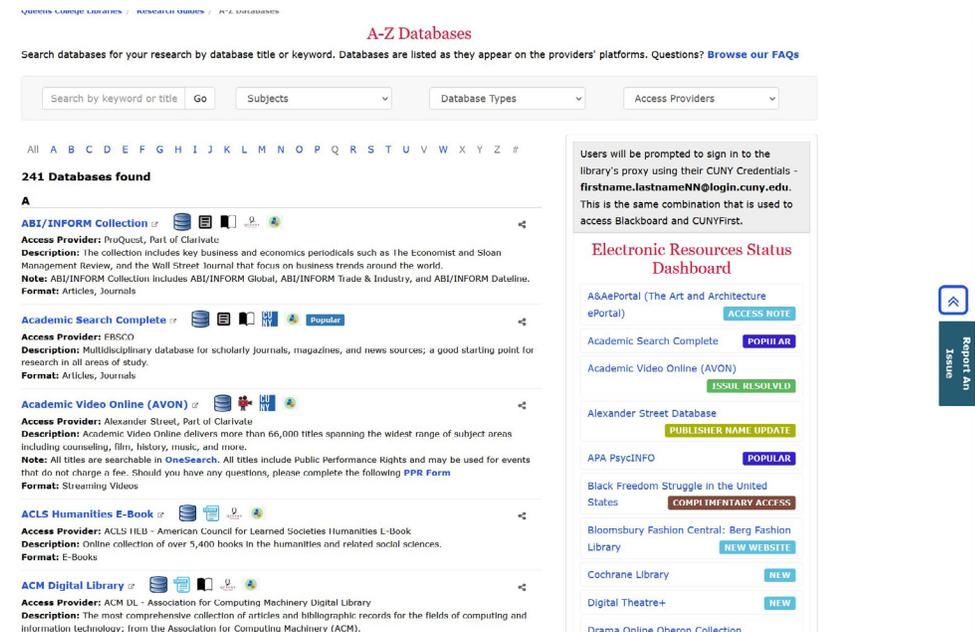


Figure 1: A-Z Database List highlighting the Electronic Resources Status Dashboard widget.

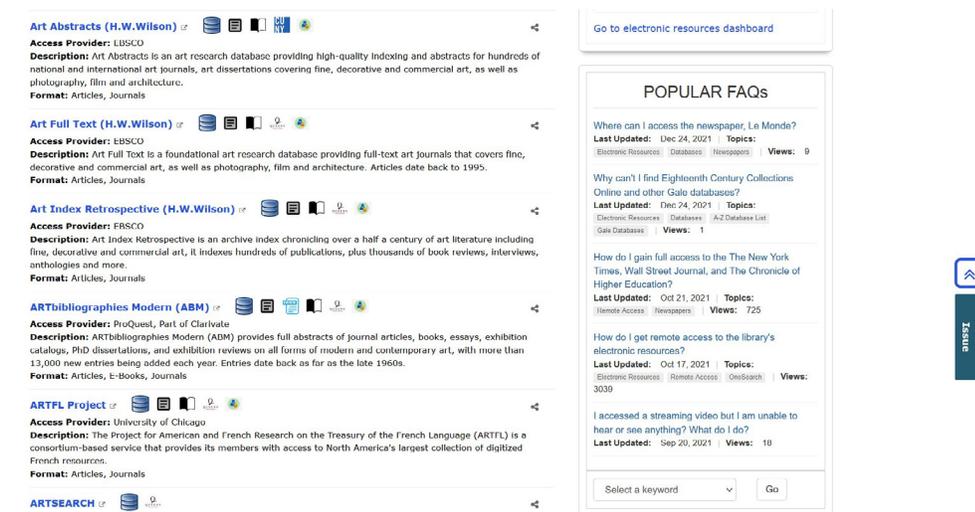


Figure 2: A-Z Database List highlighting the Popular FAQs widget.

