

College & Research Libraries

news

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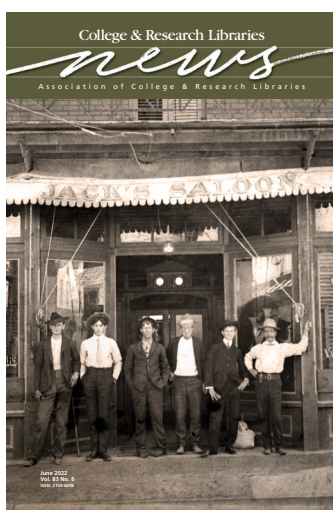
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This month's cover features a photograph taken in 1890 of Jack's Saloon on 101 Simonton Street, Key West, Florida. The sign painted on the windows reads "Beer on Draught 5c per glass. Jack's Saloon, the finest brands of Wines, Liquors & Cigars." There are six men posed in front of the saloon's doorway.

The photograph is archived at the Monroe County May Hill Russell Library and hosted online by Florida International University's Digital Collections Center (DCC). Learn more about DCC at <http://digitalcollections.fiu.edu/dcc/>.

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ACRL 2019-20, 2020-21 fiscal year financial reports now available

The ACRL Board of Directors, Budget and Finance Committee, executive director, and ACRL staff carefully monitored and reviewed the 2019-20 and 2020-21 fiscal years. The two fiscal year budgets are provided in a combined report due to unforeseen delays affecting the timing of financial closing. The association remains fiscally sound with excellent stewardship and strategic realignments that ensure effective member services, engaging programs, and sustained initiatives.

Typically, the ACRL budget operates on a two-year cycle due to the ACRL conference, which takes place in odd years, with deficits in even years and surpluses in the odd years. It is important to note that operating processes in academic institutions, associations, and businesses disrupted by furloughs, enrollment declines, and services, resulted in lost revenue globally due to the COVID-19 pandemic. Social justice concerns, lost jobs, and human loss took a toll on everyone, yet ACRL remained steadfast in providing quality services and programs throughout the pandemic. However, because early limitations on in-person gatherings led to severe disruptions, the in-person ACRL 2021 Conference, the RBMS conference, and RoadShows were held virtually; nevertheless, the member committees provided resoundingly excellent conference opportunities and effective programs for members.

The full 2019-20 and 2020-21 fiscal year financial reports are available as supplements to the ACRL 2020-21 Annual Report in the December 2021 issue of *C&RL News* at <https://crln.acrl.org/index.php/crlnews/article/view/25246>.

2022 EDUCAUSE Horizon Report Teaching and Learning Edition released

EDUCAUSE has released the 2022 EDUCAUSE Horizon Report Teaching and Learning Edition. Two years into the COVID-19 pandemic, much still feels the same, though in some important ways our thinking and behaviors may be shifting in anticipation of longer-term changes in the ways we structure our lives and our shared places and spaces. In higher education, these shifts may reflect an evolution from short-term “emergency” or “reactive” modes of offering education during extraordinary circumstances to making strategic and sustainable investments in a future that will be very much unlike our past. As this year’s teaching and learning Horizon panelists gathered to reflect on current trends and the future of higher education, many of their discussions and nominations suggest that change may be here to stay and that there will be no return to “normal” for many institutions. This report summarizes the results of those discussions and nominations and serves as one vantage point on where our future may be headed. The report is freely available at <https://library.educause.edu/resources/2022/4/2022-educause-horizon-report-teaching-and-learning-edition>.

ARL, CARL, Ithaka S+R release final report on aligning the research library to organizational strategy

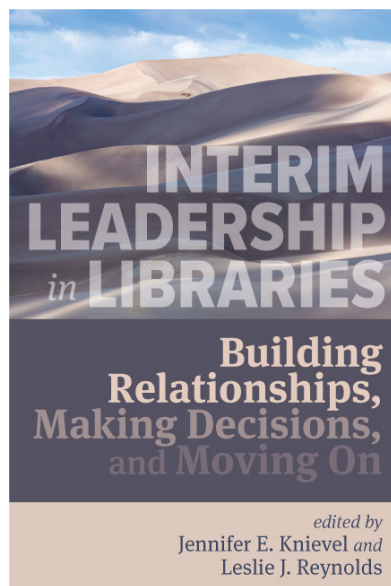
The Association of Research Libraries (ARL), the Canadian Association of Research Libraries (CARL), and Ithaka S+R are pleased to publish the final report of the commissioned

research to identify the strategic priorities of higher education's senior leadership, and to identify how and what more research libraries can do to advance them. Thank you to the 63 university presidents, provosts, senior research officers, chief information officers, and presidents and executive directors of partner higher education associations who participated in the research.

This report is the first in a series of collaborations to develop a shared narrative with key stakeholders and our members, including data and case studies that convey the value research libraries do and can provide in advancing the research and learning mission. The report is available for download at <https://doi.org/10.18665/sr.316656>.

ACRL releases Interim Leadership in Libraries

ACRL announces the publication of *Interim Leadership in Libraries: Building Relationships, Making Decisions, and Moving On*, edited by Jennifer E. Knievel and Leslie J. Reynolds. This collection gathers the expertise and experiences of interim leaders in a variety of roles and institutions and helps address the unique challenges of these roles and ways to make a lasting impact.



It's common for libraries to use visiting, interim, temporary, and acting roles to solve a variety of personnel vacancies. And with the current, widespread retirements and turnover at the most senior levels of library leadership, more and more libraries are being led by interim leaders.

Interim Leadership in Libraries draws on evidence-based research, professional expertise, and personal experience to address the practical implications that arise from the decision to appoint interim leaders. Authors from a variety of institutions who have served in many different interim roles explore this specific type of leadership in five sections:

- Building Relationships for Interim Leaders
- Leading with Confidence
- Making Long-Term Decisions as an Interim Leader
- Leading Through Contraction: When No One Can Be Hired
- Moving On: When the Dust Settles

Chapters cover topics including serving as a nonlibrarian interim, leading through a hiring freeze, strategic planning and reorganization as interim, and developing future library leaders.

Individuals asked to step into interim or acting leadership roles face personal and professional challenges. *Interim Leadership in Libraries* will help these leaders, and those who work with them, learn from the successes and failures of others who came before them in order to have a lasting impact on their organization.

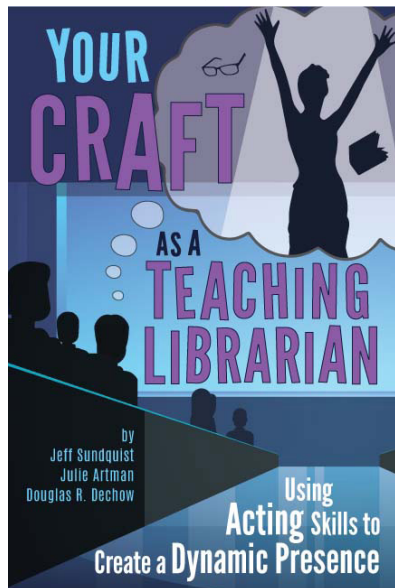
Interim Leadership in Libraries: Building Relationships, Making Decisions, and Moving On is available for purchase in print and as an ebook through the ALA Online Store, in print through Amazon.com, and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.

Peer Review: A Critical Primer and Practical Course now available

Peer Review: A Critical Primer and Practical Course, a self-paced open educational resource developed by Emily Ford of Portland State University, is now available. This structured self-paced course is designed to develop a better understand of the basics of peer review, and hopefully to critically examine it. It is geared toward LIS students and library workers, though it could certainly be used by any student or professional interested to further explore peer review. In eight modules the resource asks readers to engage in a variety of activities to learn the who, what, why, and how of peer review. It is geared toward library professionals, library school students, or other academic professionals who must understand and/or engage with the peer-review process. Peer Review: A Critical Primer and Practical Course is freely available at <https://pdx.pressbooks.pub/peerreviewprimer/>.

New from ACRL—Your Craft as a Teaching Librarian

ACRL announces the publication of *Your Craft as a Teaching Librarian: Using Acting Skills to Create a Dynamic Presence*, by Jeff Sundquist, Julie Artman, and Douglas R. Dechow.



This entertaining guide captures how acting techniques can sharpen your instructional skills, establish your teaching identity, enliven your performance, and create an invigorating learning experience for your students.

Library instruction is like acting: There's a live audience, in person or online; you may be doing a one-shot, limited engagement or play to the same crowd repeatedly over the course of a term; and you usually expect reviews. Most important, instruction is like acting in that you're playing a role, and it's crucial to prepare your performance before you go on in order to shine and to connect authentically with students.

Your Craft as a Teaching Librarian: Using Acting Skills to Create a Dynamic Presence—a revised and expanded edition of ACRL's 2016 *The Craft of Librarian Instruction*—is divided into three charming sections:

- Prepare and Rehearse: Centering yourself, physical and vocal preparation, mindfulness, and avoiding stage fright
- Perform and Connect: Role playing, identity, action/reaction, and information literacy
- Reflect and Sharpen: Assessment and adaptation

Chapters feature exercises to explore on your own or with a colleague, question-and-answer sections to help you identify potential challenges and solutions, and tips on deepening your teaching skills. A glossary of acting terms and a “learn more about it” bibliography provide additional context for the methods and techniques presented. *Your Craft as a Teaching Librarian* can help you personalize and characterize your teaching presence and help those with little to no teaching experience, instructors dealing with shyness or stage fright, and more experienced librarians in need of a refreshed perspective, adding an undeniable star quality to your instructional performance.

Your Craft as a Teaching Librarian: Using Acting Skills to Create a Dynamic Presence 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.

CUPA-HR releases annual workforce surveys

The soaring inflation rate has far outpaced pay increases for the higher education workforce. According to findings from CUPA-HR's annual workforce surveys for 2021-22, overall median salaries for administrators increased by 3.4%. Professionals and nonexempt staff saw increases of 2.9%, and salaries for tenure-track and nontenure-track faculty increased by 1.6% and 1.5%, respectively. The inflation rate for 2021 was 6.8% and continues to climb.

This is not the first year that pay increases have not kept up with inflation. Pay increases for administrators, professionals, and staff last met or exceeded inflation in 2019-20. Nontenure-track faculty salary increases last met or exceeded inflation in 2016-17, and tenure-track faculty salary increases have not kept pace with inflation in any of the past six years.

Learn more on the CUPA-HR website at www.cupahr.org/press-releases/higher-ed-pay-increases-have-not-kept-pace-with-inflation/.

ASERL expands oral history collection

The Association of Southeastern Research Libraries (ASERL) has announced it will rekindle its partnership with the University of Kentucky's Louie B. Nunn Center for Oral History to expand its collection of oral history interviews with leaders who played key roles in ASERL's growth and development over the years. ASERL first collaborated with the Nunn Center in 2016 to collect ten interviews with its earliest leaders. This new project seeks to grow that history, reflecting ASERL's growth from a social organization to one of the leading voices in American research library cooperation.

The interviews conducted in 2016 involved significant time and effort on logistics—interviewers traveling across the region, heavy recording equipment in tow, to record interviews face-to-face with their subjects. Thanks to the proliferation of online meeting tools and their ease of recording, the process for the 2022 interviews will be much simpler. ♪

Tech Bits . . .

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

Promoting library resources can sometimes become stagnant, using the same flier template with different wording. Spice up your marketing life by using Animoto to highlight resources, services, people, and special moments. Anomoto is a video creation tool featuring quality graphics, sound, and animation that can easily be shared on social media. Our team found it to be very user friendly with various templates to support the desired vibe for the targeted audience. Videos also can be integrated into instructional activities, creating an engaging and informational learning space. Animoto comes with a stock library of video and photo clips and a music library. Let your creativity flow with the free version for educational users or expand options with advanced fee based services.

—Dawn Kight
Southern University and A&M College

... Animoto
<http://animoto.com>

Olena Skachenko

Unconquered Ukraine

The librarian's thoughts out loud

More than three months have passed since the Russian-Ukrainian war started. It is an unprovoked, full-scale, and murderous one. Ukraine has been defending for more than 100 days. It burns in the fire, suffers from air and missile strikes, and mourns and buries the killed heroes. But it keeps fighting for its independence, statehood, and identity. It is fighting for Slovyansk, the occupied Mariupol and Kherson, and Odesa at the front. It fights for the life-restoring in Bucha, Borodyanka, Sumy, and Chernihiv. It fights to avoid a food crisis by demining fields and sowing them with wheat. However, the struggle takes many lives.

Anyone who knows Ukrainian history well will answer why there are few palaces in Ukraine, but many fortresses, castles, and defensive ramparts. Ukraine has always wanted to be free and fought for it for centuries. We wanted to live happily and prosperously, that is why we built temples, raised children, and grew wheat. Ukrainians never invaded or were occupiers. However, we often had to defend all we own: state, cities, freedom, faith, and language.

Those familiar with Ukrainian folk choral art know how many historical, Cossack, riflemen songs we have, often sad and mournful. It is because a song is a unique element of our lives. The lyrics express our gratitude, respect, and honor to the fallen soldiers-defenders. It is how we remember their incredible victories. Thus we pass the history of unconquered Ukraine on from generation to generation.

