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**September 2022**
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# Features

# Departments




This month's cover features a vibrant painting of daylilies by Mary Doane (1829-1894). The painting is just one of a unique collection of botanical watercolors produced by Doane between 1874 and 1893. Mary Doane was the sister of Doane University founder Thomas Doane and painted specimens of flowers and plants from all over the country.

Doane University, located in Crete, Nebraska, received a Humanities for the Public Good grant from the Council of Independent Colleges in 2020/2021 to digitize and share these images with the community. See more examples of Doane's work at https://web.doane.edu/library/archives.com/Detail/collections/8.

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**Back issues:** $11.00 each.

## UNC-Chapel Hill University Libraries releases guide to conscious editing

The University of North Carolina (UNC)-Chapel Hill University Libraries has released its *Guide to Conscious Editing at Wilson Special Collections Library*. The guide compiles practices that Wilson Special Collections Library staff have refined as they update, edit, and create new archival finding aids. Finding aids are documents that describe the contents of archival collections. They help researchers identify materials of potential interest.

"Conscious editing is an ethos of care that we are using when we write about materials in the Library," said archivist Dawne Lucas, who contributed to and helped finalize the guide. "It's a way to be inclusive and make sure that collections are available and approachable to everyone—not just established scholars, but also students, genealogists, and members of the community."

Specialists at UNC-Chapel Hill have been building, organizing, and describing archival collections for more than a century. Lucas said finding aids written in the past sometimes contain language that may be offensive or demeaning, or that can mislead researchers. Among topics that the guide includes are addressing racist language, rectifying misrepresentations of people of color, updating ableist language, centering the experiences of Indigenous peoples, and differentiating the identity of a woman from that of her husband. Learn more at https://library.unc.edu/2022/06/conscious-editing-guide/.

## 2022 ACRL Legislative Agenda

Each year, the ACRL Government Relations Committee, in consultation with the ACRL Board of Directors and staff, formulates an ACRL Legislative Agenda. Drafted with input from key ACRL committees, ACRL leaders, and the ALA Public Policy and Advocacy Office, the ACRL Legislative Agenda is prioritized and focuses on issues at the national level affecting the welfare of academic and research libraries.

The recently approved 2022 ACRL Legislative Agenda focuses on eight issues that the US Congress  action on in the year ahead: federal funding for libraries, net neutrality, the Affordable College Textbook Act, consumer data privacy, public access to federally funded research, the Accessible Instructional Materials in Higher Education Act, federal funding for higher education, and the environmental impact of data centers.

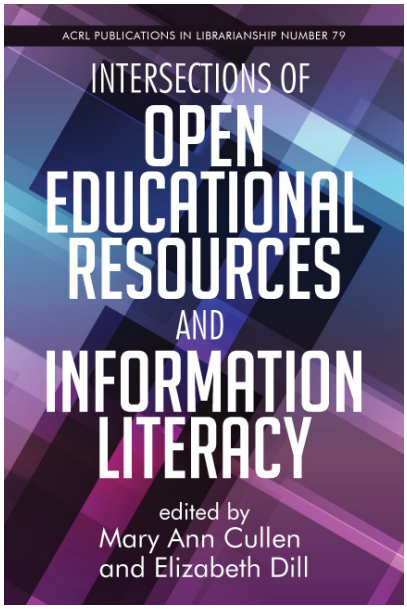
The agenda also includes a watch list of policy issues of great concern to academic librarians but where there is no pending legislation. Issues on the watch list are changes to federal copyright laws (SMART Copyright Act of 2022), the Federal Depository Library Program (FDLP) Modernization Act, and Deferred Action for Childhood Arrival (DACA)/Immigration issues. The full 2022 Legislative Agenda is available on the ACRL website at https://www.ala.org/acrl/issues/washingtonwatch.

## Penn State recognizes OAER initiatives

Four Penn State campuses—Abington, Berks, Lehigh Valley, and Mont Alto—awarded Penn State's inaugural Open and Affordable Educational Resources (OAER) Champion Award during the spring 2022 semester. A collaboration between the Penn State University

Libraries and the university-wide OAER Working Group, the OAER Champion Award is a pilot initiative recognizing excellence, innovation, and impact in OAER at Penn State campuses. Four faculty members were recognized for their successful OAER initiatives, and complete details are available at https://www.psu.edu/news/academics/story/campuses-recognize-faculty-promoting-open-affordable-educational-resources/.

## New from ACRL—Intersections of Open Educational Resources and Information Literacy




ACRL announces the publication of *Intersections of Open Educational Resources and Information Literacy*, book number 79 in the Publications in Librarianship series. Edited by Mary Ann Cullen and Elizabeth Dill, the work captures current open education and information literacy theory and practice; it also provides inspiration for the future.

Information literacy skills are key when finding, using, adapting, and producing open educational resources (OER). Educators who wish to include OER for their students need to be able to find these resources and use them according to their permissions. When open pedagogical methods are employed, students need to be able to use information literacy skills as they compile, reuse, and create open resources.

*Intersections of Open Educational Resources and Information Literacy* includes practical guidance, theoretical musings, literature reviews, and case studies and discusses social justice, collaboration, open pedagogy, training, and advocacy. The book is divided into six parts:

1. Foundations
2. Teaching Info Lit with OER
3. Librarian Support of Open Pedagogy/OER
4. Social Justice/Untold Stories
5. Student Advocacy
6. Spreading the Love: Training Future Advocates and Practitioners

Chapters cover topics including library-led OER creation; digital cultural heritage and the intersections of primary source literacy and information literacy; situated learning and open pedagogy; critical librarianship and open education; and developing student OER leaders. The book, which went through an open peer review process, informs and inspires on OER, information literacy, and their many iterative convergences.

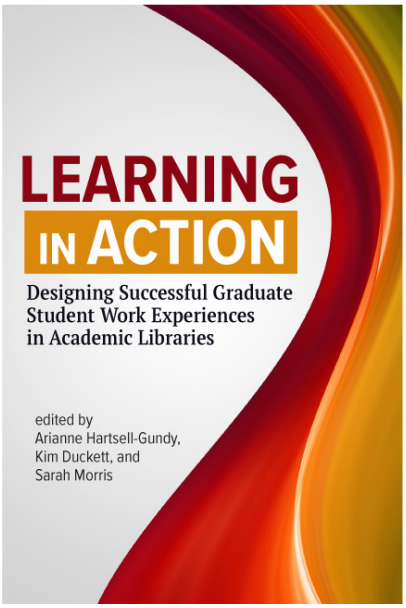
*Intersections of Open Educational Resources and Information Literacy* is available for purchase in print through the ALA Online Store and Amazon.com; by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers; and as an open access edition.

## FCC, IMLS sign agreement to promote broadband access

Federal Communications Commission (FCC) Chairwoman Jessica Rosenworcel and Crosby Kemper, director of the Institute of Museum and Library Services (IMLS), recently

announced a Memorandum of Understanding to jointly promote public awareness of federal funding opportunities for broadband. The partnership will work to generate efforts to promote the availability of affordable broadband programs, in light of the significant role libraries and other community anchor institutions play in promoting digital access and inclusion. The FCC and IMLS have previously worked together informally to share information about their individual funding programs to support the broadband access needs of libraries and library patrons, including during the COVID-19 pandemic. A copy of the letter is available at https://www.fcc.gov/document/fcc-partners-imls-address-digital-divide-tribal-lands.

## New from ACRL—Learning in Action




ACRL recently released *Learning in Action: Designing Successful Graduate Student Work Experiences in Academic Libraries*, edited by Arianne Hartsell-Gundy, Kim Duckett, and Sarah Morris. This thorough book provides practical, how-to guidance on creating and managing impactful graduate student work experiences for students and library staff.

How do you supervise a graduate student working in a library—and not just adequately, but well? What is a valuable and meaningful work experience? How can libraries design more equitable and ethical positions for students? *Learning in Action* brings together a range of topics and perspectives from authors of diverse backgrounds and institutions to offer practical inspiration and a framework for creating meaningful graduate student work experiences at your institutions. Four sections are

- Creating Access Pathways;
- Developing, Running, and Evolving Programs for LIS Students;
- Working with Graduate Students without an LIS Background: Mutual Opportunities for Growth; and
- Centering the Person.

Chapters cover topics including developing experiential learning opportunities for online students; cocreated cocurricular graduate learning experiences; an empathy-driven approach to crafting an internship; self-advocacy and mentorship in LIS graduate student employment; and sharing perspectives on work and identity between a graduate student and an academic library manager. Throughout the book you'll find "Voices from the Field," profiles that showcase the voices and reflections of the graduate students themselves, recent graduates, and managers.

*Learning in Action: Designing Successful Graduate Student Work Experiences in Academic Libraries* is available for purchase in print and as an ebook through the ALA Online Store; in print through Amazon.com; and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.

## NC State digitizes ASPCA archives

The North Carolina State University (NCSU) Libraries has partnered with the American Society for the Prevention of Cruelty to Animals (ASPCA) on a three-year, grant-funded project to digitize the ASPCA Historical Archive—a curated collection of more than 150,000 pages of archival material, including annual reports, journals, scrapbooks, photos, and publications that provide a timeline of the work and influence of the ASPCA since its founding on April 10, 1866. As the first animal welfare organization to be established in North America, the ASPCA has served as the nation's leading voice for animals for 156 years and remains deeply committed to improving the lives of at-risk dogs, cats, equines, and farm animals across the United States.

The collaboration between the ASPCA and the NCSU Libraries on "The Animal Turn: Digitizing Animal Protection and Human-Animal Studies Collections," was made possible by a 2017 Digitizing Hidden Special Collections and Archives Award from the Council on Library and Information Resources. The phrase "animal turn" describes a shift in scholarly interest in the growing field of human-animal studies. This project brings together key materials from the NCSU Libraries' Animal Rights and Welfare Collections, housed in the SCRC, and historical records of the ASPCA. For more information, or to view the ASPCA Historical Archive, please visit https://www.lib.ncsu.edu/animal-turn.

## Tech Bits . . .

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

TheBrain, a dynamic mind map for "intelligent note-taking," is a nonlinear file management system that visualizes ideas and the relationships between ideas.

The mobile-friendly cloud version incorporates all the main features: add/modify "thoughts," attachments, notes, tags, and pin thoughts. The desktop application is recommended for advanced features including menus, a calendar, reports, and adjusting preferences. Tutorials, videos, templates, and weekly synchronous 101 Web Classes are available.

Account types and prices range from free, Pro ($180/year), and TeamBrain ($299 per person/per year) versions. A thirty-day free trial provides access to all features of TheBrain's Pro version. At the end of the free trial, you have the option to use the free version indefinitely. Create your Brain account at https://app.thebrain.com/signup.

*—Ann Fuller*
*Georgia Southern University*

**... TheBrain**
**https://thebrain.com/**

## MIT Press opens full list of 2022 monographs via D2O

Thanks to the support of libraries participating in Direct to Open (D2O), the MIT Press will publish its full list of 2022 scholarly monographs and edited collections open access on the MIT Press Direct platform. D2O moves scholarly books from a solely market-based, purchase model, where individuals and libraries buy single ebooks to a collaborative, library-supported open access model. Instead of purchasing a title once for a single collection, libraries now have the opportunity to fund them one time for the world through participant fees. Thirty-seven of the eighty works are already openly available to readers around the world, and more information is available at https://direct.mit.edu/books/pages/direct-to-open.

Veronica A. Wells, Michele Gibney, and Mickel Paris

# Student learning and engagement in a DEI collection audit

## Applying the ACRL Framework for Information Literacy

In Spring 2021, the University of the Pacific conducted a diversity, equity, and inclusion (DEI) audit of the library's book and scores collections with eight student interns. This article provides a summary of the project and how we used the ACRL Framework for Information Literacy for Higher Education's knowledge practices and dispositions to design the internship experience.