1. Who makes changes to the list? For us, it is the electronic resources librarian.
2. Who are the stakeholders? Every librarian is a subject specialist and is responsible for collection development, reference, and instruction. The subject specialists are the biggest stakeholder group. Other areas that were consulted included the resource development committee, the chief librarian, and the web librarian.
3. How often are changes made? Vendor changes such as URL changes, name changes, or transfer to a new vendor are made immediately with other enhancements scheduled for an annual basis. This is subject to change, should all stakeholders deem it necessary.
4. What changes to make to each record? Do we cater for exceptions? Each record includes the following:
 - a. Listed under current vendor's official name—the name displayed on the platform.
 - b. Previous name (if applicable)

ing ebook or journal collections and databases shared by all members, will be listed by the vendors' official names. The idea was that the name displayed when a user is on the site should match the listed name of the resource. The CUNY initiative applied to collections in Alma only with the recommendation to consider using the vendors' official names for resources listed on member libraries' A-Z Database Lists. This naming convention was adopted locally at Queens College and included in the A-Z Database List policy.

The policy incorporated the following:

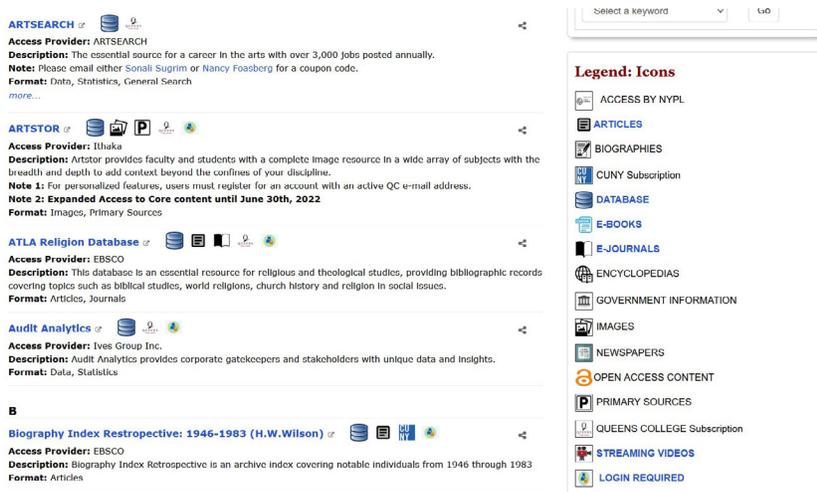


Figure 3: A-Z Database List highlighting the Legend widget.

c. Access provider (platform name)

d. Description (1 or 2 sentences)

e. Note (if applicable)—additional information on how to access, indicate if the database is for a limited time and so forth.

f. Format of resources within

the databases (articles, ebooks, etc.)

g. Each record has icons next to it to include format and subscriber (Queens College Library or CUNY).

5. Should the vendor change the name of a database, then the database will be listed under the new name. The previous name will be included in the record. No placeholder record will be listed unless as an exception for heavily used items.

a. The use of the search bar is advised, as it retrieves anything listed on the A-Z Database List. For example: Nexis Uni, previously referred to as Lexis Nexis Academic, can be located by searching for Nexis Uni or Lexis Nexis Academic, in addition to toggling to N to find Nexis Uni.

6. Subcategories will not be listed unless as exceptions. Subject specialists will provide justification for exceptions. Some considerations for exceptions include used exclusively by certain departments, incorporated into course work, and projects. The full scope of exceptions is still to be determined. Gale made changes to its databases names. Some subcategories of Gale are included on the list as exceptions.

7. Descriptions will be limited to 1 or 2 sentences supplied by the vendor sites or vendors, unless the subject specialists have an alternative description with additional relevant information.

8. Each record will be assigned a vendor, type(s), and subject(s).

9. Subjects are supplied by subject specialists during the annual review process.

10. What changes to make to the webpage layout? The page now includes the “Report an Issue” form, electronic resources status dashboard, FAQ widget, and legend. Springshare allows for the creation of an Electronic Resources Status Dashboard, a feature within the LibAnswers module. That dashboard is on the A-Z Database list and provides updates on name changes, trials, popular resources, and any information deemed necessary to report to users regarding electronic databases.

11. All changes are subject to a one-year trial period to test the effectiveness of those decisions. Amendments will be made to best support the needs of the library and users.

