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news
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Features

Departments

This month's cover features a 1976 photograph entitled "Typewriter" taken in the Bailey Library at Slippery Rock State College, now Slippery Rock University of Pennsylvania. The library was built in 1971 and named in honor of Matilda Bailey, a beloved English Department faculty member and author of children's textbooks. Library facilities were touted in the student newspaper *The Rocket* in December 1971, including the fact that " . . . there are two typewriters free for student use on the third floor of the Library near the elevator. With many term papers due, there can be no doubt that these typewriters should receive much use."

Image credit: Slippery Rock University Archives. (Image ID: Buildings and Grounds Collection, PB 789).

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ACRL 2023 Call for Proposals

ACRL invites proposals for the ACRL 2023 Conference to be held March 15-18, 2023, in Pittsburgh, Pennsylvania. Higher education has changed dramatically over the last few years. Academic libraries are addressing an increased emphasis on remote learning, rising calls for social justice, and an acknowledged need for flexibility that supports a sustainable work-life balance. At ACRL 2023, explore these issues and more around the theme of "Forging the Future."

Through its Core Commitment to Equity, Diversity, and Inclusion, and dedication to open and equitable scholarship, ACRL strives to develop an inclusive conference program that will provide opportunities to underrepresented groups that have been historically marginalized or excluded due to race, ethnicity, gender identity and expression, sexual orientation, economic background, age, and/or disability. The association also seeks participants from all types of libraries, positions, and experiences, including nonlibrary faculty, staff, and administrators. Individuals are encouraged to address how their proposed sessions and their personal and professional experiences will advance these goals, promote equity and inclusion, and broaden the perspectives of conference attendees.

ACRL 2023 features seven session formats to suit a wide range of presentation and learning styles. Contributed paper, panel session, and workshop proposals are due June 3, 2022. Lightning talk, poster session, roundtable discussion, and virtual conference presentations are due October 13, 2022. Complete details about ACRL 2023, including the full Call for Proposals and link to the submission form, are available on the conference website at https://acrl2023.us2.pathable.com/. Conference registration opens in September 2022.

NHA launches *What Are You Going to Do with That?* podcast

The National Humanities Alliance recently launched *What Are You Going to Do with That?* a podcast exploring everyday folks' decisions to study the humanities as undergraduates and their pathways to fulfilling careers. The first season, which includes seven episodes and is available on Apple Podcasts, Spotify, and additional services, features a diverse group of young professionals with humanities backgrounds reflecting on how they've applied the knowledge and skills they gained in a variety of industries. Each episode is organized around a broader theme in the individual's story that applies across disciplines and industries, such as "Take On Complex Problems" and "Turn Your Passion Into a Career." While faculty may find the podcast helpful in their efforts to articulate career pathways, the podcast is aimed primarily at students, as well as those who advise them, including parents, academic advisors, career counseling staff, and high school teachers and guidance counselors. Learn more at www.studythehumanities.org/podcast.

Michigan State Libraries award faculty OER grants

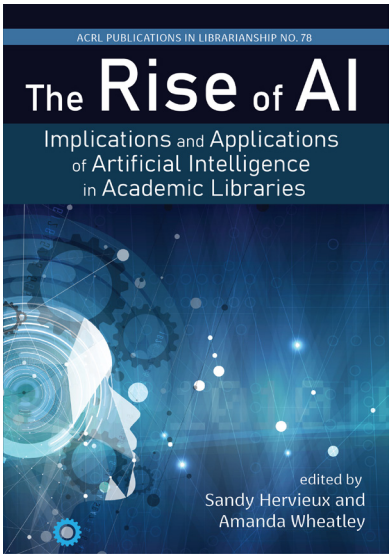
The Michigan State University (MSU) Libraries Open Educational Resources (OER) Advisory Committee has awarded a third round of grants totaling $28,500 to nine MSU faculty. The announcement was made by Dean of Libraries and Interim Associate Provost for Teaching and Learning Innovation Joseph A. Salem Jr., who said the awards are designed

to support the goals of the OER program, which aims to help instructors reduce costs for students, improve access to required texts, and increase student success.

MSU Open Educational Resources and Student Success Librarian Regina Gong said the awards will help MSU faculty invest in and continue important work to make education affordable, equitable, and accessible for students. The full list of faculty members (and faculty member teams) who were awarded grants is available at https://blogs.lib.msu.edu/news-msu-libraries/2022/mar/msu-libraries-award-28500-msu-faculty-help-instructors-reduce-costs.

New from ACRL—*The Rise of AI*

ACRL announces the publication of *The Rise of AI: Implications and Applications of Artificial Intelligence in Academic Libraries*, book number 78 in the Publications in Librarianship series, edited by Sandy Hervieux and Amanda Wheatley. This book collects projects, collaborations, and future uses from academic librarians who have begun to embrace artificial intelligence (AI) in their work.



Librarians are uniquely positioned to rise to the challenge that AI presents to the field. Libraries and their like have existed for millennia. They progress with society, altering and adapting their services to meet the information needs of their communities.

In three parts—User Services, Collections and Discovery, and Toward Future Applications—*The Rise of AI* explores:

- machine translation;
- creating incubation spaces;
- robotics;
- combining information literacy initiatives with AI literacy;
- fostering partnerships with other on-campus groups;
- integrating AI technology into collections to enhance discoverability;
- using AI to refine metadata for images, articles, and theses; and
- machine learning.

Chapters introduce implications and applications of AI in academic libraries and hopes to provoke conversations and inspire new ways of engaging with the technology. As the discussion surrounding ethics, bias, and privacy in AI continues to grow, librarians will be called to make informed decisions and position themselves as leaders in this discourse.

The Rise of AI: Implications and Applications of Artificial Intelligence in Academic Libraries is available for purchase in print and as an ebook through the ALA Online Store, in print through Amazon.com, and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.

MIT Press, Harvard Law School Library launch law textbook series

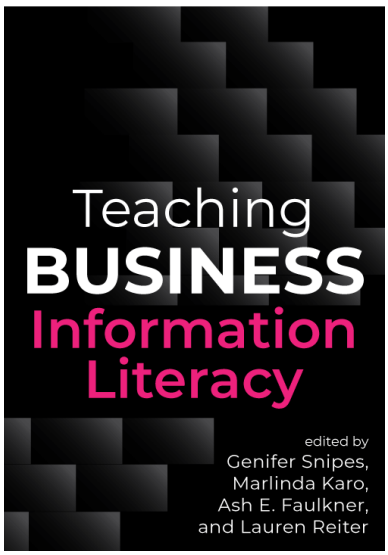
The MIT Press and Harvard Law School Library have announced the launch of the Open Casebook series. Leveraging free and open texts created and updated by distinguished legal scholars, the series offers high-quality yet affordable printed textbooks for use in law teaching across the country, tied to online access to the works and legal opinions under open licenses. The first book in the series is *Torts!* by Jonathan Zittrain, George Bemis Professor

of International Law at Harvard Law School and the Harvard Kennedy School of Government, and Jordi Weinstock, Lecturer on Law at Harvard Law School. *Torts!* serves as primary text for a first-year law school torts course. Taken together, the cases within the book show differing approaches to the problems of defining legal harm and applying those definitions to a messy world.

The Open Casebook series leverages free and open texts created by distinguished legal scholars on Harvard's H2O platform. Created by Harvard Law School's Library Innovation Lab, H2O facilitates the building, sharing, and remixing of open-access digital textbooks, with cases drawn from the Lab's companion Caselaw Access Project, which scanned and made freely available access to all American case law. Authors can create their own original books with H2O, finding and adapting existing texts to refine and build upon one another's work. Learn more and access titles at http://www.opencasebook.org.

ACRL releases *Teaching Business Information Literacy*

ACRL announces the publication of *Teaching Business Information Literacy*, edited by Genifer Snipes, Marlinda Karo, Ash E. Faulkner, and Lauren Reiter. This prescriptive book features more than 40 practical, classroom-proven lesson plans for one-shot, embedded, and credit-bearing library classes.



Business is currently one of the most popular degree programs among both graduate and undergraduate students, and nonbusiness programs, including engineering, design, and pure sciences—all interested in innovation, commercialization, and marketing—are increasingly integrating business training into their curriculum in the name of interdisciplinarity and improved job placement. There is a sustained and growing need for libraries to effectively support business information literacy.

At the same time, the resources, research techniques, and assignments that business students need to master often have little in common with a traditional research paper. *Teaching Business Information Literacy* provides guidance to new business specialists, generalists, and subject librarians in other disciplines being asked to teach business research classes for the first time in nine thorough sections. Chapters cover such crucial topics as competitive intelligence, market research, financial analysis, ethics, intellectual property, accounting and auditing, supply chain management, job searching, and more. Each one guides you through the background of the topic and activity being taught, pre-class planning and preparation, a step-by-step lesson plan, how to adapt the activity for other institutional contexts, and learning outcomes. Additional supporting materials, such as slide decks, worksheets, and game boards, are freely available in the ACRL Sandbox (http://sandbox.acrl.org) and findable with the tag "#bizinfolit."

Teaching Business Information Literacy is available for purchase in print and as an ebook through the ALA Online Store; in print through Amazon.com; and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.

Gale Primary Sources release new archives dedicated to underrepresented histories

Gale, part of Cengage Group, is supporting academic initiatives in diversity, equity, and inclusion with the release of six new archives on the Gale Primary Sources platform. These archives explore the stories of LGBTQ+ communities worldwide, women, Native Americans, and other underrepresented communities. Gale Primary Sources provide librarians, students, and scholars with historical context on controversial issues from a wide range of perspectives underscoring how the past has shaped today's political and civil rights movements across the globe.

With the steady increase in misinformation on campus about diversity, social justice and political issues, these archives change the conversation by providing access to original historical primary sources that enable researchers and students to compare resources and make key connections. These latest archives from Gale promote open dialogue and teach critical thinking skills that inspire change and cross-cultural awareness. For more information, visit www.gale.com/primary-sources/frontlist.

Tech Bits . . .

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

Bitmoji enables you to humanize your online presence with a bit of technology. Bitmoji is a free app where you can create a cartoon emoji of yourself. While originally designed for use in social media, I use it in a slightly different way by adding them to my asynchronous library modules in our learning management system (LMS) and to my LibGuide appointments landing page. I identify "stickers" in the app that relate to the content, such as "How can I support you?" and I download the image from the app. I embed the image just as you would any image in the LMS and now the students have an image of me in a relatable format. I've even heard librarians using their bitmoji for trading cards!