## The University of the Pacific

The University of the Pacific is a small, private liberal arts institution with campuses in Stockton, Sacramento, and San Francisco, California. In Fall 2021, 6,066 students were enrolled in Fall 2021, 3,306 of which were undergraduate students.[1] The DEI audit took place at the William Knox Holt Memorial Library and Learning Center on the Stockton campus, which is where the undergraduate programs are based.

Pacific's undergraduate student demographic is quite diverse. As of 2021, the undergraduate gender demographics were 52% female and 48% male. Ethnicity composition was 35% Asian, 24% Hispanic, 21% White, 8.8% international, 4.4% multiethnic, 4% Black, 0.5% Native Hawaiian/Other Pacific Islander, 0.3% American Indian/Alaskan Native, and 2% Unknown.[2] However, a question weighs upon the minds of the members of our community: Do the university libraries collections reflect and support the diversity of our student population?

## The DEI audit

The idea to pursue a DEI audit came about after Pacific's president asked all units to engage in social justice work following the death of George Floyd. The two primary goals of the DEI audit were as follows:

1. To foster conversations on issues of diversity in publishing and library collection development practices with the campus community.
2. To make the library collection more representative of Pacific's student body.

Veronica A. Wells is the assistant dean for user services and programs, email: vwells@pacific.edu, Michele Gibney is the head of Publishing and Scholarship Support, email: mgibney@pacific.edu, and Mickel Paris is the health sciences librarian, email: mparis@pacific.edu, at the University of Pacific Libraries.

The project was led by the assistant dean for user services and programs. Other key team members included the head of Publishing and Scholarship Support, the director of Collection Strategies and Discovery Services, the head of Special Collections, and the health sciences librarian.

We hired eight student interns from a variety of undergraduate majors, including biochemistry; cross-disciplinary studies; music; history; political science; and health, exercise, and sport sciences. Each intern was assigned lists of titles to evaluate based on criteria that we developed together. The criteria included book details (title, author name, publication date, discipline), author identity (gender, ethnicity, location, disabilities), book cover representation, fiction vs. nonfiction, character identities, subject matter representation, publisher demographics, and publisher company CEO identity (gender, ethnicity). The full list of audit criteria is available in Google Forms.[3] The titles were randomly sampled from areas in the collection that matched the curriculum of Pacific's schools and programs. We involved the interns in the early steps of the decision-making process, from the construction of the DEI audit methodology to the final presentation of our results at conferences.[4, 5, 6, 7]

In addition to evaluating the library collection, the DEI audit team created a learning community for reading and discussing articles pertaining to DEI issues in publishing and librarianship. These included

- Articles that offer advice on conducting a library collection audit;[8, 9]
- A case study audit of a collection of plays in an academic library;[10]
- An article discussing the demographics in the realm of scholarly publishing and how they skew white and male;[11] and
- An article on how book reviewers for the *New York Times* are predominantly white and male.[12]

This book club–style activity grew organically, and interns remarked that our discussions about the articles were the best parts of the experience: "I really enjoy the thoughtful conversations we're having at the biweekly meetings. It is important to have conversations about these topics" and "The experience was really rewarding and insightful. Working with the library staff on the project was really amazing because we got to ask them a lot of questions and they were able to talk to us about what happens behind the scenes in the library." The readings provided a launching point for exploring new and innovative ways to address and resolve the inequities in our collections, at our institution, and beyond.

A DEI audit is a tremendous undertaking but was made even more difficult because it occurred during a semester where we were teaching, learning, and working remotely due to the pandemic. Therefore, all interactions were held over email, Zoom, or Slack, and interns were unable to go to the shelves to view the print materials they were evaluating or easily peruse the library's print materials to assist with their research. Some interns struggled to complete their work due to personal mental health issues or because they were overextended from other commitments.

The results of the audit were not unexpected. Nevertheless, the data provides a benchmark and an opportunity to create change. Full results from the audit can be seen in presentations given by the authors and the student interns (see notes 4–7).

Overall, in our review of the sampled titles, we see that Pacific's library, and librarianship as a profession, have a long way to go. Despite the lack of diversity, the positivity we felt when working with student interns on this project keeps us optimistic in our belief that involving our community of learners today can bring about future change.

## Engaging student interns with the Framework

We created three learning outcomes to accompany the job description for the DEI student internship. The learning outcomes were broad and driven by the ACRL Framework for Information Literacy for Higher Education in order to structure the learning experience.[13] The Framework is an established tool that offers multiple avenues for deeper learning. In the following sections we describe the three learning outcomes and their corresponding frames. Other institutions may be interested in prioritizing some frames over others or rearranging the methodology for their own DEI audits involving students. While we note that the Framework currently does not "emphasize antiracist pedagogy in the information literacy classroom,"[14] it provides a foundation to build upon.

### Learning Outcome #1: Students will learn how library resources are acquired and cataloged

*Searching as Strategic Exploration*

Interns used their own knowledge and dispositions for this frame by determining which search tools and terms to use, how to manage their searches and results, and ways to refine their search strategies. As a result, they learned how information systems—such as the library's catalog and databases, Wikipedia, and other internet reference resources—are organized. Interns also had to navigate a lot of ambiguity in terms of how long to search before moving on to the next criteria.

In addition, we had several conversations about the difficulties of gathering information on authors' and composers' gender, ethnicity, sexuality, and disability status. Interns were uncomfortable with making assumptions. We agreed that capturing this information was important, but it is often unavailable. For example, identities can shift over time and people may choose not to publicly disclose aspects of their identity.

*Information Creation as a Process*

Interns had the opportunity to learn more about the creation of books. An article we discussed explained the biased demographics of the publishing world, and interns learned how a white, male-dominated leadership structure in publishing affects the kind of content and types of authors that are published.[15] Interns also read an article about how the *New York Times Book Review* has been historically biased,[16] which facilitated a fantastic discussion about how a book review can influence book purchasing decisions and create and reinforce systemic inequalities.

### Learning Outcome #2: Students will learn about diversity, equity, and inclusion issues in libraries, the context of specific disciplines, and in the publishing world

*Information Has Value*

For this frame, interns learned about how some groups or individuals could be underrepresented or systematically marginalized in publishing and academic libraries. Toward

the end of the project, the library was awarded a grant by the university's diversity, equity, and inclusion committee to purchase DEI titles. We invited the interns to recommend purchases, and, as a result, they were able to contribute to diversifying the collection and creating value.

*Authority is Contextual*
Throughout the auditing process interns reflected on the traditional notions of granting authority, considered how authority is constructed in academia, and learned that diverse ideas and worldviews sometimes have to be sought out. We had a conversation about their course readings and whether or not they noticed their professors intentionally bringing in diverse voices, thereby helping interns build awareness of their capacity to assess content they were learning from a critical stance.

*Scholarship as Conversation*
Interns were able to view firsthand how information systems privilege certain people over others. While this was disheartening for them, it spurred important conversations about how the world of scholarship is changing and how we can actively work toward dismantling the systems that traditionally uplift white, male voices.

**Learning Outcome #3: Students will develop critical thinking and information literacy skills by assessing materials in the library collection**
*Research as Inquiry*
While evaluating the titles, interns developed their own methods for searching and gathering information. Interns shared the strategies with the team, and we encouraged them to seek help from librarians and each other when needed. They frequently and repeatedly drew reasonable conclusions based on the information they were able to locate.

## Conclusion
A DEI audit is a tremendous undertaking. We highly recommend involving students because it generates excitement and enthusiasm and can foster a productive learning environment for all. While ours were paid student worker positions at $1 over the minimum wage, other universities and colleges might have options for unpaid internships or course credit, if done in tandem with faculty. We believe there needs to be some tangible benefit for students engaging in this work, however, and pecuniary compensation provides a direct recognition for the rigor of the work and the student's contributions.

Assessments administered at the beginning, middle, and end of the project showed us that interns' understanding about DEI issues in libraries and publishing had changed from a surface-level understanding toward a more action-oriented attitude. Incorporating the ACRL Framework can help guide the activities and conversations library workers initiate with students.

Many journal publishers are investigating and adjusting the gender make-up of their editorial boards,[17, 18, 19] and scholars are raising awareness of whose voices are heard in the dichotomous split between developed and developing nations.[20, 21, 22, 23] While there may be limited practical actions that library workers can take individually, we can lead students to

become part of the conversation and understand their place within it, thereby increasing self-awareness and stimulating social action. As one intern stated in their feedback about the DEI Audit, "Learning the facts about this project will allow me to inform other students of the importance of diversity, equity, and inclusion in the other parts of the university."

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Celia Emmelhainz and Jennifer Dorner

# Listening to historians

## Using a listening tour to improve library support for foreign language researchers

As at many other libraries, the University of California (UC)-Berkeley Library's budget has not kept pace with student enrollment. Yet our faculty and students continue to expect extensive research holdings and personal care. To improve our ability to meet researcher needs amid constraints, our team recently surveyed social science faculty on their use of foreign language materials[1] and followed up by meeting several historians for a "listening tour" of their needs from a research library.

In this short reflection, we discuss what we learned from seven historians about their changing use of academic libraries and how we used this to improve our services to researchers using foreign materials in our library.

**Faculty use the library for articles while assembling personal collections of books. They seek out rare materials abroad, using websites for digitized books and primary sources when possible.**

The historians we spoke with start their search in library catalogs, moving to Google Books or other means of access when frustrated. As Laura commented, "I used to use the library catalog, but then I became frustrated . . . so I started [searching] in Google Books, and then I try to find if we have it in the library."[2]

Other scholars search first in the online catalogs of relevant national libraries, then buy their own books rather than relying on library purchases or interlibrary loan. As Lewis said, "I buy a huge number of books. . . . I hate returning books. Recently, I got books from interlibrary loan . . . and returned them because I was going away on vacation. Then I got back to write an article and had to recall them again."

Several historians also noted that they scan their own books to use a digital version while traveling—a sort of controlled digital lending to the self.

**When they hit barriers to using materials through ILL, faculty simply stopped using it.**

One faculty member noted that the rare materials she wanted weren't lent between libraries. She describes how, after waiting six months for interlibrary loan (ILL), she called another library and asked them to digitize the book. Others find that the material finally arrives after their research has moved on. One said, "By the time . . . it comes you may have moved

Celia Emmelhainz, formerly of the University of California-Berkeley, is now manager of the National Anthropological Archives at the Smithsonian, email: celia.emmelhainz@gmail.com, and Jennifer Dorner is the history librarian at the University of California-Berkely, email: dorner@berkeley.edu.

to something else. So when books come I try to copy them whole, so they're there when I can mentally engage with them properly."

One researcher gave up on ILL years ago, while another prefers to order from Amazon Germany, which delivers European materials to his house within ten days. A third waits until their next research trip abroad to buy materials. In other words, faculty sometimes get trained by our systems and laws to expect that we cannot supply everything they need.

**Faculty have a keen eye for what's "missing," but they view recommending materials as a favor that comes out of their busy schedules.**

Faculty appreciated our English language collections but noted gaps in foreign material, recognizing that this often stems from a lack of funding for higher education. As Calvin noted, "There are moments when the library was acquiring, and moments where it was acquiring less. I have a sense of, if it's from the 80s or from the 50s, it won't be in our collections."

Yet faculty also find recommending items a favor to us, a favor that is harder to justify if they're not actually going through us to access materials they already located elsewhere. Katrina admits, "Honestly, I haven't been good about saying 'can you get these things?' I'm usually [abroad] once or twice a year, and I read it there."

Sometimes faculty saw finding useful books as *our* job; other times they didn't ask because they perceived their work as "too specialized" for our collections or something we "couldn't understand."