12. All related documentation will be shared in the central location accessible by everyone.

The A-Z Database List policy is subject to change as the stakeholders see fit. The policy set the framework for what needed to be done, which was further laid out in the project

plan. After the policy, a project plan was drafted by the electronic resources librarian. The plan included areas that would be covered and who was responsible for each task. The entirety of the list was retrieved as an Excel workbook. Recommendations were added by the electronic resources librarian and the subject specialists. Discussions occurred as needed to reach a consensus. After a general agreement, the changes were implemented by the electronic resources librarian.

The goal is to streamline internal processes so that there is a consistent format and layout of the A-Z Database List to improve navigation of the list and overall user experience. Items that were considered during the review were:

- Policy and workflows
- What the library considers a database. Ultimately single title ebooks and journals, and most subcategories were removed.
- Layout and add-ons (such as the report-an-issue form), status dashboard, FAQs widget, and legend of icons. Icons were added to identify types of materials found in the databases, such as articles and streaming videos.
- Review current listed information.

Challenges

For a project that had not been done in a comprehensive, collaborative manner for at least five years, the biggest challenges stemmed from lack of effective communication in ensuring each party had a say and that compromises can be made to move the project forward.

Another challenge was to put the users first. As librarians it seems obvious that we would put users first, however, we may be guilty at times of using librarian lingo that highlights the silos within libraries, all of which unconsciously create barriers for our users.⁴ During the review, we forced ourselves to ask questions as to why we needed a certain change. Was this change going to help users? How? We needed to remove the trap that we sometimes set for ourselves in considering ourselves as end users. Due to COVID-19, we were not able to conduct proper usability tests. However, student interns were asked how they use the A-Z Database List. We will need to revisit usability tests in the future to ensure that changes meet the end users' needs.

Successes

This review was very bare bones in setting the stage for future reviews that will tackle enhancements. It resolved issues that hindered consistency and uniformity on the list. It also provided an updated working policy and workflows. The subjects, types, and access provider lists were updated. A new enhanced layout focuses on the search bar to help users find items seamlessly without the need to scroll up or down. The Electronic Resources Status Dashboard became a fixture on the list, highlighting changes to our databases. For the first time, we were able to include the subscription provider icon on the list. This feature is mostly for the librarians and some interested faculty. However, as a new electronic resources librarian to the college, this helps to reduce troubleshooting time, as it is easier to have the needed information to provide to vendors thereby paving the way for improved services to our users and reiterating Ranganathan's law to save time for the users.⁵

Recommendations and final thoughts

Communication can make or break a project. It is essential to continuously communicate

concerns, updates, and the like so that everyone is on the same page. People tend to work better when they know the purpose and the deliverables. Hence, a project plan, and a policy are highly recommended. Policies are frequently considered static and unchangeable, but we should consider policies as subject to change more often. This allows for flexibility and potential improvements to workflows and user experience. It is important for us as librarians to adapt to changes. A project summary is very important to have as it concisely informs all parties of what was successfully completed, what is still a work in progress, and what needs to be addressed in the future. Finally, all documentation should be shared with everyone involved, named so that it can be easily retrieved, and stored in a central location for reference and future reviews. Microsoft Teams is currently employed as the storage and communication platform.

Looking ahead

Everyone is encouraged to review all documentation and consider what is working and isn't working to provide feedback for the next review. Library personnel are asked to consider using a live document to update as needed to keep track of their recommendations and not rely on getting everything together in a short period of time. To make the A-Z Database list work for everyone, periodic reviews are necessary. Not only would it allow for links and displayed information to be up to date, but it also allows the library team to proactively strive to better serve users by working together to meet their needs. In so doing, workflows and policies are amended to reflect current expectations and future goals.

Notes

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ACRL Board of Directors' actions

Highlights of the Board's LibLearnX and fall meetings

Due to the COVID-19 pandemic, association governance continues to take place virtually. For the inaugural ALA LibLearnX, the ACRL Board of Directors met virtually in January and February 2022. The Board held a virtual update session on January 25 and held Board meetings on January 27 and 28. In addition, the Board and Budget and Finance Committee convened for their annual joint meeting on February 1. This article also includes actions taken by the ACRL Executive Committee on November 9, 2021.