For 28 years, I have been working in the Kyiv National University of Culture and Arts Library. It is the only job I have. My family lives in the suburbs, 35 km northeast of Kyiv, the capital of Ukraine.

On February 24, we woke up to the sounds of explosions in our city's air defense system. Thus, my family and I faced the war. In two months, more than 5 million Ukrainians went abroad. More than 7 million have become internally displaced persons. It turned out that there is no safe zone in Ukraine. Ukrainian children have been living in bomb shelters for a long time. They do not need to read books on light masking and air alarms, they have learned these rules from life experience. Russian soldiers drop bombs on kindergartens, schools, and universities; destroy factories and grocery stores; and export grain. Ukrainian books are burned in the occupied territories, pro-Ukrainian activists and teachers are tortured and killed, and no sowing work is allowed.

It also turned out that Ukrainians are ready to defend the state, Ukrainian values, and culture. Thus, information, art, cultural, cyber and IT fronts, and music defense were launched further to the military front.

Olena Skachenko is head of the sector at the Scientific Library of the Kyiv National University of Culture and Arts, Ukraine, email: skachenko.nana@gmail.com

In the first hours of the invasion, I was very stunned and confused, unable to comprehend the war's purpose. My neighbors and I set up a shelter from possible missile strikes in the house's basement, stocked up on water and food.

On the second day of the war, I received emails from librarians from Hong Kong, Croatia, and the United States. All asked me about my safety and proposed protection. It brought me strength. I realized that I was not alone and had to share my strength with others. For a while, my daughter and I helped prepare dinners for the city's defenders.

A week later, I learned that not all of my friends were safe. Colleagues from Kharkiv and Sumy failed to get to a safe place, and librarians from Melitopol were occupied.

During the first days of the war, I kept notes and shared them with Ukrainian and foreign librar-

ians. I received words of support and prayers for Ukraine from many librarians from Croatia, the Georgia Library Association, and librarians from Penn State University and the University of Illinois.

Then I got permission to post words of support on my Facebook page. I wanted to bring strength to those Ukrainian librarians at the epicenter of hostilities and occupation. Also, with the support of the university teachers, I posted on Facebook a series of works by our students against the war.¹

After a while, the library resumed work. Escaping from air and missile strikes on the Ukrainian capital, some employees worked from the bomb shelter in the Kyiv metro. Some people evacuated to other parts of the country and worked online. Some colleagues with children went abroad, as my daughter and I did. It took four days, more than 2,300 km, 4 trains, a ferry, and 2 buses to get to a safe place. We are currently in Sweden under the Temporary Protection Directive. I work online as the university scientific journal reference editor. Unfortunately, there is no option to work from abroad. We

should have official trip permission only. I have no idea about my work prospects.

In general, many Ukrainians have a different understanding of life. Internally displaced persons and those abroad are looking for answers to their questions. What should they do next? How to live with such pain? How to forget what will not be forgotten? How to fight?

I made my choice back in February 2014. After the annexation of Crimea and the occupation of Donbas, I completely isolated myself from consuming Russian culture. Since that time, I have put all music, films, and books by Russian authors who supported the war against Ukraine out of my life. And now, after the atrocities of Russian murderers in Bucha, Mariupol, Borodyanka, and Chernihiv, there is neither contemporary Russian culture nor art for me. All the crimes committed by the occupiers against my country cannot be forgiven and nor forgotten.

The symbol of the French Resistance, Charles de Gaulle, said: "Everything great is done by great people, and they are great because they wanted it." Today, more than ever, I realize that Ukraine's victory in the war with Russia is possible only through the joint actions of each of us: Ukrainian armed forces, volunteers, territorial defense fighters, cybersecurity, railroad workers, medical workers, and rescuers, including people of culture, art, education, information and library institutions, and all Ukrainians.



Caption on the photo reads: "Whoever you are now or used to be, lift up your hands and pray!" —Anastasiia Shevchuk

In my opinion, international assistance and support are vital. I witness rallies in support of Ukraine in Stockholm. Residents of different countries go to demonstrations and honor Ukrainian heroes. “I do not doubt the strength of the Ukrainian people!” a librarian from Penn State wrote to me.

We hold the Ukrainian flag firmly and sing the National Anthem of Independent Ukraine. Today we are not fighting alone. Thank you for being a #StandWithUkraine too.

*Don't stop. With your support, we become stronger.
And together, We Will Win.*

Note

1. Helen Skachenko, https://m.facebook.com/story.php?story_fbid=3078886595758809&id=100009124976272. *zz*

Top trends in academic libraries

A review of the trends and issues

This article summarizes trending topics in academic librarianship from the past two years—a time of tremendous upheaval and change, including a global pandemic, difficult reflections concerning racial justice, and war between nation states. Rapid changes and uncertainty from these events have created a significant amount of shifts to academic libraries, higher education, and society in general. Such shifts have yielded new perspectives and innovations in how librarians approach delivering services, supporting student success, managing staff and physical spaces, embracing new technology, and managing data. This report attempts to provide a snapshot of developments worth noting.

COVID-related trends

The impact of the COVID-19 pandemic on academic library services has been significant, and these changes, in many cases, are ongoing. The issues identified below transcend the period covered by this review as libraries face a fundamental shift that will extend far into the future and beyond the pandemic. In early 2020, nearly all academic¹ and public² libraries closed temporarily and shifted towards virtual services. Despite in-person closures, libraries continued online services,³ kept their communities informed,⁴ and adopted innovative collaborations⁵ and technologies to adapt to changing circumstances. These closures and the institutional changes that enabled them had a significant and diverse impact on librarianship, including rethinking long-held paradigms,⁶ increased professional stress around institutional budgets,⁷ and the ability to work remotely.⁸ The pandemic also surfaced long-standing issues of inequality⁹ and inaccessibility¹⁰ in libraries. Despite the challenges raised by closures, libraries continued to deliver core services and creative solutions, including virtual reference with increasing complexity,¹¹ a renewed focus on digital literacy with the rise in online learning,¹² and born-digital collection development.¹³

2021–22 ACRL Research Planning and Review Committee: Alex McAllister (chair) is associate professor and coordinator of Collection Management, Appalachian State University Libraries, email: mcallisterad@appstate.edu; Michael Flierl (vice-chair) is visiting assistant professor and information literacy and research engagement librarian at Ohio State University Library, email: flierl.1@osu.edu; Thomas R. Caswell is associate dean at University of North Florida, email: t.caswell@unf.edu; Laura Costello is research and instruction coordinator at Rutgers University Libraries, email: laura.costello@rutgers.edu; Anita Hall is assessment and analytics librarian at the University of Louisville, email: anita.hall@louisville.edu; Cindy Li is head of the emerging technologies/systems at Bridgewater State University Library, email: l1li@bridgew.edu; Monica Maher is the online learning and education librarian at the University of Nebraska-Omaha, email: mnmaher@unomaha.edu; Mary Piorun is director of library services and director of network of the National Library of Medicine Region 7, University of Massachusetts Chan Medical School, email: mary.piorun@umassmed.edu; Patrice-Andre Prud'homme is director of digital curation at Oklahoma State University Library, email: pprudho@okstate.edu; Brian D. Quigley is head of the Engineering and Physical Sciences Division at the University of California-Berkeley Libraries, email: bquigley@berkeley.edu; and Gregory Walker is a partner with Houser Walker Architecture in Atlanta, Georgia, and he is a past instructor at Auburn University, Georgia Institute of Technology, and the University of Arkansas, email: greg@houserwalker.com

Library staffing challenges

Since early 2020, the pandemic and racial justice protests have drawn increased attention to several trends in library and higher education staffing. Inequities between librarians and other library staff were heightened. One study found many lower-income and lower-status staff were required to work in-person to a greater degree than librarians and administrators.¹⁴ The contradiction between the necessity of these “frontline” and “essential” positions and their lower-rates of financial compensation has become difficult to ignore. Such staff, often quite ably, perform duties that had previously been the purview of credentialed librarians.¹⁵ Additionally, the Bureau of Labor Statistics note that while workers of color represent 25% of the higher education workforce, more than half of individuals who lost jobs during COVID-19 have been nonwhite.¹⁶ Lingering pandemic impacts, such as budget cuts and hiring freezes, have led to inadequate staffing,¹⁷ even as services have largely returned to pre-pandemic levels. Of note is that, partly in response to university pandemic austerity measures, Northwestern University’s library workers announced their unionization with SEIU Local 73, which has been recognized by the university.^{18, 19}

Low morale continues to be an area of concern in librarianship,^{20, 21} particularly for librarians of color, nonlibrarian staff,²² and members of underrepresented groups. Stress from caretaking responsibilities for workers who lost childcare or other forms of support during the pandemic has exacerbated issues of esprit de corps and well-being in the workplace. For academic librarians, who are pre-tenure or otherwise expected to contribute publications and presentations to library scholarship (and already at a high-stress time in their careers),²³ the pandemic has created additional challenges to those with caretaking responsibilities, particularly women.^{24, 25} These workers already experience burnout at higher rates.²⁶ Future research concerning recruitment and retention may also investigate the benefits and repercussions of library staff working remotely and wanting to continue doing so.

Space utilization

COVID has thrust the physical spaces of libraries, along with most campus facilities, into the forefront of faculty, staff, and student consciousness over the past two years. Balancing demands for the use of current spaces, increases to construction pricing that may extend projects into 2023, and aligning current capital budgets to this reality continue to impact decisions about how existing spaces will evolve in the near future.

Beyond maintaining appropriate distancing or providing adequate sanitization, librarians operating physical facilities are asking questions, including whether and how to operate in-person collaboration spaces safely (for both users and staff), how to provide resources consistently during waves of openings and closures, and how to assess and address patron and staff levels of comfort interacting in a physical space. Rapidly changing methods of service delivery, information access, and materials storage are continuing to generate questions that may possibly reshape the reliance on centralized, in-person settings as more options move online or become embedded externally.²⁷

Simultaneously, key trends in library design continue to be reassessed and may help inform librarians in the near future. For instance, one study from the University of Nebraska-Lincoln argues that recent trends in library space have overcommitted to collaborative learning spaces at the cost of providing valued space for intensive academic work.²⁸ Daejin Kim, Sheila

Bosch, and Jae Hwa Lee investigated, pre-COVID, how collaboration spaces are used and found that furniture or spaces intended for multiple people are frequently being used by single individuals.²⁹ Similar studies looking at more nuanced patron needs find that, much like evolving workplace trends, users want a wide variety of space types with different acoustical, privacy, and technology needs according to the work undertaken.³⁰ Recent studies in other academic settings point to taking this moment of change to pilot new layouts or space configurations that align better with current service needs and that are more activity-based rather than based on type of occupant or user.³¹ A multiplicity of trends dominate discussions surrounding space. Accordingly, it is clear that local institutional factors ranging from budget to different use cases will continue to influence how space is allocated, constructed, and used.

Collaborative collections and growth of shared print

While there is a long history of libraries working together to preserve and provide access to rich collections, collaboration around shared print programs has rapidly accelerated in recent years. By creating a collaborative collection, which “elevates the concept of a library collection to scales above a single institution, extending its boundaries to encompass the resources concentrated among a group of libraries,”³² these programs help research libraries to fulfill their mission to preserve the scholarly record in an era of changing usage, limited funding, and space constraints.