**Faculty want subject and language expertise and are still adjusting to our move from just-in-case bibliography to outreach, instruction, and functional roles.**

People who integrate foreign languages into their research value bibliographers and research librarians with deep subject and language expertise—and they sometimes don't perceive that academic library hiring trends have moved on. They look to librarians to locate rare resources rather than to teach the navigation of common resources to undergraduates. Lewis recalled that he arrived at a major research university at a time when there were bibliographers that seemed to focus on French and German history, something that we no longer offer.

When subject librarians do not have time or depth of knowledge in niche areas, faculty look to area studies librarians instead. Howard appreciated an area studies librarian who sat in on one of his graduate seminars, noting: "I want the graduate students here to have a good relationship with him. I don't think I understood when I was a graduate student how important a librarian could be. . . . Having him [as] part of our intellectual community hopefully makes it easier for our graduate students."

This desire for specialized service contrasts with our survey of the same faculty, where they indicated a preference for collections over services.[3]

## Improving outcomes for foreign language researchers at Berkeley

The insights above gave us a general understanding of faculty attitudes. The comments below helped us make more concrete changes in our outreach and collection development:

**We shifted from purchasing microfilm to investing in digital primary and secondary sources.**

Each historian we spoke with reported moving away from microfilm to digitized resources. Calvin used to pay to have collections microfilmed, but has now scanned his personal microfilm collection to digital. Inez can find microfilm materials in HathiTrust or digitized by national libraries. Lewis noted a metaphorical "allergic reaction" to microfilm, using resources like the Internet Archive instead. And Katrina photographs primary sources and downloads digital images, saying,: "When I was a student, my advisors said, '*microfilm everything you can.'* Now it's 'take photographs.'"

As a result, we are investing more in digitized resources, and we also note that these comments suggest a need to follow up with faculty about good data management of their research files so they can access their personal archive of digital files for years to come.

**We still buy print materials but added unrestricted ebooks to support our researchers while abroad—or while in a pandemic.**

Several faculty noted that they like to examine manuscripts or reference materials on digital devices but prefer to do deep reading in print. Calvin uses ebooks for quick reference and citation questions while away from home but noted the gap in available ebooks from the 1960s to early 2000s. In response, he paid to have his personal book collection scanned so he could retain paper copies for deep reading while referring to digital surrogates while abroad—a sort of remote desktop access for his home print collection. This dual access became increasingly necessary for our readers in the early pandemic, which disrupted access to libraries, office bookshelves, and collection of research materials abroad.

**We share library news where faculty pause—at their physical mailboxes and in faculty meetings.**

So how do we reach such busy travelers? One person noted receiving hundreds of emails every day, admitting that they don't open emails from the library or their librarian. But they were more open to looking for updates in "the one place where all faculty members go"—the department mailboxes. As a result, we are working with our departments to post updates for faculty in the mailroom and to present briefly in faculty meetings.

**We're acquiring more edited volumes and making chapter authors more visible in our catalog.**

It's hard for librarians to evaluate edited volumes, which are rarely reviewed and not indexed by chapter author in our ordering systems. The result is that we sometimes miss purchasing key works by our own faculty.[4] Yet our historians reinforced the value of edited volumes, noting that as junior scholars seek high-impact journal publications, senior scholars have moved to writing book chapters. One faculty member described journals as "graduate student article repositories" while feeling that scholars built more "momentum" through monograph series, "because over decades of work, the same people were building arguments together that transformed our understanding."

Yet the shift to chapters is an issue for discoverability. Katrina noted, "I'd rather have a lot of work in edited volumes because it's with a group of concentrated people, and I'm going

to have more exposure. But I have students who say, 'I'd like to see this chapter of yours and I don't see it in the library.' I have 20 chapters in edited volumes, but only one book shows up when you search my name."

In response, we are looking for ways to acquire edited volumes based on chapter author. Our discovery tool is not consistent about listing chapters and authors, so we have used Google Scholar alerts on faculty members' names to surface newly published chapters for purchase.

**We're scheduling regular check-ins about our scholars' future needs.**

One of the most fruitful moments of our listening tour was when Inez commented, "Once this book is done, I will be interested in [books in Lithuanian] in six years. You're looking at what I'm researching today, but I'm planning for things that may not be in the collection in ten years."

Indeed, foreign language monographs are often for sale only for a limited time, so knowing now of her future interests can help us craft a collection that supports her "serendipitous" discovery in the future. This insight led us to plan regular check-ins with faculty about both present and future needs.

This long-term view also speaks to the value of retention in academic libraries, as such relationships are best built over the long run. I (Celia) was impressed with the relationships my senior colleague (Jennifer) had cultivated with these faculty over the years. In a large history department like ours, a librarian could easily meet with each professor once every five years and never run out of people to talk with about library support for research and teaching.

**We're more attuned to the faculty research lifecycle.**

Faculty stories made clear how much research changes across the lifecycle. Howard, for instance, founded his career on archival work in a place that has since become dangerous, and now relies on digital archives and secondary sources: "I worked in [a politically contentious region] with the manuscripts there, and made my own copies. Then the place blew up, and the archives are no longer there . . . so when it comes to the next project, how do I do this?"

Katrina is seeing the connections she built long ago come to fruition in the middle of her career: "This summer, I spent half my time in the [country A] library working with a lot of printed things, and then my mornings in the [country B] archive working with original [manuscripts]. I'm the first person who's been allowed to work with this particular archive. It pays to get old—they wouldn't have let me do it twenty years ago!"

Laura's health issues limit her ability to travel or even visit local libraries in person. At times, she struggles to get to campus to return her printed books for renewal and has shifted to using electronic resources late at night. These stories helped us realize that we need to adapt library policies to consider researchers who are located far away, on family leave, or have limited mobility and access to campus.

**Faculty are on our side; they want relevant library holdings for the long run.**

Finally, historians looked to the library as a lasting place for print and digital research. Katrina noted that she once worked at a college that moved to ebooks—then realized what they were missing and moved back to print books. She now seeks out both. Laura frames historians and librarians as having a shared concern with both immediate access and long-

term preservation: "I play with thousands of years . . . what stays in the end? When the formats change from parchment to paper, a lot gets lost. Because what gets transferred to the next format is only what matters to the few generations that experience the change of format. The more electronic things change fast, what we are reading now may no longer be available to people a few hundred years down the road. We've reached the point of not being able to store it all."

## Notes

1. Susan Edwards, Chan Li, Celia Emmelhainz, Adam Clemons, Liladhar Pendse, and Natalia Estrada., "Collecting Globally, Connecting Locally: 21st Century Libraries," in *Library Assessment Conference Proceedings* 14 (2019): 700–713.
2. We have changed names and obscured details for each person we conversed with.
3. Edwards et al., "Collecting Globally."
4. Celia Emmelhainz and Natalia Estrada, "Searching for recent anthropology and archaeology publications," *ACRL-ANSS Currents* 33, no. 1 (Spring 2018): 17–21.

James Parrigin and Christopher Woodall

# Sending our faculty to MaRS

## The Materials Request System

The Salisbury University (SU) Libraries developed a hosted library materials ordering system in 2018 and has begun to survey discipline faculty users to determine enhancements that they recommend and are possible to enact.

Now, before we go any further, we would like to point out that I, James Parrigin, am not in a collection management or library technology unit. I am SU Libraries' coordinator of library instruction. At our mid-size, public, regional comprehensive university of approximately eight thousand FTE and more than four hundred full-time faculty, eight faculty librarians liaise with forty academic schools and programs. I am the subject librarian to the communication, English, and modern languages departments. Like my librarian colleagues, I provide several kinds of support including information literacy instruction one-shots, personal research consultations for students and faculty, research guide creation, course-embedded research support in the Canvas learning management system, and associated development of learning objects ranging from handouts to learning tutorials.

Our libraries use a decentralized approach to collection development. For context, many larger libraries have adopted centralized approaches in the form of purchase plans or otherwise preselected packages of materials (sometimes on a massive scale), which guide the bulk of collection selection rather than relying on individual liaisons to build and mediate collections first-hand.

Often without subject expertise in their assigned areas, the subject librarians collaborate with faculty in academic departments to select library materials for acquisition. In doing so, some librarians began to identify recurring (and seemingly unending) gaps in communication with our disciplinary faculty colleagues from  item identification through cataloging and addition to our collection. Most often, these gaps emerged from our own modes of communication: email, phone conversations, meetings, and otherwise spur-of-the-moment interactions that are nearly impossible to track. Within these exchanges, liaison librarians encounter high volumes of questions such as:

*Hey! I forget. Did I ever order X? When did I order X?*
*When will X arrive?*

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*What has my department ordered during the months of March and May? When did my colleague order those films?*
*How much money is left in our book budget?*
*Can I order X and have it placed on course reserve?*
*The department chair needs to prioritize remaining book funds. Can we get a list of everything we've ordered since September?*
*Remember that conversation we had in the hall about that musical score three months ago? Is it in?*

To help this process, our technology librarian (co-author Chris Woodall), the liaison librarians, and circulation and collections management staff developed, tested, and implemented the Materials Request System, or MaRS.

The web-hosted MaRS platform allows departments and their faculty to view and plan requests around budgetary information, submit requests for materials that faculty will use for teaching and research, submit "rush" orders, request to place new items on course reserve, view intradepartmental requests, and more. Librarians and discipline faculty benefit from having a centralized list that accurately documents time-stamped departmental activity, increases transparency of a historically mystified process (for faculty), and ultimately streamlines what has been, until now, a neglected and critical part of the selection process.

## Pre-launch diagnostic

Parrigin approached Woodall about the idea to develop a system for tracking faculty purchase requests and departmental budgets in 2017. After a series of meetings to outline the system's requirements, development began in February 2018. Initial development was completed by May 2018, and testing began with a small pool of liaisons. The full roll-out to all liaisons occurred in August 2018.

MaRS is web-based, hosted on a remote Linux VPS (virtual private server) maintained by a third- party provider. It runs Apache web server software and hosts several web applications used by the libraries—both open-source software and custom applications developed by the SU Libraries.

The system was developed primarily using the PHP programming language for its server-side code, as well as HTML, CSS, and JavaScript for client-side code. The data itself (such as faculty and liaison accounts, department budget information, and the requests themselves) is housed in a MariaDB database on the same server.

These technologies are either free or very low-cost, making the system inexpensive to develop and maintain (assuming you have the in-house programming expertise). In addition, it is not dependent on any third-party provider or closed-source software other than our VPS provider, which means the entire application could be moved to a different server or system with minimal effort, and we maintain control over all data in the system.