In January, the Board received updates from the leaders of the Equity, Diversity, and Inclusion Committee, as well as its four goal-area committees: New Roles and Changing Landscapes, Research and Scholarly Environment, Student Learning and Information Literacy, and Value of Academic Libraries to assess progress on the Plan for Excellence. The Board also met with a representative of the ACRL Awards Task Force. During the joint meeting, the Board and Budget and Finance Committee received an update on ALA finances, as well as an update on the work of the ALA Operating Agreement Work Group from the ALA treasurer and ACRL's liaison from the ALA Budget Analysis and Review Committee and ALA Executive Board.

At the fall 2021 meeting, the Executive Committee met with representatives of the ACRL Equity, Diversity, and Inclusion Committee.

The ACRL Board of Directors and ACRL Executive Committee took the following actions during November 2021 and January/February 2022:

Core Commitment: Equity, Diversity, and Inclusion

- Approved for the ACRL Plan for Excellence a fifth strategic goal area of Equity, Diversity, and Inclusion and clarified that the existing ACRL Equity, Diversity, and Inclusion Committee will become this goal area's committee.
- Established a working group to develop draft language for a fifth strategic goal and objectives and bring that to the Board during its June 2022 strategic planning session for consideration.
- Approved to use up to \$15,000 from the TBD strategic initiatives budget to fund 72 ALA and ACRL memberships for BIPOC library workers serving underrepresented groups in FY22.
- Approved the ACRL Budget and Finance Committee's recommendation that ACRL develops budgeting benchmarks utilizing line-item allocations and aligns funding to programs and services in the amount of \$150,000 for FY23.

Enabling Programs and Services: Member Engagement

- Approved a composition update for the Research and Scholarly Environment Committee to include the convenor(s) of the Scholarly Communication Discussion Group as ex-officio member(s).

- Approved to update the ACRL Section Membership Committee charge to no longer include “to gather section membership reports annually, compile them, and submit a comprehensive membership report to the ACRL Board,” as staff currently perform this task.

- Approved the dissolution of the ACRL Media Resources Discussion Group.

- Created the ACRL Nominations and Policies Audit Task Force with the following charge:
 - o Review current ACRL Bylaws and policies, focusing on the ACRL leadership nominations and recruitment process and Board participation requirements, to identify areas that may be impeding efforts to expand dimensions of diversity in the leadership pipeline—including recruitment of people of color and minoritized groups, individuals in diverse roles within the library profession, and library workers in all types of academic library settings.

- o Identify and evaluate alternatives to current policy, as well as advantages and disadvantages for each alternative, that may reduce barriers and encourage greater participation.

- o Recommend alternatives based on the evaluation of advantages and disadvantages.

- o Areas related to the appointments process should be considered within scope, albeit not the primary focus, in order to be flagged for future work.

- Approved the ACRL Awards Task Force’s 13 recommendations:

1. That, based on the feedback gathered by this Task Force and by the 2017 Task Force, ACRL continues to dedicate the resources and support necessary for a strong awards program.

2. That the existing awards administered by sections and at the division-level resume for the 2023 award season only.

3. That, due to perennial issues with funding, overlap and gaps, a working group or ad hoc committee be appointed immediately and given 12 months to develop a new model for recognizing achievement and distinguished service in the 2024 season and beyond. The working group/ad committee should reflect the diversity of the profession and should include, at a minimum, representation from all sections that currently administer ACRL program awards.

4. That if the determination is made by the ad hoc committee/working group that either or both the Katharine Kyes Leab and Daniel J. Leab American Book Prices Current Exhibition Catalogue Awards and the STS Oberly Award for Bibliography in the Agricultural or Natural Sciences should continue to be administered, they will be administered at the section level, outside the ACRL awards program, to the extent permitted by ALA policy regarding endowment terms and minimums.

5. That existing Research Awards and Grants (i.e., De Gruyter European Librarianship Study Grant) be renamed “Research Grants” and administered at the section level, outside the ACRL awards program, continuing to coordinate any sponsor outreach/fundraising through ACRL staff.

6. That the Routledge Distance Learning Librarianship Conference Sponsorship Award be renamed as “scholarship” and administered at the section level, outside the ACRL awards program, unless a determination is made to subsume it into a new, broader version of the

ACRL conference scholarship. In all scenarios, any sponsor outreach/fundraising would continue to be coordinated through ACRL staff.