—Kim Auger
Millersville University

... Bitmoji
www.bitmoji.com/

ACRL membership funding for BIPOC library workers

During these unprecedented times since the start of the COVID-19 pandemic, heightened social awareness of systemic racism, oppression, and institutional violence, and economic recession—all of which disproportionately impact communities of color—the ACRL Board of Directors has approved funding for one year of ALA and ACRL membership for up to 25 library workers who identify as Black, Indigenous, and People of Color (BIPOC). This membership amounts to an annual savings ranging from $123 to $219 per membership for the recipient. The application deadline is May 1, 2022, awardees will be notified by June 1, 2022, and the free membership will begin on July 1, 2022. More details are available on ACRL Insider at https://acrl.ala.org/acrlinsider/acrl-membership-funding-for-bipoc-library-workers-2/.

Clara M. Chu and Jaya Raju

Academic and research librarians engaging a global mindset

From awareness to action

Five years ago, the first *C&RL News* International Insights column[1] was published in response to the question raised during the Research Forum at ACRL 2015, What can ACRL do to highlight research and practice that provides an international and/or comparative understanding of issues that affect academic and research libraries? As the current column coeditors, who end our stewardship of the quarterly column this issue, our goal has been to provide a global perspective on issues relevant to academic and research libraries, and offer ideas and opportunities for action. Thus, we wish to conclude our editorship with a focus on action by the academic and research library community that engages a global mindset.

Our action orientation takes a cue from the ACRL Plan for Excellence,[2] which states one of the association's core organizational values as: "ACRL is committed to visionary leadership, transformation, new ideas, and global perspectives." While the plan doesn't have specific goals that expand on the value of global perspectives, we propose to fill the gap by offering ideas for action, grounded on a global mindset in four focus areas to move from awareness to action: practice, service, teaching, and research.

Practice

As academic and research librarians, our practice is guided by our institutional missions to advance academic excellence. What does it mean to approach this work with a global perspective? While in some institutions such a practice may not have been essential, the global COVID-19 pandemic has shown us how interconnected we are, the need to share not only our ideas and practices, but our resources, especially digitally. Information and communication technologies are allowing librarians from different parts of the world to not only interact with each other to exchange comparative, complementary, or supplementary practices, but also to learn through webinars and virtual conferences, many without any cost, and recordings for those in a different time zone or not able to attend.

In collection development, academic and research librarians have been forced to acknowledge the "deeply rooted inequities and the precariousness of institutional structures across all socio-cultural and geographic spaces,"[3] to which our libraries have responded by

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developing short-term policies of suspending our paywalls (e.g., JSTOR expanded access)[4] and restricted access (e.g., Hathi Trust)[5] as well as by expanding institutional affiliation to the necessarily virtual international scholars to access resources that they would only have been able to access physically at the host institution. While these policies have addressed the immediate needs of their respective constituencies and institutional partners, these measures point to rethinking and broadening support for international scholarship through digital means. These implications for resource sharing and the open access movement underscore the need to change our policies and economic models to close the gap between less- and greater-resourced libraries and Global North and Global South academic institutions.

Service

Academic and research librarians engage their leadership through institutional, professional, scholarly, and community service. Here, we focus on professional association service, from which lessons can be drawn for service in other contexts. International matters in professional associations are most often addressed in a distributed or concentrated manner or both. In a distributed approach, global perspectives are applied across all association activities, while in a concentrated approach, sub-units (e.g., committees, special interest groups, round tables) have the specific charge to address international association matters. We advance the adoption of both approaches that simultaneously enable all association members to assume responsibility for global-mindedness and action, and to allow internationally focused sub-units to concentrate expertise and provide leadership for international action by the association. Complementary to this association approach is the need for collaboration with associations from other regions (e.g., ACRL with LIBER [Ligue des Bibliothèques Européennes de Recherche—Association of European Research Libraries and international associations] or the Association of Caribbean University, Research, and Institutional Libraries) or international ones, such as IFLA (International Federation of Library Associations and Institutions), which has an Academic and Research Libraries Section.

Teaching

The ACRL Plan for Excellence lists as one of its goals: advancing "equitable and inclusive pedagogical practices for libraries to support student learning" and to do so by empowering "libraries to build sustainable, equitable, and responsive information literacy programs." This ACRL strategic focus needs to be viewed in a context of "disruptive" innovations resulting from rapidly evolving digital technologies globally, requiring increasing pedagogical support from academic librarians working in the higher education (HE) environment. However, in a context of globalization of HE, such support for institutions' teaching and learning from academic librarians requires a global mindset that is culturally and socially inclusive as well as embraces multiple ways of knowing. The forthcoming new IFLA Guidelines for Professional Library and Information Science (LIS) Education Programmes[6] also advocates in "Literacies and Learning," one of its eight foundational knowledge areas (FKAs), that LIS professionals foster multiple literacies and lifelong learning in all contexts, including orality and traditional knowledge.

In a context of such global and inclusive imperatives, we draw exemplars from the University of Cape Town (UCT) in South Africa, of transitioning to action the global mindset awareness in librarians' support of HE teaching and learning. In the aftermath of severe impact of the COVID-19 pandemic on a diversity of teaching and learning communities at

a residential university in a highly unequal society such as South Africa, whose inequalities and inequities were starkly accentuated by the pandemic, UCT Libraries acknowledged its team of academic librarians for: "… embracing the new ways of being, thinking and doing … we succeeded in making a huge paradigm and mindset shift" in addressing the teaching and learning support required by a diverse user community. In an effort to transition from a mindset of awareness of equity, diversity, inclusivity, and accessibility to tangible action, UCT Libraries, in a context of largely digitally mediated teaching and learning in a pandemic-induced environment, engaged in a "re-conceptualization of the entire UCTL network of libraries for future relevance and sustainability."[7]

Two examples, *inter alia,* of such actions in teaching support include the reconceptualizing of user services and information literacy programs. UCT Libraries reported in its Library Working Group Report that in conceptualizing its Virtual Library Services, its librarians "continuously visited its services to ensure optimal support commensurate with changing COVID protocols" and that in doing so it "kept track of international practice," but developed "its own benchmarks for an engaged service model" that suited local user needs amongst a diverse user community. To address inequities in device and connectivity needs, typical of an unequal South African society, as well as other challenges, UCT Libraries opted for a challenging and labor-intensive "hybrid service model" to provide "as equal a service as possible" in dual environments (campus and virtual) and which involved "reskilling and upskilling of staff" in a highly transient HE environment.

A second exemplar of global mindset transition to action worth noting is how UCT Libraries re-imagined "information literacy in the form of scholarly and research capabilities." According to the Library Working Group Report, this reimagination was "underpinned by the need to address the inequities within the [South African] education system [a legacy from its apartheid past] and the provision of context for students" to embrace information literacy skills. Hence a period of engagement by the Library Teaching and Learning Task Team with academics and students resulted in a series of learning modules (e.g., Tackling your first assignment, Information gathering, etc.] "mapped to the research life cycle to give meaning and context," especially to undergraduate students coming from underserved backgrounds.

Research

Research support from academic and research libraries also has been transformed by rapidly evolving digital technology. This transformation has been informed by developments in copyright legislation, budget constraints and funding challenges, knowledge sharing and related policies, institutional strategies, and structures.[8] Hence, academic libraries globally have been rethinking and reimagining their services to meet changing needs and requirements of their research user communities. UCT Libraries has been no exception. In a context of competition among researchers for limited resources at national, regional, and even international levels, academic libraries such as UCT Libraries have restructured their services to accommodate new areas of research support and, in the process, demonstrated a move from awareness to action in global mindset in response to Global South research imperatives.

For example, the Library Working Group Report makes reference to UCT Libraries' Bibliometric Services assisting researchers to "showcase their research impact," including "aligning the service with a broader research impact in mind"; that is, impact beyond

the academy and into the realms of African society, economy, public policy, services, the environment, etc.

The ACRL Plan for Excellence lists as a research goal the need for the "academic and research library workforce" to accelerate the "transition to more open and equitable systems of scholarship." This global mindset shift is evidenced in the work of academic librarians at a research-intensive university such as UCT through its Library as Publisher Services involving UCT Libraries hosting platforms (institutionally as well as across the African continent) for open access publishing of journals as well as monographs. This is a direct response to addressing social justice imperatives of inclusivity and accessibility by making institutional scholarship accessible to the "African continent first [where it is needed to address local challenges] and then to the world."

Conclusion

We conclude by referring back to the ACRL Plan for Excellence and specifically to the concluding sentence of its Core Commitment to Equity, Diversity, and Inclusion:

> The Association will acknowledge and address historical racial inequities; challenge oppressive systems within academic libraries; value different ways of knowing; and identify and work to eliminate barriers to equitable services, spaces, resources, and scholarship.

To advance the core value of global perspectives, the commitment of the association should engage historical racial inequalities comparatively across the globe; challenge oppressive systems within academic libraries collaboratively across geographic spaces; value different ways of knowing in the Global North and Global South; and identify and work to eliminate barriers to equitable services, spaces, resources, and scholarship as a universal and collective imperative.

Lastly, we call for the inclusion of global perspectives in ACRL's ongoing and future strategic planning, and more particularly moving global perspectives from a core value to articulating goals and objectives.

Notes

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2. Association for College and Research Libraries, "ACRL Plan for Excellence," (accessed March 25, 2022).
3. Joint Area Studies Task Force, "Coalition of Librarians for Equity and Access, July 31, 2020," https://coalition-lea.org/mission-statement/ (accessed March 31, 2022).
4. JSTOR, "Expanded Access to Journals and Primary Sources: Supporting Libraries During the COVID-19 Crisis," https://about.jstor.org/covid19/expanded-access-to-collections/ (accessed March 25, 2022).
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6. LIS Education Framework Development Group, IFLA Building Strong LIS Education (BSLISE) Working Group, "IFLA Guidelines for Professional Library and Information Science (LIS) Education Programmes," https://bslise.org/lis-education-guidelines/ (accessed March 31, 2022).

7. UCT Libraries, University of Cape Town, "Library Working Group Report: For the Period December 2021-March 2022" (unpublished).

8. Andrés Fernandez-Ramos, "Online information Literacy in Mexican University Libraries: The Librarian's Point of View," *The Journal of Academic Librarianship* 45, no. 3 (2019): 242-251, https://doi.org/10.1016/j.acalib.2019.03.008.

Karen Sheldon

Lessons learned from teaching

Reinventing the librarian in credit-bearing courses

Delaware Valley University is a private university located about one hour north of Philadelphia in bucolic Bucks County. The librarians at its Krauskopf Memorial Library have faculty status, which allows us to serve on faculty committees and teach credit-bearing courses. Despite this, librarians have only taught the first-year experience course, which is otherwise taught primarily by staff. This course is heavily scripted and not owned by the faculty, unlike other courses. It does not offer opportunity for course development or for building relationships with teaching faculty, both of which are important for instruction librarians. Most of our instruction librarians only have experience teaching one-shot information literacy sessions and are rarely embedded into a course. Much of the literature on semester-long library classes focuses on information literacy skills. These courses are designed by librarians as an antidote to the one-shot. But what if the information literacy was incorporated into course development? Could students learn research skills in a way that supported the ACRL Framework for Information Literacy for Higher Education and inspired students' interests?

