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Association of College & Research Libraries

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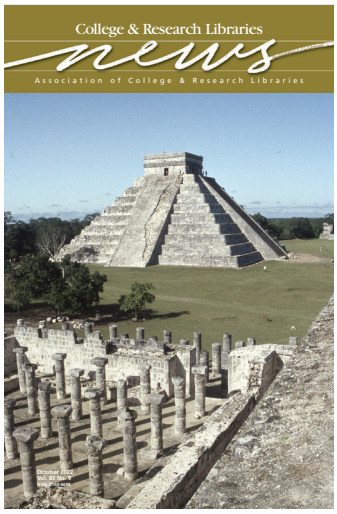

This month's cover features a 1992 photograph of Castillo pyramid and columns representing Mayan warriors at Chichen Itza from the Payne B. Johnson Collection at the University of Southern California (USC) Libraries' Special Collections.

With support from the Council on Library and Information Resources under the Digitizing Hidden Collections grant program, Cal State LA and the USC Libraries are partnering on a project to digitize cultural artifacts, rare books, and photography collections that document Mesoamerican cultures and early contacts with and representations of Indigenous cultures in present-day Mexico and Central America. Included in the project are more than 25,000 historic photographs of Mesoamerican cultural sites from both universities' archival collections. Learn more at https://libraries.usc.edu/article/digital-collections-understanding-mesoamerican-cultures.

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ACRL 2023 keynote speakers announced

ACRL announces its celebrated lineup of keynote speakers for the ACRL 2023 Conference, "Forging the Future," to be held March 15–18, 2023, in Pittsburgh. Be challenged and inspired by ACRL's thought-provoking speakers as they share their work as journalists, podcasters, authors, and activists.

Author and podcaster Rebecca Nagle will deliver the Opening Keynote on March 15, 2023. Nagle is an award-winning advocate, writer, and citizen of the Cherokee Nation. Her writing about Native representation and tribal sovereignty has been featured in the *Washington Post*, the *Guardian, USA Today*, *Teen Vogue*, the Huffington Post, and more. She is also the host of the chart-topping podcast *This Land*.

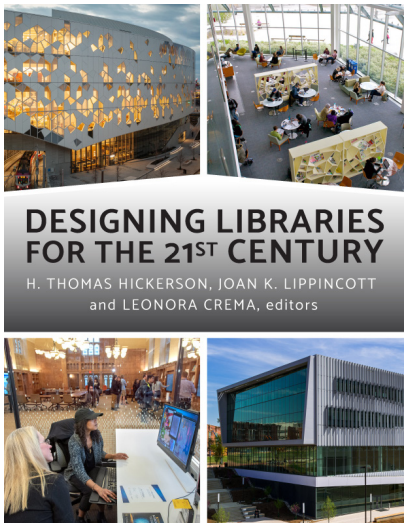
The conference will close on March 18, 2023, with public policy advocate and author Heather McGhee. McGhee designs and promotes solutions to inequality in America. Her book *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together* spent 10 weeks on the *New York Times* bestseller list and was longlisted for the National Book Award and Carnegie Medal for Excellence in Nonfiction.

Complete details about the ACRL 2023 Conference are available on the conference website at https://acrl2023.us2.pathable.com/.

ALA, ARL approve Cultural Proficiencies for Racial Equity: A Framework

The Joint ALA/ARL Building Cultural Proficiencies for Racial Equity Framework Task Force's final draft of the Cultural Proficiencies for Racial Equity: A Framework was approved by the boards of directors of the four partner organizations, the American Library Association (ALA), Association of College & Research Libraries (ACRL), Association of Research Libraries (ARL), and Public Library Association (PLA), during summer 2022. The Cultural Proficiencies for Racial Equity Framework, a tool both theoretical and practical in its orientation, is a guide for developing personal, organizational, institutional, and systems-level knowledge and understanding of the nature of racism and its many manifestations. The framework is not intended to be liberatory practice in itself—an instrument or agent that will abolish racial inequity or a step-by-step guide—but, rather, to provide the grounding needed to effect change in thinking, behavior, and practice that will lead to better outcomes for racialized and minoritized populations. Therefore, while the framework offers examples of implementation, these are not meant to represent an exhaustive list. View and download Cultural Proficiencies for Racial Equity: A Framework on the ACRL website at https://www.ala.org/acrl/standards/.

ACRL releases Designing Libraries for the 21st Century



ACRL announces the publication of *Designing Libraries for the 21st Century*, edited by H. Thomas Hickerson, Joan K. Lippincott, and Leonora Crema. Featuring an impressive array of authors drawn largely from the conference of the same name and packed with full-color images and illustrations, this book provides guidance, principles, and a wealth of creative ideas for academic library spaces, technology, programs, and partnerships.

The 21st century has seen a transformational shift in the design of college and research libraries, one focused more on user experience and engagement than on collections. Dramatic changes in library design have been driven by changes in the core functions of universities and colleges: the reliance on digital tools and content, integration of technologies into pedagogy and research, and emphasis on the active and social aspects of learning, inclusion, and community engagement. Planning for these vibrant spaces needs to incorporate new program and staffing strategies, robust technical infrastructure, human-centered design, and flexibility to enable ongoing change.

Designing Libraries for the 21st Century explores these trends and identifies promising strategies for new or renovated library space. Twenty-nine chapters explore these themes:

- 21st-century academic libraries in an evolving environment
- aligning with the institutional vision
- working with architects, designers, and planners
- key issues in planning
- collaborations and convergence
- leadership, organizational change, and new staff roles
- programming for research, learning, and community
- looking ahead

Often major building projects focus primarily on the physical facility, but this volume makes the case for designing libraries in a much more holistic fashion. Today all types of libraries are engaged in reimagining their roles and the spatial design through which this new vision will be realized.

Both inspirational and practical, *Designing Libraries for the 21st Century* is a must-read for librarians, architects, planners, academic leaders, and anyone interested in the future of libraries.

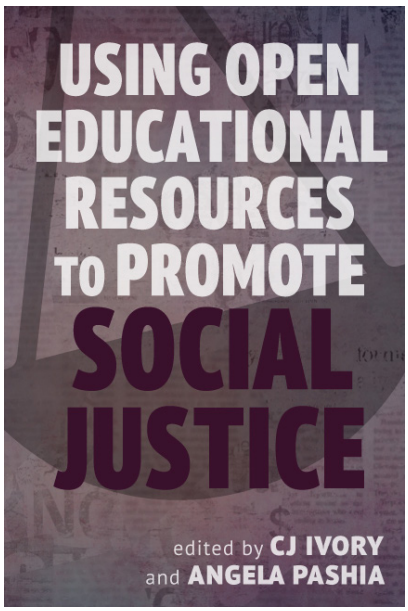
Designing Libraries for the 21st Century is available for purchase in print through the ALA Online Store and Amazon.com; by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers; and as an open access edition.

PALNI recognizes 10 faculty members with Open Educator Award

The Private Academic Library Network of Indiana (PALNI) has named 10 faculty members as recipients of the PALSave Open Educator Award for the 2021–22 academic year. The award recognizes innovation and excellence in support of higher education, textbook affordability, and student success. As part of the PALSave: PALNI Affordable Learning

Program, these individuals have been key players in the creation and adoption of open educational resources, a move that reduces costs for students, improves access to required texts, and increases student success and retention. Complete details, including a list of recipients, is available on the PALNI website at https://www.palni.org/palni-recognizes-10-faculty-members-with-open-educator-award/.

New from ACRL: Using Open Educational Resources to Promote Social Justice



ACRL announces the publication of *Using O-pen Educational Resources to Promote Social Justice*, edited by C.J. Ivory and Angela Pashia. The book explores the opportunities and challenges of moving the discussion about open educational resources (OER) beyond affordability to address structural inequities found throughout academia and scholarly publishing.

OER have the potential to celebrate research done by marginalized populations in the context of their own communities, to amplify the voices of those who have the knowledge but have been excluded from formal prestige networks, and to engage students as co-creators of learning content that is relevant and respectful of their cultural contexts. Edited by academic librarians with experience advocating across campus, *Using Open Educational Resources to Promote Social Justice* takes a multidisciplinary approach and is filled with examples of the ways OER and open pedagogy can be used to support social justice in education. In five sections, it covers a wide range of topics from theoretical critiques to multidisciplinary examples of OER development in practice to examinations of institutional support for OER development.

- Section I: Theory and Problematizing
- Section II: Open Praxis
- Section III: Decolonizing Learning in the Global South
- Section IV: Scaling Up with Institutional Policies (Approaches)
- Section V: Building and Decolonizing OER Platforms

Using Open Educational Resources to Promote Social Justice offers something for everyone who advocates for open pedagogy and OER across campus, from librarians to teaching faculty to centers for teaching and learning. It demonstrates ways that open pedagogy—and especially practices that encourage students to participate in building or localizing OER—can provide a way to incorporate a wider range of perspectives into original research projects and add these crucial perspectives into the scholarly discourse.

Using Open Educational Resources to Promote Social Justice 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.

Syracuse expands FDLP preservation agreement

The Syracuse University Libraries has expanded its Preservation Steward agreement with the US Government Publishing Office (GPO). Under this agreement, libraries pledge to permanently preserve print collections of historical government publications produced by GPO. Syracuse University Libraries is the first Preservation Steward to agree to preserve new volumes as they are published, as well as the historical volumes. Under this agreement, the libraries will preserve both the United States Code from Volume 1 of the 1940 edition and Statutes at Large from Volume 1 (first through fifth Congresses) through all the new volumes through all new volumes as they become available. Through the Federal Depository Library Program, GPO works with approximately 1,100 libraries nationwide to provide public access to authentic, published information from all three branches of the Federal Government in print and electronic formats.

Companion Document to the ACRL Framework for Information Literacy for Higher Education: Science, Technology, Engineering, and Mathematics

The ACRL Board of Directors approved a new Companion Document to the ACRL Framework for Information Literacy for Higher Education: Science, Technology, Engineering, and Mathematics at its August 1, 2022, virtual meeting. Developed by the Science and Technology Section (STS) IL Framework Task Force, the Framework Companion Document can be readily used by STEM educators to conceptualize information literacy in the disciplines and by librarians and others to understand how information literacy might look in STEM fields. These groups will be able to use the framework to tie information literacy into the context of their institution's mission; to help guide their information literacy-related instruction; to be incorporated in curricula, syllabi, and assignments; and to assess student progress at the undergraduate, graduate, and professional levels. The Companion Document to the ACRL Framework for Information Literacy for Higher Education: Science, Technology, Engineering, and Mathematics is freely available in the Standards, Guidelines, and Frameworks section of the ACRL website at https://www.ala.org/acrl/standards/.