7. That EDI principles be incorporated into all aspects of the awards program and also into research grants and conference scholarships, whether administered at the division or section level. EDI principles include, but are not limited to definitions of achievement, award eligibility criteria, award nomination processes, and award committee appointment processes.

8. That specific participation in an ACRL section be removed as an eligibility requirement for any award, research grant, or conference scholarship, whether administered at the division or section level.

9. That a system of checks and balances is established so that a recipient does not receive more than a single award, research grant, or conference scholarship for the same project in the same year.

10. That when ACRL lifts its five-year moratorium on the establishment of any new awards (through fall 2023), if not before, an award be created that recognizes service and/or research efforts in equity, diversity, and inclusion.

11. That ACRL moves toward certificates instead of plaques for all awards.

12. That Section 12.2.8 of the Guide to Policies and Procedures be affirmed. This policy allows sections that lose sponsor funding for awards to continue to offer that award (going forward, limited to Research Grants and Conference Scholarships), either as an unfunded award or by using basic services funding to fund the award.

13. That ACRL sets a long-term goal of fundraising a minimum of \$1 million to establish an endowment to fund the ACRL awards program.

Enabling Programs and Services: Publications

- Approved the “Companion Document to the ACRL Framework for Information Literacy for Higher Education: Sociology.”

- Approved the “Companion Document to the ACRL Framework for Information Literacy for Higher Education: Research Competencies in Writing and Literature” as a revision of the existing “Research Competency Guidelines for Literatures in English.”

- Enabling Programs and Services: Operations

- Confirmed asynchronous virtual votes approving the RBMS Conference plan and proceedings from the Board’s meetings during the 2021 ALA Annual Virtual Conference.

- Approved the FY23 Budget Assumptions for ACRL and Choice.

- Approved the ACRL Budget and Finance Committee’s recommendation to increase personal member dues up to the 2.7% increase in the HEPI index as allowed by ACRL Bylaws. Following the formula provided in the ACRL Bylaws, this 2.7% increase allows a \$2 increase for its regular personal membership dues and \$1 for its retired membership dues, but the Board approved to increase a \$1 increase for both ACRL personal and retired member dues. The FY23 rates will be:

- o Personal members: \$70

- o Retired members: \$46 *zz*

ALA joins digital inclusion advocates to launch Airwaves for Equity coalition

ALA, along with eight of the nation's leading digital equity organizations, recently announced the launch of Airwaves for Equity, a coalition focused on asking Congress to dedicate the net proceeds from future spectrum auctions to support digital literacy and inclusion efforts.

The coalition consists of ALA, the Benton Institute for Broadband and Society, the Center for Rural Strategies, Common Sense Media, Consumer Reports, National Digital Inclusion Alliance, Public Knowledge, the Open Technology Institute at New America, and the Schools Health and Libraries Broadband Coalition.

ALA has long endorsed efforts in Congress and at the FCC to improve rural and tribal broadband access and to increase the amount of unlicensed spectrum available to support critical library technology services. ALA Senior Director of Public Policy and Government Relations Alan Inouye, who spoke at the launch webinar in February, said "ALA is ready and eager to make a big leap with the Airwaves for Equity initiative to advocate for sustainable federal investments in digital literacy and inclusion that could support services libraries have long excelled at."

Airwaves for Equity proposes that Congress dedicate a substantial portion of wireless spectrum auction revenues to endow a Digital Equity Foundation. The goal is to provide sustainable funding for initiatives designed to promote digital literacy and inclusion, from local digital navigator programs and telehealth to disability access and efforts to close the learning gap.

Leaders from both parties on the Senate Commerce Committee and the House Energy and Commerce Committee have embraced the concept of dedicating auction proceeds to help close the digital divide in other recent legislation. Because the FCC's auction authority must be extended this year, the needed legislation will create an opportunity to leverage revenues from the invisible natural resource owned by the American people that has become essential as the Internet goes wireless: the public airwaves.

For more information on Airwaves for Equity, visit www.airwavesforequity.org.

Center for American Progress. *Access:* <http://americanprogress.org>.

The Center for American Progress (CAP) is a nonpartisan, progressive-minded policy institute or think tank. This website showcases many well-researched commentaries and policy proposals that flesh out issues and solutions from progressive research fellows and analysts.