Request data is entered into the application manually by either the liaisons or the faculty themselves. Entering budget information was tricky because we wanted it to be as up-to-date as possible. The acquisitions specialist exports a CSV file from Aleph on a weekly basis that contains the current budget data and imports it into MaRS. This is made possible by a custom import tool built directly into MaRS, which parses the CSV file exported from

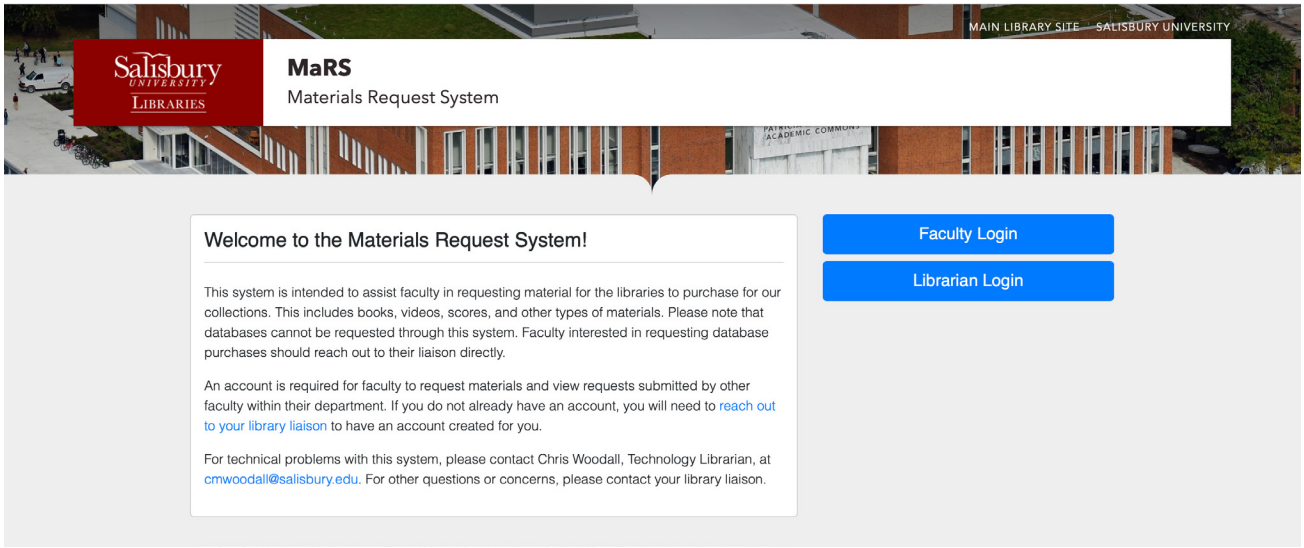
Aleph to extract the current budget values. Although this means the data can be up to a week old, this is far more frequent and easily accessible than our old system, which involved the acquisitions specialist emailing an Excel file to all liaisons at irregular intervals.

## Destination: MaRS

The system assists faculty in requesting material to add to SU Libraries collections. This includes books, films, music scores, software, and other materials, with the exception of standing orders. MaRS is intended to enhance communication between faculty and SU Libraries by

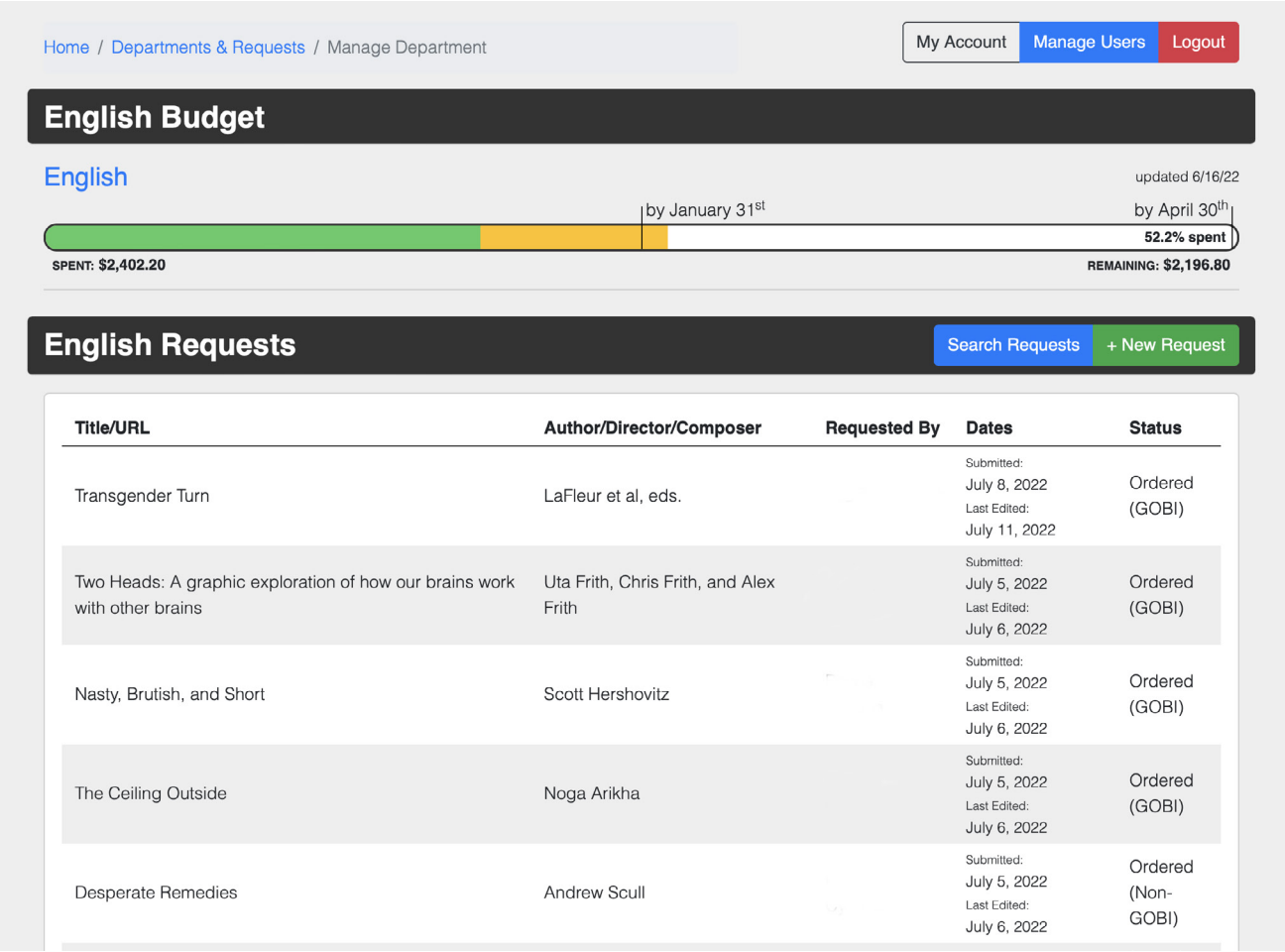
- helping faculty keep track of materials they have and have not yet requested;
- increasing department awareness of requested materials;
- helping department liaisons submit requests on behalf of their colleagues, if needed; and
- helping departments prioritize budget allocations through a graphical budget representation.

MaRS originated after several years of close collaboration with a department chair in the humanities in which the liaison librarian and disciplinary faculty began to explore the idea of a shared spreadsheet containing criteria needed by the library, mainly for book requests from the department. The liaison librarian discussed with the technology librarian the idea of a shared library request "dashboard" that could have the dual purpose of serving discipline faculty and librarians, which resulted in identifying a platform that would allow us to partition the service into a librarian view and a department view that is password protected.




MaRS login page.

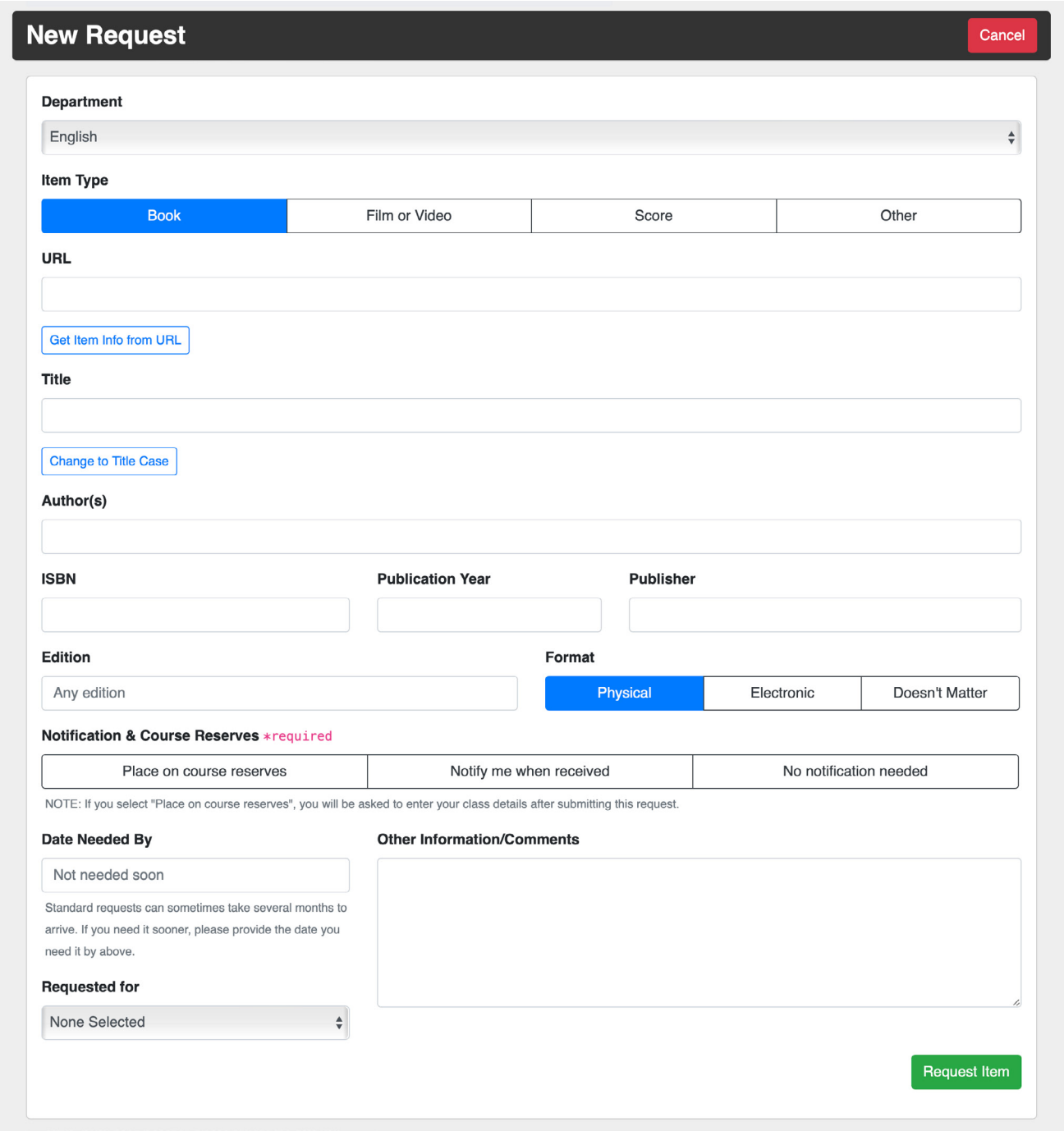
For security purposes, a faculty member must submit their institutional email address for the system to email a link that allows them to sign into the system. Once the faculty user has logged in, they have access to a graphical and numeric representation of the department budget, which is updated each month, as well as requests that have been made from within their department.



English department faculty view example.

Selecting the New Request button opens the request form, which contains several fields into which the faculty member can submit information that will allow the librarian to identify the requested item. The faculty member is restricted to only their department. The user can submit as much or as little information as they want, and it is understood that the more precise the request (specific edition, for example), the more information is warranted to add to the form.

The form is flexible enough to accommodate nearly any faculty request, ranging from books, films, music, and others, although requests for streaming film or standing orders are not accepted in MaRS and are rerouted appropriately. In addition to basic information, the form allows faculty to select their format preference if an alternative to print is available, and the Date Needed By field can be used for requests that should be expedited as "rush" requests. Faculty tend to use this function when they request required readings for a course or otherwise materials that are an integral part of course content.




Faculty view of item request form.

Each liaison librarian mediates requests submitted by faculty in their assigned departments or programs. Librarian liaisons are responsible for managing faculty accounts. When a faculty member submits a request, the librarian receives an automated email notification. The librarian then reviews the request and can discuss the item further, or they can begin the process of moving the request forward from Pending status to Processing, which submits a liaison request to the library's distribution center (most typically for our library, GOBI, or Amazon).


Item request status bar.

The liaison order request is received by an acquisition specialist in the library's Collections Management unit, where the monetary transaction is authorized. Finally, once the item has been cataloged and is ready for patron use, the acquisition specialist updates the request status to Received, and MaRS sends a corresponding email to the liaison and patron (if they requested to be notified) of the item's availability.