Tech Bits . . .

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

Lean Library is a browser extension that brings library resources directly into your workflow. After adding the extension to any major web browser, users select their affiliation and Lean Library does the rest. As users research and work in their browser, the extension can help users authenticate when needed, discover ebooks and ejournals in the library's holdings, request interlibrary loan or document delivery, and much more. For a cost, libraries can subscribe to become a participating institution, and the customizations are endless. If you are not affiliated with a participating institution, try the free Lean Library Open version, which connects users to open access, free-to-read content on the web through the Unpaywall and Core.ac indexes.

—Lindsey Lowry
The University of Alabama

... Lean Library
https://www.leanlibrary.com/

Chloe Persian Mills, Audrey Biega, William Daw, and Kathy Kienholz

Arts and culture in the Paris of Appalachia

Pittsburgh abounds in national treasures

Pittsburgh will be thrilled to welcome the ACRL 2023 Conference from March 15 to 18, 2023. We want to introduce the vibrant arts and culture scene in Pittsburgh, AKA Paris of Appalachians, AKA the City of Bridges (clocking in with a total of 446 of these structural feats). Many of these sites are within easy walking distance of the conference center. Audrey Biega surveys the rich number of arts, architecture, and cultural institutions in our city. William Daw and Kathy Kienholz describe the history and impact of two of Pittsburgh's celebrated African American artists, August Wilson and Teenie Harris. And, finally, I must highlight one of my favorite hidden gems of Pittsburgh (or, well, Millvale), the Maxo Vanka murals (https://vankamurals.org/) at the St. Nicholas church. These church paintings, created by the artist Maxo Vanka in 1937 and 1941 with Vanka's bold socialist-informed and emotional style, will forever change how you think about ecumenical art and politics.—*Chloe Persian Mills, article editor*

Maxo Vanka, Justice (1941), paint on plaster wall, Save Maxo Vanka, August 16, 2022, https://vankamurals.org/vanka-murals/.

Art and museums in Pittsburgh

Audrey Biega

While you enjoy your stay in Pittsburgh, we encourage you to take in the city's unique character as it is revealed through our eclectic range of neighborhoods, each with their respective artistic hubs. In anticipation of your tour of Pittsburgh's arts and culture offerings, and in the spirit of Mr. Rogers—"Won't you be my neighbor?"

Downtown

The meeting of the Allegheny and the Monongahela form the Ohio—and thus these three rivers create the peninsula which is Downtown Pittsburgh. Downtown's Cultural District (https://culturaldistrict.org/) offers several galleries to visit (all free and open to the public): Future Tenant, SPACE, Wood Street, 707 Penn Gallery, and 937 Gallery, to name a few. These spaces host seasonally rotating exhibitions, presenting a range of audiovisual, installation, and fine art, both local and global.

Chloe Persian Mills is university librarian at Robert Morris University, email: millsc@rmu.edu; Audrey Biega is a library specialist at the University of Pittsburgh Library System's Frick Fine Arts Library, email: a.biega@pitt.edu; William Daw is a curator at the University of Pittsburgh Library System's Archives and Special Collections, email: williamdaw@pitt.edu; and Kathy Kienholz is an archivist intern with the Pitt Partners Program, offered through the University of Pittsburgh's Graduate Library Science Program, email: Kathy.kienholz@gmail.com.

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The Northside

Just a bridge away (as is often the case in Pittsburgh), the Northside is home to a bevy of uniquely Pittsburghian art attractions. Perhaps most famous is the Andy Warhol Museum (http://wharhol.org). Get a chance to tour the world's largest archive of Warhol's art and artifacts and see Pittsburgh's wayward son became one of the most iconic Pop Artists of the 20th century. Further inland the Mattress Factory (https://mattress.org/), a truly unique art museum specializing in site-specific installation art, with alluring permanent pieces by Yayoi Kusama and James Turrell along with seasonally rotating exhibitions. While you're in the neighborhood, do treat yourself to a quick visit to Randyland (https://positively pittsburgh.com/randyland/). Screaming colors, elaborately arranged curiosities, and dizzying collections of ephemera: Randyland is a public art landmark that vibrates with quirk, charm, and cheer. Drop by and see why it is affectionately called "The Happiest Place in Pennsylvania."

Troy Hill

Should you choose to climb Rialto—one of Pittsburgh's steepest streets—you will find yourself in the small neighborhood of Troy Hill, home of Saint Anthony's Chapel (https://pghshrines.org/about-st-anthony-chapel). Consecrated in the late 19th century, this church holds approximately 5,000 relics—the world's largest collection second to the Vatican. A few streets over, you will happen upon the facades of some unassuming yet curious homes known as the Troy Hill Art Houses (https://www.troyhillarthouses.com). Beyond their front doors holds wildly imaginative transformed interiors, with each house a work of art by different artists. With the most recent third house completed in the fall of 2022, the Art Houses are an off-the-grid, unique experience that is a must-see for the arts enthusiast.

Point Breeze

Italianate-style architecture, grand gardens, and a brimming collect of Romantic art: all of this and more is available to see at the Frick Estate (https://www.thefrickpittsburgh.org/).

Garfield

Garfield is home to the Penn Avenue Arts District—along this 1.5-mile stretch, you'll encounter myriad local art and creative spaces, from Silver Eye Center for Photography (https://silvereye.org/) to the Irma Freeman Center for Creativity (https://www.irmafreeman.org/).

Oakland

Eastward from Downtown is the bustling neighborhood of Oakland, host of several art and historical institutions, as well as the Universities of Carlow, Carnegie Mellon, and Pittsburgh. Oakland has some of the grandest architecture in Pittsburgh—The Cathedral of Learning (https://www.tour.pitt.edu/tour/cathedral-learning) and Heinz Chapel (https://www.heinzchapel.pitt.edu/) are honorable mentions—as well as a bevy of multicultural eats and leisurely parks. The Carnegie Museums (https://carnegiemuseums.org/) are the crown jewel of Oakland's cultural offerings, consisting of the Carnegie Museum of Art and the Carnegie Museum of Natural History. Spring 2023 will an opportunity to catch the last weeks of the 58th Carnegie International—the "longest-running North American

August Wilson African American Cultural Center, website photo , August 16, 2022, https://awaacc.org/wp-content/uploads/2022/03/building.jpg.

exhibition of international art, second globally only to the Venice Biennale" (https://cmoa.org/2022-carnegie-international/). The International consists of contemporary works from both international and local artists; hold onto your ticket, as it includes admissions to the incredible Museum of Natural History within the east-wing of the building. Should your interests lean botanical, swing up from the museums to visit the Phipps Conservatory and Botanical Gardens (https://www.phipps.conservatory.org/) where lush greenery, rare flora, whimsical glasswork, and an abundance of butterflies await.

Other areas

This is merely a short review of the offerings closest to the conference site. You may wish to venture a little farther into Pittsburgh's 90 distinct neighborhoods (https://bit.ly/3Q2s4AH). Be sure to find an ACRL 2023 Local Arrangements Committee member at the convention center who can give you some tips.

One option, not far east from central downtown Pittsburgh, lies the Hill District. Over the course of the 20th century, it became one of the city's largest African American neighborhoods as well as an area of national influence through its vibrant arts, culture, and music scene. It was the home of the *Pittsburgh Courier*, one of the country's most circulated African American newspapers. The Hill District and other parts of Pittsburgh were known for jazz clubs and African American social and business activity. Other African American areas in Pittsburgh, including East Liberty and Homestead, also had bustling entertainment districts, with natives including Errol Gardner, Maxine Sullivan, Billy Strayhorn, pianists Errol Hines and Ahmad Jamal, drummer Kenny "Klook" Clarke, horn brothers Stanley and Tommy Turrentine, bandleader and vocalist Billy Eckstine, and the First Lady of Jazz—pianist Mary Lou Williams. The African American communities of Pittsburgh have produced artistic and cultural legacies over a broad swath of the United States, especially in the 20th century.

Our guide now turns to two of the particularly important figures from this community, author August Wilson and photographer Teenie Harris.

August Wilson

William Daw

Charles "Teenie" Harris self-portrait in Harris Studio, photograph, 4 x 5 in. (10.20 x 12.70 cm), Carnegie Museum of Art, Charles "Teenie" Harris Archive, 1940.

Pittsburgh claims quite a few notable literary figures, but currently none of them loom larger than playwright August Wilson. Wilson was born in Pittsburgh in 1945 and spent a large part of his childhood in the city's Hill District neighborhood. While primarily considering himself a poet in his early adulthood, he helped found the Black Horizons Theatre in 1968 and became the director of some of that community theatre's performances. After moving to Minnesota in 1978, he became committed to writing plays and submitting plays to the O'Neill National Playwrights Conference. There he developed a partnership with Lloyd Richards, the artistic director of the Playwrights Conference and the Yale School of Drama.

Wilson went on to publish ten plays, which are referred to as the *American Century Cycle* as each of the plays is set in a specific decade in the twentieth century. The plays depict the lives of African Americans, and 9 of the 10 plays are set in the Hill District of Pittsburgh (the exception being *Ma Rainey's Black Bottom*). All ten of these plays have been staged on Broadway as well as hundreds of other productions throughout the United States and abroad. Included among Wilson's many awards and accolades are two Pulitzer Prizes in Drama for *Fences* and *The Piano Lesson*. In the Summer of 2020, the University of Pittsburgh Library System acquired the August Wilson Archive (https://augustwilson.library.pitt.edu). The archive contains a wide array of materials including audio recordings, awards and degrees, correspondence, newspapers, magazines, notebooks, writing tablets, photographs, posters, production designs, props, scripts, and video recordings. Wilson's personal collections of music, films, and books are also contained in the archive. Most importantly, the archive provides insight into Wilson's creative process via the numerous iterations of each of his plays' scripts. The archival collections also highlight some of the other Pittsburgh artists and writers that he collaborated with and such as Bob Johnson, Rob Penny, and Vernell Lillie.