I was invited to coteach an honors colloquium with an assistant professor in the Plant Science department in fall 2020. We had previously worked together in her other courses. However, I had always been a guest in her classroom. Honors colloquia are one-credit classes that meet 50 minutes per week. These classes are required for freshman and sophomore honors students across all majors. Typically, honors colloquia are discussion-based courses designed to stimulate students to engage in analysis and critical thinking about an interesting topic. My coinstructor wanted to explore how ecosystems change and to cover a handful of specific incidents. The working title was "Pests and Plagues: How Natives and Exotics Shaped our Ecosystem." I hoped to use this as an opportunity to teach students how to research while thinking critically about our global ecosystem.

Course development basics

While I have tried to incorporate the ACRL Framework into much of my instruction, this was a chance to delve into the threshold concepts more deeply. Typically, during a one-shot information literacy lesson, I try to balance an instructor's request to teach students about the library databases with the real needs that students have. I've noticed that students often lack the skills to form an interesting question and to assess a scholarly article quickly. The Research as Inquiry frame was never far from my mind during the course development. My coinstructor hoped to help students

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understand what it means to contribute to research and how it fits into the bigger conversation, which is part of Scholarship as Conversation. I also hoped to add concepts from Searching as Strategic to the course, as well.[1] The goals were framed more specifically as:

- finding, reading, and distilling peer-reviewed research;
- demonstrating critical thinking in writing and discussion to show connections between historic and current events;
- recognizing intentional and unintentional consequences of human actions on ecosystems;
- questioning sources of knowledge; and
- telling great campfire stories and winning trivia games.

In December, we met to discuss themes and gather readings. I found it a great learning experience, as I had never collaborated in course development. We built a list of animals, bacteria, and plants, both damaging and beneficial. Gathering readings plays into a librarian's skillset. We decided to cover famous and forgotten incidences, both natural and manmade, which have shaped the human experience. We included the story of the Colombian exchange, which brought smallpox to the New World and potatoes to Ireland, and the infamous story of the Irish potato famine. We hoped students would apply those lessons to new pests such as the spotted lanternfly and brown marmorated stink bug. We wanted to have conversation about the benefits that have come from moving biologicals around the world, such corn's global impact from its origins in Mexico to citrus and apple production from crops originating in Eurasia.

My coinstructor and I were in a plant-themed book club together and already frequently exchanging articles, which we incorporated into the course. We collected sources, including books in the library collection, NPR, Smithsonian Magazine, and The New Yorker to name a few. At the time, I did not know how much reading was appropriate to assign let alone what needed to be on the syllabus.[2] I had never considered that the syllabus is a student's first impression of the course and the instructor. My coinstructor clarified ways in which we could both use the university template but also tell our students about our expectations.

Framework in action

With goals and readings in place, we could move into structure. Structuring the course was not something I had experience with.[3] We set the tone with discussions on the first day rather than "reading the syllabus." We wanted students to be prepared to engage and be challenged. We had built a large list of potential topics and decided to allow the class to select those that were most of interest to them during the second week. I led with an activity called "How to be a Librarian in 4 Easy Steps," designed to familiarize students with the different approaches to researching a challenging topic. It was built off the Framework concept of Research as Inquiry. I hoped to show students how to ask increasingly complex questions and to find gaps in the literature. It gave me the opportunity to discuss different source types and their respective values.

I showed students simple tricks, such as first reading the abstract, then moving onto the results and conclusions, rather than reading the whole article to determine if it was valuable. I also helped students strategize different ways of finding information. I wanted students to understand that searching is nonlinear. The mental flexibility needed is more effective through experience, but I hoped a live search would show students how to identify new avenues.

We also talked about the interested parties on a given topic and how to find their research.

Each consecutive week, we provided a "popular" source. A group of students would each find a correlated peer-reviewed article to share with the class and lead a discussion on the topic. We wanted students to be able to read and summarize a research article but also to discuss how their research article contributed to the conversation and what lessons could be learned going forward. This was the Scholarship as Conversation frame in action. Weekly, I provided feedback and guidance to students on finding appropriate research, while my coinstructor acted as a sounding board for students struggling with the data.

My coinstructor and I led the classes in a very conversational manner, which allowed us to teach collaboratively. I was initially concerned and hesitant to "take up space" in a realm that I did not feel I owned. While I would encourage students to reach out to me for help finding research, I didn't feel confident helping students parse articles or understand the "hard science." Fortunately, I had a very collaborative coinstructor who encouraged and commended me. As the weeks went by, I felt more comfortable jumping into the conversation.

Lessons learned

We asked students to reflect on each topic and shared how it affected them, what they thought could or should be done, and what additional questions they had. Surprisingly, many students felt the historical events had no impact on them. This led to fruitful discussions about how the Irish potato famine and other food shortages have impacted migration. We stressed that poverty, illness, and food insecurity are global issues. I was also surprised by how many students suggested legal actions, such as closing borders, to prevent outbreaks. Again, we were able to use it as a learning opportunity. We shared examples of how increased restrictions led to smuggling and worse outbreaks. We also encouraged students to think more globally in their solutions.

Overall, I found it to be an incredibly valuable experience. Many of my former students have reached out to me for help with research in other courses. I have learned about research assignments I didn't know existed and have been able to reach out to faculty to offer more support. I also feel like I can contribute to conversations with faculty more, having been in the classroom. I can talk, knowledgably, about what makes an assignment successful and where students struggle in the research process. Our student evaluations mentioned how much they enjoyed the discussions. They particularly liked having input into the course topics and listening to their peers' presentations.

I had originally been concerned that students would find the weeks of presentations dull. Instead, peer learning proved to be a tool I will work to incorporate into library instruction. By the end of the course, the students felt more comfortable finding and reading scientific sources in a range of fields. While this course was an elective in the honors program, I think the format has value for the greater student body. I am looking into teaching additional sections of this course, solo, in the future.

Acknowledgements

I would like to acknowledge the work of my coinstructor Sarah Dohle, assistant professor of Plant Science, who was instrumental in shaping the course and making it run so smoothly.

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Mimmo Bonanni and Christina Sullivan

Making a case for Zotero

Embedded courses, collaboration, and resources sharing

Zotero has been one of the preferred citation tools students use for research. The Arizona State University (ASU) Library instructs undergraduates and graduate students on using this tool. Recently, the ASU Library has had librarians and library staff embedded in courses called Humanities Labs. With librarians assisting faculty in these courses, they have provided instruction on platforms and tools such as Zotero and My Maps (a Google platform), enabling students to shine to their fullest. In a Spring 2021 Humanities Lab, the library staff worked with course instructors Jessica Kosak,[1] Enrico Minardi,[2] and Dennita Sewell.[3] In this course, they decided to use the full potential of Zotero to help students create bibliographies for their group projects. The goal was to use Zotero as a tool to collaborate and link their Zotero groups to their final project and then post the projects to Instagram. The point of the connection was to make sure their sources were present so viewers could see where they got their information. By providing the Humanities Lab at ASU with an understanding of the benefits of Zotero, the use of the tool created an excellent case study for its versatility within collaborative courses.

ASU's Humanities Lab

The Humanities Lab[4] at ASU is an innovative project that changes how faculty and students interact with instruction and research. Beginning in spring 2017, the lab has worked with ASU faculty and library staff to implement a teaching environment that focuses on social challenges. A popular program at ASU, the labs are designed to find solutions to human-centric issues focusing on societal change. These labs are successful due to interest in working with faculty and other students on projects that can make a difference. Some examples of current humanities lab courses include Aging in American Culture; Deconstructing Race, Food, Health, and Climate Change; and Sustainable Fashion. The Humanities Lab is an opportunity for students to research, brainstorm solutions, and combine their different studies on real-world applications.

Zotero

Like most citation tools, Zotero[5] assists users with collecting sources for their research. The first benefit of using this tool is that it is open-source, meaning that it is free. Because it is

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open-source, the platform is maintained and updated without cost, making it available to graduating students for continued use. To use Zotero, one has to download the desktop software, install extensions to browsers, and add plug-ins for writing software programs like Microsoft Word and Google Docs. According to the Zotero website, it is the only software to detect essential sources encapsulated on web pages. This tool is multifunctional and includes many different features that help users with their research. Not only that, the online component lets users work together by being a collaboration tool as well, such as sharing citations, group notes, and tags.

Benefits of Zotero groups

What is so beneficial about Zotero groups? The advantage of having grouped citations is that they can provide a space for students, library staff, and researchers to work together on projects. When working with others, knowing references that your project colleagues are working on can lead to more efficiency and better-suited citations. Zotero groups prevent extra work, such as providing a list of researched themes, subjects, or titles to avoid duplicate citations within teams. Not only that, Zotero groups can be used to collaborate more effectively with other researchers, for instance, sharing notes to label citations and your thought process. Zotero groups also have the added benefit of helping to organize references into categories for discoverability. Group folders are available to compile sources and share with others to create a more versatile application for people to use and enjoy within the same institution or globally online. Once a research project is ready to be published, teams can share their resources via a link.

Sharing can occur online during writing, for example, within an article or blog. In the case of a blog post, there may be a long list of citations from various resources, like databases, the Internet, and government documents. Linking a Zotero group folder directly to a social media post rather than copying and pasting the whole bibliography might be a way of cleaning up online content in addition to providing credible sources. Producing Zotero group links to sources used for their post offers viewers a breadcrumb trail to reliable information. By equipping people with an opportunity to share sources on social media, where misinformation is rampant, Zotero groups can bring forth a higher level of information sharing. Providing a link to a Zotero group can create an environment where readers and researchers with opposing viewpoints can have an informative discussion.

Zotero groups at the ASU Library

The Humanities Lab has partnered with the ASU Library to enfold information literacy in their courses. Each semester the lab offers courses that are designed to engage students with real-world problems. Library staff are considered to be an integral part of the labs and courses. Prior to each fall or spring semester, library staff meet with faculty during course development phases to integrate research needs into the curriculum and syllabus. Library staff play a key role in informing faculty and students as library instructors embedded within these courses. Library staff assists with research help during classes, one-on-one chat with students, and in group settings, like Zoom breakout meetings. At the beginning of each semester, library staff also presented library instruction regarding library tools, most notable databases for research, or citation management. They also make recommendations

that helped faculty meet course assignments and guided adoption of the tools throughout the semester.