With an initial focus on print journals, shared print programs have matured and evolved to include print monographs more recently. According to Susan Stearns and Alison Wohlers,³³ “over 300 academic and research libraries in the U.S. and Canada participate in some form of shared print program, committing to archive or retain tens of millions of monographs and hundreds of thousands of serial and journal print titles.” A major factor in the growth of shared print monograph initiatives was the launch of the HathiTrust Shared Print Program, which “has now secured commitments on more than 5.4 million individual titles held in the HathiTrust Digital Library.”³⁴

However, as these programs have grown, so has the need for more coordination, standards, and infrastructure. Several groups have been launched in recent years to tackle these issues. In 2015, the Rosemont Shared Print Alliance was founded to coordinate among regional shared print journal programs in order to archive more titles and ensure sufficient copies are preserved.³⁵ As a complementary organization, the Partnership for Shared Book Collections was founded in 2019 to collaborate around shared print monographs, aiming to “reduce the cost of retaining the scholarly record” and “develop and promote evidence-based best practices.”³⁶ Recently the California Digital Library, the Center for Research Libraries, and HathiTrust announced a collaboration around shared print infrastructure intended to develop standards, workflows, and tools to support collaborative efforts and embed shared print work into the lifecycle of collection development and management.³⁷ In addition, groups such as the Big Ten Academic Alliance, the University of California Libraries, and the Canadian Collective Print Strategy Working Group have embarked on their own initiatives to take more strategic and intentional approaches to collection development and management in light of their shared print collaborations.³⁸

Finally, it is worth noting that controlled digital lending (CDL) is an emerging trend where libraries “circulate temporary digital copies of print books they own in a one-to-one ratio of ‘loaned to owned,’ removing the print copy from circulation while the digital copy is in use.”³⁹ ACRL has signed a statement in support of CDL.⁴⁰ CDL advocates argue that reasonable interpretation of copyright law should insulate libraries from legal exposure; however, the legality of CDL remains an open question.⁴¹

Open everything

The open access (OA) movement to “make scholarly works both freely available and reusable” continues to be important for librarians, educators, and administrators in higher education.⁴² Yet, as Ángel Borrego, Lluís Anglada, and Ernest Abadal, state, the “landscape of scholarly communication is characterized by increasing costs and limited access to research output.”⁴³ Numerous barriers exist ranging from economics to policy that prevent wide-scale adoption in higher education of executing scholarly communication strategies that would be considered open access. Issues with increasing subscription costs for academic journals are well documented.⁴⁴ While librarians typically report favorable beliefs about OA there is a noted lack of OA policy.⁴⁵ A report from Hannah Rosen and Jill Grogg, states “while both formal and informal policies exist. . .” regarding OA scholarship, data, and open educational resources, most institutions do not have policies in place “resulting in a scatter-shot approach to open content of all types and less than cohesive institutional strategies.”⁴⁶

In addition to further opportunities regarding OA training and outreach, librarians also have opportunities to help with the “identification of, and sometimes deposit into the institutional repository of works that are sitting outside the peer reviewed literature,” often called gray literature.⁴⁷ Barriers continue to exist for accessing and using open access information. Some scholars are concerned that open access materials are not understandable to the general public, defeating the point of making such materials open and accessible in the first place.⁴⁸ For such reasons there is an increasing call for articles to use a “significance statement,” which describes an article concisely in plain language understandable to a lay audience.⁴⁹

The COVID-19 pandemic has provided opportunities for various types of OA content to become more widely available and served as “proof of concept” for what is possible.⁵⁰ For instance, OA resources were viewed as important for providing off-campus access to library materials in some developing countries.⁵¹ Some publishers recognized the public health importance of providing timely information related to COVID-19 and committed to open access publication of articles relating to it.⁵² Worthy of note were the use of preprint servers by scientists, which “in effect [were] crowdsourcing rapid expert peer-review.”⁵³ Europe developed an open access publishing initiative—Plan S—in 2018 with support from national research agencies and 12 European countries. As of 2020, notable journals like *Nature* announced they would facilitate Plan S committing to publishing with full open access in the future.⁵⁴

The Scholarly Publishing and Academic Resources Coalition (SPARC) tracks “Big Deal” cancellations, which continue to occur. For instance, Purdue University canceled a \$3.3 million contract for 2020 opting instead for a one-year, title-by-title contract for 2021, while New Mexico State University pointed out both inflationary journal prices and COVID-19

considerations while cutting their collections budget by \$800,000 for fiscal year 2021.⁵⁵ Some universities and consortia are seeking “transformative agreements,” which promote open access publishing by their authors and allow those authors to maintain copyright. Transformative agreements facilitate a more transparent journal licensing process and aim to shift the focus of “scholarly journal licensing from cost containment towards open access publication.”⁵⁶

Many facets of the OA movement continue to develop. As libraries continue more aggressive journal subscription negotiations, which may include transformative agreements, as well as possible Big Deal cancellations,⁵⁷ more questions will develop about the future of access to scholarly materials. This is multivariable including open data, open educational resources, and OA policies, tools, and advocacy. Combined with the results of unanticipated experiments born from COVID-19, OA continues to be a focal point for academic librarians and administrators.

Artificial intelligence

Artificial intelligence (AI) is being increasingly embedded in academic libraries tools and services. Pattern recognition,⁵⁸ AI-powered text recognition, transcription, and searching of historical documents⁵⁹ are prime examples that facilitate search and discovery. Keenious, cofunded by the Horizon 2020 program of the European Union, is a research tool for document and writing analysis, attempting to make online research easier.⁶⁰ Cactus Communications (CACTUS) recently announced a new AI-powered tool, Paperpal Preflight, “to improve the scholarly publishing experience for researchers, peer reviewers, and journal editors” during the manuscript submission process.⁶¹

The adoption of AI in virtual reference services provides a new online model for libraries by using “chatbots.”⁶² Recent attempts to automate standard library operations, such as cataloging, through expert systems have focused on simpler tasks like descriptive cataloging.⁶³ A team of researchers from the National Library of Norway describes an experiment that uses AI methods to automatically group articles and assign Dewey Decimal numbers to aid in cataloging.⁶⁴

The Library of Congress is experimenting with neural networks and the use of computer vision. The intent is to create new online search prototypes that can sort through large amounts of data in new ways, such as examining and contextualizing millions of digitized items that humans could not do alone.⁶⁵ Other experimental work like the Newspaper Navigator aims to explore the visual and textual content via AI.⁶⁶ At Yale’s Digital Humanities Lab, data-mining techniques are used to illuminate the conventions of portraiture and other visual genres in the 19th century.⁶⁷ Leaders, such as Eun Seo Jo and Timnit Gebru, have drawn archives as a model for data collection and annotation in order to inform how decisions that surround fairness, accountability, transparency, and ethics are addressed in machine learning systems.⁶⁸

In the Netherlands, concerns that surround data, information ethics, and data-driven public management have been captured under the Data Ethics Decision Aid (DEDA) to use a deliberative rather than rule-based approach to ethical concerns and advance the development of responsible data practices.⁶⁹ It is also important to acknowledge cybersecurity concerns as AI becomes more and more embedded in systems routinely used in libraries.⁷⁰

While AI technologies could be harnessed to provide more tailored search results, monitor social distancing, and integrate the library into personal assistants,⁷¹ it can also help academic libraries demonstrate real value to institutions if it is used judiciously. Asaf Tzachor et al. expressed concerns stemming from urgency in adopting these technologies along with the challenging ethical issues and risks that can arise in a crisis—the COVID-19 pandemic prevention and response is one example.⁷² At the same time, AI’s potential has remained largely untapped among research libraries. A recent Ex Libris survey revealed that while nearly 80 percent of research librarians are exploring the use of AI and machine learning, only about 5 percent are currently leveraging the technology.⁷³

Data

Higher education faces increased challenges with the surging interest in big data. The need to invest in training skilled employees, increase repository capacity, and assign and clarify responsibilities⁷⁴ remains critical as libraries and librarians continue to take on leadership roles⁷⁵ and provide data services. Those vanguard libraries that were the first to offer services have begun to evaluate programs,⁷⁶ services,⁷⁷ and tools⁷⁸ and make adjustments focusing both on usability for the owner of the data to upload and share data sets and discoverability of those data sets for the end user. The body of literature associated with research data management services in libraries and skill development has reached the point where literature reviews and scoping reviews are looking back in time to draw conclusions and offer suggestions to advance the field and the libraries’ role.⁷⁹

Data mining proves itself as an emerging field as well, especially when linked to the Internet of Things (IoT). A recent study using both Clarivate Analytics Web of Science and Sciverse Scopus revealed that knowledge discovery in databases are paving the way to make data increasingly more meaningful.⁸⁰ Along these same lines, data analytic methods are constantly changing with the ever-increasing volume of data generated. As a result, “cloud-based AI activities are expected to increase five-fold by 2023,”⁸¹ which could translate into a greater capacity “to store data in a cost-effective manner and glean more actionable insight from IoT data.”⁸²

Data curation remains an overarching role for the library.⁸³ The term *active curation*, involvement of the curator from collection and development of the data set to its final analysis and storage,⁸⁴ will continue to expand as librarians become more embedded in the data life cycle. Additionally, institutions of higher education continue to show a growing interest in data science education. Based on the study conducted at Purdue University in 2017 to examine the roles of academic libraries to support data science education curriculum, results showed that “hard-core” scientific courses for third- and fourth-year STEM students were most common as opposed to offerings in data-oriented skills, such as data management, data ethics, and data communications.⁸⁵ At schools of information, a group of instructors who teach data curation have expressed the importance of integrating both research and teaching in the curriculum. The objective would give students opportunities to develop core competencies, learn about data librarianship and practices to support preservation and access, and broaden their professional horizons by gaining a greater awareness with multidimensional problems of working with data.⁸⁶

Finally, in light of the growing prominence of data, data visualization skills continue to be highly valued, and visual results can be interpreted as a research product and form of expression. Libraries are taking a greater interest in data visualization as they seek to tell their own story, including assessment, value of the library, collection analysis, and internal capacity building.⁸⁷

Critical librarianship

Critical librarianship continues to be an important theoretical perspective for information professionals. Rooted in critical theory (originally denoting a group of Marxist philosophers but over time scholars in many fields now employ *critical theory* or *critical approaches*), critical librarianship challenges traditional concepts in librarianship.⁸⁸ For instance, critical librarianship argues that libraries are not neutral and challenges librarians to take active steps toward antiracist and antioppressive practices both for the benefit of users but also for the benefit of the profession itself.⁸⁹ As libraries continue to aim for accessibility and more welcoming spaces, scholars familiar with critical librarianship, urge library workers to take meaningful action to include its teachings in their daily practice—referred to as *praxis*.⁹⁰ With little diversity in the library professions,⁹¹ and many critiques of popular approaches to information literacy, for instance the ACRL Framework for Information Literacy for Higher Education's lack of acknowledgement of the underlying power structures in which academia operates,⁹² critical librarianship argues that there are numerous opportunities for librarians to fight inequity, racism, sexism, and other problems through concrete action.

One facet of critical librarianship and critical pedagogy is critical information literacy (CIL). CIL literature discusses why and how information professionals should ask questions about power dynamics within academia, equal access to information, and the economic incentives around how information and data are created, stored, and used. CIL scholarship also critiques academia itself. As with other teaching and learning theories, CIL is constantly evolving and must be adapted for students in different course levels and in different course subjects.⁹³ Margaret Rose Torrell examined implementing CIL when using a writing across the curriculum approach with undergraduates, and highlighted the benefits of having more than a one-shot session with students.⁹⁴ Marcia Rapchak employed CIL with graduate students who were “eager to engage in discussion and material,” such as case studies, essays, and self assessments.⁹⁵ L Sofia Y. Leung and Jorge R. López-McKnight taught LIS students and found that including and centering intersectionalities such as race and gender in their pedagogical approach allowed them to be better teachers.⁹⁶ Erin Fields and Adair Harper incorporated CIL and open pedagogy into a university course and found that by using non-academic sources and student work, their students were more empowered to work within and assess the current information landscape.⁹⁷

Critical approaches to librarianship and information literacy will likely continue to be an area of exploration for LIS scholars.

Final note

We foresee numerous challenges in the next few years, including potential budget reductions as well as questions about returning to the physical office after an extended period of virtual work. We are also excited that new opportunities for collaboration, additional

interest in critical perspectives, and incorporation of different approaches to manage shared collections will allow academic librarians to continue leading the way in student success and learning, organizational impact, and rigorous scholarly inquiry.

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Emily Ford

Human inquiry in scholarly communication

Reconnecting with the foundations of research

When I was a young child in Oklahoma, I made up stories to assuage my fear. Those loud and violent thunderstorms that opened up the skies to dump rain and wind and flash powerful electricity, that was just the giants in the sky having a bowling party. I needed something to explain away my fear. I needed something that seemed rational to me, a young child, that would help the anxiety, the feelings. Understanding something, the way I knew how, made it tolerable. As an adult I am much less prone to make up stories, but rather I remain innately curious about how and why things are the way they are and how to contribute improvements to my communities. And yes, I still love stories, and my research agenda uses narrative and storying stories to uncover the lived experiences of peer review, a small but landmark part of scholarly communication processes.

Over the past several decades there have been innumerable improvements and innovations in scholarly communication. Technological disruption of publishing environments has afforded us the opportunity to further open access publishing. However, proprietary publishing has influenced many of the processes in the scholarly publishing ecosystem, including, but not limited to, increasing subscription costs, furthering a for-profit agenda that changed peer review from community-led to opaque and owned by publishers, as well as introducing hugely inflated article processing charges.¹

But through all of this I fear that we have strayed from the point—our innate human curiosity and our collective endeavors to learn about and make sense of this world that we live on and in. Scientific research as we know it began long ago, and with it, scholarly communication practices. If one understands scholarly communication as the practice and study of scientific documentation, dissemination, and all its associated institutional and cultural practices, it is inherently related to being human. Research is an inherently human endeavor and began in earnest because of the vast creativity and curiosity of which the human brain is capable. Moreover, human knowledge is expressed via written and oral communication.² As such, scholarly communication is inherently a human practice. Scholarly communication work is about the people. It is about our need to inquire and to share what we have learned. This is basic human connection.

I contend that it is easy, in a globalized, profit-driven knowledge economy, for us humans to forget about ourselves and our inherent needs and values. What would be the point of

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unique identifiers such as ORCID or the Research Organization Registry (ROR) if we did not want to connect our inquiry and discovery with others? These tools allow us to connect with people and institutions that are engaged in the human work of discovery. But too often we get into the weeds of Plan S, or economic breakdown, or budget cuts, or austerity, or neoliberal higher education, or funding policies, or the greed that capitalism has introduced to proprietary publishing. There is also the move to enhance scholarly communication tasks with artificial intelligence (AI).³ Writing of literature reviews, reviewer selection, the writing of referee reports, and other tasks have been discussed as benefitting from AI. But these all take away human connection and human inquiry, which are the core value and mission of our work.