The University of Pittsburgh (Pitt) and the University of Pittsburgh Library System is committed to connecting the local community to the Wilson Archive via a wide array of programming. The library has already been a part of multiple programming events at locations in Homewood and the Hill District. With the advantage of a Pitt facility within the neighborhood, the library can plan to present programming featuring the Wilson Archive within the neighborhood itself and not require those interested to travel to Pitt's campus. Together with August Wilson House (https://augustwilsonhouse.org), the August Wilson African American Cultural Center (AWAAC, https://awaacc.org/), and other organizations, the University of Pittsburgh will actively share the rich resources of the Wilson Archive with the public and celebrate his literary achievements. AWAACC's permanent exhibit, August Wilson: The Writer's Landscape (https://awaacc.org/exhibition/august-wilson-the-writers-landscape/), is convenient to the conference and well worth a visit. The August Wilson

House has very recently opened to the public and will be having events and programming starting in September 2022.

The University of Pittsburgh Library System is proud to work with these other organizations to ensure that not only will Pittsburgh continue to celebrate this literary giant but will be a hub for August Wilson scholarship in years to come.

The color photographs of Charles "Teenie" Harris: An undeveloped archive

Kathy Kienholz

Charles "Teenie" Harris was the staff photographer for the *Pittsburgh Courier*, one of the nation's most influential Black newspapers, from 1936 to 1975. In addition to serving as a press photographer, Harris had his own studio where he took portraits and wedding photos. He also took photographs of sports figures, entertainers, and everyday work and family life in the Hill District of Pittsburgh.

Today, the Charles "Teenie" Harris Archive is an integral part of the collection of the Carnegie Museum of American Art. In 2019, after many years of planning, the museum opened a permanent collection gallery for the photographer. Visitors can sit and contemplate a small portion of the collection framed and on the walls. They can also visit an interactive screen in the gallery to look at thousands of digitized photographs by Harris (https://cmoa.org/art/teenie-harris-archive/). Devoting a significant amount of precious exhibition space to the photographer indicates the museum's commitment to Harris's legacy; the archival processing of the collection is ongoing, and his color works are still being digitized and made available to the public. There are potentially thousands of new images and many new facets of Harris to discover in Carnegie Museum of Art's collection.

For many, the color photographs will be a revelation. Mixed within the thousands of color negatives are also numerous printed versions of Harris's images. These can be viewed as both art and artifact. While they represent a small fraction of the color images, we can view the printed images in their own right and as a harbinger of things to come. The images are printed primarily on small-format, commercial paper and appear to be in relatively good condition, although some appear to have darkened over time. Although we cannot know the extent of the fading of the color images, we do know that fading does not occur in a uniform way. The dyes in color prints are inherently unstable, and there is bound to be a loss of color integrity. When we look at a faded photograph, we cannot "correct" the alterations in tonal value and hue because the fading of one or another dye is so great that we do not have a broad enough range of colors to make the comparisons that would enable us to compensate.[1]

Although loss of color integrity is a concern for any photographer, an art photographer is particularly sensitive to the loss or fading of color. When the negatives are digitized, museum professionals will need to make a judgement call about the each photo's quality and fidelity to their original colors. Nevertheless, the digitized color photographs will offer the viewer a whole new insight into Teenie Harris, the photographer.

Teenie Harris' narrative approach to his photography depict a perspective on the lives of the African American community that was largely hidden from those outside his world. Harris's Pittsburgh was teeming with energy, culture, friendship, and family. In jazz clubs, Little League games, beauty contests, church functions, boxing matches, political events,

protest marches, and everyday scenes, Teenie Harris captured the essence of African American life in Pittsburgh.

Note

1. Kayley Vernallis, "The Loss of Meaning in Faded Color Photographs," *Journal of the American Institute for Conservation* 38, no. 3 (1999): 462.

Karen Wang, Kae Bara Kratcha, Wei Yin, and Eamon Tewell

Redesigning an academic library internship program with equity in mind

Reflections and takeaways

In the 2021–2022 academic year, the Columbia University Libraries piloted a new approach to internships for Masters of Library and Information Science (MLIS) students and recent graduates. Reexamining longstanding practices and recognizing the opportunities afforded by remote work led to the extensive redesign and relaunch of the program. Hosted by Columbia University Libraries, the Ask A Librarian Internship provides interns with hands-on experience in various areas of academic librarianship. The new internship is 10 hours per week with compensation of $20 per hour, with duties split between staffing chat reference and contributing to a project. By working closely with a librarian supervisor who provides guidance on internship duties as well as navigating academic librarianship more broadly, interns can gain valuable advice and experience. In this article, we share the aims and process of redesigning the program and reflect on our experiences and takeaways for academic libraries.

Planning and implementation

The Ask A Librarian Internship existed for eight years as an opportunity where MLIS students in the New York City area could obtain course credit, but not a wage, for their participation. The working group managing the chat reference service felt that offering an unpaid internship was unethical and could no longer be supported, so the decision was made to suspend the program until interns could be compensated for their labor. Unpaid internships, or any agreement where someone works for free in exchange for experience, are exploitative and put students who do not have the financial ability to pursue unpaid work at a disadvantage.[1] If an organization considers a work duty important enough to be done, the people who conduct that work must be fairly compensated.

The working group members created a proposal for a redesigned internship program, highlighting key elements such as a dramatic increase in chat reference questions because of the hybrid learning environment, a need for increased evening and weekend reference hours, and providing financial support and meaningful social and professional engagement for students. The program was approved as a pilot for the 2021–2022 academic year, with three interns in fall 2021 and five interns in spring 2022.

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In light of the pandemic's impact upon work/life balance and employment opportunities, it was decided that the internship should be

1. open to currently enrolled as well as recently graduated library school students;
2. offered completely remotely; and
3. advertised nationally, with a focus on encouraging racialized students and recent graduates to apply.

Additionally, the working group closely reviewed the required and preferred qualifications to ensure they reflected what was necessary to succeed in the internship, and they minimized other barriers in the application process by requiring only a cover letter and résumé. Applications were accepted for one month. While applications were being received, the working group also contacted Columbia librarians to identify potential intern supervisors. Expressions of interest and project ideas were collected through a Google form and later matched with selected interns' backgrounds and interests.

A total of 342 applications were received, and 310 applicants met the required qualifications. Using a rating rubric, each application was reviewed by at least two working group members to ensure full consideration. We attribute the large volume of applicants to the internship being paid, offered remotely, and having a flexible schedule. It is also indicative of the need library school students and recent graduates have for gaining hands-on library experience, which is more difficult than ever due to pandemic-related complications. For a summary of the advertising and hiring timeline, see figure 1.

Figure 1. Sample timeline for internship advertising and hiring process

Date	Action
Late June	Draft and finalize internship posting
Early July	Announce and advertise internship
Late July	Application deadline
Early August	Application review completed and successful applicants selected
Early August	Successful applicants notified and hiring process initiated
Mid-August	Unsuccessful applicants notified
Late August	Hiring process finalized and interns paired with their supervisors
Early September	Interns begin

Selecting just several interns from the pool of applicants proved difficult, but by narrowing down candidates over multiple discussions and prioritizing racialized candidates, the working group members identified the successful interns. Considering the large and exceptional applicant pool, members also selected candidates to consider inviting for the spring 2022 internship to avoid the need to send another call for applicants in a short period of time and conduct another review.

Interns divide their time between operating the chat reference service and conducting special projects. Both tasks can be conducted entirely online and help supplement the efforts of librarians in not only staffing a highly used service point, but also in developing research guides and online learning objects, designing and teaching workshops, web archiving, and much more. Interns meet weekly with their supervisor and monthly with other interns, supervisors, and working group members. After the first semester of the internship a feedback

form was sent to interns and intern supervisors that will guide further planning efforts. One intern and one intern supervisor/former intern share their reflections on the program and related professional issues below.

Reflections

Karen Wang: I became an Ask A Librarian Intern shortly after graduating with my MLIS from the University of Washington. Burnt out from grad school and unwilling to jump straight into the job hunt, a paid internship sounded like a good stepping stone somewhere between the unpaid labor of being a student and the somewhat paid labor of being a full-time librarian. While earning my degree, I had a 20 hour per week graduate assistantship at the University of Washington Libraries. I feel that I learned the most there—in the actual practice of librarianship—instead of in my classes that assigned readings on reference, outreach, and more. The Ask A Librarian Internship similarly filled in many gaps that my curriculum left out. I gained skills in providing remote reference and learned how to answer questions about a library system that I had never stepped foot in.

I am grateful for the work opportunities I have had, not only for supplementing the knowledge I was earning the degree for, but for actually preparing me for the field of librarianship. At the same time, those opportunities are not available to every student, much less built into most MLIS programs. Indeed, the University of Washington MLIS program required students to pay for a credit-bearing Capstone project in which we provided labor and ideas to sponsors. We *paid* to work! No wonder a question that hounded many of us students was: Why is there such a lack of support for models such as funded apprenticeships and practicum, when such hands-on learning is beneficial? Why does hiring prioritize the LIS degree over work experience? How can we pivot away from a superficial professionalization of librarianship and disillusionment of early-career librarians, and toward genuine training and purposeful work? These big questions will no doubt continue to be raised, but libraries should lead by example by at least clearing the low bar of compensating students for their work.

Kae Bara Kratcha: Fall 2021 marked my second time supervising in and my third experience with the Ask A Librarian Internship program. My first experience was in spring 2016, when I was an MLIS student and interned with Columbia Libraries. It is certainly possible that having this semester-long internship on my CV helped me secure a full-time librarian position at Columbia in 2018 when I was hired, but the experience of interning was stressful, expensive, and, honestly, a bit bewildering.

When I was accepted for the internship, I was required to enroll in a course with my MLIS institution that would provide course credit in exchange for my time: one day working on a project on-campus and one 4-hour weekend or evening shift of chat reference per week. I enrolled in the internship and submitted the necessary paperwork to Columbia. However, when it came time to pay tuition for that semester, I could not afford the extra credits as a part-time student with two other jobs. I dropped the class, never told Columbia, and kept commuting the hour to and from campus and logging in for chat reference every week. Ultimately, I could afford to work for free as long as I was not also paying for internship course credits. I wonder how many smart, interesting, and innovative internship candidates have been missed out on because those potential interns could not afford to work for free.

Now that I work at Columbia Libraries full time, I see how valuable my labor and the labor of my fellow interns was to the institution. I am angry that we were expected to not only work

for free but to pay tuition money to provide our labor to an Ivy League library system. I am thrilled that the Ask A Librarian internship now pays interns for their work. Paying interns makes our internship program more equitable by ensuring that interns do not need to be able to afford to work for free and pay for course credits to participate. Paying interns also positions interns as what they have always been: capable library workers pursuing additional credentials who bring their own skills and ideas. In my most recent Ask A Librarian Internship experience I worked with Karen on an online curating project. This "supervisory" experience was actually an experience of gaining a colleague and learning through collaboration.