During the semester, library staff who participated in Humanities Lab: Sustainable Fashion (HUL 494)[6] recommended two essential tools that were incorporated into class teaching. The course was about sustainability in the fashion industry, where students studied fashion's impact on the environment. The class had a wardrobe inventory assignment that analyzed the clothing in their closets, mapping the origin of each item. The assignment's goal was to showcase how fashion and clothing are truly international and touch many countries and cultures. Library staff recommended using Google's My Maps[7] to upload garment photos and add geocoding information to create an online map shared with the class. Students were also encouraged to use tag metadata to describe each garment and country of origin, like #pants and #india.

Figure 1. Example of an Instagram post using Zotero groups as a reference tool by author Christina Sullivan.[9]

Another critical tool the library staff recommended was the use of Zotero to keep track of research information. For the final assignment, the class was required to post on the Humanities Lab's Instagram site.[8] The course worked in groups throughout the semester based on a blockchain data storage tracking method as a possible system in the fashion industry. Blockchain is a means of keeping track of a collection of information that is decentralized, held in blocks, and is publicly available to be viewed by anyone. Applying this method to the fashion industry, the course assigned blocks within the fashion manufacturing chain to students, from fibers to retail. Each group researched how blockchain can streamline the fashion industry, looking for sustainable and transparent solutions.

Groups worked together on different parts of the blockchain, such as environmental disposal, garment dyeing, labor textile production, and retail. While researching aspects of the fashion blockchain, library staff recommended using the Zotero citation tool to keep track of the group's research. They demonstrated how it could capture citations from library databases and Internet sources using its extension tool. For the final assignment, the class created an Instagram post that encapsulated their research, showcasing each block in the blockchain. With each block in the chain, students needed to include their research citations. Since the citation lists were long, library staff recommended using Zotero groups. Library staff informed students of how to create these groups, add members, and make them public so anyone in the world could see the citations and research. Students added citations to the groups and created a link that could be added to their final Instagram post. Users can see the blockchain post,

along with the link to the Zotero citations that they could follow if they were interested in more research within the fashion block.

With the tools we presented, the students successfully used Zotero for their research. Each group added their research citations to their blockchain Zotero group library, and they used Zotero to create bibliographies for their final projects and presentations. Students readily adopted the use of Zotero groups, and several found it to be very valuable. At one point, a student stated enthusiastically how he was encouraged to use Zotero in future classes. When it came time to post on the Humanities Lab Instagram, students submitted their blockchain post to the Humanities Lab social media coordinator. During the Sustainable Fashion Instagram Takeover week, the posts were showcased, and the public were able to read and interact with the posts, including liking and commenting. From our perspective as embedded library staff, it was evident that class groups enjoyed their sustainable fashion blockchain topics and showed enthusiasm in their well-researched and creative posts. We suggested the use of the Zotero group libraries for the students to include in their Humanities Lab postings. The benefit being, the Zotero group library provides a permanent link to an online bibliography of research. It also includes a shortcut to an online source, reducing the need to include a long bibliography in each post. Even though not all the class groups provided a link on Instagram, the groups still have access to a public online library of their citations in case there is a need to share their research in the future.

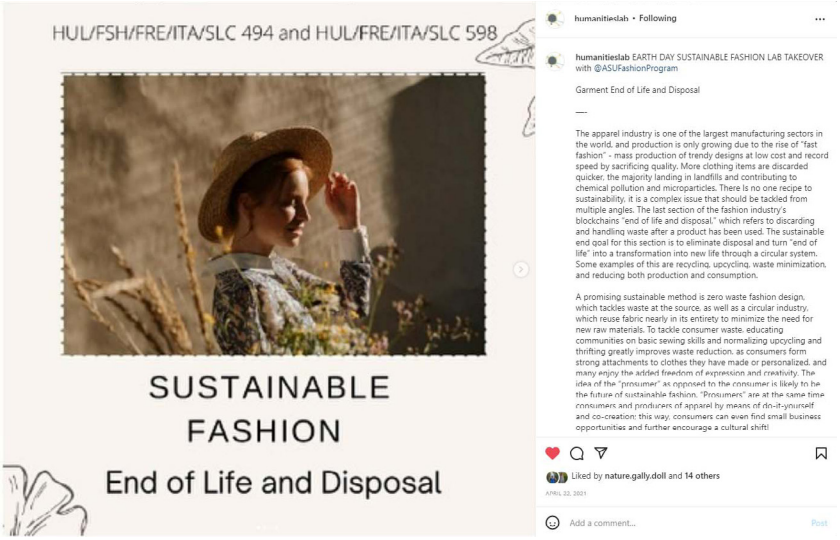

Figure 2. Example of a Humanities Lab Instagram posting during the Sustainable Fashion Instagram Takeover week.

Conclusion

With the library embedded into the Humanities Lab: Sustainable Fashion course, we discovered that Zotero has more uses than simply being a citation tool. Zotero met the class's need to record research, share citations within their groups, and provide a paper trail of citations for anyone interested in the blockchain method and fashion industry. Not only that, Zotero enabled an effective means to share research with the students' assigned social media posts. Library staff taught alongside faculty within the course and were an integral part of student success. For future usage, Zotero can be a revolutionary tool for social media and resource sharing, leaving a trail of information for scholars and anyone interested in a topic.

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Sara Davidson Squibb and Elizabeth Salmon

Pick and choose

Offering options to expand library sessions for undergraduate researchers

For a number of years, librarians at the University of California-Merced (UC-Merced) have provided research-focused instruction during a weeklong training bootcamp for undergraduate students participating in the Summer Undergraduate Research Institutes (SURI). Based on students' feedback and library instructors' post-session discussions, librarians have modified library session content and delivery options. In the past two years, sessions were offered in a mini-conference style, allowing students to select those of most relevance to their own interests and desired learning experiences. Both librarian instructors and student attendees have reacted positively to this "you choose" format in both face-to-face and online environments. In this article we will outline the development of the program and speak to anticipated enhancements for future offerings.

Background

UC-Merced is known for an emphasis on undergraduate research, with 18% of juniors and seniors reporting that they have conducted their own research under faculty guidance.[1] Since 2016, UC-Merced librarians have been collaborating with our Undergraduate Research Opportunities Center (UROC) to develop students' abilities to find, evaluate, and manage information as part of their broader participation in SURI, a competitive multidisciplinary research program.[2] In the past two years, more than 100 students have participated in SURI annually, with the majority of participants heading into their third or fourth year at UC-Merced. The SURI training program is frontloaded, featuring a weeklong bootcamp on a wide range of topics, including research-focused workshops offered by librarians, before students begin their summerlong research projects guided by faculty mentors.

In the past, our usual practice during the SURI bootcamp had been to prepare a shared lesson plan that all librarians used with SURI students. We preassigned librarians and a cohort of students to a room for duration of the full session duration. We have experimented with this primary model throughout the years. At times, we've had one colleague responsible for teaching a bibliographic management tool, visiting each cohort for a "guest lecture."

We observed that students had varying levels of familiarity with library resources and research competencies based on a number of factors, including year of study, field of study,

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and whether their previous instructors encouraged or required the use of library resources and services. This is not an uncommon challenge in any type of information literacy instruction. We tried to minimize some variations by pre-grouping student participants by characteristics such as discipline (social science vs. STEM students) or prior campus affiliation (local students vs. visiting students). However, these remained imperfect groupings and were complicated by logistical challenges, such as the number of instruction rooms and seats available. We also found that the three-hour block felt long even though we incorporated activities, included breaks, and ended with a review game. In addition, we knew that this was just one of multiple sessions they were experiencing in the same week.

Offering students choice

Though aware that we might not be able to meet every student at their exact level, we considered how we might give students more flexibility by allowing them to choose the sessions that appealed most to their interests and anticipated needs. Though this degree of choice could not be classified as true student agency, where students take on responsibility for their own learning,[3] nor replicate the level of choice within a single session outlined by Tracey Mayfield and Katy Farrell French in "Letting the Inmates Run the Asylum: Student Engagement in the Progressive Classroom,"[4] we thought this format could provide students some level of autonomy during a highly scheduled week of required training. Since agency is known to enhance motivation, even some level of choice might increase students' learning engagement.[5]

Take 1: In-person

In light of these experiences and observations, we offered a different training format for our undergraduate researchers in summer 2019. We held all sessions face-to-face in library spaces, using four rooms on a single floor. We prepared four different sessions, and all ran concurrently in three consecutive time slots, with a few minutes between each to allow students to change location. We asked students to select and attend the three sessions that most interested them. In many ways, this mimicked how a mini-conference might feel--selecting desired sessions and making your way to the appropriate location. Students received advance notification of session offerings through an announcement by UROC, and they were asked to complete some prework, setting up the Virtual Private Network (VPN) and signing up for a RefWorks account. The four sessions were as follows:

- "Find What You're Looking For. Locating Known Items."
- "Building a Bibliography for Your Faculty Mentor? Use RefWorks!"
- "Find Your Databases(s)!"
- "True Detective: Investigating Your Sources"

To obtain feedback on the sessions, we asked students in the final time slot to drop off paper feedback forms at a designated location. We offered candy as a thank you. We did not ask them to comment on the conference-style format, but the librarian teaching team members gave positive feedback on this format in our own debrief.

Take 2: Online

Fast forward to 2020. Our librarians transitioned to remote work in March, and UROC also pivoted their work, which included limiting program participation to our university's students. Wrapping up the spring semester remotely gave librarians opportunities to become increasingly familiar with using Zoom for instructional purposes. When it became apparent that our library sessions for UROC participants would need to be delivered online, we chose to deliver library sessions in a similar format to the previous year but within a shorter time frame: two instead of three hours. Students would still attend three sessions, but we were able to increase our offerings to five choices, splitting up our previous database session into two separate ones: "Be a Social Success! Social Sciences Databases and Resources" and "STEM Databases and Resources." (See Figure 1.)

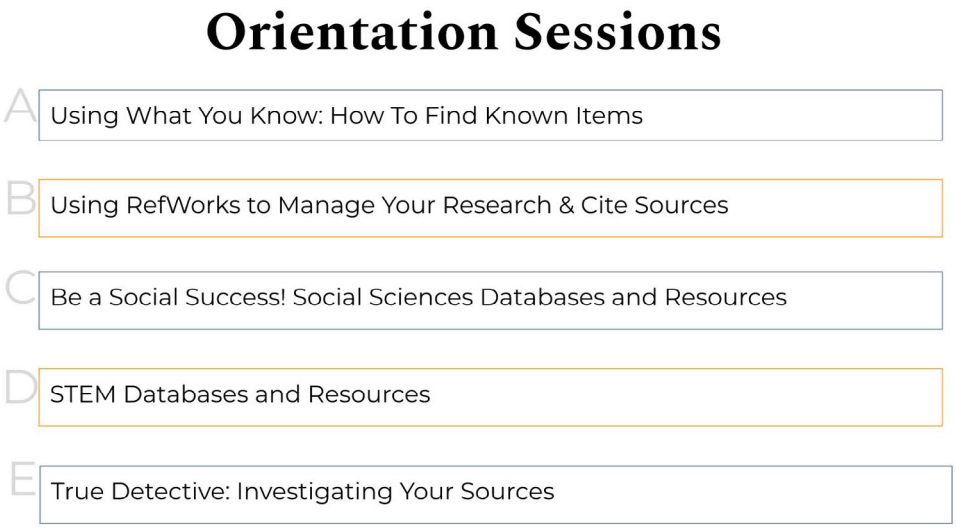

Figure 1. Sessions offered summer 2020.