I am a midcareer librarian who stumbled into scholarly communication work because of my interest in copyright, open access, and open peer review. While I am not employed as a scholarly communication librarian, my research and service work follow the themes. But it has struck me that a lot of scholarly communication work can get stuck in the weeds, and we forget what we are doing this for. I am of the view that librarianship is a human-focused profession and have been inspired by Andre Cossette's *Humanism is Libraries*.⁴ In fact, I repeat R. David Lankes's statement from *The Atlas of New Librarianship* to myself almost daily: "... a room full of books is simply an empty closet but an empty room with a librarian in it is a library."⁵ More recently, I've been moved by Adrienne Maree Brown's *Emergent Strategy*, which offers a positive and imaginative outlook, leading me to further believe that if we reconnect with the human aspects of scholarly communication, that we will strengthen our scholarly communication systems and practices.⁶

If we were to lead scholarly communication work with our human values—elevating inquiry, creativity, and the sharing of knowledge—what systems would we create? What practices would we develop? And how would those practices remain true to those values? I contend that with the proprietarization of scholarly communication by commercial institutions and entities, we are moving away from scholarly communication as a human endeavor. It is about connection and communication, not commoditization. How much money do we spend on subscriptions, and are researchers paying proprietary publishing to make their works available? Who benefits? Largely the proprietary publishers.

The COVID-19 pandemic has taught us how important connection is. Zoom stocks are booming, and we've attended Zoom happy hour and meetings between the Zoom fatigue. It has shown us how we need to find ways to connect when we are forced apart. And in this rapidly unfolding pandemic open scholarship and scholarly communication practices allowed scientists, vaccine developers, clinicians, health professionals, and the general public to witness and learn about the knowledge we quickly gained about SARS-CO-V2 and COVID-19. Open sharing of knowledge and research allowed us to quickly understand the virus and disease and allowed scientists to develop vaccines and treatments for COVID-19. That is what scholarly communication should do.

Don't get me wrong, I understand that it is not so simple to completely disrupt a global economy, but that doesn't mean we shouldn't try. I would like to propose that we refocus our scholarly communication work on human inquiry. As such, I will offer the following actions we can take that will allow us to move forward on that path.

Adopt anti-racist scholarly communication practices

Part of human inquiry and connection is about honoring who we are and our different experiences in the world. As such, we can frame our scholarly communication efforts with an antiracist lens and work against systemic oppression in scholarly communication—these efforts are about honoring people. As individuals we can sign on to and use the “Anti-racist scholarly reviewing practices: A heuristic for editors, reviewers, and authors.”⁷ Institutions, organizations, and publications should engage with the Coalition for Diversity and Inclusion in Scholarly Communications’s *Anti-racism Toolkit for Organizations*.⁸ These two publications are but two examples of guidance and work we can embrace to engage in antioppression work in scholarly communication.

Reframe our efforts and view them through a human lens

Let’s embrace a reflective practice. “How does this work reflect my values and further human inquiry and knowledge?” If we can’t find a good answer to this question, perhaps we should reconsider the project we’re working on or the decision we are about to make. The tools we make, the policies we enact, the funding mechanisms we use, how do they reflect this value? And if they don’t, what should we be doing instead?

When we ask these questions as individuals we are advocating to reconnect to the human nature of research. These questions do not have straightforward answers, and as we work in teams and organizations, the conversations we have around these values will be messy, perhaps emotional, and difficult. But all of those things are part of what it is to be human in the world. This is human work.

Practice refusal

Refuse the current paradigm. Camille Noûs’s 2021 article outlines the act of refusal in scholarly communication, stating, “Refusal in academia, in scholarly communication, means ceasing to negotiate, ceasing to recognize the extractive publishers and give them the benefit of our engagement.”⁹ Refusal is not divestment, and it is not resistance, neither of which go far enough. Nor is refusal coming to compromise our values. Noûs argues that refusal in scholarly communication is to refuse the article processing charge, to refuse whiteness, to refuse vendors with unethical data practices, and more. “We need to refuse crisis narratives that serve capitalism, particularly when they imply neoliberal solutions. We need to start collectively refusing our labour and time as solidarity.”¹⁰ In this view we build our solidarity in communities outside of the academic community, as well as within, to work towards liberation from capitalism and all that it entails.

Refusal is a radical call, and indeed organizations and institutions are loathe to fully embrace it. The Budapest Open Access Initiative 20th Anniversary Recommendations (BOAI20) make gains, but do not utter complete refusal.¹¹ Of their four overarching recommendations, their reminder to “remember the goals to which OA is the means” is a nod at keeping scholarly communication in line with its values. But like all radical anticapitalist ideals, large organizations and institutions will not fully embrace them. This tension can leave scholarly communication workers in a proverbial bind—When can we refuse? When must we simply resist? And how do we marry our personal values with what our institutions and organizations can stomach?

At the end of the day, scholarly communication must remain true to human inquiry. Scholarly communication work and systems should facilitate human connection, uplift the nature of human inquiry, and help us make sense of the world we live in, whether its giants having a bowling party or liberating knowledge and our institutions from capitalism.

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Judy L. Silva

Powerful pedagogy

Facilitating a faculty learning community in special collections

“Though there were many, many things that caught my eye in Special Collections . . . I think I want to examine some of the titles in the Critical Literacy cabinet, particularly as gathered around the idea of representations of race. The question of “Who gets to tell whose story?” is a salient one in creative nonfiction circles, so I’m curious about what we have in the cabinet. Wunderkammer, away!”—FLC participant, week one

Facilitating a Faculty Learning Community (FLC) in Special Collections is an excellent way to introduce faculty to unique primary resources and teaching materials. As a faculty librarian, I facilitated an FLC in which classroom faculty participants explored the university library’s Special Collections to identify resources for enriched pedagogy and original student research. This article outlines the setting, objectives, planning, activities, outcomes, and a discussion about this Special Collections FLC.

FLCs have been defined as “cross-disciplinary faculty and staff group(s) of six to fifteen members . . . who engage in an active, collaborative, yearlong program with a curriculum about enhancing teaching and learning . . . with frequent seminars and activities that provide learning, development, the scholarship of teaching, and community building.”¹ Examples of FLC topics include assessment, blended classrooms, online teaching, and the first-year seminar.²

Academic librarians are increasingly becoming involved in FLCs, both as participants and as facilitators.³ Librarian-hosted FLCs have focused on data literacy, scholarly communication, scholarly writing, and technology training.⁴

The setting

Slippery Rock University (SRU) is a “four-year, public, coeducational, comprehensive university offering a broad array of undergraduate and select graduate programs to more than 8,500 students.”⁵ Faculty at SRU have been engaged in FLCs for several years. These faculty learning communities focused initially on high-impact practices such as undergraduate research, diversity, and global learning. Other topics, deemed powerful pedagogies, have included interdisciplinarity, grant writing, and life design.⁶ Open educational resources (OERs) were the focus of another librarian-led FLC at SRU. This article documents the first FLC to focus on primary source collections at SRU’s Bailey Library.

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Bailey Library's Special Collections houses 14 distinct collections. These include Artists' Books, Autographed Books, Historical Children's Books, Historical Music Education, the Italy Collection, Local Authors, the Japan Collection, the Pennsylvania Collection, Rare Books, and four eponymous collections. Additionally, the newly created Critical Literacy Collection provides a framework for teaching students about "socially constructed concepts such as power, inequality, and injustice in human relationships."⁷ Special Collections resources support a wide array of disciplines but are used only by a handful of faculty and some independent student researchers. The University Archives enjoys a somewhat larger researcher base, despite a lack of broad campus awareness about its educational offerings.

The FLC described in this article was inspired by my recent sabbatical project, which explored avenues for increasing undergraduate research in archives and special collections. Facilitating an FLC provided an opportunity to host faculty in an exploration of SRU's Special Collections and University Archives.

Objectives

This FLC's objectives were for participants to learn about the resources housed in Special Collections, to discover materials to engage students on a variety of topics, and to identify resources to teach with that support the university's Student Learning Objectives (SLOs). The specified SLOs were critical thinking skills; development as a whole person, particularly making connections beyond traditional disciplinary boundaries; creativity and development of aesthetic appreciation; becoming civically engaged; acting ethically; and developing a worldview that acknowledges diversity and global interdependence.

Planning

The University's Center for Teaching and Learning (CTL) coordinates FLC offerings. Prospective facilitators submit proposals to the CTL prior to the start of each semester. If a proposal is approved, the facilitator is informed, and interested faculty may sign up. These potential participants are then contacted by the respective facilitators for group planning and scheduling.

My proposal was well-received, with eight initial applicants. Half of the participants came from the English Department, with one each from Art, Elementary Education, and Secondary Education. A preliminary Zoom meeting was held to discuss participants' learning objectives and schedule the requisite five meetings. Though not required, I created a "course shell" in the university's learning management system, D2L. This allowed for asynchronous communication, discussion, and ultimately a location for participants to share their presentations.

Activities

The Special Collections FLC met face-to-face in the university library during the fall 2021 semester. At the week one meeting, participants introduced themselves and further articulated their learning objectives. The possibility of exploring University Archives was discussed and embraced. I led a tour of Special Collections, highlighting the unique characteristics of each subcollection. Registration forms were completed, followed by a discussion about safe handling practices. The participants spent the remainder of the hour merrily exploring Special Collections.

Weeks two and three allowed participants further time for exploration, discovery, and reflection. Interested participants visited University Archives to see a recent accession of 25 oversized scrapbooks and a collection of student publications spanning the institution's 132-year history.

By week four, having identified items of particular interest, participants focused on how they planned to incorporate selected resources into their pedagogy. They continued to research their chosen titles and began to create their presentations.

Week five was the grand finale, with participants presenting their findings. Topics included 18th-century satire, an 1811 book about notorious criminals, a comparison of two 19th-century first editions of poetry, 19th-century Japanese printmakers, an 1892 steel workers' strike, examples of 20th-century co-opted cultural narratives, 21st-century artists' books, and an exploration of SRU's history from normal school to university.⁸ Narrated, electronic presentations were conducted in person with one exception delivered remotely. Participants did an outstanding job of introducing their chosen resources and plans to incorporate them into their pedagogy, edifying all of us with their presentations.

Outcomes

My objective of engaging faculty colleagues to incorporate resources from Special Collections into their pedagogy was achieved. The FLC participants enthusiastically researched materials that support their curriculum, and have already used these to enhance student learning in their classrooms, bringing students to use the resources in the library. One participant made discoveries in the University Archives that she plans to use to teach future social studies educators. Another participant serves as the advisor to the university's chapter of Sigma Tau Delta, the English honorary society, and hopes to bring those students to the archives to see the chapter's publications. One student researcher immediately visited Special Collections to see a participant-recommended book pertaining to her own research.⁹ All of the participants expressed delight in spending time with primary resources that could enhance their teaching.

Discussion

This Special Collections FLC was held during SRU's first semester back on campus following two-and-a-half semesters taught remotely due to the pandemic. While the possibility of including online participants would have allowed more faculty to take part, I determined that the loss of direct experience with Special Collections materials was an insurmountable deterrent. As a result, only six of the eight initial registrants ultimately completed the FLC, with two online instructors dropping out before it began.

Scheduling the five meetings was a challenge, as no common times could be found for the entire group. The solution was to establish two alternative days within each of the meeting weeks. This proved to be beneficial, as smaller groups allowed for more intimate interaction. Furthermore, as participants' schedules fluctuated over the semester, the makeup of the small groups morphed from meeting to meeting, ultimately allowing all of the participants to interact.

The creation of the learning management course shell, while not heavily used, served as a vehicle for me to share information, and allowed for asynchronous discussion among participants. The dropbox feature allowed participants to share their presentations within

the group in a restricted environment. Each of the participants completing the FLC and I will be awarded a stipend for future professional development.

Conclusion

The participants' responses to this FLC were tremendously positive. While some had visited Special Collections previously, none had found time to explore the collections at length. Several mentioned a long-held interest in doing so, with the FLC finally providing the impetus to delve more deeply. Participants' presentations were very well-conceived, informative, and engaging. I enjoyed the entire FLC experience and expanded my own knowledge of the collections through the collaborative interaction and participants' research. It is my hope to facilitate another Special Collections FLC in the future.