Takeaways and recommendations

Considering the first year of offering this redesigned internship program, we identified two major contributors to the program's success: (1) offering the internship with compensation and fully remotely and (2) opening the opportunity to not only current library science students but recent graduates as well. Remote work during nights and weekends provides a flexible work mechanism for library school students, recent graduates, and undergraduates who are looking for a part-time paid job.[2] Reasonable pay combined with the ability to conduct the internship from anywhere in the United States not only creates an opportunity for applicants whose options for gaining experience may be limited by geography, but also results in an extremely strong applicant pool. We expect this would remain true for full-time professional positions as well; competitive pay and offering remote or hybrid work would greatly increase a job's reach and the number of viable candidates. In fact, the most common question we received from applicants was, "Do you know of similar opportunities that are paid and remote?"

Opening the internship to recent graduates as well as current students was also highly beneficial. This allows interns to gain further experience prior to a full-time professional role and helps to fill gaps in the MLIS curriculum. An important component of the internship's success was advertising the opportunity to library schools across the country, which made it possible to reach current students and alumni networks. This program represents just one attempt to provide new librarians with meaningful experience and connections, and is not without its faults—as a short-term position, it is still a form of precarious and unstable employment—but we hope it will encourage other libraries to consider how their existing programs and professional development can be made more accessible and equitable.[3]

Notes

1. Karly Wildenhaus, "Wages for Intern Work: Denormalizing Unpaid Positions in Archives and Libraries," *Journal of Critical Library and Information Studies* 2, no. 1 (2019), https://doi.org/10.24242/jclis.v2i1.88.

2. Damaris Juarez and Elizabeth Blackwood, "Virtual Undergraduate Internships: One COVID-19 Side Effect That Academic Libraries Should Keep," *portal: Libraries and the Academy* 22, no. 1 (2022): 81–91, https://doi.org/10.1353/pla.2022.0010.

3. Adena Brons, Chloe Riley, Ean Henninger, and Crystal Yin, "Precarity Doesn't Care: Precarious Employment as a Dysfunctional Practice in Libraries," in *Libraries as Dysfunctional Organizations and Workplaces*, ed. Spencer Acadia (Milton Park, Oxfordshire, UK: Routledge Press, 2022).

Jamia Williams and Dustin Fife

The weaponization of professionalism

Abolishing unwritten rules and unknowable work cultures

This article marks the launch of Academic Library Workers in Conversation, a new bi-monthly *C&RL News* series focused on elevating the everyday conversations of library professionals. The wisdom of the watercooler has long been heralded, but this series hopes to go further by minimizing barriers to traditional publishing with an accessible format. Each of the topics in the series were proposed by the authors and they were given space to explore. We encourage you to follow and share these conversations about transforming libraries with ideas from the frontlines. This issue's conversation with Jamia Williams focuses on professionalism and how libraries refuse to get out of their own way.—*Dustin Fife, series editor*

Jamia Williams (JW): The idea of professionalism often comes up in conversations. Dustin, I wanted to talk to you about the weaponization of professionalism, and I realize that there are layers to this concept. The notion of professionalism brings to mind communication styles, dress codes, email etiquette, collegiality, boundary setting, and so much more.

One of the times that I can remember when my professionalism was in question started when I asked my supervisor, "What is the dress code?" I asked this question because I saw people wearing different types of clothing, and I wanted to ensure that I was not the one to violate the rules since I know that as a Black woman, I am being watched. I was told it was business casual, and an explanation of what business casual means occurred soon after. The way my supervisor explained this to me was confusing and made me think she didn't think I knew the definition of business casual.

I wish I could say this was my last encounter where my professionalism was in question, but it was not. I think the idea of professionalism is a slippery slope, especially when it comes to communication via email. People's tone and intentions can be misconstrued. As someone that was called "disrespectful and harsh" via email, it has been terrifying and disappointing navigating the rules of "email etiquette" in academic libraries.

Dustin, what are your thoughts on the idea of professionalism?

Dustin Fife (DF): Jamia, I think it is kind to call professionalism a "slippery slope," I can think of much harsher and more disrespectful terms that I would use. As a White man in academia, I have seen professionalism used to police people, without it ever being used to regulate me. In librarianship, I have only ever seen it used to control people, rather than elevate them. Professionalism is the cudgel of the status quo that is wielded selectively and subjectively. I'm sure it is clear that I am not a fan of "professionalism" as it currently exists,

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and I believe that is because I have never seen it deployed in a way that benefits people directly, rather than just the institution or administration. I recently witnessed a colleague bemoan the loss of "professionalism," then immediately and aggressively play "devil's advocate" to undercut valid points that coworkers were making about the historical problems with these concepts. To me that was the ultimate embodiment of professionalism in libraries. For that colleague, professionalism is whatever they say it is in the moment, and not something that is actually attainable.

Just reading that you, as a Black woman, know that you are being watched and that professionalism is one of the tools of surveillance, makes me wonder if there is anything salvageable about the concept of professionalism. I know I want to foster kindness and collaboration in my own workspaces, but it is not clear to me what role "professionalism" plays in that. So I would start from there; by asking you, is there anything useful about professionalism that helps library workers to begin with?

JW: Wow! Such a great question. In my opinion, there isn't anything useful about the idea of professionalism and how it is used in academic libraries. Abolish professionalism! I second what you said about fostering a workplace where kindness and collaboration are the centers of our interactions. When we lead with kindness, it is not a tool used to police or demean someone; it is used to engage with someone in a meaningful way. So I think it is time to go beyond this idea of professionalism.

For me, the idea of professionalism as an early-career librarian has been problematic because it has erased my past career experiences. People think of "early career" and assume someone's first career. Before becoming a librarian, I had an entire career. My life experiences and past work experiences accompany me to any job. Therefore, this needs to be considered, and people need to get to know the folks coming into their libraries before making assumptions.

Professionalism is used as a gatekeeping mechanism by people who have an urge to control people. I feel like so many people working in academic libraries have not healed from their own professional trauma, so they find a way to hurt others. As the saying goes, "hurt people hurt people." So if people don't dress a certain way or don't speak a certain way, or don't look a certain way, then it is a problem. I wish that there weren't these unwritten rules that we all had to navigate. I would love the space to imagine something different.

Dustin, do you have any thoughts on what it would look like if academic libraries got rid of the idea of professionalism?

DF: Abolish professionalism! And to be clear, by kindness, Jamia, I assume neither of us are talking about the "niceness" that destroys lives by never confronting oppression or resisting the status quo. That type of "niceness" is the epitome of our current systems of professionalism.

I can imagine a way forward without professionalism because I have seen glimpses of it in my career. I have had the opportunity to work on projects with teams that modeled a better way. In those groups we were allowed to define our shared values and our working parameters. They were not defined by just one or two of us, but through consensus we created working terms. We said things such as "we value collaboration, honest feedback, and elevating new voices." Importantly, we didn't stop there, we defined as a group what those ideas meant to us, and what they did not mean.

I mentioned someone playing "devil's advocate" earlier. It always sticks with me that in one of those situations we agreed that the practice of disagreeing just for the sake of disagree-

ing was not honest feedback, but intellectual dishonesty. A way to say things you thought without having to take responsibility. This type of value-driven collaboration is the way to move beyond professionalism in my experience. A way to move beyond meaningless gatekeeping to inclusive practice.

What do you think of that type of intentionality rather than the amorphous specter of professionalism, Jamia?

JW: Dustin, I love this type of intentionality because it honors people for their individuality and what they bring to the table. This intentionality helps create an environment where people are not trying to guess expectations or norms. This should lead people to reflect on what they need and how they like to be supported.

I do not like it when someone says "to play devil's advocate," this phrase puts me on edge. You were so right that this is used as a way to disagree, just to disagree. I understand that conflict will happen, so being conflict-avoidant is not helpful either. I think that academic libraries should lean into the notion that conflict will occur. However, I understand that stereotype threat has stopped me from speaking my truth in the past because I didn't want to be seen as angry. Therefore, I had to realize that I wouldn't get what I needed if I didn't speak up. I don't think people realize the extra labor that Black, Indigenous, and People of Color (BIPOC), along with other marginalized people working in academic libraries, carry in the name of professionalism.

Dustin, where do we go from here?

DF: We start with something you said earlier. Even within this short conversation, it is clear that we must abolish professionalism in the academic library. It is a set of mostly unwritten rules that are imbued with toxicity and White supremacy. We must abandon the vague ideas that support only the institution and the privileged, in order to build something that is effable and able to elevate the diverse communities in the library. Professionalism is a system begging people to fail. Manya Whitaker, in her incredible book *Public School Equity*, notes that "school policies should be designed to facilitate success, not in anticipation of failure."[1] Strict codes marginalize and lack trust, unwritten codes are impossible and demoralizing. Both of these systems can claim equality for all involved through equal treatment, but they ignore equity and the way that the systems penalize anyone who does not look like me. Abolish professionalism in favor of shared values and sincere commitment to each other while at work.

This is hard, because unwritten rules are easy. The status quo will always protect and replicate itself and it takes no effort from you or me. But to move forward, we cannot make small adjustments to rancid systems. We have to start from scratch, and we have to build together. I've seen people be punished for the way they dress, the way they speak, the way they look, and even the way they smell. That is what professionalism is, it is utter arbitrariness. The only way forward is starting over completely.

I know that seems improbable, but it is the only way. Any final thoughts on professionalism, Jamia?

JW: I want to end with the notion that abolishing professionalism might be considered radical and unrealistic. But it is possible, I have seen it when collaborating with others from different academic libraries. There is freedom when people don't have to worry about the way in which they show up. Seeing someone feel comfortable letting their guard down is

inspiring and motivating.

I hope that we truly look at how professionalism is weaponized and how it is used to control and isolate those who do not comply. A question that needs to be considered is why is this concept important to academic libraries? If you answer that we have always done it this way or they need to learn how things are done here, then the root is cultural assimilation. Therefore, professionalism must be abolished, and we must create an environment of kindness, inclusivity, and collaboration. If academic libraries want to be champions of diversity, this is where it begins.