Since we shortened our sessions, we provided pre-work through the SURI online course to address basic skills, such as connecting to resources from off-campus, accessing article full-text, and locating and selecting databases. One of our librarians took the lead in creating introductory slides that we all used in the first session to provide students with a brief explanation of workshop logistics and to prime them for an exit survey at the end of our time together (see Figure 2). To accommodate this introduction, we allotted a slightly longer time slot for the first session.

Figure 2. Logistics slide from introductory material.

Each librarian instructor had a co-host, a UROC or library staff volunteer, to help answer questions, monitor chat, and keep students informed with messages such as, "We are starting soon" or "Wrapping up shortly." We really appreciated

their support as the sessions were brief (30-to-35 minutes) and turnaround time between sessions was minimal. Librarians also planned to use Slack for behind-the-scenes communication, though we did not use this extensively. In the final session, we intentionally allowed time for exit slip submission and placed the survey link into the chat. This time we asked students if they liked the ability to select the sessions they wanted to attend. More than 95% indicated *Yes,* while the remainder selected *Somewhat.* No respondents disliked this format.

Further revisions

For the next academic year, offered this conference-style format again with some adjustments. For example, we leveraged updated functionality in Zoom that allows students to select their desired breakout room(s) within a *single* Zoom meeting. In the past, we had to prepare a separate Zoom link for each of the five sessions and compile these onto a master library guide and shared them with students during the workshop via chat. This meant that students had to enter/exit three Zoom meeting links. We hoped this newer Zoom functionality should make attendance and session navigation much easier. In 2021, we offered sessions for 90 SURI participants using a single Zoom link with breakout rooms.

Based on our debrief notes from the previous year, post-program survey data, and time parameters, we made some additional adjustments and enhancements to our overall offerings. We hoped to coordinate with UROC to expand our time allotment so that our sessions have more breathing room. While we initially shortened the workshop to minimize Zoom fatigue, students and librarian instructors commented that some sessions felt rushed. However, since we still were working within a two-hour time frame, we maximized our time together through preparing a short introductory video that students watched in advance. This served to introduce students to the librarians leading the sessions and pointed students to library pre-activities. We also re-evaluated our content and offered eight different sessions during the two-hour orientation.

Student program feedback from 2020 highlighted that many used Mendeley for their summer projects. As a result, we decided to offer bibliographic management sessions for Zotero and Mendeley, along with RefWorks, within our first session slot. Based on this year's survey data, we found that 100% of students appreciated the ability to choose the sessions they wished to attend. Though we did not incorporate an archival session into this configuration, we are pleased to report that our colleagues in Digital Curation and Scholarship prepared sessions for humanities students with a focus on archival research.

Conclusion

Overall, both our students and our team of librarians have enjoyed the conference-style library session offerings. Students can select those sessions of most interest, and librarians can focus on preparing a single session. In addition to positive feedback on this delivery format, a large majority of the student undergraduate researchers have reported that the skills and strategies they learned in the library sessions helped them find and use resources during their summer research. Our partnership with UROC has been a fruitful one with a common goal of building the research competencies of our undergraduate students.

Going forward, we are also exploring how we might better meet the needs of students working on archival projects by expanding our offerings in support of humanities-focused

research. This may involve recruiting additional colleagues to contribute to our current menu of offerings. We look forward to ongoing collaboration with UROC and supporting students' research needs with relevant and engaging session choices. To view the latest version of our concurrent sessions, visit our research guides and search for SURI.[6] We will continue to adapt and improve future sessions as we work with the growing undergraduate research program.

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Rachel Hammer

Library anxiety and librarian humor

How to find Nessie

Library anxiety strikes even the most competent of students. While often discussed in the context of library orientation, library anxiety (a term coined by Constance Mellon)[1] also relates to information literacy instruction. Communication between students and librarians forms the crux of instruction and an increase in comfort with the library. Robert Perret, reference and instruction librarian and first-year experience librarian at the University of Idaho, suggests that humor may play a role in this reduction of anxiety. While Perret acknowledges that future research could investigate this idea in more detail, his study did find that most librarians integrate humor into their information literacy instruction sessions through strategies including "puns, self-deprecation, and funny research topics."[2] Even groan-worthy puns, such as the advice to "always believe in your shelf," can engage students. Encouraging students to look up the history of jackalopes or the contested reality of the Loch Ness monster can help students realize that research can—shockingly, I know—be fun.

Keeping sessions upbeat will increase student attention and participation, and this strategy will also encourage more students to attend. Humor can engage students. Encouraging students to look forward to the display on procrastination that is not up yet can get a chuckle, and it also shows students that librarians are just people (often with punny senses of humor) who want to help them succeed. Even though San Bolkan, Darrin J. Griffin, and Alan K. Goodboy's study on classroom humor concludes that integrated humor (humor related to course content) negatively impacts student memory,[3] the humor discussed here seeks to increase student creativity and participation rather than help them remember content.

In a recent library instruction session for the University of Nebraska-Kearney, I told the group that, as a composition professor, I had a student write a paper on the Loch Ness monster. That fact received a few chuckles. Then, I asked the students to pick a topic they had an interest in, ideally relating to their major, and I gave them free reign. One student chose to look up whether mermaids existed due to my example, and she volunteered her topic when we came back as a class. While few academic sources I could find discussed the debated reality of mermaids, that lack led to a fruitful discussion of ways to shift or broaden a research project. Many sources delved into the origin of the mermaid myth, so I demonstrated that the overall topic of mermaids could still work in an academic context.

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I've seen how humor works as a professor in a composition classroom, too. My second semester teaching at Colorado Christian University, I received that paper on the Loch Ness monster. In subsequent semesters, I have given that topic as a positive example, and I have received a wider range of topics with personal connections to students' lives. Something as simple as a slightly ridiculous and humorous paper topic opens the door for students to feel more comfortable writing what they want to write. Interest leads to the best papers—and, for our context, the most engaged research. When students have a desire to research, they are more likely to face their library anxiety. Offering students motivation to care about the library through caring about their projects can lead them through our doors.

For the same instruction session discussed previously, I borrowed an example search from one of my colleagues: online dating. This example, too, seems counter to academic interests. On Google, the top results relay dating websites. However, turning to Google Scholar and library databases reveal a world of research performed on dating websites and those who use them. Another out-there topic became a valid direction for student research, opening the door for students to seek other nontraditional avenues for their work.

While using the online dating example, I used the self-deprecating humor to which Perret refers. I joked that the students must think the librarian lost her mind to show this kind of example. That did not get me many laughs, but I did see students visibly relax as I made myself more human. Additionally, I showed vulnerability, again using self-deprecation as I ended the session by asking if students found the session helpful "at all." Partly, I wanted an answer, but mostly, I wanted to make myself more approachable by displaying the same type of anxiety felt by students.

I injected my personality into the presentation, performing a different session than my colleague did with the same example. However, we both used humor. She chose to use online dating for her entire presentation, while I only used it as one example. I paired it with a more traditional introductory composition topic choice: paying college athletes. The lengths of our sessions differed, and because I had the time for multiple examples, I wanted to hook the less humor-minded students with a less zany topic. I injected humor while remaining relevant for many types of students (and instructors, too).

Showing students that their wildest interests can have relevance in an academic setting boosts students' confidence in their ideas. Mitigating humor with more serious topic choices and a more even tone shows the students that we are serious about our subject matter and ability to serve them. We believe in the power of our shelves, so we must help students believe in them, too—and in *their* shelves.

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The time to lead

ACRL seeks nominees for section offices

Standing for ACRL section office is an opportunity to become involved with important issues affecting academic and research librarians in the 21st century, gain leadership experience, and build ties with colleagues. It is also an opportunity to be of service to your ACRL section community, ensuring that it continues to nurture the development of new members and forge deeper connections to the profession.

ACRL section officers

Candidates for vice-chair/chair-elect, secretary, and members-at-large of ACRL sections are selected by the nominating committee of each section.

If you would like to nominate someone or be nominated yourself, contact the chair of the appropriate section nominating committee by June 1, 2022. Terms of office will begin on July 1, 2023.

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Women and Gender Studies: Forthcoming

Sara R. Benson, Carla S. Myers, and Timothy Vollmer

CASE Act

Implications for college and research libraries

In December 2020, Congress passed the Copyright Alternative in Small-Claims Enforcement (CASE) Act, a law that aims to "provide an efficient and user-friendly option to resolve certain copyright disputes" by ostensibly creating an alternative venue for creators to bring copyright infringement claims outside the federal courts.[1] Participation in small-claims proceedings are voluntary, but respondents must make an affirmative choice to opt-out. The CASE Act generates significant implications for college and research libraries, the library workers employed therein, and the stakeholders served by these libraries, including academic researchers, teaching faculty, and students.

Basics of the CASE Act

The legislation added a new chapter to U.S. copyright law (Title 17, United States Code), Chapter 15, establishing a "Copyright Claims Board [CCB], which shall serve as an alternative forum in which parties may voluntarily seek to resolve certain copyright claims regarding any category of copyrighted work" (17 U.S.C § 1502[a]). The CCB is staffed by three copyright claims officers (CCOs) who are not judges, but individuals with "deep expertise in copyright law."[2] CCOs will "render determinations on the civil copyright claims, counterclaims, and defenses that may be brought before" them (17 U.S.C. § 1503[a][1][A]). They will be assisted by copyright claims attorneys (CCA) who will help with CCB administration.

Filing a claim

To begin a proceeding, the claimant (the instigating party) files a claim against a respondent with the CCB and pays the associated filing fee. Claims categories include:

- *Claims of "infringement of an exclusive right in a copyrighted work provided under section 106."* For example, if a photographer, Beth, feels another individual, Chris, has violated her public display rights by placing a photograph to which she holds the copyright on a public webpage, she can bring a claim of infringement against him before the CCB (17 U.S. Code § 1504[c][1]).