At any point, discipline faculty can log in to their MaRS account to check statuses of requests submitted by their department. Each request displays each work, the names of the requesting faculty members (removed in the example), date stamps, and each items' status.

| Title/URL | Author/Director/Composer | Requested By | Dates | Status |
|---|---|---|---|---|
| Transgender Turn | LaFleur et al, eds. | | Submitted: July 8, 2022 Last Edited: July 11, 2022 | Ordered (GOBI) |
| Two Heads: A graphic exploration of how our brains work with other brains | Uta Frith, Chris Frith, and Alex Frith | | Submitted: July 5, 2022 Last Edited: July 6, 2022 | Ordered (GOBI) |
| Nasty, Brutish, and Short | Scott Hershovitz | | Submitted: July 5, 2022 Last Edited: July 6, 2022 | Ordered (GOBI) |
| The Ceiling Outside | Noga Arikha | | Submitted: July 5, 2022 Last Edited: July 6, 2022 | Ordered (GOBI) |

Department faculty request status page.

Since its launch in January 2019, MaRS has been well-used by liaison librarians and discipline faculty. A reporting tool allows our technology librarian to identify and report usage. This includes the following:

- Librarian accounts: 24 (includes those no longer working at SU)
- Faculty accounts: 231 (of 435 full-time faculty)
- Requests processed: 2102
- Books: 1857
- DVDs: 201
- Musical scores: 42
- Other: 2
- Submitted by librarians: 1622 Submitted by faculty: 480

### Requests by department

| Department | Count | Department | Count |
|---|---|---|---|
| English | 318 | Chemistry | 21 |
| Leisure Books | 231 | Education Doctoral Program | 21 |
| Diversity | 156 | Honors | 17 |
| Education | 120 | Mathematics | 17 |
| Library | 114 | Exercise Science | 17 |
| Nursing | 107 | Economics and Finance | 12 |
| Environmental Studies | 104 | Curriculum Resource Center | 11 |
| Biology | 99 | English Language Institute | 10 |
| Conflict Resolution | 87 | Information Decision Sciences | 10 |
| Music | 77 | Interdisciplinary Studies | 9 |
| Communication | 69 | Philosophy | 9 |
| Art | 63 | Health and Human Performance | 9 |
| Theatre | 63 | Physics | 8 |
| Modern Languages | 62 | Athletic Training | 8 |
| Health Sciences | 59 | Physical Education | 7 |
| Geography | 46 | Management and Marketing | 7 |
| History | 35 | Community Health | 6 |
| Political Science | 33 | Psychology | 5 |
| Social Work | 28 | Accounting and Legal Studies | 3 |
| Sociology | 23 | Faculty Publications | 1 |
| | | **Total** | **2,102** |

## Faculty Survey

In March 2021, approximately two years after its implementation, the MaRS co-creators distributed a survey to discipline faculty to explore their needs with the goal of enhancing system access and usability. Of the 424 full-time discipline faculty, 24 (6%) responded to the survey. Eight departments are represented in responses: English, Communication, Social Work, Health Sciences, Art, Athletic Training, Exercise Science, and Political Science. One respondent chose to not identify department affiliation.

More than half (54%) of survey respondents had never used MaRS, and 91% of these respondents were unaware it was available. The remaining 46% of respondents who report using the system regularly used the system less than once per month. When it is time for these faculty to submit requests, 40% report their preference to use MaRS, while 40% do not have a preference, and the remaining 20% prefer to submit requests directly to librarian liaisons by email. Features that faculty appreciate the most include

- the ability to submit requests to a library liaison;
- getting notifications when materials arrive;
- seeing department library funds;
- seeing requests from department colleagues; and
- being able to look up their past requests.

A future survey will focus more specifically on the usability needs of the faculty cohort who use MaRS, and their comments will be used to further enhance system accessibility and usability.

## Benefits of MaRS exploration

In addition to discipline faculty use, MaRS has also unexpectedly benefitted three collections-oriented functions of SU Libraries. The libraries' Leisure Committee, comprising liaison librarians and library staff, routinized the use of MaRS to track and manage requests and budgeting during yearly acquisitions for the libraries' popular reading collection. Similarly, librarian liaisons have also used MaRS to request and track acquisitions of faculty publications in which one copy is purchased to add to general collections and a second is added to the libraries' Faculty Publications special collections archive. Finally, SU Libraries' Diversity and Inclusion Committee also uses MaRS to help organize one of the diversity budget lines that several librarian liaisons are responsible for spending each year. Members of this committee report that MaRS has benefitted their work by providing a central location from which to share selected titles, item cost, and overall diversity budget among the group. The shared list also helps diversity titles to get more notice when the group selects materials to highlight by displaying them in public spaces.

MaRS' popularity among discipline faculty has entirely relied upon liaison librarians informally promoting the system to their designated departments and programs. Neither liaison librarians nor discipline faculty are required to use MaRS; it is intended as a value-added service to users intended to facilitate a historically haphazard aspect of collections selection.

Grace Simons and Cathy Mayer

# Deploying Microsoft Teams

## Support for onsite, hybrid, and remote staff

The COVID-19 pandemic forced employers to embrace telecommuting. Now, as the pandemic subsides to a degree, employers continue to experiment with hybrid and remote work as a means of sustaining flexibility for employees. Many higher education institutions and academic libraries are in the process of providing guidance for hybrid and remote work by refining telecommuting policies.

According to the Society for Human Resources Management (SHRM), the world's largest professional society dedicated to human resources, telecommuting policies typically include a stated objective, procedures for approval, eligibility, equipment supplied, security expectations, safety expectations, time worked, and any ad hoc arrangements.[1] These elements focus on the place and provisional requirements for remote or hybrid work to be done with the underlying assertion that "arrangements are made on a case-by-case basis, focusing first on the business needs of the organization." Yet high-performing workplace consultant Sue Bingham asserts that organizations "need to start paying more attention to process and, most important, people."[2] To successfully support hybrid and remote work arrangements, academic libraries should reflect on the tools available for adapting to the needs of employees at distributed work locations.

A variety of applications and platforms, with varying price points, are available to support team communication, collaboration, and organization. When working in an academic library setting, it is important to consider the support of the college or university's IT department before deploying a tool. For provision of sustainable support and data security, institutional IT may designate expectations for using specific resources within a defined platform.

## Initial adoption of Microsoft Teams

In March 2020, a statewide stay-at-home order required the North Park University campus community, located in Chicago, to embrace the institution's license for Microsoft Teams. The platform was used to provide remote learning and conduct campus business. Brandel Library staff were largely unfamiliar with Teams, primarily relying on email and face-to-face communication for day-to-day operations before the pandemic. However, the staff was accustomed to sharing some files via Microsoft's OneDrive cloud storage service, though these files were not integrated into Teams.

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Brandel's initial rapid adoption of Teams focused on the platform's chat function. A newly created "Brandel Staff Chat" fostered conversation for work-related questions and conversation. Additionally, 1:1 chat threads were created by staff as needed to foster rapid collaboration. The group also grew accustomed to using audio and video conference tools within the platform for meetings. Video conferencing also enabled reference librarians to connect with students for virtual reference appointments. The inertia of basic workflows using Teams were sustained upon returning to campus beginning in July 2020 because pandemic precautions kept the staff socially distanced.

## Strategic expanded deployment of Microsoft Teams

Brandel's use of Teams expanded in January 2022 when Cathy Mayer joined the group as a visiting instruction librarian. Mayer's use of Teams at a previous institution prompted conversation with the library director and staff about opportunities to more extensively leverage the platform to reimagine workflows and better share information. Grace Simons, electronic resources librarian, partnered with Mayer to explore how Teams could be further integrated into the workflows of the library staff. Shortly after their work began, Simons moved out of state and transitioned to full-time remote employment, amplifying the importance of their task.

Simons and Mayer identified three needs and subsequent goals for expanded deployment of Teams. First, the pandemic dampened camaraderie among library staff who were no longer able to engage in spontaneous interactions. To address this culture change, identifying ways to foster community through the Teams platform became an explicit goal. Staff camaraderie was not the only loss induced by the pandemic. Turnover on the team disrupted access to files and information previously stored on OneDrive storage spaces of individual librarians. Some files were lost or became prohibitively time-consuming to access by remaining Brandel and institutional IT staff. Thus, the second goal was to foster improved access to files and information. Similarly, fostering improved navigation for storing and training new staff onboarded by the library was identified as a final goal for the project.

Professional staff who embraced these goals and implemented workflows outlined in the following sections included five full-time in-person librarians, one remote full-time librarian, and two part-time after-hours librarians. Except for one part-time student employee who fulfills the role of office manager for the library, student workers were not enfolded into the Brandel Library Teams platform.

## Community

As previously noted, Brandel staff began using chat at the start of the pandemic with the goal of facilitating work questions and casual conversations. With the addition of a designated Brandel Team, the original chat thread transitioned to focus solely on social interaction. To convey the purpose of the chat space, staff discussed updating the name to Brandel Social or Brandel Water Cooler. Ultimately, the group settled on Brandel Fika, which is a nod to North Park University's Swedish heritage and practice of observing *fika*, a custom of taking a break to enjoy coffee with friends.

One unexpected benefit of the Brandel Fika chat thread how it has facilitated community-building among the entire staff. Previously, after-hours staff lacked opportunities to see and

interact with colleagues who worked daytime shifts. Now evening librarians and daytime librarians can engage in time-delayed conversations, building stronger familiarity among the entire team regardless of scheduled work hours.

## Navigation

To set up the platform, Simons and Mayer conferred with North Park's IT department to link the Brandel Library group in OneDrive to a team that automatically included the same files, members, and privacy settings. OneDrive files were initially linked to the team and accessible on the platform via a channel labeled General. Additional channels were created for administration, collections, electronic resources, instruction, professional development, public services, and reference (figure 1). These channel names corresponded with existing OneDrive folders, automatically linking the files to the channel. This access point enhances navigation to the files and connects them to a space for focused conversation and discussion within the channel's chat feature.

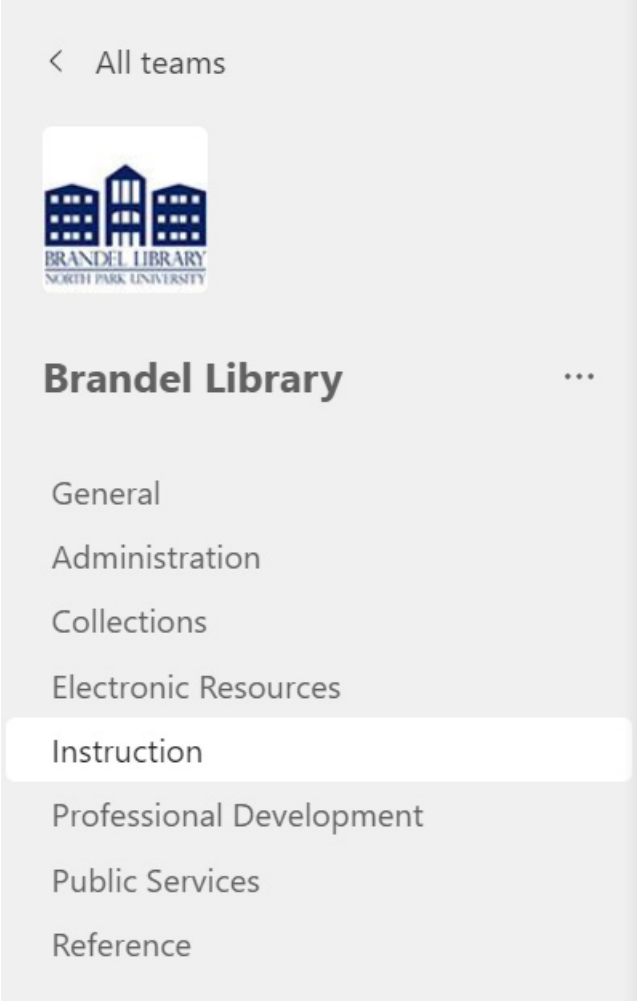

Figure 1. Channels in Brandel Library's Microsoft Teams platform.