Note

1. Manya Whitaker, *Public School Equity: Educational Leadership for Justice* (New York: Norton, 2022).

Joyce Kasman Valenza, Cara Berg, Rebecca Bushby, Leslin H. Charles, Heather A. Dalal, Joan Dalrymple, and Megan Dempsey

What's in a Frame?

Perspectives of high school librarians and first-year college students

Introducing the First Years Meet the Frames project, a statewide, multi-institutional research project exploring the role of certified school librarians in providing resources and instruction to students and identifying equity issues among first-year college students' preparation for college research.[1]

It began with an existential question. If school librarians addressed information and digital literacy skills and dispositions throughout the K-12 experience, were those efforts in any ways related to positive learner outcomes at the university level? In other words, does the information literacy (IL) work of school librarians make a difference?

As a high school librarian for 25 years, Joyce Valenza often received lovely notes from alumni thanking her for her role in their college preparation, yet she was unaware of any published research that followed students from effective high school library programs into the beginning of their academic experience. While she always believed that uncovering such evidence would be important, she felt it was critical at a time when librarian positions were seriously threatened across the country. She engaged in conversations and gathered a team of K–12 colleagues and academic librarians to answer the existential question and determine what skills some first years carried with them.

Our project actually began in 2017 with continuous discussions of IL skill gaps we were observing in first-year students. Our anecdotal evidence, compounded by concerns raised locally by Maureen Donahue and James Keebler relating to a nationwide decline in professional school librarian positions, led to the following questions:

- What impact do effective high school library programs have on student preparation for academic research?
  - Knowing the potential impact, how might we better communicate the value of the IL efforts of high school librarians?
- What IL skills and dispositions do credentialed librarians teach and model at the high school level?
  - What is the disconnect between what is emphasized in high school and what is expected in the first year of college?

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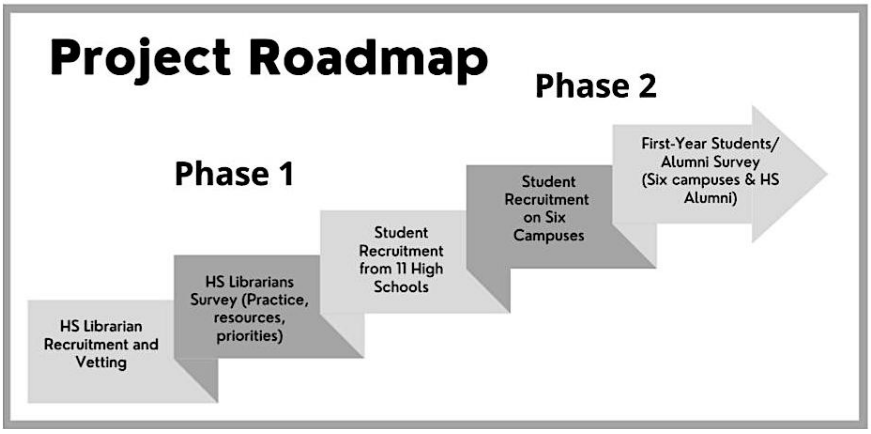
- In what ways do students exposed to IL-rich K–12 library programs demonstrate their learned skills and dispositions at the college level?
- How can academic librarians address different levels of preparedness and personalize learning experiences for first-year students?
- How might we develop meaningful bridges between high school and academic library experiences?

Since then, Keith Curry Lance and Debra E. Kachel's 2021 "School Librarian Investigation—Decline or Evolution?" Slide research project similarly found that 20 percent of full-time school librarian positions were eliminated nationally between 2010 and 2019, with the impact felt most acutely in large urban areas and small rural communities.[3]

The First Years Meet the Frames study provides evidence that this decline is not only concerning, but that more specifically, these inequities impact students' preparedness for postsecondary academic expectations.

Project background

Following our informal conversations, the New Jersey colleagues formed a research group in 2018. The team represented multiple academic institutions, working alongside a high school librarian team and two library and information science (LIS) professors. In 2019, using a rubric based on AASL's 2018 "Definition of an Effective School Library,"[4] the high school librarian team recruited and vetted a sample of high schools with school library programs identified as effective. The High School Librarians Survey explored the resources and instructional practices of the librarians from these high schools. In spring 2020, these librarians recruited volunteer graduating students for future participation in the first-years survey by collecting their email addresses.



First Year Meets the Frames project roadmap.

Continuing into 2020, the college team prepared the first-years survey with questions designed to explore preparedness and information literacy of first-year college students. The survey was adapted to include questions specific to the compromised access to library facilities and face-to-face librarian services and instruction brought by COVID-19. In the spring semester of 2021, the survey was distributed to first-year students in six diverse New Jersey colleges (Bergen Community College; Raritan Valley Community College; Rider University; Rutgers, The State University of New Jersey; The College of New Jersey; and William Paterson University). To follow the aforementioned alumni volunteers recruited from the vetted high school programs across the country into their first college year, these students were invited to participate in this survey.

Novice/non-novice/alumni non-novices

To explore the impact of high school librarians on students and determine if groups had been differently prepared, we operationalized the terms *non-novices* and *novices*. Over the course of multiple conversations, we considered a variety of factors to determine what makes a participant a non-novice. Participants were considered a non-novice if they interacted often or all the time with their library databases, librarian-created resources, and librarian recommendations, or if they visited their high school library website daily, once a week, or once a month. Participants who visited the library to do research or asked the librarian for help with projects were also considered non-novices. Many of our participants were non-novices; we suspect that is because those who had experience with the library would be more interested in completing a library-related survey for a digital gift card incentive.

Those alumni followed from our select 11 high schools, where certified librarians met AASL criteria for effectiveness, formed a third, smaller, but significant group of first-years. We identified these students as *alumni non-novices*.

Framing preliminary findings

While our future articles will discuss details of these findings, our research demonstrates that high school librarians *do* make a difference in the students' preparation for college research. Non-novices were more comfortable than novices with their ability to credit and cite research sources at the start of their college experience. They also rated themselves more prepared for college research. Interestingly, there were no notable differences in their level of comfort with navigating the college library websites or navigating the quantity of information and services available through college libraries.

Since we had knowledge that our alumni non-novices attended a school with an effective library program, we anticipated they would be more comfortable and prepared than the larger group of non-novices from other high schools. This proved true. None of the alumni non-novices rated themselves as *not prepared* for college. Attending a high school with a highly effective school library program further increases the students' preparedness.

What's in a Frame?

In the spirit of the title of our project, we, of course, addressed students' experiences with the ACRL Framework for Information Literacy for Higher Education.[5] We gathered data on this with two lenses: high school librarians and first-year students.

While high school librarians are not expected to explicitly teach the Framework, to explore their perspectives on IL instructional strategies and the resources they made available, we gathered data through a High School Librarian Survey (referenced above). While only 5 of the 11 librarians considered teaching the ACRL Framework, and there is no direct or one-to-one match with AASL's National Library Standards, their teaching priorities indeed aligned with the Framework's knowledge practices and dispositions. Hence, while they use different terminology, our study shows that high school librarians *do* address the concepts with their highest priorities being "Authority is Constructed and Contextual" and "Searching as Strategic Exploration."

The student survey participants were asked to rate their familiarity with knowledge practices and dispositions within the six Frames. A higher percentage of non-novices indicated familiarity with the Frame concepts. Overall, students were most familiar with "Information

Creation as a Process," "Research as Inquiry," and "Scholarship as Conversation." While many students could articulate these research strategies in their own words, they did not recognize them as ACRL Frames.

What's next?

This First Years Meet the Frames project presents a wealth of data that can be examined from multiple perspectives. One of the first papers to come from this research examines what impact intentional interactions with academic librarians and the resources they created had on students' ability to accomplish research tasks in the COVID-19 environment. Another paper in preparation discusses information privilege and inequity.

The first paper to come from this research appears in the *Journal of Information Literacy* and examines what impact intentional interactions with academic librarians and the resources they created had on students' ability to accomplish research tasks in the COVID-19 environment.[6] Another paper, accepted for publication in the *Journal of Academic Librarianship*,[7] discusses information privilege and inequity in the differently packed information literacy backpacks of first years.

As we dig into the data, other areas ripe for investigation include community college transition to four-year institutions, first-generation students, critical thinking as it relates to expectations for first-year research efforts, and comparative cohorts in a "normal" semester. Furthermore, there is the potential to look closely at the demographics of the participants and their varying experiences. Indeed, multiple points of view continue to be revealed as we analyze our data.

With the nationwide trend of eliminating school library positions, the gaps in student preparedness are likely to grow. Academic librarians and college professors need to anticipate increasing numbers of students who present varied skill sets as they undertake college-level research. Moreover, high school and college librarians need to work collaboratively to identify bridges to facilitate the students' transition to college and meeting the Frames.

Notes

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6. Heather A. Dalal, Leslin H. Charles, Megan Dempsey, Cara Berg, Rebecca D. Bushby, Joan Dalrymple, "Intentional Librarian-Student Interactions during COVID-19," COVID-19 special issue of *Journal of Information Literacy* 16, n. 1 (June 2022): 144–64, https://doi.org/10.11645/16.1.3156.

7. Joyce Kasman Valenza, Heather Dalal, Gihan Mohamad, Brenda Boyer, Cara Berg, Leslin H. Charles, Rebecca Bushby, Megan Dempsey, Joan Dalrymple, Ewa Dziedzic-Elliott, "First Years' Information Literacy Backpacks: What's Already Packed or Not Packed?," *Journal of Academic Librarianship* 48, no. 4 (2022), https://doi.org/10.1016/j.acalib.2022.102566.

Maria Gould

People, places, and things

Persistent identifiers in the scholarly communication landscape

Persistent identifiers are a key element in the scholarly communication landscape. However, many scholarly communication librarians may not be familiar with persistent identifiers and what to do with them. I should know—I used to be one of these librarians.

When I worked as a scholarly communication librarian, I knew a few basic things about persistent identifiers. I knew what an ORCID iD was and I could explain to researchers why they should have one. I knew what a DOI was, but I did not know that there are different types of DOIs for different types of things, or that there's more to a DOI than the identifier itself. But I didn't know there were other persistent identifiers relevant to scholarly communication, like identifiers for affiliations or funders or grants. And I certainly didn't know that persistent identifiers can be commercialized and paywalled, just like research outputs.

Then I switched jobs and took on a portfolio focused exclusively on persistent identifier services for the University of California library system and beyond. This opened my perspective on scholarly communication and the infrastructure that underpins it.