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• *Counterclaims for "a declaration of noninfringement of an exclusive right in a copyrighted work provided under section 106."* Using the above example, Chris may file a counterclaim requesting the CCB declare his use noninfringement as he feels it falls within the scope users' rights (e.g., fair use) found in U.S. copyright law (17 U.S. Code § 1504[c][2]).
• *Claims for "misrepresentation under Section 512(f)" of U.S. copyright law.* Chris could file a claim arguing that Beth knowingly misrepresented that the photograph he posted to his public web page was an infringement of her Section 106(5) right or that the photograph "was removed or disabled by mistake or misidentification" (17 U.S. Code § 512[f][2]).

CCB staff review the claim to confirm its compliance with the law and applicable regulations. If it does, they will notify the claimant (Beth, in the example above), who then has 90 days to serve notice of the claim on the respondent, typically by complying with procedures of state law for serving a legal summons (e.g., handing it to someone in person or delivering it via U.S. mail) and file proof of service with the CCB. Note that although an infringement claim cannot be brought in federal court before a claimant has registered their copyright with the U.S. Copyright Office (USCO), CCB claims can be filed concurrently with a registration deposit. This means that a CCB claim can be filed, potentially, sooner than a claim could be filed in federal court.

Opting-out of proceedings

Participation in CCB proceedings is voluntary. When a respondent is notified of a claim against them, they have 60 days to opt-out of the proceedings. If a respondent chooses to opt-out, the claimant may then choose to file a copyright lawsuit against the respondent in federal court. If they fail to opt-out of the CCB proceeding before the deadline, respondents lose their opportunity to have the dispute decided by a court. The proceeding then moves forward in the CCB, with or without their participation, and the respondent "shall be bound by the determination in the proceeding" (17 U.S.C. § 1506[i]).

Proceedings

Both parties can submit documents and testimony as evidence supporting their claim, counterclaim, or defense. The CCB can also conduct hearings to receive oral presentations or testimony "on issues of fact or law" (17 U.S.C. § 1506[p]). Both parties may be represented by an attorney or qualified law student (17 U.S. Code § 1506[d][2]). After hearing evidence, the CCB will issue their determination, reached by a majority of the Board, in writing. It will include:

- an explanation of the factual and legal basis of their determination,
- any agreed terms regarding the cessation of infringing activity under section 1504(e)(2),
- terms of any settlement the parties agreed to under subsection (r)(1), and
- a clear statement of all damages and other relief awarded.

Damages that can be awarded to the prevailing party include "actual damages and profits or statutory damages" (17 U.S.C. § 1504[e][B][i]) which, under the CASE Act, can run up to $15,000. No party pursuing one or more claims or counterclaims in a single proceeding

may seek to recover more than $30,000. A claimant's ability to recover monetary damages under the CASE Act differs from a plaintiff's ability to recover monetary damages in federal court. In the traditional court system, only plaintiffs who have registered their works prior to infringement are eligible to recover statutory damages and attorney's fees. However, under the CCB, a claimant could potentially recover up to $7,500 in statutory damages per work infringed, even if the infringement predates registration of the work.

Why should libraries (and library workers) care about the CASE Act?

Section 1506(aa) of the CASE Act permits libraries and archives to preemptively and permanently opt-out of proceedings before the CCB. Initially, a Notice of Proposed Rulemaking (NPRM) concerning "Small Claims Procedures for Library and Archives Opt-Outs and Class Actions" stated that even though libraries and archives as *institutions* may opt-out of CCB proceedings under the statute, this privilege would not extend to the *employees* of libraries and archives (86 *Fed. Reg.* 49276 [2 September 2021]). Many college and research libraries, as well as individual library workers, submitted comments to the NPRM arguing that employees should be excluded from CCB proceedings if their employing library opts-out, as libraries can only operate through the actions of their employees. Library workers in higher education regularly engage in copyright decision-making in a reasonable and informed fashion, including "digitizing and sharing collection materials online, posting readings or other content to online course websites or in digital exhibits, making preservation copies of fragile materials, and undertaking interlibrary loan throughout the world."[3]

In response to these comments, USCO announced in March 2022 that the "final rule will apply a library's or archives' opt-out election to both the qualifying entity and its employees for activities [performed] within the employee's scope of employment."[4]

The reach of the CASE Act extends to constituents served by academic libraries. Faculty, instructors, and students not only create and publish their own original copyrightable scholarship, but they also use and repurpose the copyrighted content of others. For example, a faculty author in architecture might reproduce two building photographs in an academic article in order conduct a comparative analysis of their structural designs, thus contributing new scholarship and understanding to the topic. Or a media studies instructor could include a short documentary clip in their course management system for students to view prior to a group discussion and class assignment. Under the CASE Act, teachers, students, and researchers could start to receive notices of alleged copyright infringement, even though many of their uses may not constitute infringement due to fair use or other limitations and exceptions to copyright. There is a justifiable concern that CASE Act infringement allegations could have a significant chilling effect on the legal actions of educational communities if unsuspecting teachers, researchers, and students are intimidated by claims notices even though they can opt-out of the proceedings.

Looking ahead: Preparing for copyright small claims proceedings

The CCB must begin hearing claims by June 25, 2022. There are several campus stakeholders who will need to engage with each other when preparing for this eventuality, including library leadership, the Office of General Counsel (OGC), and campus educational partners.

Library leadership should be kept informed of how small copyright claims will impact the library, and there are particular decisions they will have to make regarding the handling of CASE Act provisions. As described above, the statute allows for libraries to preemptively and permanently opt-out of CCB proceedings. Section 1506(aa)(4) of the Act states that a library is eligible if it qualifies for the limitations on exclusive rights under 17 U.S.C. § 108. The final rule issued by USCO states that "any person with the authority to take legally binding actions on behalf of a library or archives in connection with litigation may submit the notification" must "list the name and physical address of each library or archives to which the preemptive opt out applies" (37 CFR Part 223[2][c]) and "provide a point of contact for future correspondence, including phone number, mailing address, email address, and the website for the library or archives, if available" (37 CFR Part 223[2][2]).

The OGC will also need to partner with library staff on multiple aspects. It is likely to be involved in the library's decision whether to preemptively opt-out of the CCB. Libraries situated within federal or state government institutions should feel comfortable preemptively opting out under the library opt-out procedures (which will now exclude library employees from CCB proceedings), even if technically they do not need to because federal and state governmental entities are exempted from CCB claims under the statute. While Section 1504(d)(3) of the law expressly prohibits claims brought against a federal or state governmental entity, it is unclear whether employees of these same institutions (such as persons *other than* library or archives staff employed at public universities and state colleges) are also exempt. Additionally, is the OGC willing to provide advice to faculty or staff who might receive a CCB claim while working in their official capacity as an employee of the university?[5] Similarly, the OGC, along with any student legal services, should anticipate whether they will provide legal advice to students who receive a CCB claim notice. The OGC should think through these questions in advance and, ideally, communicate them to campus.

Key campus educational partners, such as the Office of Scholarly Communications (OSC), should be prepared to provide the campus community with accurate information about the CCB processes. Informational materials they create can address campus constituents who may receive claims notices, including instructors, faculty authors, and students.[6] In particular, the campus community should understand that a claim notice is a legal document initiating a legal proceeding and should not be ignored. Community members should also know that unofficial warnings or demand for payment from rightsholders outside of the CCB process are not official legal documents and carry no legal penalty. Individuals on campus should understand when and how to opt-out of CCB proceedings, why one might choose not to participate in a CCB proceeding, and that opting-out does not preclude the claimant from filing a lawsuit in federal court. As noted above, individuals have 60 days to opt out of proceedings before the CCB. If an individual chooses to continue with a CCB proceeding, they need to know how it will operate and the potential damages that could be assessed should they be found liable for infringement.

Finally, the campus community should know who to contact on campus if they receive such a notice, which will depend on the practices of each campus. For instance, while faculty members may be directed first to the OSC, they might be referred to the OGC if the claim stems from work performed in the scope of their employment. Students, on the other hand, might be referred to student legal services, if the campus has such a provider.

Conclusion

The CASE Act purports to expedite small-claims copyright infringements in a non-courtroom setting. Even though participation in the proceedings is voluntary, libraries should keep abreast of developments as the CCB gets up and running. It's promising that when a library opts out of the CCB proceedings, those opt-outs now will also cover library employees acting in the scope of their employment. At the same time, the CASE Act procedures will possibly have wide-ranging effects on college and research libraries and campus stakeholders who create and leverage copyrighted works in their teaching, research, and scholarship.

Notes

1. U.S. Copyright Office, "Copyright Small Claims and the Copyright Claims Board," n.d. https://www.copyright.gov/about/small-claims/.
2. Ibid.
3. University of California Libraries, "Comments," Berkeley, California, October 5, 2021, https://www.regulations.gov/comment/COLC-2021-0003-0087.
4. "Small Claims Procedures for Library and Archives Opt-Outs and Class Actions," 87 *Federal Register* 13171 (09 March 2022), p. 3175.
5. More information about these potential situations can be found in the U.S. Copyright Office, "Circular 30: Works Made for Hire," available at https://www.copyright.gov/circs/circ30.pdf.
6. For example, see this webpage hosted by the University of California Berkeley Libraries, https://www.lib.berkeley.edu/scholarly-communication/copyright/small-claims.

Marna Hostetler

Better by design

Making meetings more productive

All libraries have meetings, but not all meetings are productive. Unproductive meetings are viewed as a waste of time, resulting in low morale and lack of progress on organizational goals. But meetings are crucial to setting goals, formulating policies, removing barriers, and completing projects. Since meetings are a necessity, how can we make them better?

I am the library director at a regional comprehensive public university, and I recently completed a Master of Business Administration degree with a concentration in Human Resources. One of the management courses I took covered the topic of meetings, including reading the book *Death by Meeting: A Leadership Fable…about Solving the Most Painful Problems in Business* by Patrick Lencioni.[1] Given the importance of meetings – and their well-known challenges—the knowledge gained in this course inspired me to reconfigure my library's meeting structure.

In the Lencioni book, different types of meetings are explained in detail, although with fictional examples. The meetings in the book are held more often than the model I adopted, as the pace of a business is quicker than that of most libraries. Using the ideas in the book, I modified the meeting structure for my library to include five different meeting types for different purposes, as outlined below.

The timing was good for my library to begin using a new meeting structure. We had a new assistant director for public services and a fairly new assistant director for technical services. I formed a new management team, comprised of my direct reports, and we piloted the new meeting structure beginning in the 2018-19 academic year. Now, of course, we are in the midst of a global pandemic, and the working world has adopted virtual and hybrid meetings in response to the COVID-19 virus.