To avoid creating an overwhelming number of channels, we opted to frame our channel needs in three distinct categories: time-limited work, functional areas, and focused information. Time-limited work channels have not yet been deployed but are anticipated for short-term projects and management of information related to open positions. Functional areas provide space for files and dialog members among specific departments, including Administration, Collections, Instruction, and Public Services. Focused information channels—which include Reference, Electronic Resources, and Professional Development—use the chat feature actively to share questions and issues in need of attention. All professional library staff have enabled channel notifications to draw attention to the focused information chat threads (figure 2).

Teams allows for customization for each channel. There are options to see all notifications, mentions only, or further customization of when a notification will pop up on screen and audibly ping. Regardless of notification preferences, when a chat thread in a channel has new content, it will appear bolded in the list. Channels can also be made private so that the conversations and files are only accessible to specified members. Brandel staff anticipate this feature being most useful for committee work related to candidate searches in reviewing application materials.

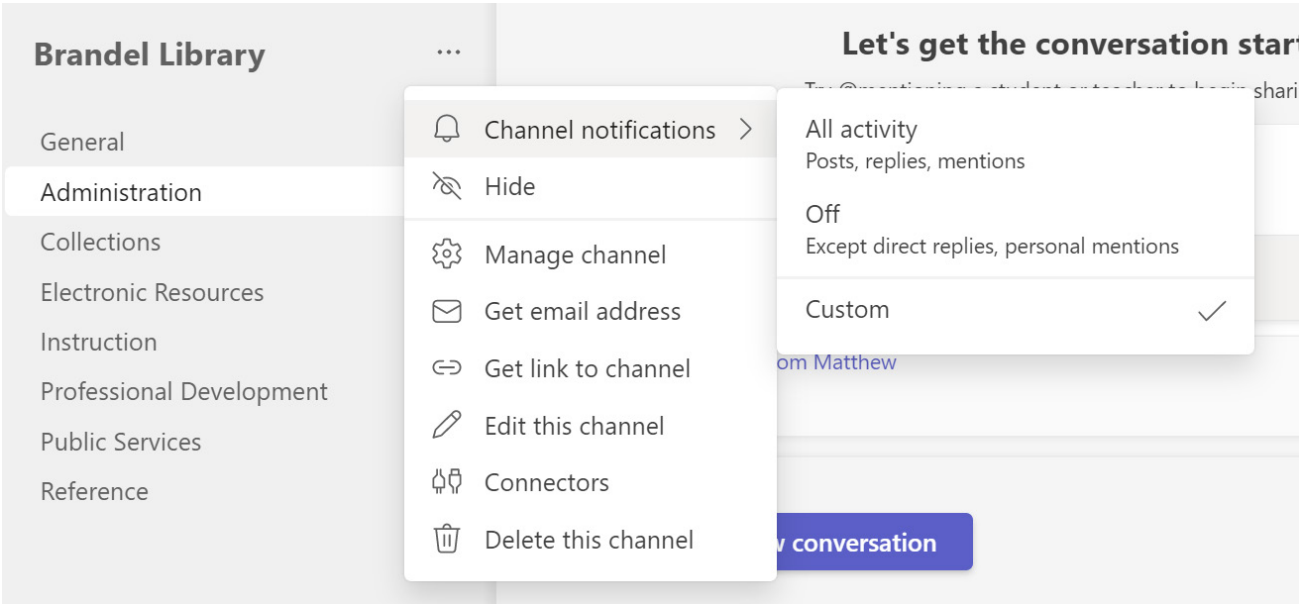


Figure 2. Channel notifications options.

A navigation bar at the top of each channel provides access to useful features, including Posts, Files, and a "+" symbol (figure 3). The Brandel staff uses Posts as a chat thread and space to log ideas or issues connected to that area of work. Content in Posts is searchable or can be browsed via scrolling, making it a useful place for notating filing decisions. The Files feature links to the corresponding OneDrive folder, so all the files can be accessed from within Teams. The files are automatically shared with all members of the channel. Finally, the "+" in the navigation bar allows users to add additional apps, available from Microsoft and external parties, to the channel.

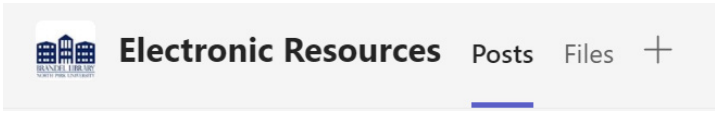


Figure 3. Electronic Resources channel navigation bar.

Many library staff members are also part of other teams within the broader institution. Users can view and access their full list of teams via the left navigation bar by clicking on the Teams icon (figure 4).

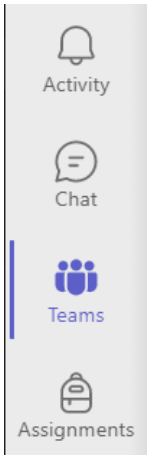


Figure 4. Left navigation bar snapshot.

## Onboarding

Libraries often underestimate the value of institutional knowledge and shared documentation for sustaining services, especially when staffing is lean due to turnover or unexpected absences caused by illness or emergencies. For Brandel Library, deploying Teams has centralized files and provided space for recording conversations and decisions that can be referenced by current and future staff. The process of adopting the tool has also prompted us to think critically about our document organization and archiving strategies. With Teams linking to OneDrive, we are in the process of evaluating naming conventions as well as sorting and eliminating unnecessary files to streamline navigation for ourselves and future staff members.

## Recommendations

Communicating expectations for use of features within Teams is a key responsibility of library administrators. Specifically, leaders should explicitly identify how they want to see staff use the platform and model expected behaviors. For example, some Teams users intuitively use the status message feature while others remain unaware of how and why the circle on their profile name or photo in the upper right corner of the platform changes colors (figure 5). If administrators want to use the status feature to gauge availability for conversations with staff, they must explain the function and how the team should expect to interact with it.

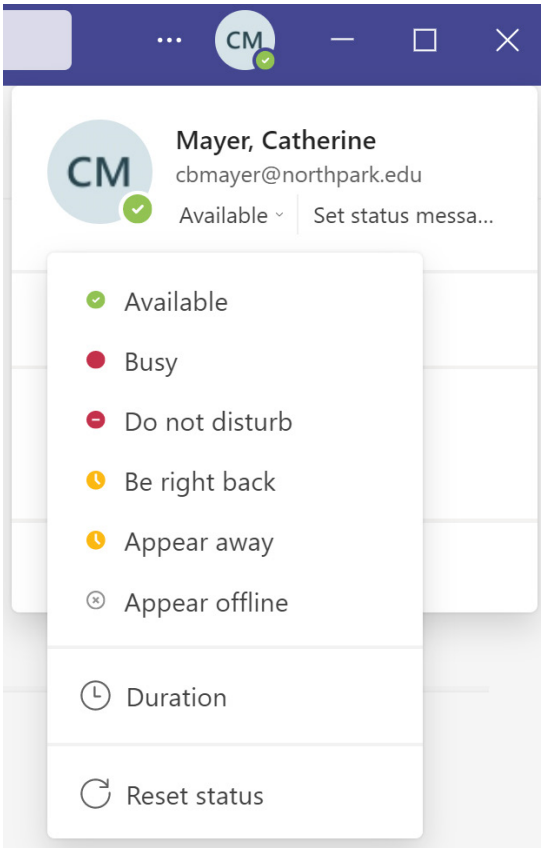

Figure 5. Teams status message options.

For groups that want to explore expanded use of Teams—whether a full library staff or a department—it is important to recognize that the platform is not a one-size-fits-all solution. After proposing a high-level structure, engaging staff in iterative feedback is vital for the effective reimagination and adoption of sustainable workflows. Without opportunity to test and refine the platform, users are more likely to replicate existing idiosyncrasies and bad practices instead of creatively envisioning improved ways of working.

## Notes

1. Society for Human Resources Management, "Telecommuting Policy and Procedure," August 19, 2021, https://www.shrm.org/resourcesandtools/tools-and-samples/policies/pages/telecommuting_policy.aspx.
2. Sue Bingham, "To Make Hybrid Work, Solicit Employees' Input," *Harvard Business Review*, July 29, 2021, https://hbr.org/2021/07/to-make-hybrid-work-solicit-employees-input.

Shilpa Rele

# Open Access Publishing Fund (OAPF) at Rowan University

## A look back at the last five years (2017–2022)

Rowan University has seen rapid expansion in terms of enrollments, undergraduate and graduate programs, and research activity over the last decade and has grown from a state college into Rowan University. It is a unique academic institution in that it is one of only three in the United States with both allopathic and osteopathic medical schools. Its acquisition of the Rowan School of Osteopathic Medicine and establishment of the Cooper Medical School of Rowan University were significant factors in the university's research-intensive Carnegie classification R3 in 2017 and R2 classification in 2018 respectively.

Until May 2022, I was the scholarly communication and data curation librarian at Rowan University Libraries (RUL), specifically at the Campbell Library, which is one of three libraries that comprises RUL on the main campus in Glassboro, New Jersey. RUL serves 22,640 students and has about 53 staff across three libraries.

In this role, I was responsible for overseeing the Campbell Library's Open Access Publishing Fund (OAPF). It was established in 2017 (soon after I started working at Rowan) with the intention to support Rowan faculty with their open access publishing efforts. With Rowan University's updated research-intensive Carnegie classifications, the library determined that Rowan researchers and faculty would be engaged in increased research and scholarly publication efforts and felt it important to create a fund that would help offset the cost of article processing charges (APCs). With an increased focus on research, we thought funding from external agencies would be needed to meet open access publishing requirements. We were also curious to understand what the open access publishing needs were on campus.

The OAPF was established with an initial funding of $20,000, and this amount was allocated from the Campbell Library's collection budget. Since the funding came primarily from Campbell Library, the OAPF was only available to faculty at the Glassboro campus. Initially, applications were limited only to tenured and tenure-track faculty members, but in 2021, application eligibility was extended to professional staff as well. The OAPF makes awards towards articles published in gold open access journals only, which are indexed in the Directory of Open Access Journals (DOAJ), and to authors who do not have other funding sources to offset the cost of the APCs.

I chaired the library's OAPF Committee, which oversaw implementation of the fund and provided oversight for its daily management. It was composed of four librarians (including

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myself) and the director of research development from the Division of University Research (DUR). RUL works very closely with the DUR, and we felt it important to have a DUR representative on this committee to expand promotion and outreach about the OAPF to researchers and to help raise awareness and understanding of open access publishing issues and challenges. The OAPF Committee was responsible for managing the applications that were received, setting policy in collaboration with library administrators, and communicating any changes in policy and workflows with the campus community. As the chair of the OAPF Committee, I was the point person for the OAPF and fielded inquiries about application eligibility requirements, assisted with vetting journals for eligibility, engaged in conversations with faculty and administrators about hybrid open access publications, and explained why the OAPF did not support specific publications, which was often a point of frustration for many faculty.

To manage the submission workflow for OAPF applications, we leveraged the backend tools of Bepress's Digital Commons platform, which is used by RUL for its institutional repository (IR).

This platform has built-in tools to manage submission workflows for journal publication. None of the applications are publicly posted to the IR, however. We added all the relevant policies, eligibility criteria, and important dates to the landing page for the OAPF in the IR.[1] Authors submitted their applications and supplementary files using a submission form that collected information about the authors, the publication, and the APC requested. Authors were also required to agree on the form to deposit the final publication supported by the fund in the IR.