As I became situated in my new role, I kept thinking about how I wish I had known more about persistent identifiers when I was a scholarly communication librarian. This realization motivated me to try to bridge the identifier space and the scholarly communication space. Sharing some knowledge in this column is one attempt to do this.

Background

The world of persistent identifiers is vast and diverse. The wider landscape is already well covered elsewhere.[1] My goal in writing this column is to focus on describing a few types of open identifiers that scholarly communication librarians are likely to encounter in their work, share useful things about these identifiers, and provide tips for leveraging their potential.

There are a few overarching concepts that I want to emphasize in this article:

- Identifiers can have many purposes
- Identifiers are not an end in and of themselves
- Identifiers work better together
- Identifiers work better when they are open
- You do not need to know everything about identifiers

These concepts underscore that identifiers are not homogenous, that the purpose of identifiers goes beyond mere identification, that the power of identifiers comes from connecting

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them in and through open metadata and open scholarly infrastructure, and that one of the benefits of identifiers is that they can operate behind the scenes without our intervention.

Common identifiers in scholarly communication

What we might think of as the "built environment" of the scholarly communication landscape comprises a set of fundamental components that enable scholarship to be created, disseminated, and accessed. Of course, scholarly communication entails much more than this, but for the purpose of this column, my focus is on these core infrastructural functions.

Persistent identifiers have been developed to uniquely represent, provide long-term access to, and connect many of these components. They identify such entities as research contributors, outputs, organizations and facilities, instruments and materials, publishers and repositories, and funders and awards. We might think of these entities in terms of three general categories: people, places, and things.

Persistent identifiers for these components are valuable for several reasons: they facilitate disambiguation, they enable discovery and tracking of research, and they establish connections that help us to understand the contexts and relationships in which research is being produced and consumed. As discussed in more detail below, these identifiers are created and managed in different ways, perform different functions, and may be part of services and infrastructure that entail varying costs and degrees of openness. In this article, my focus is on open identifiers (available for free or as part of openly available infrastructure).

While the identifying function that they provide is important, identifiers do much more. An identifier on its own can actually do very little. A standalone string of numbers and characters will not convey any meaning or insights about the object it represents. It is the metadata associated with the identifier, and the connections that identifiers can enable, that make them meaningful and powerful.

Understanding identifiers in context

Let's take a deeper dive into a few of these identifiers for people, places, and things to illustrate how they work and why they are important.

ORCID is a good place to start.[2] An ORCID iD is a unique identifier for researchers and research contributors. ORCID iDs help to disambiguate individuals with the same name or similar names and provide a stable reference point for names that might change over time. This is important to ensure that researchers receive credit for their contributions and for these contributions to be discoverable and citable. ORCID also helps to streamline research workflows and save researchers' time by minimizing the amount of information that needs to be entered multiple times across systems.[3]

Published research outputs are typically associated with DOIs, or digital object identifiers. DOIs can be registered for many content types, including journal articles, monographs, preprints, dissertations, and datasets. Crossref and DataCite are the primary registration agencies for DOIs.[4] DOIs are stable reference points that remain the same even if the published location of a research output changes. This helps to maintain long-term access to the scholarly record. DOIs can also be registered for entities that go beyond publications. For example, Crossref also supports DOIs for funding organizations and for grants, and DataCite supports DOIs for data management plans.

While ORCID iDs for people and DOIs for outputs have been relatively well established for a number of years now, there has not been an equivalently developed open identifier for research organizations. This changed with the recent launch of the Research Organization Registry (ROR).[5] ROR IDs uniquely identify organizations even as they change their names and go through other transformations over time. This makes it easier to track research outputs by institution.

ORCID iDs for researchers, DOIs for research outputs, and ROR IDs for research organizations collectively exemplify the utility of persistent identifiers for scholarly communications more generally. Given the complexity of information that populates the scholarly communications landscape, persistent identifiers help to disambiguate this information, facilitate more efficient discovery and tracking, and enable long-term access.

These and other identifiers are most powerful when they are used together and when they include interoperable metadata.[6] A ROR ID on its own cannot do much besides identify an institution, but when a ROR ID is included in metadata for a DOI, it can be easier to find published research associated with the corresponding institution. When a ROR ID is part of the metadata included in a researcher's ORCID record, institutions can more easily identify their researchers and track their research outputs.

Untangling complexities

The examples being discussed here—ORCID iDs, DOIs, and ROR IDs—also reflect some dimensions and nuances of persistent identifiers that might not be obvious or well understood, resulting in confusion or lack of clarity.

One point of confusion that I have observed is about how identifiers are created or obtained, and by whom. This is understandable because not all identifiers are the same in this regard.

For example, any individual researcher can register for an ORCID iD and retain control over the information displayed in their ORCID records.[7] The process of creating a DOI is different. DOIs must be registered via a registration agency, which requires being an institutional member of Crossref or DataCite, or they must be publishing work via a platform that automatically registers DOIs, such as Zenodo or most journal publishing systems. DOI registrations also require following policy requirements and best practices for the types of objects that can be associated with a DOI and the metadata used to describe these objects. ROR IDs are not created by individuals or institutions themselves, but instead added to the ROR registry through a community-based curation process.[8]

Another point of confusion about identifiers has to do with costs. The ORCID, DOI, and ROR examples represent some important nuances and distinctions in this area as well. ORCID, Crossref, DataCite, and ROR all make their metadata openly available via APIs and public data files. While an individual can obtain an ORCID iD at no cost, ORCID has institutional membership options that offer enhanced access to ORCID services. Crossref and DataCite's global membership bodies consist largely of publishers, repositories, and libraries. In the case of an individual wanting or needing to obtain a DOI for a research output, this would typically happen by publishing with an existing Crossref or DataCite member (such as a journal or repository) or by self-depositing work on a platform that registers DOIs. Lastly, ROR is not a membership organization and does not charge fees for the creation or use of ROR IDs.

In all these cases, the question of costs is more complex than meets the eye. Even if open scholarly infrastructure is free to access and use, it still costs money to build and maintain.

This is an opportunity for libraries to make strategic investments in infrastructure that can disseminate open access to knowledge at scale.[9] The Principles of Open Scholarly Infrastructure (POSI) provide guidance for research stakeholders and infrastructure providers about building and supporting open and sustainable scholarly infrastructure.[10]

A third and common misconception about identifiers is that identification is the end goal or only goal. Of course, identification is important and necessary, but it is also essential to think about identifiers as enablers of connections. These connections happen through open and interoperable metadata. When a research output is published and a DOI is registered for this output, the metadata associated with the DOI can include other identifiers that make it possible to realize a wealth of insights about scholarship and make administrative tasks more efficient. ORCID iDs in DOI metadata allow for auto-population of research works in an ORCID record, obviating the need for a researcher to enter this information manually. Metadata in a DOI about related works can enable discovery of preprints that preceded an article, datasets cited in the article, or translated versions that can be picked up by a broader audience. Including ROR IDs for affiliations in DOI metadata can allow research administrators and funders to track research associated with a specific institution or funding body. The implementation of identifiers in scholarly infrastructure depends on this rich metadata to power connections and insights, and when this metadata is open and interoperable, it makes scholarly communications more sustainable and resilient.[11]

Putting identifiers into practice

Scholarly communication librarians can benefit from a general understanding of persistent identifiers and how they can be implemented in institutional contexts. However, becoming an expert in every type of persistent identifier is not necessary or worthwhile, as in many cases identifiers can operate invisibly in the background to streamline workflows and connect information.

Scholarly communication librarians can play a key role in supporting the implementation of open and interoperable persistent identifiers.[12] One way to lead by example is to sign up for an ORCID iD if you don't already have one. A deeper way to engage with identifiers could mean encouraging your institution to join a membership organization to register identifiers. Advocating for identifiers can also involve paying closer attention to the types of identifiers available in the tools and services that are being purchased and licensed, and prioritizing options that allow for open, reusable, and interoperable metadata.

Persistent identifiers and the infrastructure around them can be an exciting opportunity for developing new technical skills and engaging professionally in open initiatives. This could mean learning how to work with scholarly APIs, navigating open indexing platforms like OpenAlex,[13] or joining community groups to discuss open infrastructure projects. I might have missed these opportunities in my prior role, but it may not be too late for you!

Notes

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11. Helena Cousijn, Ginny Hendricks, and Alice Meadows, "Why Openness Makes Research Infrastructure Resilient," *Learned Publishing* 34, no. 1 (2021): 71–75, https://doi.org/10.1002/leap.1361.

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Olena Skachenko, Yurii Horban, and Katerina Viriutina

The game versus quarantine

The experience of Ukrainian libraries in communicating with students during COVID-19

The COVID-19 pandemic stimulated the transition of Ukrainian libraries to remote forms of work with students. The closure of the physical space of libraries and universities made it impossible for students to communicate personally with librarians. The formation of an alternative communication environment in which students get acquainted with the library as a center of communication and development is becoming relevant and necessary for university libraries.

An analysis of recent publications has shown that in this period of uncertainty, as reported by Muhammad Rafiq and his colleagues, libraries consider their collective and individual role in educational and social spaces.[1]

According to Arda Putri Winata, Raisa Fadelina, and Sulistyo Basuki, during the COVID-19 pandemic, the use of webinars to organize library events in real-time to provide information and motivation and compliance with social constraints was significantly intensified.[2]

Among some works on the impact of the pandemic on the activities of libraries in different countries, we can single out works that examine practical cases of transformation of traditional library services into remote.[3]

In this article, the authors offer their own experience of establishing communication between first-year students among themselves and with the libraries of higher education institutions of Ukraine during the quarantine of COVID-19 through online games.

The emergence of the idea, format and platform choice for the game, and arrangements

During the COVID-19 pandemic, Ukrainian university students studied full-time (March–June 2020) or part-time (September–December 2020 and January–June, September–December 2021) attendance mode, which made it difficult for them to get to know each other and created difficulties in communicating with librarians. Since the beginning of the pandemic in March 2020, employees of university libraries in Ukraine, working remotely, have been looking for ways to overcome quarantine restrictions in communication with students. At the beginning of 2021, the staff of the Kyiv National University of Culture and Arts (KNUCA) Scientific Library proposed establishing communication between first-year students and the library in the format of video conferencing using the online game format.[4] The idea was supported by the management of the university library, specialists

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of the Kharkiv Korolenko State Scientific Library (KKSSL),[5] and the Kharkiv Regional Branch of the Ukrainian Library Association All-Ukrainian Public Organization (ULA), a professional association of information and library specialists.