Acknowledgements

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Esther Roth-Katz

One step at a time

Integrating the Companion Document to the ACRL Framework for Information Literacy for Higher Education: Social Work into an existing instruction program

The Smith College Libraries facilitate a robust instruction program for students enrolled in the college's Master of Social Work (MSW) program. In 2021, I used the Companion Document to the ACRL Framework for Information Literacy for Higher Education: Social Work as an opportunity to take stock of the pedagogical aims of the instruction program.¹ Mapping the learning outcomes of course-specific workshops to the Companion Document supports an ongoing effort to provide a programmatic approach to instruction. In an effort to focus on frame 3 of the Companion Document, Information has Value, librarians integrated language about proprietary and nonproprietary sources into a workshop for a required first-year MSW course, Introduction to U.S. Social Welfare Policy. Frame 3 presents information access as a privilege and one that impacts social workers and their clients, a topic which aligns with the themes of the course. This column will focus on the initial work that has been done to incorporate the Companion Document into the instruction program and plans for the future. By taking a side-by-side look at the Companion Document and the MSW curriculum, I will demonstrate how librarians can incorporate a theoretical framework into their practical instruction planning.

Background

Smith College, located in Northampton, Massachusetts, is primarily an undergraduate institution with a small number of specialized graduate programs. The School for Social Work (SSW) provides MSW and PhD degrees with an average of 400 full-time students enrolled in the school. MSW students complete their coursework in three 10-week summer sessions (sessions 1, 3, and 5), while during the traditional academic school year they complete two 34-week field internships, sessions 2 and 4 (see figure 1).

Teaching, Learning and Research (TLR) librarians at Smith College have a long history of supporting the graduate SSW program through a series of course integrated workshops focused on preparing students to complete the research portions of their course work. The format and content of these workshops has evolved over time as the curriculum and staffing have shifted. Since 2019, I have taken the lead on planning the instruction program for

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the SSW supported by additional TLR librarians. Owing to the impact of COVID-19, the summer 2020 and 2021 SSW programs operated remotely using the course management system Moodle and the video conferencing platform Zoom.

Session One	Session Two	Session Three	Session Four	Session Five
June-August Smith College campus	September - April Field Internship	June-August Smith College campus	September - April Field Internship	June-August Smith College campus

Figure 1. Smith College School for Social Work MSW Block Plan.

Prior to 2019, the library instruction program for SSW had grown in scale to a size that had become unsustainable for the members of TLR to staff. I was tasked with restructuring the program to make it feasible to staff during the summer sessions. In 2019, this involved paring back our program and focusing on strategically meeting with MSW students during their summer course work each year (see figure 2). In 2020, the focus of the librarians was moving what had been a successful summer 2019 program to a remote environment and providing support and services at a distance. Moving into summer 2021, I hoped to reevaluate the workshop content to ensure that lesson plans built upon the instruction of previous summers and also helped to prepare students for their careers after graduate school. In the past this program has focused intensely on preparing students to complete their coursework with less consideration for their information needs after graduation. This was one of my top considerations when re-approaching the instruction curriculum.

Session One	Session Three	Session Five	Code Key
SSW 500 SSW 501 SSW 505 SSW 510 SSW 514 SSW 516 SSW 520 SSW 522 SSW 525 SSW 530 Introduction to U.S. Social Welfare Policy (S) SSW 540 Principles of Social Work Research (A) Elective Courses	SSW 600 SSW 601 SSW 615 SSW 618 SSW 627 Agency and Community Practice (S) SSW 631 Social Welfare Policy II (A) SSW 648 Elective Courses	SSW 785 Evidence Based Practice in Social Work (S) Elective Courses	(S) Synchronous Instruction (A) Asynchronous Instruction* *Asynchronous Digital Learning Objects were added in 2020 & 2021

Figure 2. MSW Core Courses and Library Instruction.

Information literacy instruction for Social Work students

As outlined in the literature on information literacy instruction and social work education, there are a number of challenges that librarians consistently face when providing support to this student population.² A common theme, and one that will be familiar to librarians working in other disciplines, is the tension between preparing students to complete academic work and preparing them for the information landscape they will encounter after graduation.³ In social work education, students are frequently required to use peer-reviewed (and often empirical) studies in their research. These resources are typically located behind paywalls. Social work practitioners rarely have access to the breadth of resources they had

available to them as students. At Smith, as is true elsewhere, we are faced with the challenging task of preparing students for their academic assignments, as well as their professional careers, knowing that the information available in these two spheres can be discrete.

The publication of the Companion Document to the ACRL Framework for Information Literacy for Higher Education: Social Work coincided with curriculum planning for Summer 2021. As stated in the Aim section of the document, “The overarching goal of creating this companion document is to clearly demonstrate where the ACRL Framework and social work educational competencies and standards, as well as professional ethics and values, intersect.” By examining the ACRL Framework in conjunction with professional standards,⁴ the authors of the Companion Document set about addressing the concerns outlined in the literature and providing a structure by which to examine and plan for information literacy instruction in the field of social work.⁵

The Companion Document is structured along the same lines as the ACRL Framework, with the same six overarching frames. From there, the Companion Document includes sections titled, “Social Work Perspective,” “Connection to Professional Standards,” and “Examples of Learning Objectives and Activities.” Articulation of the challenges around information access and privilege appear throughout the six frames in the Companion Document. For example, it states under frame 6, Searching as Strategic Exploration, “As the bulk of scholarly literature for social work exists behind a paywall, it is imperative that practitioners know how to search for and retrieve open access sources.”⁶ The issue of information access—both during and post-graduate training—was a key concern of mine, and it became one of the guiding themes of realigning the curriculum.

Integrating the Companion Document

As I thought through integrating the Companion Document into curriculum planning for the SSW information literacy program, I sketched out a rough program outline connecting existing course-integrated library workshops with specific frames (see figure 3). This was done based on my previous experience providing instruction to these courses and while referencing the syllabi. I decided that focusing on a single course as a starting point in summer 2021 was pragmatic and achievable, with the intention of expanding the project in 2022.

In evaluating content for the SSW workshops, the natural starting point was the course Introduction to U.S. Social Welfare Policy. This is a required course that all MSW students take in session 1. Librarians provide a combined orientation and instruction program on the second day of class meetings. I selected frame 3 of the Companion Document, Information Has Value, as the frame of focus for this course. This frame presents information access as a privilege that impacts social workers and their clients. The Companion Document states,

Social workers understand their own information privilege and how systems of knowledge creation and dissemination may marginalize some individuals or groups. They leverage their critical understanding of these dynamics to make informed decisions as both information consumers and creators.⁷

In preparing students in this class to complete their first assignment, librarians share a number of suggested research resources compiled on a class research guide. These include eBook

reference resources, the Smith College Libraries Discovery interface, and a custom Google search box, which searches position papers, briefings, and reports from various nonprofits and social agency websites.⁸ While examining the previous workshop outline in light of the Companion Document, I realized the lesson plan was already engaged in providing

Course	Session	ACRL Frame
SSW 530 - Introduction to U.S. Social Welfare Policy	One	Frame 3 - Information has Value
SSW 540 - Principles of Social Work Research	One	Frame 1 - Authority is Constructed and Contextual Frame 5 - Scholarship as Conversation
SSW 627 - Agency and Community Practice	Three	Frame 4 - Research as Inquiry Frame 6 - Searching as Strategic Exploration
SSW 631 - Social Welfare Policy II	Three	Frame 2 - Information Creation as Process
SSW 785 - Evidence Based Practice in Social Work	Five	Frame 1 - Authority is Constructed and Contextual

Figure 3. Library Workshops and ACRL Frames.

students with both subscription and open access resources. What was lacking was a meta conversation about this distinction and its impact on the research process.

Since library instruction in this course is the foundation upon which subsequent workshops build, it is an ideal time to introduce concepts around access and information privilege. This was initiated by presenting the same resources as previous summers while clearly naming them as proprietary and nonproprietary sources alongside a concise definition of this terminology. Figure 4 shows the graphic we used on our slide deck at the start of this conversation. In reframing this discussion, we hope to make explicit the privileges students enjoy by being part of an academic community while honestly presenting the reality of the information landscape many of them will face post-graduation.

Proprietary vs. Non Proprietary Sources

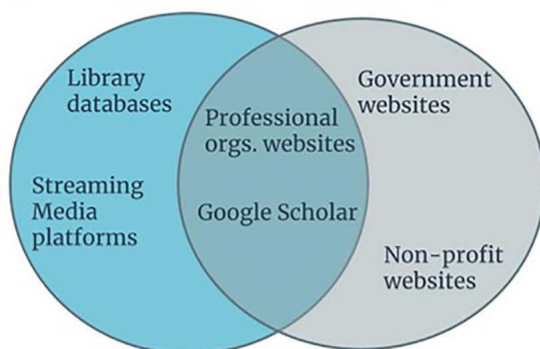


Figure 4. Proprietary vs. Nonproprietary Sources.

students are given a social issue (examples include economic inequality and border detention), and then individual students are assigned a role to inhabit (like politician or agency director). They then consider the social issue from the perspective of their designated role. A further iteration of the discussion could include asking the students to consider if the person they

Reframing this content in an existing workshop required careful thought, however it did not require a total rehaul of the lesson plan or detract time away from other content. Moving forward, the goal is to continue to integrate this language into the lesson plan for Introduction to U.S. Social Welfare Policy. For the course assignment, groups of

are assigned to represent would actually have access to the same resources that they have as graduate students and to consider the implications of different levels of information access.

Next steps

Using the Companion Document in an ongoing refinement of the library curriculum for the MSW program at Smith College's School for Social Work has allowed us to home in on the crucial challenges of working with this population; challenges that have been observed at Smith College, established in the literature, and addressed by the Companion Document. While library workshops with social work students will not solve the pervasive problem of uneven access to information, it will hopefully lay bare some of the challenges they can anticipate facing as practitioners and give them the tools they need to succeed in school and in starting their professional journeys.

Looking forward to summer 2022, I have tentatively mapped out connections between the core classes we plan to meet with and individual frames from the Companion Document (see figure 3). Similar to the integration of frame 3 into Introduction to U.S. Social Welfare Policy, TLR librarians likely will start small, finding points of commonality with existing workshop outlines and selected frames. For example, librarians plan to use the workshop scheduled for the course SSW627 Agency & Community Practice in session 3 to focus on information seeking from primarily nonproprietary, web-based sources. The course assignment asks students to research a specific community and issues of racial justice in that community. While some proprietary databases will undoubtedly support student research (for example, those focused on regional newspapers), nonproprietary sources (like government and nonprofit websites as well as social media) will be key to conducting thorough research. Over time we can continue to build upon the lesson plans discussed here with the objective of more explicitly tying together the frames and practices outlined in the Companion Document and the information literacy program for the Smith College School for Social Work.

Notes

1. CRL/EBSS Social Work Committee, "Companion Document to the ACRL Framework for Information Literacy for Higher Education: Social Work," 2020, <https://acrl.libguides.com/sw/about>.
2. Sarah C. Johnson, Margaret Bausman, and Sarah Laleman Ward, "Fostering Information Literacy: A Call for Collaboration Between Academic Librarians and MSW Instructors," *Advances in Social Work* 21, no. 1 (June 14, 2021): 1–25, <https://doi.org/10.18060/24697>; K. Pendell and E. Kimball, "Academic Library Instruction, Evidence-Based Practice, and Social Workers: An Exploratory Survey," *Behavioral and Social Sciences Librarian* 36, no. 4 (2020): 209–24, <https://doi.org/10.1080/01639269.2017.1775763>; Tricia Jane Bingham, Josie Wirjapranata, and Shirley-Ann Chinnery, "Merging Information Literacy and Evidence-Based Practice for Social Work Students," *New Library World* 117, no. 3/4 (March 2016): 201–13, <https://doi.org/10.1108/NLW-09-2015-0067>.
3. Johnson, Bausman, and Ward, "Fostering Information Literacy."
4. Companion Document to the ACRL Framework for Information Literacy for Higher Education: Social Work. The Companion Document incorporates The Council on Social

Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS) and the National Association of Social Workers' (NASW) Code of Ethics.

5. CRL/EBSS Social Work Committee, "LibGuides."

6. Ibid., 12.

7. Ibid., 5.

8. Credit for the custom Google search box must be given to my wonderful colleague Sika Berger, user experience librarian at Smith College. ♪

Alyssa Martin, Amy Smith, and Debbie West

Staying engaged

A conversation with mid-career librarians

How do you stay engaged as a mid-career librarian? Alyssa Martin, Amy Smith, and Debbie West discuss ways to stay engaged. Suggestions include taking advantage of opportunities such as learning new technology to teach, staying active in professional associations, presenting at conferences, writing articles, participating in grants, making lateral job transfers, mentoring other librarians, and going back to school.

Have you made job changes, lateral moves, or promotions in mid-career?

Alyssa Martin: Over the years, I stayed at Troy University, but I have moved around in various jobs, which allowed me to learn new skills. I started as a circulation assistant, and then I became the interlibrary loan librarian once I received my library degree. Now, I am the instruction and reference librarian at the Troy University Rosa Parks Library. During this time, I went through the tenure and promotion process to become assistant professor and later went through the same process to be promoted to associate professor.

Due to librarian and staff shortages, my role expanded this past year, and I served as the social sciences librarian for all Troy University Libraries. Now, I'm back full-time at the Rosa Parks Library, but I still embed in online courses. I believe that "staying in place" doesn't mean becoming stagnant. It's an attitude of constantly wanting to learn new things and taking on new and different roles to grow as a person in your job(s).