The OAPF was promoted through multiple venues—university senate meetings, the faculty center, college and research administrators, department faculty meetings, university sabbatical committees, new faculty orientations, library workshops about open access, and so on. Librarians also promoted the fund to faculty during one-on-one conversations. We also included promotional messages about the fund in the online daily campus announcer, which were sent out twice a month during the academic year. Although we scheduled the usual promotional messages for the fund for the daily online campus announcer at the beginning of the academic year in fall 2021, unfortunately none of them made it into the announcers. Despite this, we received a record number of applications in the last academic year and were able to deplete the entirety of the fund before the end of the fiscal year. We believe we conducted enough outreach in previous years and that word of mouth helped keep the OAPF on everyone's radar.

In the first couple of years, the OAPF received only a handful of applications. After informal conversations with faculty, we determined that the award limit of $2,000 at the time was not considered sufficient for those who wished to publish in an open access journal with an APC higher than the award limit. With uncertainty over how to pay the remainder of such an APC, we realized some faculty were simply not able to consider the OAPF to meet their open access publishing needs. Hence in 2019 we raised the award limit to $3,000 per award per author, which resulted in many more applications being submitted. We also received several applications for hybrid publications, for which the APCs are much higher than for gold open access journals. This experience aligns with the studies mentioned by Philip Boyes and Danny Kingsley.[2]

Several faculty inquired about eligibility criteria and expressed frustration about the OAPF not being available for publishing in journals that would count toward their tenure and promotion requirements. This led me to review tenure requirements for different colleges. and surprisingly —with the exception of one college, which had a specific list of journals that faculty were required to publish in (since that counted toward the college's accreditation)—many of the scholarly publishing requirements for tenure considerations largely emphasized publication in peer-reviewed scholarly journals. Perhaps faculty follow an unofficial list of prestigious journals for their publication purposes that count toward their tenure considerations based on their disciplines and department/college expectations.

The majority of applications received were from faculty in the STEM disciplines, with a handful from education and social sciences disciplines. The OAPF has funded the open access publication of about forty-five articles thus far. In the last two years during the COVID-19 pandemic, we also saw a rise in the number of inquiries about the OAPF as well as the number of applications submitted. In fall 2021, RUL subscribed to OAble (before its acquisition by Wiley) to streamline making APC payments to the various publishers.

Given this increased demand and RUL's commitment to "open,"[3] as of May 2022 RUL was to increase the total amount in the OAPF to $30,000 for the next academic year. The two medical libraries were also to contribute $15,000 each from their library budgets to the OAPF to support open access publishing needs at their respective campuses.

One of the biggest advantages to the OAPF was using it as a means to advance conversations with campus stakeholders about issues relating to open access publishing and challenges relating to the current scholarly communication system writ large. This fund helped build the library's relevance in a new way for faculty and staff as well as establish the library as a key player in a faculty member's scholarly publication lifecycle. Conversations about open access publishing often led to conversations about topics related to open scholarship, thus helping advance knowledge about "open" more broadly. While many faculty saw the benefit of having such a fund to tap into, there were others who pushed back on the irrelevance of it due to their inability to publish in gold open access journals that did not reward them during their process of seeking tenure or their inability to reach a desired audience if they chose a gold open access journal.

Managing pushback was an interesting process as it resulted in an understanding, on part of the author, of the different pathways to open access publishing but also to an understanding on part of the library of an author's pain points about their inability to fulfill certain *perceived* university requirements. At times, it also resulted in an opportunity to engage in a dialogue with senior college administrators (which itself is a great opportunity to build one's patience and communication skills) and to persuade them to broaden their thinking about open scholarship and open publishing. One take away from my experience being in a position to administer such a fund is the importance of having regular communication with campus stakeholders about the intent of the fund as well as the significance of open scholarship, and why it is relevant for the success of the institution as a whole.

I acknowledge that the APC funding model for open access publishing is problematic and creates and raises serious equity issues and concerns. The breadth of these issues is outlined in great detail in the Budapest Open Access Initiative's Statement from February 2022.[4] New and alternative funding models for open access publishing are currently being explored and

implemented, and I will be eager to see which models become prominent enough to help ease some of the current challenges of open access scholarly publishing.

## Notes

1. Campbell Library Open Access Publishing Fund. https://rdw.rowan.edu/oa_pubfund/.
2. Philip Boyes and Danny Kingsley, "Hybrid Open Access: An Analysis," *Unlocking Research: Open Research at Cambridge* (blog), October 26, 2016, https://unlockingresearch-blog.lib.cam.ac.uk/?p=969.
3. "Open Values Statement," Rowan University Libraries, https://www.lib.rowan.edu/about/open-values-statement.
4. "The Budapest Open Access Initiative: 20th Anniversary Recommendations," Budapest Open Access Initiative, February 2022, https://www.budapestopenaccessinitiative.org/boai20/.

Michael Chee and Kari D. Weaver

# The great PDF debate

## Accessible or impossible?

One of the most basic products of the academic library, the electronic text document, has been the object of recent discussion among accessibility champions—specifically, the ideal accessible format in which text documents should be published online. Such text documents may serve a wide range of purposes, including instructional (e.g., worksheets), informational (e.g., staff directory), or promotional (e.g., annual report). Text documents may be published in a range of formats, but in the academic library context are usually published and made available as Microsoft Word documents, PDF documents, or HTML webpages. While the PDF has long been the preferred publication format, recent publications have questioned this, suggesting that PDF may be less accessible than alternatives like the Word document.[1] We must consider when and where PDFs make sense as a useful format that can be made accessible, and where we can engage in an effort to set standards for accessibility compliance.

## Document creation in the academic library

It is helpful to reflect on the most common ways text documents are produced within the academic library context. In our estimation, they are the following:

- Library workers open their institutional copy of Word to create a document in .docx format.
- An existing print resource is scanned, creating an electronic file; this file is typically exported as a PDF that is meant to be read.
- Content meant to be published straight to a website in HTML is, depending on local organization, written directly into a web editor, or more likely, drafted first in text editing software before being copied into the webpage either by the author themselves or a designated IT department liaison.

What this reflection illustrates is that text documents have a range of provenance, but that the main bias librarians share when considering document creation is that they likely start within their institutionally provided document text editing program (e.g., Word).

It is important to note that Word documents and HTML outputs are not born accessible.[2] The accessible format conversation often sets up a false dichotomy between PDF and other

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formats, ignoring that all formats require knowledge, time, and remediation to be made accessible. Using PDFs is a good accessibility strategy because all documents commonly created in academic libraries can be easily output in a standard format and remediated according to consistent practices.

## Advantages of PDF

The PDF was designed to be a universal and accessible format type. The foremost advantage of PDFs is that they may be read by anyone with a freely downloadable PDF reader software (or free browser plug-in). The PDF format is also flexible in offering a clear structure (like HTML) that dictates correct reading order and allows for robust alt-text programming.

Beyond these considerations, PDF offers a stability and permanence that HTML does not. The HTML of webpages can be downloaded and kept as a local copy, but the downloadability of PDFs is far more robust and recognized. Studies on scholar workflows indicate that scholarly materials must be readily available in stable, unalterable, downloadable formats.[3] This need is partially fulfilled by Word documents, but these are inherently presented within an editing software with a design that is not meant to dissuade downloaders from making their own edits.

## Accessibility requires resources

A key realization is that unremediated PDFs will always fail accessibility requirements: no work has been done on them yet! This realization reiterates a central aspect of accessibility work that cash-strapped "do more with less" academic libraries continue to grapple with: there is no magic solution; accessibility always requires resources. When properly remediated, PDFs may provide a highly accessible experience. Remediation may require academic libraries to make strategic investments in acquiring Adobe Acrobat Pro and in training employees, but this is the persistent requirement of accessibility compliance—not something that is resolved by jettisoning the PDF. It may be tempting to emphasize Word documents as the text document format of accessible choice because it aligns so well with existing expertise and workflows; however, it would be a disservice to the vision of greater accessibility to ignore the untapped potential of PDF documents.

## PDF: Meeting users where they are

A key benefit of PDF materials is their ease of use and ubiquity within the digital information environment. PDF is so valuable to users because of its flexibility and ease of use across any type of digital device (e.g., phones, tablets, and e-reading devices). We also know many of our vendor-supplied materials are provided in PDF form. By leaning into the possibilities of PDF, we have stronger positioning to make needed or requested accommodations for our learners and to advocate for better accessibility functions from publishers.

## A new way forward

The biggest complaint about PDFs is that they are not inherently accessible—not born that way. What is ignored in this conversation is that *no* format is born accessible. As a profession, we need to consider that PDFs are a useful format widely adopted across our sectors. Then we must consider how we can set standards within our organizations and wider li-

brary community for accessibility compliance. It is time for us to let go of our collective insistence on a singular, easily understood and implemented solution to accessibility and work toward a future of shared knowledge, tagging conventions, and accessible PDFs.[4]

## Notes

1. Aneta Kwak and Jeffrey Newman, "An Accessibility-First Approach to Online Course Readers," *Reference Services Review* 46, no. 3 (2018): 340–49, https://doi.org/10.1108/RSR-04-2018-0046; Julia Caffrey-Hill, Julia, Nathan Clark, Brent Davis, and William Helman, "PDF: The 'P' Stands for Problematic," *Weave: Journal of Library User Experience* 4, no. 1 (2021), https://doi.org/10.3998/weaveux.279; Nosheen Fayyaz, Shah Khusro, and Shakir Ullah, "Accessibility of Tables in PDF Documents," *Information Technology and Libraries* 40, no. 3 (2021): 1–20, https://doi.org/10.6017/ital.v40i3.12325.

2. M. Chee, Z. Davidian, and K. D. Weaver, "More to Do than Can Ever Be Done: Reconciling Library Online Learning Objects with WCAG 2.1 Standards for Accessibility," *Journal of Web Librarianship* 16, no. 2 (2022), https://doi.org/10.1080/19322909.2022.2062521.

3. Ellen Collins, *Information Practices in the Physical Sciences: A Quantitative Study to Evaluate the Impact of Digital Technologies on Research in the Physical Sciences* (Bristol, UK; London: Research Information Network; IOP Publishing, 2015), http://ioppublishing.org/img/news/RIN-info-practices-report.pdf; Monica Bulger, Eric T. Meyer, Grace de la Flor, Melissa Terras, Sally Wyatt, Marina Jirotka, Katherine Eccles, and Christine Madsen, "Reinventing Research? Information Practices in the Humanities," Research Information Network Report, April 2011, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1859267.

4. S. Voichita, J. Kholodova, M. Chee, and K. D. Weaver, "PDF Accessibility: Considerations and Best Practices for Learning Objects and Other Library Materials," 2022 ACRL Distance and Online Learning Virtual Poster Presentation, April 25-29, https://uwspace.uwaterloo.ca/handle/10012/18126.

**Corning Museum of Glass.** *Access:* https://www.cmog.org/.

The Corning Museum of Glass (CMoG) is an internationally recognized museum and center for glass scholarship with an extensive online collection of images, video, and digital resources. The CMoG website covers an interesting intersection of science, art, and history. The museum's onsite focus, as well as its online presence, is a captivating and engaging blend of all three of these disciplines, covering 3,500 years of glass art and scientific innovation. The target audience is wide, including academic researchers, artists, students, and educators as well as the general public.

The "Learning and Research" drop-down menu acts as the portal to the online content for remote researchers. Under this umbrella, "All About Glass," "Explore the Collections," "Rakow Research Library," and "Museum Publications" lead to the richest resources for academic inquiry. The most useful section is "All About Glass," which many other areas link to, occasionally providing for a cyclical search experience. Highlights include searchable collections of digitized historic primary source material such as monographs, laboratory manuals, and trade catalogs. More than one thousand videos ranging from studio glassmaking demonstrations to glassmaking techniques will be of particular interest to studio artists.