Whether virtual or in-person, it is important to understand that an organization should have different types of meetings for different goals. Too often, organizations use a "catch-all" approach to meetings, leaving no one satisfied and slowing progress toward agreed-upon goals. Effective meetings can range from a five-minute "check-in" to a daylong off-site retreat, depending on the purpose of the meeting.

Check-in

Check-in meetings are typically 5-10 minutes and are conducted standing. These meetings are held only as needed and are helpful when planning to cover a service desk if the normal routine

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is disrupted, for example, due to illness or emergency. They can also be useful if something out of the routine or unexpected arises, such as an additional meeting added to the schedule for the day or a problem within the building. These meetings are typically held within an individual library unit and are useful for conveying information quickly and efficiently. In a more virtual environment, I believe that meetings like this could be handled with a quick phone call, an email, or a group chat. One could also set up a quick video call to discuss options.

Tactical

These meetings are used to review progress on the organization's activities and metrics; resolve issues; provide clarity for everyone at the meeting; identify obstacles and remove them immediately, if possible; and to achieve consensus on next steps.

My library held tactical meetings monthly, although the Lencioni book recommended holding them more often. These meetings are recommended to last 45-90 minutes, and everyone in the management group attends.

Tactical meetings must be conducted with discipline and structural integrity. This is challenging because tactical meetings do not have a set agenda. The agenda arises out of the issues that are brought up by the meeting participants, after initial reporting is complete. The other major point about tactical meetings is that they are not intended for strategic discussions. Specific, short-term topics are the focus. If any strategic issues arise, note and postpone them until the next strategic meeting. It is difficult to resist engaging in discussion of strategic issues, but this is where discipline is crucial. Tactical meetings are not designed for deep discussion, so it would be giving the issue short shrift to attempt to discuss and resolve it during a shorter meeting intended for a different purpose, when people may not be prepared for the discussion.

Tactical meetings are comprised of three parts: lightning round, progress review, and real-time agenda. In the lightning round, everyone lists their top two or three priorities for the month. Each person gets a very short time, one-to-three minutes. In the progress review, the meeting leader reviews four-to-six metrics for the organization and marks progress since the last meeting. These could come from the organization's strategic plan, unit goals for the year, or other planning documents. This activity keeps everyone focused on organizational goals. Finally, the meeting leader, who takes notes during the lightning round, identifies the real-time agenda items or tactical issues that must be addressed immediately because they are slowing progress. Once tactical issues are identified, they are discussed and – ideally—resolved.

For these meetings, I adapted a form from the Lencioni book and used it for both meeting preparation and note-taking during the meeting. The form is one page, with six boxes. The first box is for Lightning Round notes, which I took as each member of the library's leadership team gave their short unit updates. The second box was where I put my own pre-meeting updates on key metrics, important projects, and strategic plan objectives.

The third box is where I noted potential agenda items for the meeting. Remember, there is no pre-set agenda for tactical meetings. Agenda items arise in real time from the leadership team's updates. Tactical meeting agenda items are short-term issues that are slowing progress, so they are to be discussed and resolved right then and there. If that's not possible, or more discussion or different people are needed, the issue should be shifted to a future strategic meeting.

The fourth box on my tactical meeting form was to note potential topics for quarterly strategic meetings. The fifth box was to record decisions or actions taken in the current meeting and the final box was to make notes on who else within the organization needs to know of the decision or action taken. Your form can be configured any way you like, but as tactical meetings are short and to the point, I recommend some sort of organized form to help you maintain the intended structure of the meeting.

Tactical meetings could easily be conducted virtually or in a hybrid environment, as well as in-person.

Strategic

My organization held strategic meetings quarterly, and they were scheduled for two hours, although the Lencioni book recommends four hours. These meetings are longer than tactical meetings because they are intended for deep discussion, analysis, brainstorming, and making decisions on critical issues affecting the long-term success of the organization. This may seem too long, but, as we know, thorny topics come up in other meetings when there is not enough time to get into details, so issues build up over time. Strategic meetings are useful because they reserve time on the calendar for having the lengthy conversations that are necessary to maintain progress. Ultimately, the time is well spent because it is used to discuss issues that affect the organization in fundamental ways.

Strategic meetings should have only one or two topics on the agenda, one or two hours per topic, allowing plenty of time to explore each issue in-depth. Be sure to set the agenda well in advance so that people can prepare and consider assigning a discussion leader for each topic. Because the meetings are held less often, the people presenting each topic will have time to do the needed research. The meeting leader should consider opening the discussion with an explanation of why the topic is important, which may be helpful for those who are not directly impacted by the issue at hand.

Strategic meetings can be conducted virtually or as a hybrid meeting. However, longer meeting times may necessitate short breaks between topics.

Off-site review

Off-site review meetings are normally held once a year, such as an all-day retreat. These meetings are used to review strategy or to create or revisit the organization's strategic plan. As industries change over time, it is also useful to periodically reassess the organization's strategic direction and review industry trends.

This time can also be used for team review. My organization has used off-site review meetings to perform self-assessments as individuals and as a team, but teams could also use the time to identify trends or tendencies that do not serve the organization or to remind themselves of their collective commitment to the team.

Off-site reviews may be more difficult to accomplish in a virtual or hybrid environment, merely because it can be difficult to maintain focus for long periods of time in an online meeting. For a retreat that must be held virtually, it might be best to break up topics into shorter meetings, perhaps held over a week or several weeks. It may be more difficult to accomplish the focus provided by a true retreat away from the workplace, but deep discussions can still occur without requiring multiple hours in front of a computer screen.

Librarians' council

My organization maintained a meeting type that was in place before the meeting restructure of 2018. These are monthly meetings for librarians and unit heads and are used for product demos, guest speakers, or group discussions. These meetings have also been used for visits from the provost; to meet new upper-level personnel on campus, such as the dean of students or vice president for student affairs; or to hear about new programs or initiatives from elsewhere on campus.

These meetings are more informal and if one or more people are unable to attend, they are not rescheduled. Often, if no topic comes to mind, the meeting is cancelled altogether. Council meetings can work in either a virtual or hybrid environment, as well.

Healthy conflict and full participation

Even if no changes are made to your organization's meeting structure, following good meeting guidelines can improve efficiency. Agendas should be set ahead of time to give people time to prepare, such as asking colleagues for input or compiling needed data or statistics. Every effort should be made to include everyone who works with the topic at hand, and meetings should be scheduled with participants' schedules in mind. For example, if one person in the group works the evening shift, meetings should be scheduled for afternoons.

All meeting participants should engage in productive conflict. The meeting leader should expect and feel comfortable with some silence as participants digest what is being presented, and aim to keep the discussion on the topic, not personalities. The meeting leader should enforce the "one person speaks at a time" and "no cross-talk" rules. This has actually gotten easier in the online environment, but over time, as organizations move to more in-person or hybrid meetings, this will remain important.

In sum, the meeting restructure worked well for me as the library director and for my colleagues. I admit that the tactical meetings at first felt very strange to all of us, especially as we had been trained to always prepare meeting agendas ahead of time. However, tactical discussions are very useful and the group adapted to the meeting structure over time. The new overall meeting configuration enhanced communication between me and my direct reports and within the management team. Morale improved because progress toward organizational goals became part of our regular meetings and time was regularly set aside to discuss those large, difficult issues that every organization has to manage. These changes led to better results.

I would encourage you to review the meeting structure at your library and try some new approaches. After all, meetings are necessary, so we should make the most of them.

Note

1. Patrick Lencioni, *Death by Meeting: A Leadership Fable—about Solving the Most Painful Problem in Business,* 1st ed. (San Francisco, CA: Jossey-Bass, 2004).

Digital books: Libraries fight for fair pricing

The most recent activity in the fight for fair pricing of digital content for libraries has been taking place at the state level. The Maryland General Assembly passed two bills in 2021 requiring publishers who sell e-book licenses to Maryland consumers to also sell licenses to Maryland public libraries "on reasonable terms." Shortly after the Maryland legislation became law, libraries celebrated when e-book bills passed the New York State Senate and Assembly. Unfortunately, by the end of 2021, the success had proven to be short-lived.

Despite overwhelming bipartisan support of lawmakers and advocates alike, the governor of New York refused to sign the legislation into law. Weeks before the Maryland law was to take effect on January 1, 2022, it was challenged when the American Association of Publishers (AAP) filed a federal lawsuit against the state. Following a hearing on the case, the U.S. District Court granted a preliminary injunction of Maryland's digital book law in February.

While the Maryland legislation focuses on public libraries, other states have broadened to include academic libraries. As Maryland court proceedings continue towards final adjudication of the complaint, ALA will continue active engagement toward more reasonable access to digital books for libraries. Direct negotiation with the industry–with whom most of the decision-making and authority on library digital book pricing and access rests–is preferred. ALA continues to coordinate with state advocacy efforts as well as work at the federal level to extend some of the rights that libraries have in the print world to the digital environment.

FY 2022 budget closes, FY 2023 federal appropriations cycle begins

The Fiscal Year (FY) 2022 budget signed by the president in March 2022 had mixed outcomes for libraries. While the Library Services and Technology Act (LSTA) saw flat funding (despite robust increases proposed in the House-passed version of the bill), the National Endowment for the Humanities and National Endowment for the Arts received a significant bump from $167.5 million for each program in FY 2021 up to $180 apiece in FY 2022.

ALA launched the FY 2023 #FundLibraries campaign during National Library Week (April 3-9, 2022) with the release of the "Dear Appropriator" letters in support of the LSTA and Innovative Approaches to Literacy (IAL) programs for FY 2023. Each year, ALA's Public Policy and Advocacy Office works with congressional staff to gather congressional signatures for these letters addressed to members of the House and Senate appropriations committees. The circulation of the Dear Appropriator letters marks the first and most influential nationwide advocacy action on the federal budget in any given year. ALA is encouraging advocates to ask their representative and senators to sign the two letters. Information is available at ala.org/takeaction.

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ALA kicks off new Unite Against Book Bans campaign

During National Library Week, ALA also launched Unite Against Book Bans, a public campaign to counter the dramatic uptick in book challenges. ALA's Office for Intellectual Freedom (OIF) reported that in one three-month period alone, between September 1 and November 30, 2021, more than 330 unique cases were reported, doubling the number of reports from all of 2020. The goal for the Unite Against Book Bans campaign is to harness the energy of the large majority of Americans that oppose book bans and use their voice in the public arena. In March 2022, ALA commissioned a poll, which showed that 7 in 10 voters oppose efforts to remove books from public libraries, including majorities of voters across party lines. Over the following months, ALA will work to mobilize book lovers from across party lines. To receive regular updates on the campaign and learn how to take action, sign up at UniteAgainstBookBans.org.

Louisiana Digital Library. *Access:* https://louisianadigitallibrary.org/.

The Louisiana Digital Library (LDL) is the "front door to Louisiana's digital cultural heritage."