Debbie West: I have worked at three small academic libraries. My first professional position was at Auburn University in Montgomery as an interlibrary loan/reference librarian. My next position was at Adams State College in Colorado as an interlibrary loan/reference librarian that morphed into an interlibrary loan/distance education librarian. Later, I applied for and got a collection development position on the Montgomery Campus of Troy University, which became a technical service position. I was then transferred to the Troy Campus as a humanities reference librarian due to staffing changes/needs. In the last year (during the pandemic), I have also become an embedded librarian in multiple courses.

All of these were technically lateral transfers. Some were made because of things I needed (something more challenging, outside a rut, or a change in workload), and others have been because of organizational changes within our university.

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Amy Smith: I have worked at two small academic libraries. I began as the circulation supervisor at Troy University Rosa Parks Library, and after obtaining my library degree, I became the reference/information literacy librarian at Trenholm State Community College. This change transitioned me from a small four-year university branch campus to a small two-year technical college. The depth of student research and basic student needs is drastically different. I went from an environment that was more research-focused to technically focused. The transition challenged me to re-evaluate the needs of the students and gear my instruction to more real-world challenges and job needs. Two years after joining the college, it transitioned to a community college. Some research needs changed during this time in the core classes, and more subjects were added.

Aside from research, my job functions were much more involved. Working at a community college with only one other full-time librarian and two campuses means you wear many hats. I have learned and performed various roles, including reference, instruction, collection development, cataloging, dual enrollment, Open Educational Resources (OER), budgets, and Title III-B grant operations. Unlike the university system, the tenure process in the two-year system is solely based on working a total of six fall/spring semesters simultaneously. Overall the experience has been great and challenging—a place where I indeed found my niche.

How do you keep up-to-date with teaching technology?

Martin: One of the ways I've stayed up-to-date with teaching technology and grown as an instruction librarian has been to teach a freshman orientation course routinely. Initially, I was involved in writing part the library portion of a print textbook used by students. Later, I was on a committee to transition to an electronic text, and I wrote library content for the new online textbook.

Over the years, the freshman orientation course went from in-person instruction to a flexible/blended class that meets in-person but has all course content online in Canvas. Being familiar with Canvas has been invaluable since I'm embedded in other university courses as an instruction librarian. This experience was crucial when COVID-19 turned the world upside down, and online instruction became the only viable way to reach students. Due to COVID-19, I taught using Microsoft Teams when the course went online.

West: I recommend attending as many webinars and workshops as possible to stay current in the library field and technology. Whether these are provided by vendors, state or national library associations, or the university, they can help expand your knowledge and keep you up to date on what is happening in your environment.

Smith: Keeping up to date with teaching technology is huge! The best way to stay current is to use technology and implement new ideas into my information literacy instruction. Over the last several years, I have kept up with new ideas and trends through professional development and faculty engagement. I have created instructional content for information literacy using Moodle, Canvas, and Desire2Learn (D2L). When COVID-19 hit, I became more familiar with screen capturing software and creating video tutorials for students. Virtual classes through Microsoft Teams, BlueJeans, and Zoom became the new normal for many. I received my certification in online teaching and learned so much about emerging technologies used in the classroom and online through recent coursework.

What have you done to continue to engage in professional development, and what would you advise others to do?

Martin: I've attended and presented at conferences and webinars and attended training workshops. I've written articles and book chapters and presented and served on committees at state, regional, and national conferences. I would advise others to do the same. Networking is key!

West: Attending and presenting at national, regional, or state conferences and conventions is beneficial in many ways. You can stay up to date on changes, see trends, and can prepare for the future, as well as network with vendors and colleagues. I've been lucky to work at institutions that not only encouraged us to attend events but have funded the travel expenses.

Smith: Early on, as a staff member at Troy, I was always encouraged to write and present at conferences. Although it was not required, it greatly benefited me in my future faculty role and highlighted my professional involvement. In my current position, I continue to present and write. My current job requires me to participate in a minimum of two state or national conferences each year. I try and choose meetings and events that influence and impact my current and future endeavors and help me implement new ideas and strategies. Staying engaged has kept me current with what is going on in higher education and libraries.

Have you ever been involved in mentoring either as a mentee or mentor?

Martin: As a new librarian, I participated in a formal mentoring program—the American Library Association's New Member Roundtable (NMRT) mentoring program for new librarians. I was seeking guidance on navigating the tenure and promotion process at academic libraries, including how to write articles for publication. I was mentored by an academic librarian who was a published author.

West: I have not been a part of a formal mentoring program but have been part of many informal groups. I have benefited from the one-on-one engagement with more experienced librarians and have participated in small groups of colleagues that shared the same specialization. In the last few years, I have counseled, trained, and guided librarians new to the profession.

Smith: During my time in library school, I was informally mentored by the librarians I worked with to learn and gain experience. That learning experience was followed by an incredible mentor/supervisor in my current job, who helped me learn the basics and gain confidence in speaking in front of small and large groups. Getting up in front of the class the first time can be scary, but some guidance and teaching from someone else in the field can make the experience more comfortable.

Have you taken part in grant opportunities or engaged in community outreach?

Martin: Other than teaching, writing and implementing programming grants has been one of my most rewarding experiences. It's a way to give back to the community. Grant writing during my mid-career years has helped me stay engaged in my career and grow as a librarian. Over the years, I've written and implemented 11 programming grants (mostly federal). The grants reached diverse populations and engaged them in thought-provoking discussions. We hosted two National Endowment for the Arts (NEA) Big Read grants. Our

partners included the Rosa Parks Museum, Trenholm State Community College, and local public schools. Events included book festivals, book discussions, art exhibits, and author talks.

Smith: My primary involvement with grants has been as an NEA Big Read participant. When Alyssa was writing her application for her first Big Read grant, she asked me if Trenholm would be interested in partnering. The program was a great success and brought together students and the community for several events. After the success of the first grant, we partnered together again for a second NEA Big Read.

Have you gone back to school as a mid-career librarian? If so, why?

Smith: In 2017, I decided to go back to school. This was a mid-career decision to help guide me into future endeavors and advance into management or curriculum development one day. I began working on my EdD in Curriculum and Instruction at Valdosta State University in fall 2018. I completed all coursework in July 2020 and finished my dissertation by May 2022. I chose this program to enhance what I can do both in the library and outside the library in the future. This program has opened my eyes to not only what we do as librarians but brought about a better understanding of how I can reach out to faculty and support their programs.

Conclusion

As mid-career academic librarians, we believe it is extremely important to stay engaged. So, what can you do as a mid-career librarian to stay engaged? Look for growth opportunities for yourself and your library. Opportunities may include networking and learning new things by going to conferences. It may mean being involved in state and national associations and mentoring others. Growth can come from writing articles and grants or taking on a new job or new responsibilities within your organization. You may want to make a lateral move to another library or advance within your library to a mid-level position or go up for promotion if the opportunity presents itself. Growth may also include going back to school.

Challenge yourself to improve your library and your profession. Keep an open mind to what you can do—even if you think it is outside your area or your comfort zone. Is there a new program or technology that could be implemented at your library? Think about your student population. What would make things easier or more accessible for them? Attend professional development opportunities to get new ideas. Staying engaged does not only have personal benefits, but, more importantly, it is an opportunity to give back to the profession. Be on the lookout for things that make the library better, that make the research process easier, and things that widen your knowledge of the profession and as an individual. *~*

Emma Wood

Go now you are forgiven

The end of my battle with student loans

One fortuitous November morning, lagged by the weight and the humdrum of the pandemic, I accessed my FedLoan account to find a balance of *zero*. You can imagine my surprise at the stout, solitary circle. The number normally staring back at me was six figures long and perpetually growing. It was a preposterous number like the one that McDonald's used to display via kitschy flip counter in front of their restaurants to indicate how many burgers sold. Well, they sold a lot of burgers, and I owed Fedloan a lot of money. In fact, I pictured the debt as a bottomless chasm into which I would make monthly monetary offerings. The offerings would only stave off default and penalties but would never stop the chasm's steady expansion.

"The General" by the Boston-based band Dispatch resonated through my disbelief. The song tells the story of a wartime general who has a last-minute change of heart about bringing his men into battle. The chorus resounds "*Go now you are forgiven*" as the soldiers find themselves faced with unexpected exoneration. The change in their duties leaves the soldiers stunned and unsure of how to proceed. No doubt the pardon is welcome, but it's a dumfounding transition from war to freedom. Eventually, the soldiers peel away from their battle positions one-by-one.

My heavy balance had vanished overnight. The battle was over—*Go now I was forgiven . . .*

Federal loan forgiveness was a dream that I never thought would come to fruition for me. My loan burden accrued during the time of my undergraduate degree to my Master's in Library Science. Financially ill-advised and naively optimistic for my future earning potential, 18-year-old-me signed the first loan agreement, and 24-year-old-me signed the last. My family didn't have the finances to assist, and my library job paid what one would expect a student to make. I wanted to be a librarian, and there was one path to take to realize that ambition. Without loans, I couldn't go to college, and without college, I couldn't become a professional librarian. The choice was clear, and the end would justify the means.

I have worked in libraries since high school, and I do so now in a professional capacity. In happily ever after fashion, I realized my work goals, and I made my student loan payments each month upon graduation. Around 2008, I started to hear rumors of a federal initiative to cancel student debt for those employed in public service. It seemed an open-shut case that my profession would meet the criteria, and I was certainly in the parameters of financial need, but I got lost in the puzzle of the forgiveness program.

Representatives on the phone assured me that I was on track to forgiveness, yet there was always something to contradict that promise. I received calls and letters stating that I needed to consoli-

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date, or that I was on an incorrect plan. Some bit of technical minutia always set back the clock, even though my employment qualified for the program. This experience feels uniquely mine, but I know that it belongs to so many others.

I accepted that I would have to carry the debt on my back for life. It would factor into all of my important decisions—having children, buying a house, and taking a job. The deal of my youth was a silent presence in everything that I did. I bargained for a seat in higher education, and got a life sentence of repayment.

The General pardons his soldiers because he saw the futility in fighting. At the time of my forgiveness, I had surpassed ten years of loan payments. The balance of my loans only grew since my graduation despite my monthly on-time payments. The juice was running at a rate that my diligence would never overcome. My plan was to keep putting my heart into librarianship and to fulfill my duties by fighting the mountain of debt for the rest of my life—a losing battle—but I intended to keep going for integrity and to make good on my promise. The current administration made good on their promise first.

Now, like the soldiers from the song, I am pausing in the shock. I think that freed borrowers have a second chance to experience the hope and resolve that we had upon graduation, but this time unencumbered by debt. Library work is a soulfully satisfying profession that I wouldn't expect many pursue with their eyes on riches. My hope is for other librarians to know what it is like to do their jobs unfettered by the cost of education. We need our whole hearts and all of our mental bandwidth to do the work that we do.

“Take a shower and shine your shoes, You got no time to lose, You are young men you must be living . . .” ♪

And the winners are . . .

The official results of the 2022 ACRL election

Erin L. Ellis, associate dean of research and learning services at Indiana University, is the 85th president of ACRL. “I’m deeply honored to serve as ACRL President. This role comes with tremendous opportunity and responsibility to advance the critically important work that we do in academic libraries, to advocate on behalf of academic library workers and our college and research communities, and to collaborate and partner with our colleagues across ALA and with other higher education associations. I’m excited to work with members on the continued growth and advancement of ACRL and address the ongoing transformations occurring across our profession.



Erin L. Ellis

“We continue to face complex matters as we cope with the consequences of the pandemic and as we undertake efforts to dismantle systems of racism and oppression in our communities and workplaces. We’re confronting challenges to our professional values, as well as fiscal challenges, and undergoing a deep examination of association priorities, but our ACRL community is rising to the occasion. Our committees, sections, and interest groups are advancing critically important work across these issues and facilitating vital conversations with members. Our ACRL Board and staff, too, are examining policies and practices to improve equity, diversity, and inclusion throughout our association. I look forward to working with members on these many issues and supporting ongoing efforts. Together, the ACRL community can create, grow, and address these challenges effectively and set a constructive course for ACRL’s future.

“As I step into this role, I’m eager to amplify ACRL and member successes, confront and reconcile where our community falls short, and cultivate conditions where members can meaningfully contribute, thrive, and succeed in ACRL. I’m grateful to the incredible ACRL staff who provide tremendous guidance and support in all ACRL endeavors and to ACRL Board members who are committed to strengthening our association and to listening, working, and developing with this inspiring community.”

During her 17 years of ACRL membership, Ellis has served as chair of the ACRL Appointments Committee (2015-17, 2018-19), as a member of the ACRL Conference Invited Presentations Committee (2017-19), as a member of the Research Planning and Review Committee (2019-20), and as cochair of the President’s Program Planning Committee (2014-16, 2017-19). She was chair of the Publications Coordinating Committee (2017-18; vice-chair, 2016-17), during which time she served as ex-officio on the New Publications Advisory Board along with the C&RL, C&RL News, Academic Library Trends and Statistics Survey, CHOICE, Publications in Librarianship, RBM, and Resources for College Libraries editorial boards.