"Museum Publications" leads to a treasure trove of scholarly articles from *New Glass Review* and *Journal of Glass Studies.* "Explore the Collections" contains thousands of high-quality images of the CMoG art collection including finished works and images of production aspects like molds, wax models, and glass samples relevant to studio artists and art historians.

A rich component of the CMoG is the Rakow Research Library, which has the lofty mission of collecting everything published on the topic of glass in every language. Though a part of the CMoG, the Rakow's collection is physically separate from the museum; however, the website readily integrates the online resources of the museum and the Rakow Research Library for a smooth research experience.

A key strength of the CMoG site is the interdisciplinary approach it brings to the study of glass. A video on core-forming, a method for making small glass vessels as early as 1500 BCE, demonstrates the crossover of science, art, and history themes.

Overall, this is an excellent, user-friendly site, whose content is current and regularly updated. The content is timely as the United Nations named 2022 the International Year of Glass.—*Mechele Romanchock, Alfred University, romanchockm@alfred.edu*

**South African History Online.** *Access:* https://www.sahistory.org.za.

South African History Online (SAHO) is a nonprofit organization with a mission to address the biased way the historical and cultural heritage of South Africa and the African continent has been represented in educational and cultural institutions. Founded in 1998, SAHO has become the largest and most comprehensive website on South African and African history and culture, and it has been recognized as a national cultural and heritage asset.

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.

SAHO partners with universities to further knowledge production that supports teaching and learning and to ensure the integrity of their content. It also partners with community groups to support the building of a people's history through oral history projects and other efforts.

The website is divided into sections: "Society and Politics," "Art and Culture," "Biographies," "Africa," "Classroom," "Places," "Timelines," "Archives," "Publications."

"Society and Politics" is a rich resource that can be explored by time period or by topic. Articles provide inclusive and objective accounts of the struggle for democracy and the history of organizations and movements.

The "Biographies" section is a great way to explore the individual stories of people who have contributed to building South Africa. Biographies are grouped into categories including "Lives of Courage," "Banned People," "LBGTQI+," and "Women." The stories of their lives are powerful, moving, and often devastating. This section of the website brings history to a very personal level.

"Classroom" provides a wealth of material for educators and students. There is an entire history curriculum for grades 4–12, with materials that are also linked to the rest of the site, providing resources far beyond what would be found in traditional textbooks.

The "Archives" link in the top menu leads to SAHO's extensive archive of more than forty thousand resources including text, audio, and visual material. The archive is searchable by keyword, and there are basic instructions on constructing effective searches.

The website is clearly organized. Articles are well referenced and provide numerous links to related content. However, some links to "Collections in the Archive" lead to placeholder pages with no content other than invitations to contribute material. SAHO also has extensive video content on its YouTube channel, which is prominently linked throughout the site. SAHO will be helpful to students and faculty interested in South African history.—*Lori Robare, University of Oregon, lrobare@uoregon.edu*

**Stimson Center.** *Access:* https://www.stimson.org/.

Founded in 1989, the Henry L. Stimson Center is a nonpartisan US think tank that researches and influences policy in arenas such as security, trade, and international relations. Co-founders, scholars, and civil servants Barry Blechman and Michael Krepon named the organization after Henry L. Stimson (1867–1950), an American statesman renowned for bridging partisan divides. Operating from Washington, DC, the center "promotes international security, shared prosperity and justice through applied research and independent analysis, deep engagement, and policy innovation." In 2020, the University of Pennsylvania's Global Go To Think Tank Index Report ranked the Stimson Center as one of the top ten policy institutes in the United States.

The center's website is packed with research and commentary grouped into seven thematic areas: "Nonproliferation," "Technology and Trade," "Resources and Climate," "International Order," "Asia," "US Foreign Policy," and "Pivotal Places." Each theme has a webpage containing sections for reports and research, commentary and opinion, featured articles at the top of each page, and the center's latest publications on the theme. Each theme includes between four and thirty "projects"—more focused topics that the center has studied in depth. "Nonproliferation" includes a Chemical Security Risk Reduction project that features an

interactive website titled ChemLEXIS. ChemLEXIS maps and evaluates national laws and regulations worldwide that act to reduce proliferation of chemical weapons.

These web resources are robust and reliable, if sometimes complex to navigate. No payment or registration is required to access content. Reports and commentaries are thoughtful, judicious, and produced by policy experts and academics whose names, affiliations, and backgrounds are disclosed appropriately. Content dates back decades, and current publications are extensive. In addition to searching the entire website, visitors can search within certain topics, filtering by project, product type, and author. To enhance discovery and preservation, the center should explore participating in an open repository to host its publications and webinar recordings.

The Stimson Center provides free access to research, commentary, and other resources that illuminate a range of global concerns. Content is insightful, in-depth, and balanced. This internet resource benefits scholars, policy aides, not-for-profit leaders, and others working in the fields of public policy and international relations.—*Michael Rodriguez, LYRASIS, topshelvr@gmail.com*

Christiansburg Institute students and faculty pose beside the Edgar A. Long Building. Photo courtesy of Christiansburg Institute Museum and Archives.

**The Christiansburg Institute now** has the power to tell its rich, century-long story through its self-managed Christiansburg Institute Digital Archive thanks to a $251,052 Digitizing Hidden Collections: Amplifying Unheard Voices grant from the Council on Library Information Resources. The University Libraries at Virginia Tech is collaborating with the institute on its grant-funded project, "Changing the Narrative: Modeling Equitable Stewardship of African American Storytelling and History," to digitize stories, photos, and documents of Christiansburg Industrial Institute—the first high school in Southwest Virginia to educate the formerly enslaved (1866–1966).

The grant funds will support digitization of 38.65 linear feet of Christiansburg Institute Museum and Archives' collections, including technology and two new institute staff positions to digitize and process materials on site at the Christiansburg Institute. The University Libraries has access to specific experience, funding, technologies, and bandwidth to create additional avenues of discovery for the collections. The materials will be freely available to anyone with an internet connection through the Christiansburg Institute Digital Archive and the University Libraries' Southwest Virginia Digital Archive.

**The James Ford Bell Library at the University of Minnesota Libraries has acquired** a rare, seventeenth-century map of the Java Sea thanks to generous funding from the James Ford Bell Trust. The 1672 manuscript chart by Dutch cartographer Johannes Blaeu was commissioned by the Dutch East India Company (Vereenigde Oostindische Compagnie or VOC) to provide more accurate information of the area for VOC ships coming from the Indian Ocean or sailing south of the region to expand trade. The 31-inch by 38.25-inch map is signed and dated and is one of only five known charts of the area by Blaeu. The other four are housed in European archives.

Blaeu was one of a family of Dutch printer-publishers who also were mapmakers. The Bell collection contains several works by the Blaeu family, including atlases, maps, and other printed works. This new acquisition, however, is perhaps the most special. The Bell Library holds several maps similar to Blaeu's—nautical charts, sometimes called portolan charts—that are focused on the sea and its coastlines rather than on land. The earliest of those dates to 1424, and the others are from the late fifteenth and early sixteenth centuries.

**Emily McElroy** will assume the responsibilities as associate dean for research and health sciences for the George A. Smathers Libraries at the University of Florida (UF) on October 3, 2022. In this position, she will provide vision and leadership for the libraries' research initiatives and services to the research enterprise as well as strategic support of the multifaceted mission of UF's Health Science Center.

**Jennifer Meehan**, head of the Eberly Family Special Collections Library at Penn State University, has been named director of the Library of Congress's Special Collections Directorate. Meehan's career spans more than eighteen years in academic and research institutions in positions of progressive responsibility, including fourteen years of management and leadership experience. She previously served as head of the Eberly Family Special Collections Library at Penn State University. In this role, she provided leadership and strategic direction for special collections and university archives across the university libraries. She also led operations for collection development, maintenance, access, reference and instruction, outreach and public programming, and community and stakeholder engagement.

## Retirements

**Douglas Anderson** retired as director of the library at Marietta College in July 2022 after seventeen years of service. Upon assuming the position in 2005, he was responsible for overseeing the design and construction of the college's $17 million Legacy Library, occupied in 2009. Under his leadership, the library's Special Collections department made several significant acquisitions and hosted author David McCullough as he conducted substantial research for his latest book, *The Pioneers*. At the college, he was faculty secretary for three years and served interim appointments at various times as chair of the Theatre Department and the Art Department. Before coming to Marietta College, Anderson worked as systems officer at the University of Alabama Libraries, director of the library at Presbyterian College, and catalog and systems librarian at Furman University. Active in library consortial activities, he was elected to the OhioNet board of directors and served as its treasurer for six years. In 2002 he was one of two founding co-chairs of the Partnership Among South Carolina Academic Libraries (PASCAL).

**Joseph Weber**, director of library services at Austin Peay State University since 2007, has retired after a thirty-year career in academic libraries. Weber also worked as a librarian at Ferris State University, Christopher Newport University, and the Kentucky Historical Society. He served on ACRL committees in the Education and Behavioral Sciences and College Libraries Sections and was president of the board of directors of the Tennessee library consortium Tenn-Share in 2014 and 2015.

# Fast Facts

## College costs

"Among U.S. adults without a college degree, more than half report the cost of a college degree is a very important reason they have not continued their education. Among U.S. adults . . . who are currently enrolled in a certificate or college degree program, 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 and the Lumina Foundation, "The State of Higher Education 2022 Report," https://www.gallup.com/analytics/391829/state-of-higher-education-2022.aspx (retrieved July 22, 2022).

## Consumer print book purchasing

"Last year, readers bought nearly 827 million print books, an increase of roughly 10 percent over 2020, and a record since NPD BookScan began tracking two decades ago."

Alexandra Alter and Elizabeth A. Harris, "A New Way to Choose Your Next Book," *New York Times*, June 7, 2022, https://www.nytimes.com/2022/06/07/books/new-book-apps-tertulia.html (retrieved July 26, 2022).

## News engagement

"Engagement with news content—across all platforms—has plunged during the first half of this year compared to the first half of 2021 and in some cases has fallen below pre-pandemic levels. Cable news viewership . . . is, on average, down 19 percent in prime time for the first half of this year compared to the first half of 2021. Website visits for the top 5 news websites in the U.S. . . . dropped 18 percent. Engagement on social media with news articles [dropped 50 percent] since the first half of last year, despite more articles published."

Neal Rothschild and Sara Fischer, "News Engagement Plummets as Americans Tune Out," Axios, July 12, 2022, https://www.axios.com/2022/07/12/news-media-readership-ratings-2022 (retrieved July 26, 2022).

## News deserts

"A fifth of the country's population—70 million people—now live in an area with no local news organizations, or one at risk, with only one local news outlet and very limited access to critical news and information. The United

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

States continues to lose newspapers at a rate of two per week. . . . About 7 percent of the nation's counties, or 211, now have no local newspaper."
Erin Karter, "As Newspapers Close, Struggling Communities Are Hit Hardest by the Decline in Local Journalism," *Northwestern Now*, June 29, 2022, https://news.northwestern.edu/stories/2022/06/newspapers-close-decline-in-local-journalism (retrieved July 12, 2022).

## Public transportation accessibility at America's community colleges

"36 percent of [college] students in the U.S. attend community college. 99 percent of community college students live off-campus. The average transit spending for a community college student is $1,840 per year. The [Seldin/Haring-Smith Foundation] found that only 57 percent of community college main campuses are [public] transit accessible, but an additional 25 percent could be made accessible through very low-cost investments in extending existing bus lines."
Seldin/Haring-Smith Foundation, "SHSF Public Transit Map," 2022, https://www.shs.foundation/shsf-transit-map (retrieved July 12, 2022).