The website is informative, stylish, and well-designed. Throughout the site, readers will see text organized into easy-to-read paragraphs that are offset by eye-catching photos. Headings across the top of the webpage point to areas that users will want to investigate: “Issues,” “Experts,” “Events,” “Press,” “Take Action,” and “About Us.” The “About Us” section lays out CAP’s mission, vision, and approach.

The two most interesting sections are “Issues” and “Events.” The “Issues” section includes links to specific priorities for the organization, such as “Advancing Racial Equity and Justice” or “Restoring Social Trust and Strengthening Democracy.” Clicking on a link for a listed priority will send users to a page that outlines the organization’s work on that issue and gives a list of relevant articles on the subject written by the CAP staff. On the “Issues” page, users will also find links to content discussing other topics, such as “Mental Health,” “Unions,” or “Voting Rights.” Further down this page, there are links to each of the 50 states that will give users analyses on issues relevant to each state.

Readers can engage with different types of content in the “Issues” area. Articles are short, informal pieces. Factsheets are lists and news briefs. Reports are longer documents written by analysts complete with references. Podcasts and interactive media are also available. Authors have a short biography linked to their bylines.

The “Events” area features live events and recorded video of panel discussions that CAP hosts from time to time with politicians, thinkers, and experts as guests. Users can RSVP for future events and submit questions for the program.

One quibble with the website is that it lacks some important context about the organization itself. It would be nice to learn more of the organization’s history and learn about past policies that originated with this think tank and became law.

The Center for American Progress is an excellent resource for those interested in taking the intellectual temperature for the vanguard of American progressive politics—*Reiley Noe, Hanover College, noe@hanover.edu*

Climate Central. *Access:* <https://www.climatecentral.org/>.

Climate Central is a nonprofit news organization that produces research-based reports on topics related to climate science for a public audience. In addition to publishing independent reports, Climate Central partners with local news networks around the United States to share their expertise in science research and data to inform and supplement local climate reporting. Their website provides access to the organization’s reports, collaborative articles published through their Partnership Journalism initiative, infographics, and other media.

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

The Climate Central homepage features the organization's three main initiatives: "Climate Matters," a reporting resource for outside journalists and meteorologists; "Partnership Journalism," collaborative reporting between Climate Central and local news outlets; and "Program on Sea Level Rise," dedicated to providing accessible research-based information on rising sea levels. The homepage also shares a range of featured articles and media, including trending news stories, infographic highlights, and interactive tools. Users can also perform a site search.

Full content is organized generally by format and program through a series of tabs. Of interest to librarians, the "Research" tab includes links to topical reports authored by Climate Central (HTML and PDF). Evidence, data, and supporting resources are hyperlinked throughout the text in lieu of bibliographies. Reports are slightly dated, with the most recent published in 2019. A subtab titled "Publications" links to peer reviewed articles by Climate Central authors, but full-text access is dependent on an individual reader's institutional subscriptions.

The "Partnership Journalism" tab provides access to news articles collaboratively authored with local news outlets since 2015. These articles are also duplicated under the "News Archive" tab, which provides access to partnered publications as well as many more related news articles dating back to 2009. The "Gallery" tab brings together static and interactive infographics and related media, and the "Media Library" tab allows users to search across all media from the Climate Matters program by keyword, topic, and/or states and select cities.

Overall, the Climate Central website is a great starting point for a general audience seeking authoritative data- and research-driven information related to climate science from a broad to local scope. It has particular strength as a source for news articles, reports, and striking visual media. Users interested in keeping up with climate news have the option to subscribe to the Climate Central email newsletter.—*Amy Jankowski, University of New Mexico, ajankowski@unm.edu*

Credo. *Access:* <https://credo.library.umass.edu/>.

Credo is a repository encompassing the digital collections held by the University of Massachusetts (UMass)-Amherst. Among the thematic collections' strengths are African American history, most notably the papers of W.E.B. Du Bois, as well as university history, social change, the history of New England, and business history.

The most consistent use cases may be researchers who are already motivated to dive into the largest collections such as that of DuBois or UMass photographs. Others may discover individual records through general web searches or via aggregate portals, including the Digital Public Library of America, and in turn appreciate the breadth of UMass collections in their research area.