Ellis served as chair of the ACRL Student Learning and Information Literacy Committee (2012-13), where she served on the working group for, and contributed to, the writing of the white paper “Intersections of Scholarly Communication and Information Literacy: Creating Strategic Collaborations for a Changing Academic Environment.” As chair, she facilitated the committee’s transition from the Information Literacy Coordinating Committee to a committee representing one of ACRL’s four goal areas within the Plan for Excellence.

Ellis has additionally held various positions with the ACRL Instruction Section (IS), including cochair of the IS Awards Committee (2011-13; member 2009-11) and cochair of the IS Membership Committee (2007-09;

member, 2006-07; intern, 2005-06). She currently serves as cochair of the ACRL University Libraries Section's Future of University Libraries Discussion Group (2019-present).

Her activity with state, regional, and national associations includes serving as secretary of the ALA Library Instruction Round Table (2006-07), where she was also a member of the Conference Program Planning Committee (2004-06) and the Liaison Committee (2003-04). Currently, she is a member of the Libraries Public Services Directors team in the Big Ten Academic Alliance (2018-present), the Indiana University Arts and Humanities Council (2018-present), the Indiana University LGBTQ+ Alumni+Friends Association (2020-present), the Indiana University Queer Philanthropy Circle (2020-present), and recently completed a term on the Association of Research Libraries (ARL) Leadership Fellows Task Force (2021-22). Ellis was honored as an ARL Leadership Fellow (2016-17) and was part of Beta Phi Mu at Emporia State University, School of Library and Information Management (2002) and Sigma Tau Delta at Pittsburg State University, Department of English and Modern Languages (1999).

Beth McNeil, dean of Libraries and School of Information Studies and Esther Ellis Norton, professor of library science at Purdue University, has been elected ACRL vice-president/president-elect.

"It is my great honor and privilege to serve. Throughout my career, ACRL has consistently provided me with professional growth opportunities through its stellar conferences, timely road shows, and other educational offerings. I have valued the opportunities to learn from ACRL programs and the networking experiences that



Beth McNeil

have led to invaluable mentoring relationships and lifelong friends. Having served on several committees and the Board as a director-at-large, ACRL has long been my professional home. I look forward to this new opportunity to give back to an organization that has given me so much, while listening and ensuring that all members find their own sense of belonging, community, professional growth, and success through their involvement in ACRL.

With this in mind, I plan to build on the excellent work and progress made by previous leaders and members, particularly the work that ACRL does to advance equity, diversity, and inclusion in our organization and our libraries. Previous ACRL presidents have focused in this area and advanced our understanding of these issues. I strongly believe that continuing this important work is crucial for ACRL's Core Commitment to Equity, Diversity and Inclusion as we strive to deeply and thoughtfully permeate these values and practices into our committees, our programs, and our membership.

I would also like to recognize and further the excellent work that ACRL has done to advance sustainable and open scholarship. The move to open science/open scholarship will lead to fundamental changes for higher education and our libraries, and I believe that college and university librarians have a role and a responsibility in helping to change the model. I believe ACRL can continue to build its support and advocacy in this area, and I look forward to the challenge of helping to shift academic culture towards a more equitable, open future."

During her 32 years of ACRL membership, McNeil has served as chair of the ACRL 2021 Conference (2019-21), director-at-large on the ACRL Board of Directors (2015-19), member of the 2019 Conference Coordinating Committee (2017-19), member of the ACRL 2019 Colleagues Committee (2017-19), cochair of the ACRL 2019 Contributed Papers committee (2017-19), member of the ACRL 2015 Conference Coordinating Committee (2013-15), cochair of the ACRL 2015 Contributed Papers Committee (2013-15), chair of the ACRL Appointments Committee (2013-14), member of the ACRL 2013 Conference Coordinating Committee (2011-13), cochair of the ACRL 2013 Volunteers Committee (2011-13), chair of the ACRL Friends Fund Committee

(2009-11), member of the ACRL 2009 National Conference Coordinating Committee (2007-09), and cochair of the ACRL 2009 Workshops Committee (2007-09). She also served as a member of the ACRL Budget and Finance Committee (2005-11), ACRL 2007 National Conference Panel Sessions subcommittee (2005-07), ACRL Appointments Committee (2004-05), 2005 ACRL National Conference Roundtable subcommittee (2003-05), and the ACRL Nominating Committee (2001-02).

"I am delighted to welcome Beth McNeil to the ACRL Board and wish to thank her publicly for her willingness to undertake this important role for the next three years," said ACRL Executive Director Robert Jay Malone. "Beth's decades of service to ACRL speak to her deep involvement in our association, and her experience will help guide us toward exciting accomplishments. Her broad involvement in many organizations, from serving academic library associations in three states to sitting on the board of governors of the HathiTrust, will benefit ACRL in multiple interactions, enabling us to strengthen alliances with important stake holders. I look forward to working with Beth in the years to come."

McNeil's experience with ALA includes being a member of LAMA (1997-2016) and serving as a member of the LAMA Committee on Organization (2005-09) and Executive Committee Secretary of LAMA, Library Organization and Management (2005-07). She also served as a member of the LAMA Budget and Finance Committee (2001-05); LAMA Human Resources, Supervisory Skills Committee (2003-05); and Fundraising and Financial Development: Trends, Marketing, and Project Development Committee (2003-05); and Human Resources, Executive Committee (2001-03).

Her activity with state, regional, and other national associations include serving on the Academic Libraries of Indiana Board of Directors (2019-present), Greater Western Library Alliance's Board of Directors (2017-19), HathiTrust Board of Governors (2015-18), Western Regional Storage Trust Executive Committee (2017-19), Rosemont Group Executive Committee (2017-19), and Iowa Academic Libraries Alliance Coordinating Committee (member 2016-19, chair 2018-19).

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

ACRL Board of Directors

Vice-President/President-Elect: **Beth McNeil** (1,187); José A. Aguiñaga (1,094)

Director-at-Large (4-year term): **Walter Butler** (653); Michael J. Miller (604)

Director-at-Large (4-year term): **Rebecca Miller Waltz** (678); Leslin H. Charles (603)

Councilor: **Kara Whatley** (1,073); Merinda Kaye Hensley (1,046)

Anthropology and Sociology Section (ANSS)

Vice-chair/Chair-elect: **Jessica Hagman** (123)

Member-at-Large (2-year term): **Krystal M. Lewis** (78); Rebekah J. Lee (43)

Arts Section

Vice-chair/Chair-elect: **Sarah Carter** (142)

College Libraries Section (CLS)

Vice-chair/Chair-elect: **Nathaniel King** (575)

Secretary (1-year term): **Shaunna Hunter** (356); Jamie Bounds Wilson (224)

Member-at-Large (2-year term): **Edna Fugate** (569)

Community and Junior College Libraries Section (CJCLS)

Vice-chair/Chair-elect: **Linda Miles** (238)

Secretary: **Adrian Morales** (239)

Member-at-Large: **Kathy Ladell** (236)

Distance and Online Learning Section (DOLS)

Vice-chair/Chair-elect: **Jessica L. Bennett** (278); Matt Stevons (77)

Secretary/Archivist (2-year term): **Danielle Theiss** (178); Brenda Smith (177)

Member-at-Large (2-year term): **Anaya Jones** (194); Brittnei Ballard (160)

Digital Scholarship Section (DSS)

Vice-chair/Chair-elect: **Patrice-Andre “Max” Prud’homme** (335)

Secretary: **Matthew Shaw** (330)

Member-at-Large (2-year term): **Jennifer Gunter King** (222); **Theresa Burress** (222); Hannah Lee (181)

Education and Behavioral Sciences Section (EBSS)

Vice-chair/Chair-elect: **Yu-Hui Chen** (139); Dawn Behrend (76)

Member-at-Large (2-year term): **Hui-Fen Chang** (126); Sabine Jean Dantus (89)

European Studies Section (ESS)

Vice-chair/Chair-elect: **Jordan S. Sly** (52); Tom Harding (41)

Secretary (1-year term): **Katie Gibson** (96)

Member-at-Large (1-year term): **Joanneke Elliott** (60); Agnes Haigh Widder (38)

Instruction Section (IS)

Vice-chair/Chair-elect: **Nicole Pagowsky** (540); Amanda B. Click (361)

Secretary (1-year term): **Lalitha Nataraj** (488); Megan Hodge (372)

Member-at-Large (2-year term): **Brittany Paloma Fiedler** (646); **Symphony Bruce** (601); **Alexandria Chisholm** (549); Jane Hammons (436)

Literatures in English Section (LES)

Vice-chair/Chair-elect: **Leslie Madden** (61); Mark Dhlquist (49)

Secretary (1-year term): **Amiee Gee** (82); Ginny Moran (26)

Member-at-Large (1-year term): **Carla Brooks** (60); Amanda Rybin Koob (49)

Politics, Policy and International Relations Section (PPIRS)

Vice-chair/Chair-elect: **Sandy Hervieux** (75); Michelle Donlin (60)

Rare Books and Manuscripts Section (RBMS)

Vice-chair/Chair-elect: **Sarah Horowitz** (370)

Member-at-Large (3-year term): **Maria Victoria Fernandez** (202); Katie Henningsen (172)

Science and Technology Section (STS)

Vice-chair/Chair-elect: **Rachel Hamelers** (193); Renaine Julian (91)

Member-at-Large (2-year term): **Jessica Martinez** (186); Kimberly M. Bailey (93)

EDI Officer: **Andrea Baruzzi** (262)

Publicity Officer: **Amanda McCormick** (152); Catherine Lantz (123)

University Libraries Section (ULS)

Vice-chair/Chair-elect: **Laura W. Gariepy** (564); Nancy S. Gibson (380)

Member-at-Large (3-year term): **Yang Wu** (721); **Maggan Press** (483); Melissa Johnson (459)

Women and Gender Studies Section (WGSS)

Vice-chair/Chair-elect: **Kari D. Weaver** (223)

Secretary: **Elia Trucks** (132); Amelia Koford (88)

Member-at-Large (2-year term): **Cindy Ingold** (220) *zz*

Apply by October: Special opportunity for Public Service Loan Forgiveness

ALA encourages library workers with federal student loans to review their eligibility under the U.S. Department of Education's Public Service Loan Forgiveness (PSLF) program. Library workers in public and nonprofit institutions—including most academic libraries—may be eligible to have their federal student debt balance forgiven. A special opportunity with expanded eligibility for forgiveness is available until October 31, 2022.

ALA supported the creation of PSLF, which Congress passed in 2007, and advocated for library workers to be included in the program. Under PSLF, federal student loan borrowers employed by government agencies or nonprofit organizations—such as nonprofit universities and state and community colleges—are eligible to have their loan balance forgiven after making ten years of qualifying loan payments.

However, the program has suffered from onerous rules and poor implementation. According to Education Department data released in 2021, 98 percent of applicants for debt forgiveness were rejected.

In April 2021, ALA called on the Education Department to improve the program so that more library workers would be able to benefit. In October 2021, the Education Department announced changes to help borrowers access PSLF, including a limited waiver of certain program requirements that applies retroactively.

During the limited waiver, which ends on October 31, 2022, past payments that would not otherwise count toward PSLF will be made eligible and borrowers who previously would not have qualified for PSLF may now qualify. The waiver can apply to borrowers with any number of relevant payments, including those who have not yet made ten years of payments.

Interested borrowers can use the Education Department's PSLF Help Tool, available at <https://studentaid.gov/pslf/>, to learn about eligibility and to apply. While borrowers can apply for PSLF at any time, to benefit from expanded eligibility under the limited waiver, borrowers must submit necessary paperwork by October 31, 2022.

ALA is raising awareness about improved access to PSLF, including the one-time opportunity under the limited waiver, and encourages members to share this information with their colleagues.

To help borrowers learn about this special opportunity for loan forgiveness, ALA is organizing a program at its upcoming Annual Conference. "Public Service Loan Forgiveness: How Library Workers Can Save Big with This Year's Limited Waiver," is scheduled for Sunday, June 26, 2022, 11 a.m. until noon, in room 151B of the Washington Convention Center.

In addition, ALA is a member PSLF Coalition, which has hosted a series of free webinars with student loan experts over the past several months. Interested borrowers can view recordings of the past webinars. The webinar recordings are available at <https://pslfcoalition.org/temporary-waiver/>.

In March, *American Libraries* featured the stories of five librarians who have applied for PSLF. ALA also encourages members to share their success stories with the PSLF Coalition. ♪

GuideStar. *Access:* <https://guidestar.org>.

GuideStar was founded in 1994 to provide public access to financial, managerial, and comparative data filed by nonprofits on U.S. Internal Revenue Service Form 990 (Return of Organization Exempt from Income Tax). In 2019, GuideStar merged with the Foundation Center (founded in 1956), choosing “Candid” as the moniker for their combined operations, while both divisions continue their respective data and analytical services. For years, GuideStar was the only official online nationwide provider for 990 forms.