Behind that door are more than 400,000 digital objects from public libraries, academic libraries, museums, and archives found throughout the State of Louisiana. These objects include photographs, maps, manuscript materials, books, oral histories, and audio and video recordings. Subjects include architecture, jazz, and civil rights, as well as curated collections about historical topics from the Colonial Era to Free People of Color to Hurricane Katrina.

Guiding the work of this digital library is the Louisiana Digital Consortium, whose mission is "to provide a framework for institutions to develop cooperative digital initiatives and services to preserve and promote the culture and history of Louisiana." The current version of LDL appeared in 2017 with 15 charter members, and it has now grown to 25 member institutions. Academic libraries form the core membership, but cultural institutions and public libraries continue to add their collections. High school students as well as graduate researchers will find valuable materials in this resource.

Like similar digital libraries in other states, such as the Digital Commonwealth, Massachusetts Collections Online, and the Digital Library of Georgia, LDL provides a simple interface for the user to discover materials through a search box or a link to browse the collections. At the item level, the user can share via Facebook and Twitter, download the image, follow tags at the bottom of the screen, and click on the details tab to find detailed information about the item.

LDL is also a data hub. Under the "About" tab are metadata guidelines and tutorials for local content administrators, which help standardize the information on records created by different institutions. Drawing on the "Collections as Data" concept, LDL enables users to download basic metadata about a collection as a CSV dataset file. Tutorials show how to create datasets of metadata for computational analysis, such as how to grab texts from transcripts of oral histories or how to create a dataset ready for text mining. Whether looking for images of alligators, or seeking to create a Digital Humanities project, LDL offers something for everyone.—*Doreen Simonsen, Willamette University, dsimonse@willamette.edu*

UNAIDS. *Access:* https://www.unaids.org/.

UNAIDS.org is the Joint United Nations Program on HIV and AIDS (UNAIDS) global database of information on HIV-AIDS, based on the NGO's stated goal of ending AIDS as a global health threat by 2030. The site provides users with a wide range of statistical data, advocacy organizations, and actionable resources in the global fight against both the epidemic itself and the stigmatization that remains around those living with HIV-AIDS.

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The website has a simple layout, and users can choose from four languages (English, French, Spanish, and Russian) to navigate the site. Viewed several times in March 2022, the page highlighted Zero Discrimination Day, which takes place annually on March 1. Related to this, the site provides tools for users to act against discriminatory policies in various countries, including a downloadable brochure (only available in English) and links to articles about the people both facing and fighting discrimination in various parts of the world. Examples include the case of a Jamaican man who was fired because he was HIV positive and activists in Guyana fighting for anti-discrimination protections for transgender people.

The "Resources" tab reveals an extensive collection of tools for users, including press information, videos, FAQs, and an interactive map to explore laws around HIV-AIDS in every country. Exploring the regional links, one can click on a continent or region which then opens to a page of countries in that region. From there users can click on a specific country and see UNAIDS data on infection rates, prevention campaigns and testing, financial resources directed towards HIV-AIDS, as well as personal and news stories from the country. Users also have the option to explore data more granularly by selecting facets organized by topic, country, and year. For example, one might examine HIV prevention programs for sex workers in Argentina in 2018.

Another useful page on the site contains downloadable infographics on a range of AIDS-related topics, including a timeline of the epidemic and a short comic about the fight against HIV during the COVID-19 global pandemic. Additionally, the website provides insightful details on UNAIDS as an organization, including programming topics, countries and regions where the organization works, board and administrative information, and links to donate.

The site is a comprehensive, free resource on HIV-AIDS that activists, healthcare workers, people living with AIDS, and researchers will find useful.—*Bart Everts, Rutgers University-Camden,* bart.everts@rutgers.edu

Women You Should Know. *Access:* https://womenyoushouldknow.net/.

The website Women You Should Know (WYSK) was launched in 2011 by Jen Jones and Cynthia Hornig. Coming from a public relations background, the founders noticed a lack of news coverage on issues of interest to women and girls. To fill this gap in the media landscape, they established the WYSK site as an editorial platform to collect and amplify women's stories, events, programs, and issues.

The site primarily features articles, which fall into three categories: current news reports, historic biographies, and personal profiles. Articles are organized with relevant subject tags. They can be browsed by category using the menu bar at the top of the site. The menu bar functions more like a faceted search than a true menu, as articles repeatedly appear under multiple menu categories and subcategories. The strength of WYSK is in its written content, but the site includes other media, as well. The "Video" menu option leads to a dozen video profiles of professional and celebrity women.

Authorship varies across articles. Most coverage of current events is attributed to an unidentified WYSK group author. However, historic biographies and personal profiles provide author bylines, including credentials, for those who wish to cite WYSK. The writing is not scholarly or peer reviewed, and citations are not included, but biographies generally include a "Further Reading" section, which may prove useful to secondary students looking for a research starting point.

The site does have drawbacks. The lack of detailed author information on news articles may discourage students who need to prove they use reliable sources. Users looking for articles on specific topics will be challenged. Although there is a keyword search feature, it is buried in a string of icons at the top of the webpage. The only other way to encounter content is to browse through the menu, which may frustrate users who do not expect it to act like a faceted search. Lastly, the site includes ads. If a visitor uses WYSK without a pop-up filter, they will experience pop-up ads, which is jarring.

Overall, WYSK is certainly a good fit for young scholars seeking sources that cover women's history and current events. Librarians may find it best serves those who want to browse and read for fun rather than for academic purposes.—*Katherine Van Arsdale, Adventist Digital Library,* vanarsdk@andrews.edu

The Andrew W. Mellon Foundation has awarded the University of Minnesota (UM) a $615,000 grant for Mapping Prejudice, a project of the UM Libraries, started in 2016 by using volunteers to document racial covenants—the clauses that were inserted into property deeds to keep anyone who was not white from buying or occupying certain pieces of land. The funding will allow the Mapping Prejudice team to build collaborations that can advance racial justice in Minnesota. The team will convene a think tank to bring together academics, researchers, and community fellows under the umbrella of the UM Libraries. "Mapping Trust: A model for co-creative community collaboration in an academic library" is a two-year project under the direction of Kirsten Delegard, director of Mapping Prejudice. The think tank will nurture conversations—with the voices of Black, Indigenous and people of color (BIPOC) at the center—around local efforts to dismantle structural racism. Academics and researchers will learn from this work and use it to generate collaborations that reflect the priorities of community members and provide new resources for these efforts.

The Association of University Presses (AUPresses) has been awarded a Digital Humanities Advancement Grant from the National Endowment for the Humanities (NEH) to study the effect of open digital editions on the sales of print monographs. The Level I grant will support a study led by John Sherer, director of the University of North Carolina Press and chair of the AUPresses Open Access (OA) Committee, and Erich Van Rijn, associate director at the University of California Press, an AUPresses representative on the Toward an Open Monograph Ecosystem Advisory Board and chair of the 2019-21 AUPresses OA Task Force. The project seeks to understand empirically whether the availability of OA editions of scholarly books has a quantifiable effect on the sales performance of print editions. While many university presses have pursued experiments with OA publishing, sustainable financing of high-quality, rigorous scholarly publishing operations is a significant concern. The study will look at both OA and traditionally published titles across multiple disciplines from many presses. Findings from the study will be shared publicly in support of scholarly publishers, peer institutions, and associations devoted to humanities scholarship.

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

Fast Facts

Book challenges

ALA's Office for Intellectual Freedom tracked "729 (book) challenges—affecting nearly 1,600 books—at public schools and libraries in 2021, more than double 2020's figures and the highest since the ALA began compiling challenges more than 20 years ago." The two most challenged books for the year were Gender Queer, by Maia Kobabe, and Lawn Boy, by Jonathan Evison.

Hillel Italie, "Library Study Finds 'Challenged' Books Soared in 2021," AP News, April 4, 2022, https://apnews.com/article/most-challenged-books-2021-1d5c3a131e951299d02ce2a4152098cb (retrieved April 6, 2022).

Declining reading scores

"In 2019, the average reading score for twelfth-grade students was 2 points lower (285) compared to 2015, the previous assessment year, and 7 points lower than 1992, the first reading assessment year. Average scores are reported on the NAEP reading scale that ranges from 0 to 500." A score of 302 is considered "proficient."

The National Assessment of Educational Progress, "NAEP Reading: National Average Scores," https://www.nationsreportcard.gov/reading/nation/scores/?grade=12 (retrieved April 6, 2022).

AI biographies of marginalized groups

"Only about 20 percent of biographies on the English (Wikipedia) site are about women. Research scientist Angela Fan is using AI (artificial intelligence) to create more inclusive Wikipedia-style biographies about marginalized groups. (The open-source AI model) automatically creates high-quality biographical articles about important real-world public figures, (which can then be) used as a starting point for people writing Wikipedia content and fact checkers to publish more biographies of underrepresented groups on the site."

Meta, "Generating Biographies of Marginalized Groups," March 30, 2022, https://about.fb.com/news/2022/03/generating-biographies-of-marginalized-groups (retrieved April 6, 2022).

"Smart" devices

A "majority (75 percent) of adults in the U.S. say they or someone in their family interacts with a voice-activated assistant. Most say they interact with a voice-activated assistant on either a smartphone (61 percent), smart speaker

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(35 percent), in a car (29 percent), on a computer (14 percent) or another device (7 percent). Similarly, 58 percent say they have at least one 'smart home' device in their home: 37 percent own one or two smart home devices, while 21 percent own three or more. Four in 10 (41 percent) say they don't currently have any 'smart home' devices in their home."

Brianna Richardson, "Axios|Momentive Poll: What's Next 2022," Momentive, April 5, 2022, https://www.momentive.ai/en/blog/axios-whats-next-2022 (retrieved April 6, 2022).

Hispanic-serving institutions

"The number of colleges with Latino enrollment of at least 25 percent has declined during the pandemic, reversing a 20-year trend in higher education. Despite Hispanic population growth, the number of HSIs (Hispanic-serving institutions) has dropped for the first time in 20 years. Fewer colleges meet the federal standard to be considered Hispanic-serving institutions, in part due to pandemic enrollment decline. Data from the 2020-2021 academic year shows that 42 colleges previously designated as HSIs dipped below the threshold that qualifies them. At the same time, 32 new HSIs were added, leaving the list of schools with this designation 10 shorter than it was the year before."

Olivia Sanchez, "Despite Hispanic Population Growth, but the Number of HSIs Has Dropped for the First Time in 20 Years," The Hechinger Report, April 1, 2022, http://hechingerreport.org/despite-hispanic-population-growth-but-the-number-of-hsis-has-dropped-for-the-first-time-in-20-years (retrieved April 6, 2022).