Credo, launched in 2011, offers a search and discovery interface that is consistent with most contemporary expectations. The largest profiled collections offer contextual finding guides with access to records according to formal archival arrangement. General browsing occurs according to facets (names, collections, topics, genres, places) and can sort by title, creator, or date. Advanced search allows common search parameters (title, name, subject, keywords) and limitation by collection name and date range. Object sets can be displayed in a list or a grid of images, and researchers can rely on persistent links and citation suggestions.

One should note that Credo is a collection of images without underlying OCR. As such, it does not provide for full-text searching or a corpus of text available for digital scholarship applications. Moreover, the image viewer (facilitated by Internet Archive's Open Library BookReader) allows saving of individual pages but not a broader modality for downloading.

Credo's flexible architecture adheres to open and platform-independent standards, specifically Fedora Commons Repository software as maintained by the DuraSpace Organization. The stated goal is to continue to develop additional features over time, in keeping with technology and shifts in research, teaching, and learning methods. Credo uses Metadata Object Description Schema to describe all manuscripts at the item level, allowing extension of digital preservation capacities in the future.

In conclusion, Credo is a user-centered, open-source university special collections platform. The name "Credo" is inspired by DuBois's eponymous prose poem. While eminently appropriate given the local context, it may behoove librarians to disambiguate with Credo Reference (formerly xrefer), a longstanding and popular subscription reference portal.—*Joshua Lupkin, Harvard University, joshua_lupkin@harvard.edu* ✍

University of California (UC)-San Diego alumna and UC-San Diego Foundation trustee Sally T. WongAvery is donating \$10 million through the Avery-Tsui Foundation to support East Asian collections, research, and scholarly activities at UC-San Diego Library. The gift, which establishes the Sally T. WongAvery Fund for East Asian Collections and the Natasha Wong Endowment for East Asian Collections, will ensure that East Asian scholarship and collections are a key part of the UC-San Diego Library in perpetuity. In recognition of this philanthropic gift, UC-San Diego will rename its existing Biomedical Library the Sally T. WongAvery Library, to be commonly known as the WongAvery Library. WongAvery's gift is among the largest dedicated library endowments to East Asian scholarship in North America. In addition to enhancing and expanding the library's existing East Asian Collection, which was established in 1987 and now includes more than 200,000 print volumes and access to more than 1.2 million digital titles, the endowment will support the naming of the Sally T. WongAvery Librarian for Chinese Studies. The inaugural holder of the position will be UC-San Diego's Chinese Studies Librarian Xi Chen.

The University of North Carolina (UNC)-Chapel Hill's University Libraries has received a \$400,000 grant from The Andrew W. Mellon Foundation to expand the use of machine learning to identify racist laws. The grant will also fund research and teaching fellowships for scholars interested in using the project's outputs and techniques. The "On the Books: Jim Crow and Algorithms of Resistance" is a text mining project that began with a question from a North Carolina social studies teacher: Was there a comprehensive list of all the Jim Crow laws that had ever been passed in the state? Finding little beyond scholar and activist Pauli Murray's 1951 book *States' laws on race and color*, a team of librarians, technologists, and data experts set out to fill the gap. The group created machine-readable versions of all North Carolina statutes from 1866 to 1967. Then, with subject expertise from scholarly partners, they trained an algorithm to identify racist language in the laws. "On the Books" is an example of "collections as data"—digitized library collections formatted specifically for computational research. In this way, they serve as rich sources of data for innovative research. The next phase of "On the Books" will leverage the team's learnings through two activities: direct support to several research and teaching fellows and a portion of the funding will be regranted. Recipients will use "On the Books" workflows, scripts, and tools to identify Jim Crow language in laws from two additional states and will receive detailed guidance and mentoring from the UNC-Chapel Hill team. ¶

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

Appointments

Erinn Aspinall has been appointed the full-time, permanent director of the Health Sciences Libraries (HSL) at the University of Minnesota (UM). Aspinall had served as interim HSL director since January 2021. Prior to this role, she was HSL associate director. Her career includes work at public health, medical, and health sciences libraries, including 15 years at UM and positions at the University of New Mexico and the University of Michigan. Aspinall is a current NLM/Association of Academic Health Sciences Libraries Leadership Fellow.