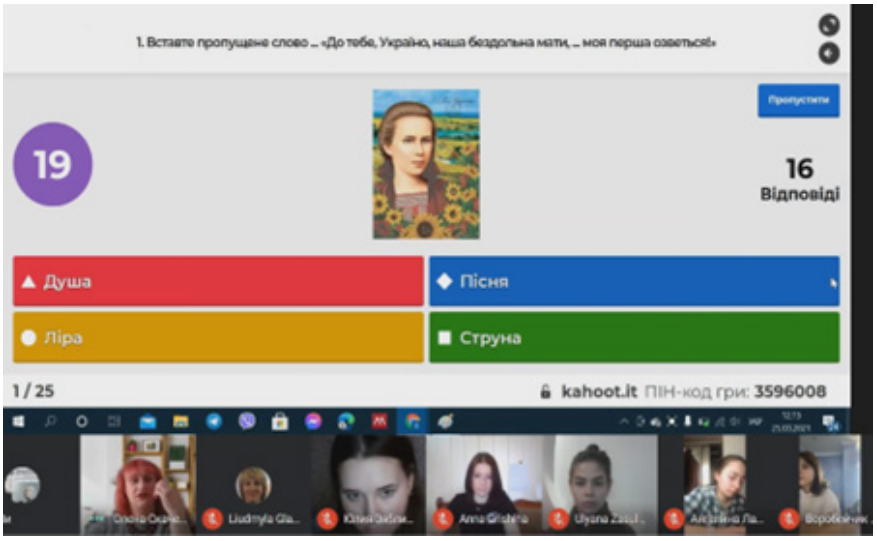
The initiative group agreed that the best format for attracting students to get acquainted with the library would be intellectual competitions, namely, online quiz games. Among the online quiz development platforms, we chose the digital learning tool Kahoot, as the KNUCA Scientific Library has a positive experience of conducting quizzes with students based on this platform.[6] KKSSL uses this service in the nonformal education of librarians.[7]

Since the libraries of two millionaire cities—Kyiv and Kharkiv, which are also the largest university cities in Ukraine—were involved in organizing the game from the very beginning, the idea was to invite higher education libraries from other Ukrainian cities. The following goals of the tournament were defined: organizing youth to overcome the negative effects of self-isolation during the COVID-19 lockdown, showing creative abilities, getting emotions and joy from a successful game, and more.

To connect with teams, we chose a video conferencing Google Meet platform. Starting November 2021, the battles took place on Zoom. The project partner was the publishing house Morning, which provided future winners with prizes—books in electronic and print format.

The first all-Ukrainian digital intellectual student battle

In February 2021, we held the first all-Ukrainian intellectual student battle. The game's theme was the celebration of the 150th anniversary of the birth of Lesya Ukrainka, a famous Ukrainian writer and translator. Forty-two participants joined from five universities in three cities: Kyiv, Kharkiv, and Odesa registered to participate in the online tournament. To increase the excitement of the game, the questions were announced by the moderator and simultaneously displayed on the players' mobile devices. A total of 25 questions were asked concerning interesting facts about the life and translation activities of Lesya Ukrainka.[8] We often used quiz questions that had a single correct answer and true-or-false questions.



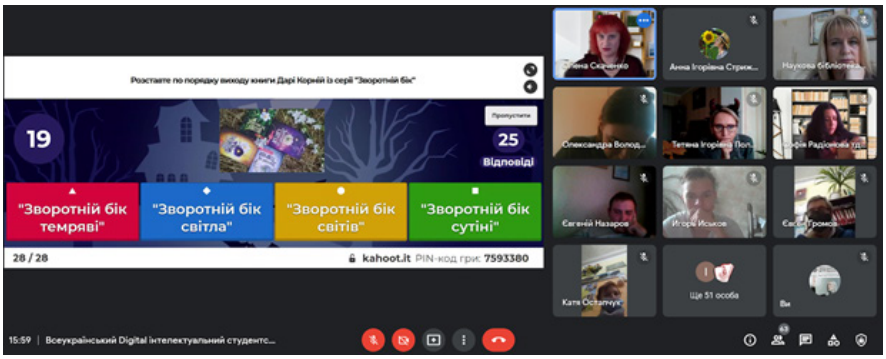
Screenshot from the intellectual student battle.

After the game, the winners were announced immediately. Next, the moderator conducted an oral interview of participants—we discussed the most interesting questions and named those that turned out to be easy or too difficult. The organizers asked students to suggest topics for the next tournaments.

Five intellectual tournaments of 2021: Topics, participants, and feedback

Students' proposals helped develop and hold four more intellectual competitions by the end of 2021. Each of them was tied to a specific event and was characterized by an increase in the number of participants: both students and universities.

The second tournament was "#LibraryDay 2021: Library. Book. Reading." We held it on the All-Ukrainian Day of Libraries (September 30). Its participants were students of seven universities (37 players). Teams from 12 higher education institutions of Ukraine—63 participants—registered for the third intellectual battle: "Veles Night VS Halloween: breaking stereotypes about the holidays" (October 29). Fifty-five students played on the Kahoot platform.[9]



Screenshot from #LibraryDay2021 event.

The largest number of participants gathered for the game on the Day of Ukrainian Literature and Language, which is celebrated on November 9. A total of 130 intellectuals expressed their desire to participate in the intellectual tournament "#MOVA_moya_tvoya_nasha." Competing for victory in the Kahoot quiz were 117 students from 18 universities and art colleges of Vinnytsia, Dnipro, Kalush, Kyiv, Melitopol, Mukachevo, Alexandria, Slovyansk, Sumy, and Kharkiv.[10]

Preparing for the Day of Ukrainian Literature and Language event.

We organized the fifth intellectual battle on the occasion of the International Student Day with the theme "#DigitalMonth_2021" (November 17). The fifth tournament of 2021 was "#KOD_studenta_abo_pan_abo_propav," which included 77 students from 16 higher education institutions.[11]

In total, the five intellectual student battles of 2021 involved 349 participants from 19 universities and 9 colleges from different cities of Ukraine. The tournaments showed a high level of knowledge and erudition of the participants, gambling, demonstrated vivid emotions, revealed different strategies for preparing students for the game and the will to win.

From tournament to tournament, new elements were added to the event's program. The game "Warm-up" appeared in the second battle. For the tournament on the occasion of the International Student Day, we offered to supplement the teams' presentation with the announcement of the university's slogan. In addition to official slogans, students announced slogans and poetic phrases about universities or colleges that they had written specifically for the tournament. For example, "Inspiration. Youth. Beauty. It is the slogan of our life" (Bortnyansky Sumy College of Arts and Culture). The team from Yaroslav Mudryi National Law University announced the following slogan: "Together we can achieve all the goals. Back—no step! Together to the goal!"

We invited the famous Ukrainian fantasy writer Dara Korniy to participate in the tournament "Veles Night VS Halloween," which took place on the eve of Halloween. Her story about the Ukrainian kind of Halloween—the holiday of Autumn Santas—was full of exciting facts and legends about the traditions of this holiday.

Librarians from other educational institutions participated in formulating quiz questions for the fourth and fifth tournaments.

To expand the geography of participants in intellectual battles, we have published text messages about tournaments, photos of winners and their awards, video contests, Kahoot final reports, etc., on the websites and social networks of university libraries.

We were also interested in students' feedback and curators from libraries under these posts. The fact that students liked this format of communication is evidenced by comments such as one from Artem Grizoglazov from KNUCA, who responded on Facebook: "Exciting game. Such excitement awakens; it is not a pity. There would be more such events."

Conclusions

The challenges facing society through the COVID-19 pandemic have led to a search for solutions. Quarantine restrictions could not compete with libraries' desire to be on the same page as their users. The idea of holding intellectual competitions to acquaint first-year students with each other and with the library, which emerged in the Scientific Library of Kyiv National University of Culture and Arts, was transformed into all-Ukrainian digital intellectual student battles organized by libraries of other higher education institutions.

Librarians of Ukrainian universities and colleges offer students opportunities to communicate and obtain information about libraries and their distance services. Using the capabilities of the digital learning tool Kahoot has enabled libraries to promote reading as leisure, develop skills in teamwork, create strategies for successful play, and win well-deserved victories.

The five intellectual battles of 2021 revealed vivid emotions and different strategies to prepare students for the game and to win. Among the factors that contributed to the participation of student youth in intellectual tournaments was the need for positive and emotional

communication, finding a reference group for interaction on the internet, and recreational and cognitive motivation (get interesting information).

We hope that this game format will be useful for establishing online communication between students and librarians and that the experience and practical steps to prepare and conduct intellectual tournaments will facilitate its implementation in other libraries.

Postscript

The organizers of the intellectual tournaments had plans to continue communicating with students in 2022. However, this possibility was canceled by the war that began on February 24. As of of this writing, we are still unable to establish permanent contact with students and colleagues in other cities of Ukraine because of the following reasons: The building of the KKSSL is damaged. There are active battles for Slovyansk and Kramatorsk. The cities of Kyiv, Kharkiv, Sumy, and Dnipro are under constant missile strikes. Colleagues in Melitopol are under occupation, and pro-Ukrainian activities are prohibited there.

However, the Ukrainian people continue to fight for their independence. We believe in the Armed Forces of Ukraine and our Victory.

Thanks

The authors of the article sincerely appreciate the 28 Ukrainian university and college library staff's assistance in preparing and conducting student intellectual tournaments to overcome the challenges of the COVID-19 pandemic.

We thank the English editor, Daria Fugalevych, for the appropriate recommendations and editing.

Notes

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4. Kyiv National University of Culture and Arts (KNUCA)—a leading institution of higher art education—is in the capital of Ukraine, Kyiv. The KNUCA Scientific Library plays an important role in the educational and scientific complex of the university.
5. Kharkiv Korolenko State Scientific Library (KKSSL) is an information, resource, and methodological institution of national importance; it is a multifunctional center of cultural

services. Particular attention is paid to the organization of nonformal and informal education of users and librarians. Various sociocultural events, art training, consultations, and digital, media, and information literacy classes are held for users.

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Lori Birrell

I must be going now

Reflections on how to leave a job

Inevitably at some point in your library career you will leave your job. Maybe you get promoted or find a job in another organization, or maybe you are retiring or leaving the profession altogether. Certainly not all good-byes are joyous ones, and some can be quite fraught. Regardless of the reason, how a practitioner leaves their job can have as much impact on the organization as what they did while in the role.