The IRS has a track record of delays in processing and distributing 990 forms for public viewing, which clearly frustrates nonprofit researchers. The IRS specifies 35 categories of nonprofits, 31 of which have mandatory requirements for filing a 990 report each year. The vast majority of American nonprofits are so small in terms of assets and annual revenues that the IRS allows small organizations to file a postcard version of the 990 form with only the organization’s official name, mailing address, tax identification number, and the name of one contact person. Typically, a full-sized 990 report runs at least 25 pages, containing the names and remunerations of all board members and key officers, financial data for the current year, a statement of organizational purpose, and a lengthy set of questions and answers.

Currently, GuideStar offers limited free functionality, but does not disclose the maximum number of downloads permitted before freezing access for the remainder of the month. Alternatively, unlimited free nationwide searching for nonprofits and downloading 990 reports is available from two nonprofit groups: Charity Navigator and ProPublica’s NonProfit Explorer. These free sites are easy for novice students to use if they know the name of a specific organization. The sites offer quick access to PDF files of reports of 40 or more pages while omitting the shorter, postcard-sized reports. Free unlimited advanced search options are more relevant for students through Charity Navigator and ProPublica.

GuideStar offers two fee-based packages, and discounts are available for annual plans. GuideStar’s premium services include an unlimited volume of searching, more search options, the ability to track changes, compare organizations, and analytical reports. GuideStar’s premium services seem more appealing for fundraising and grant writing units on campuses.—*Gary Klein, Willamette University, gklein@willamette.edu*

Reporters Without Borders. *Access:* <https://rsf.org/en>.

Reporters Without Borders or Reporters Sans Frontières (RSF) is a global, multi-lingual, nongovernment organization founded in France in 1995. Its founding values stem from the fact that “Freedom of information is fundamental in any democracy, but nearly half of the world’s population has no access to freely reported news and information.” At its core is the Journalist Trust Initiative, which benchmarks ethical standards for news reporting for professional journalists.

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

RSF provides daily press releases in a wide variety of languages about the state of free information around the world. Its network of correspondents is scattered over 130 countries. Of great interest is the RSF-created World Press Freedom Index (WPFI), a measure of the freedom of the press for 180 countries and regions around the world since 2002. WPFI ranks and rates how well journalistic freedoms are respected by the various countries' governments. This measure is developed using RSF's vast global network of correspondents, who annually respond to a questionnaire that includes rankings on pluralism, media independence, environment and self-censorship, legislative framework, transparency, infrastructure, and abuses. When this information is processed, RSF comes up with an index measure from 0 to 100. It is possible to track by country, freedom of information, and the oppression of journalists.

Additionally, RSF advocates for individual politicians to publicly commit to supporting a free press. It supports journalists by providing training, physical supplies during the covering of war zones, legal assistance, and more. Reporters Without Borders has a barometer that measures the number of journalists killed, imprisoned, or otherwise extorted in connection to their work. There are also international features about individual cases involving freedom of the press and misinformation surrounding COVID-19 cases, treatment, and vaccines.

As RSF is a nongovernment organization, anyone may financially contribute to their cause. However, most of their funding stems from organizations that support RSF's mission, and a significant amount of funding stems from sales of their series of photo books.

The RSF site is very easy to navigate overall and most press freedom researchers will be interested in the World Press Freedom Index. This is an excellent source for a deep dive into global press freedom and why free press is an essential inalienable right to global citizens.
—*Molly Susan Mathias, University of Wisconsin-Milwaukee, mathiasm@uwm.edu*

The East-West Center. *Access:* <https://www.eastwestcenter.org/>.

Established in 1960, The East-West Center is an independent, public, nonprofit organization that promotes relations and understanding among the people and nations of the United States, Asia, and the Pacific through cooperative study, research, and dialogue.

The site comes with a sticky header to provide easier and visible access to visitors. The primary navigation menu contains five major categories: programs, events, analysis, news and apply, as well as the standard about, support, and contact pages. The site is content-rich, so it uses dropdown navigation and hover to provide many subcategories under each major category. Auto-rotating events at the center of the homepage have a great display of content where visitors can easily look at the upcoming and most popular events. There is an eye-catching link button on each page to the donation page. Facebook, Tweeter, LinkedIn, Vimeo, YouTube, and Instagram follow buttons appear on every page to promote more connection. The site also provides a vertical navbar for most categories, allowing visitors to quickly access most useful pages or find resources on a particular section or topic using the full-text search box located at the top right of all pages.

The site reflects its mission by organizing the content via "Programs," which includes "Education," "Research," "Professional Development," "Pacific Islands," "EWC in DC,"

“Alumni,” and “Communications & External Relations.” Each overarching program has its own submenu, which provides more specific options to each associated program. For example, “Education” offers various scholarship and fellowship information. “Research” provides featured research projects, research publications, research staff, visiting fellows and visiting scholars, and more. “Professional Development” introduces all of the East-West Center’s short- to medium-term capacity-building, leadership training, professional exchanges, career development, and high-level dialogue activities.

“Events” provides all the webinars, seminars, and conference information, plus news items from the center’s tweets and Facebook. “Analysis” presents all the latest analytical reports written by the experts. The “Apply” section gives all the information on a wide variety of available programs. “News” provides a link to the resources, research, and expertise of the East-West Center for local, national, and international journalists reporting on U.S.-Asia-Pacific issues.

The site offers an abundance of information on East-West topics that is useful for researchers, students, and educators.—*Jia Mi, The College of New Jersey, jmi@tcnj.edu* ㄾ

The Private Academic Library Network of Indiana (PALNI) has received an American Rescue Plan Act (ARPA) grant of \$225,000 from the U.S. Institute of Museum and Library Services, administered by the Indiana State Library. The planning grant will enable PALNI to identify ways of expanding current infrastructure to support open bibliographic data management tools, which library staff use to manage and share collections. The project aims to significantly enhance financial sustainability and access to information, allowing libraries to further deliver on their critical role in student success. PALNI's project will explore innovative alternatives that promote open infrastructure—using open systems to encourage new ways of understanding collections through community building, sharing staff and metadata about library materials to meet the evolving needs of library patrons. The future-focused system, which will model tenets of other successful projects, will be supported by stakeholders in Indiana and from other library groups to ensure its continued success. PALNI is currently working with Indiana libraries and national and international library groups to identify needs and build a community that can govern and sustain a shared bibliographic data management service. This process includes exploring services provided by other countries and open record sources like the Library of Congress. In addition, the project comprises reviewing metadata usage rights to understand better the permissions and limitations for the open sharing of metadata. PALNI will work with the library community to build a wireframe for a low-cost, open system that facilitates the exchange of library-created bibliographic information. In addition, the project will seek to improve the interoperability of other open-source services that rely on bibliographic data, such as holdings, interlibrary loans, and collection analysis.

The University at Buffalo (UB) Libraries, home to the world's largest collection of materials by and about famed Irish author and poet James Joyce, has received a \$100,000 challenge grant from the National Endowment for the Humanities (NEH) toward the design of a new UB James Joyce Museum in Western New York. The UB James Joyce Museum was among 245 projects selected from around the nation for funding. The award, an Infrastructure and Capacity Building Challenge Grant, aims to leverage federal funds to spur nonfederal support for the humanities. Through the university's \$1 billion Boldly Buffalo campaign, the UB Libraries has begun fundraising to design the UB James Joyce Museum in Abbott Hall on the UB South Campus. By creating a museum, the university aims to attract thousands of visitors each year from across the globe to discover and experience the rare materials and literary life and history of Joyce. Fundraising will also support a preservation and acquisitions endowment, a Joyce endowed curator position, and programming and exhibition funds. As part of the challenge grant from the NEH, UB aims to fundraise \$300,000 to match the award three-to-one. ¶¶

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

María R. Estorino has been named interim vice-provost for university libraries and university librarian at the University of North Carolina (UNC)-Chapel Hill. Estorino had been associate university librarian for special collections and director of the Louis Round Wilson Special Collections Library since 2017. During her time at UNC-Chapel Hill, Estorino has been instrumental in expanding and transforming the work of special collections. She coauthored or advised on numerous grant and gift proposals, including a successful recent proposal to the William R. Kenan, Jr. Charitable Trust for a new \$2 million endowment and challenge match. She also helped to secure major new collections, such as the entirety of the Florence Farrington rare book collection valued at more than \$6 million. One of Estorino's signature initiatives at Wilson Library has been the development of a fellowships program to support undergraduates, graduate students, and faculty and community researchers in their scholarly and creative uses of University of North Carolina-Chapel Hill's special collections. Before joining UNC-Chapel Hill, Estorino was vice-president of museum collections at HistoryMiami Museum in Florida. Prior to that, she spent 14 years in positions of increasing responsibility at the University of Miami Libraries, concluding as the Esperanza Bravo de Varona Chair of the Cuban Heritage Collection (2013-15).

Makiba J. Foster, who has attracted national recognition for leading digital projects that curate the Black experience, such as "Documenting Ferguson," and, most recently,



Makiba J. Foster

ly, "Archiving the Black Web," has been named Librarian of the College at The College of Wooster. She begins her work July 15. For the past three years, Foster has led the African American Research Library and Cultural Center in Broward County, Florida, while also working with a network of public libraries and libraries at colleges and universities on "Archiving the Black Web." Foster received a \$150,000 National Leadership Grant from the Institute of Museum and Library Services to advance the project, which has a goal of documenting the digital presence of Black culture and content through the practice of web archiving. *Library Journal* praised the project when it listed Foster as one of its 2021 Movers & Shakers—Digital Developers. Prior to

her work in Broward County, Foster was assistant chief librarian at the Schomburg Center for Research in Black Culture at the New York Public Library and served as curator of oral history and subject liaison for American History, Women, Gender, & Sexuality Studies, and Sociology at the Olin Library at Washington University in St. Louis. ♪

Ed. note: To ensure that your personnel news is considered for publication, write to Ann-Christe Galloway, production editor, C&RL News, at email: agalloway@ala.org.

→ **Fast Facts**



Spam messages in the United States

Spam texts, calls, and emails are on the rise. In April 2022, 11.36 billion spam texts were sent in the United States. “The average American received roughly 42 spam texts just in the month of March. Spam emails rose by 30 percent from 2020 to 2021, according to a January report from *The Washington Post*.” In April 2022, 3.9 billion robocalls were placed in the United States.

Margaret Harding McGill and Sara Fischer, “Americans Are Drowning in Spam,” *Axios*, April 18, 2022, <https://www.axios.com/2022/04/18/spam-texts-calls-email-social-media> (retrieved May 9, 2022).



Google links to WorldCat

“OCLC and Google are working together to link directly from books discovered through Google Search to print book records in the catalogs of hundreds of U.S. libraries. This feature is part of Google’s ongoing effort to connect people to their local libraries through Google Search. The program is expected to expand to more libraries and connect to more library resources in the future.”

OCLC, “OCLC and Google Now Connect Web Searchers Directly to Library Collections,” April 13, 2022, <https://www.oclc.org/en/news/releases/2022/20220413-google-search-links-directly-to-library-books.html> (retrieved May 9, 2022).



Free Internet service plans

“The White House said... 20 [I]nternet service providers have agreed to offer \$30 high-speed internet plans to low-income families, effectively giving free service to households that qualify for a federal subsidy. The Affordable Connectivity Program (ACP) provides a \$30 monthly discount on internet service from participating providers for low-income households, such as those that receive federal assistance through SNAP or Medicaid. The 20 ISP companies cover more than 80 percent of the U.S. population, but they are a fraction of the more than 1,000 providers participating in the ACP. As many as 48 million households qualify for the program.”

Margaret Harding McGill, “White House Touts ‘Free’ Internet Service Plans,” *Axios*, May 9, 2022, <https://www.axios.com/2022/05/09/white-house-free-internet-service-plans> (retrieved May 9, 2022).



Internet live stats

“Internet Live Stats” is part of the Real Time Statistics Project. Its website

Gary Pattillo is reference librarian at the University of North Carolina-Chapel Hill, e-mail: pattillo@email.unc.edu

provides live counters for data such as the current number of Internet users in the world, number of websites, emails sent today, Google searches today, electricity used today for the Internet, and many other live data points.

Internet Live Stats, <https://www.internetlivestats.com> (retrieved May 9, 2022).



COVID-19 impact on higher education

“Covid-19 . . . along with recent declines in birth rates among traditional-aged college students has led to lower enrollment rates across two-year and four-year colleges and universities from 2015 to 2021. Among U.S. adults without a college degree, who are currently enrolled in a certificate or college degree program, about one-third (32 percent) of bachelor’s degree students and 41 percent of associate degree students report they have considered [dropping] out in the past six months. For those who remained enrolled, about half of associate or bachelor’s degree students report the financial aid they received (51 percent) and their confidence in the value of their eventual degree (49 percent) were very important reasons they were able to remain enrolled.”

Gallup Inc., “The State of Higher Education 2022 Report,” Gallup.com, <https://www.gallup.com/analytics/391829/state-of-higher-education-2022.aspx> (retrieved May 9, 2022).