Ellen Holt-Werle has joined the university archives staff at the University of Minnesota as institutional archivist. In September 2021, Holt-Werle joined the University Archives team in the Archives and Special Collections department. She works closely with systemwide institutional collections in support of user access as part of the university's systemwide strategic plan to advance a deeper understanding of institutional history. Holt-Werle was most recently archivist and special collections librarian at Macalester College in St. Paul, Minnesota, where she oversaw the College Archives and the DeWitt Library Rare Books Room.



Ginger Williams has been appointed dean of library services at Fort Hays State University. In this role, Williams will help steer the planning and execution of a major renovation of Forsyth Library. She is also responsible for leading the visioning, strategizing, and goal setting for Forsyth Library in alignment with the university vision, mission, values, and strategic plan. Prior to this appointment, Williams served as associate dean for academic engagement and public services at the Wichita State University Libraries.

Ginger Williams

Racine Amos, university libraries diversity resident, has assumed a new shared role in Library Learning Services and Special Collections as the community engagement archivist and librarian at the Penn State University Libraries.

Mae Casey has been appointed accessioning and collection management archivist in the Eberly Family Special Collections Library at the Penn State University Libraries.

Lori Cisney has been named serials cataloger librarian at the Penn State University Libraries.

Kevin Clair, digital collections librarian, has joined the Eberly Family Special Collections Library at the Penn State University Libraries.

Teresa Jewell has been named team science and research services librarian at the University of Washington.

Julie Park has been named the Paterno Family Librarian for Literature at the Penn State University, beginning July 1, 2022. ♪

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**



Preprints pro and con

“In the first 10 months of the (COVID-19) crisis, scientists posted more than 30,000 preprints about the coronavirus online. Researchers anticipate that the overall number of biomedical papers first published as preprints will continue to climb.” While useful, a drawback of preprints is the potential for misuse and misinformation because of their lack of peer review.

Francie Diep, “4 Emerging Trends You Should Know About,” *The Chronicle of Higher Education*, February 11, 2022, <https://www.chronicle.com/article/4-emerging-trends-you-should-know-about> (retrieved March 7, 2022).



Higher education enrollment

The total fall enrollment in degree-granting postsecondary institutions for 2020 was 18,991,798. This was down from an enrollment of 21,019,438 in 2010. Enrollment is projected to rise to 20,482,000 in 2030. About 39 percent of current postsecondary students are enrolled part-time.

National Center for Education Statistics, “Digest of Education Statistics, 2021. Total Fall Enrollment in Degree-Granting Postsecondary Institutions, by Attendance Status, Sex of Student, and Control of Institution: Selected Years, 1947 through 2030,” U.S. Department of Education, National Center for Education Statistics, November 2021, https://nces.ed.gov/programs/digest/d21/tables/dt21_303.10.asp (retrieved March 7, 2022).



Journal editorial representation

“At the top 50 journals worldwide in psychology and neuroscience, male editors and those from the USA outnumber female editors and those affiliated with other countries, at rates significantly beyond their participation in the fields. For 76 percent of psychology journals and 88 percent of neuroscience journals more than 50 percent of editors were male, whereas only 20 percent and 10 percent, respectively, had a similar proportion of female editors.”

Eleanor R. Palser, Maia Lazerwitz, and Aikaterini Fotopoulou, “Gender and Geographical Disparity in Editorial Boards of Journals in Psychology and Neuroscience,” *Nature Neuroscience*, February 21, 2022, 1–8, <https://doi.org/10.1038/s41593-022-01012-w> (retrieved March 3, 2022).



Podcasts

As of February 2022, total global downloads for the top 20 podcasts were up 32 percent year-over-year. The top podcast publisher, iHeartRadio, had a unique monthly audience of 33,446,000 and global streams and downloads of 430,434,000 in February.

“February 2022- Top Podcast Publishers,” Podtrac, March 3, 2022, <http://analytics.podtrac.com/blog/3axz27rzg4ge6he-zxz5j-9gxcg-2j6jy-34ffa-nm6er> (retrieved March 8, 2022).

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