As a library administrator I have found myself on both sides of the leaving equation: both starting a job at a new organization and trying to pick up the pieces after a member of my team made a less-than-graceful exit. Like so many things, we are not taught how to leave a job in library school, nor are there often workshops or training on how best to do so.

My philosophy about how best to leave a job was shaped by two experiences. The first was watching one of the last episodes of *The West Wing* when the chief of staff implores her team to write a memo documenting what they were working on and minute things like where the pencils were kept. I remember watching that episode (not yet in the work world myself) and being struck by the logic behind creating such documentation.

The second event occurred on the first day of my first job working in a library. I was shown into my workspace and immediately became overwhelmed by how much stuff was still on the shelves and in the desk, left by my predecessor who had worked there for 45 years. I therefore spent a good part of my first week cleaning out the office so I could begin to establish myself in the role.

What follows is a call to action for both employees and library leaders. Regardless of the context, please find it within yourselves to set up your successor, your colleagues, or your organization for success by investing the time to thoughtfully leave a job rather than doing so in a blaze of glory.

First steps

Around the same time that I announce my departure, I make a list of my current tasks and projects divided into four categories:

1. To finish before my last day.
2. To delegate to others (including my boss).
3. Unable to finish before my last day.
4. Past or current work to be documented.

No matter what your position, there will be tasks you need to wrap up. A couple of strategies that I've kept in mind were how to exit a job so that someone else can pick up various

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parts of my portfolio after my departure. For example, were my lesson plans saved in a central location? Did I transfer permissions for any security systems? Did I look ahead on my calendar and make note of upcoming events or dates that may require others to participate? Have I cleared out my office?

As a manager, I have coached departing employees to create a list like the one described above. The focus of this coaching was to identify what that person did or was responsible for that others may not know how to do.

Doing the work of leaving work

After thinking about my departure and making these categories, I then prioritize each type of task to be sure that those with the greatest impact on others get done first. Such prioritization gave me time to get feedback on what I had done so that my work could be as helpful to others as possible. Depending on the position I've left, I have worked more or less closely with my supervisor and direct reports to finalize this list of priorities.

One example from this phase was writing a budget strategy document that outlined how to spend endowed funds. The document included lists of fund codes, current expenditures and commitments, and details about what software systems get renewed at what time of year. Another example was connecting vendors with new contacts in the department and finding someone to take my place for an upcoming outreach event. I provided frequent updates to my boss and direct reports or colleagues as I completed items on the list so that others knew of my progress and what may still be outstanding on my last day.

When managing departing staff, I regularly checked in with them to ask questions and sought clarification to make the transition until I filled the position or reassigned the work as seamless as possible.

Final days

I have found that work winds down pretty quickly once I have given my notice. I have aimed to give at least four to six weeks' notice and then built in some vacation time to recharge and shift my focus to my new position. However, your mileage may vary, and I'd encourage you to think about what is best for you and *then* what is best for your current and new organizations when deciding on end and start dates.

As my final day approached, I set aside time for contemplation and reflection about my work and accomplishments. It is all too easy to feel guilty about leaving or to let feelings of frustration get in the way of taking this time. As I reflected, I wrote a letter to my successor. The letter was brief—maybe just one page—and provided my perspective on the job and office they would be stepping into. My letter addressed topics like the intangibles that I would have wanted to know when I started, quirks of the office space or building, names of key stakeholders to engage with, words of encouragement, my contact information, and the invitation to talk at any time. And as I finish my final days at the organization, I thank those who I have worked with and who have supported me.

No departure, whether it was my own or a member of my team, has been perfect. Perfection in this context is very much the enemy of good enough. Rather, I encourage practitioners to bring intentionality when planning for their departure to set the next person up for success.

ACRL Board of Directors' actions, February–August 2022

Highlights of the Board's Annual Conference meetings and recent actions

The ACRL Board of Directors met virtually on June 3, 2022, and held an informal face-to-face Board Update meeting on June 24, 2022. A face-to-face meeting was scheduled for June 25, 2022, but because of a lack of a quorum, this meeting was rescheduled as a virtual meeting on August 1, 2022. The Board also held a face-to-face strategic planning meeting on June 23, 2022. The Board met with the leaders of its five goal-area committees—ACRL Equity, Diversity and Inclusion Committee; Value of Academic Libraries; Student Learning and Information Literacy; Research and Scholarly Environment; and New Roles and Changing Landscapes—to assess progress on ACRL's strategic plan, the Plan for Excellence. With feedback from the Board, these committees will finalize their reports and develop their work plans for 2022–2023.

The Board also received updates from the liaison from the ALA Executive Board and ALA Treasurer, as well as representatives from the ACRL Diversity Alliance Task Force and ACRL/ALA/ARL/PLA Cultural Proficiencies for Racial Equity Task Force. The Board reviewed the FY23 budget for ACRL and Choice, and, for the third year in a row, chose to postpone action to later in the summer. This postponement will allow the Board to fully consider actuals from delayed financial reports and to consider its directives to steadily move in the coming fiscal years from a planned, spend-down budget that invested ACRL's net asset balance in strategic programs and services to a two-year, net-positive budget as directed by the ALA Executive Board.

Board members whose service ended on June 30, 2022—Jon E. Cawthorne, Carolyn Henderson Allen, Jacquelyn A. Bryant, Faye A. Chadwell, and April D. Cunningham—were recognized and thanked for their service.

The ACRL Board of Directors took the following actions between February and August 2022.

Strategic Goal Areas

Information Literacy

- Approved the Companion Document to the ACRL Framework for Information Literacy for Higher Education: Science, Technology, Engineering and Mathematics; Companion Document to the ACRL Framework for Information Literacy for Higher Education: Journalism; and Companion Document to the ACRL Framework for Information Literacy for Higher Education: Visual Literacy.

Equity, Diversity and Inclusion

- Approved ACRL/ALA/ODLOS/PLA's Cultural Proficiencies for Racial Equity: A Framework.
- Approved program recommendations for the ACRL Diversity Alliance, which included two new levels, Foundational and Bridge, and an updated Letter of Commitment. These updates will be implemented in 2023 when membership renewals occur.
- Created the ACRL Diversity Alliance division-level committee.

Enabling Programs and Services

Strategic goal areas will be supported by financial and operational planning and will guide the development and implementation of programs and services that target education, advocacy, and member engagement.

Advocacy

- Approved the 2022 ACRL Legislative Agenda.
- Approved the ACRL Statement on Academic Freedom to continue in force without change as originally approved in 2015 for the next five years, at which time it would be placed under the review processes of the ACRL Standards Committee.

Education

- The ACRL Executive Committee and ACRL Executive Director approved a virtual-only RBMS Conference with the dates of June 21–24, 2022.

Publications

- Extended the ACRL/ALA/ARL IPEDS Advisory Task Force and ACRL National Student Engagement Survey Information Literacy Module Review Task Force.
- Approved the ACRL Budget & Finance Committee's recommendation regarding a FY22 expenditure of $44,312 to cover ACRL's share of Benchmark improvements.

Member engagement

- Created the Awards Processes Implementation Task Force. Prior to approving Awards Processes Implementation Task Force, the Board approved, at its ACRL Spring Virtual Meeting held on April 6, 2022, a continued pause of ACRL's current award program for the length of time it takes to fully consider and implement the Awards Task Force recommendations.
- Renewed the Access Services Interest Group, Contemplative Pedagogy Interest Group, and Technical Services Interest Group.
- Dissolved the Michigan MLA Chapter.
- Approved that the ACRL Budget & Finance Committee Chair appointment term be exempt from the five-year limit to consecutive service on the same group and be updated to a ten-year limit to consecutive service on the Budget & Finance Committee if serving as chair.

- Amended the ACRL Guide to Policies and Procedures 2.4.2 Open Sessions to, "The final fifteen ~~thirty~~ minutes of the first Board meeting is set aside for an 'open microphone' session when any ACRL member may address the Board."
- Confirmed virtual votes approving proceedings from virtual meetings held during the 2022 ALA LibLearnX Conference as well as proceedings from the 2022 Executive Committee Fall Virtual Meeting and 2022 Spring Virtual Meeting. ~~rc~~

All-Partners Access Network. *Access:* https://community.apan.org/.
Established in 2001 as the Asia Pacific Network, the All-Partners Access Network (APAN) is a Department of Defense (DOD) platform that is designed to share information for humanitarian assistance and disaster relief. The site hosts several private communities that support the exchange of unclassified information during a disaster event. The purpose is to expedite the flow of information so that non-DOD entities like nongovernmental organizations (NGOs) and other groups can assist with humanitarian support. Other hosted groups plan and participate in training exercises, conferences, and sharing documents regarding foreign relations and military theory.

APAN uses a combination of Telligent software and Microsoft SharePoint to host these online social communities. During major disasters, users request to create a social community where information sharing can expedite rescue efforts. APAN cites instances where local businesses have been able to assist relief efforts by loaning medical equipment. Access to APAN requires a free account attached to a valid email; however, gaining access to the correspondence and interactions within the individual social communities requires approval by the owner of those communities. This reviewer was not given access to any of the private groups despite requests made.

There are areas within this resource where blogs and documents are made accessible to account holders but locating them seems to be more of a serendipitous outcome rather than the product of a well-executed search. Much of the language a user will encounter is technical and exclusive to those that exhibit a high level of experience in military and disaster response (there are many instances of the use of acronyms without further explanation). This level of expertise may make APAN a successful conveyor of critical information between government and civilian entities during disaster recovery but could make browsing confusing for those with little experience in military disaster assistance.

Some users may find the COVID-19 live map powered by Esri's GIS software useful. As an academic resource, much of the written content will still need vetting as it often seems to come from unreviewed resources. The usefulness of this site exists in its ability to assist humanitarian efforts much more than its capacity to provide research assistance. While the strengths of APAN are not designed for academia, some of the blog and article posts could be useful for research in military history and public administration. Direct linking to the site is not recommended, but this could be a useful resource to have in your repertoire. *—Christopher M. Hulsman, SUNY Buffalo State College, hulsmacm@buffalostate.edu*

International Union for Conservation of Nature. *Access:* https://www.iucn.org.
Since it was first established in 1948, the International Union for Conservation of Nature (IUCN) has grown into a global authority and leader among conservation groups. It boasts more than 160 participating countries and more than 1,400 member organizations. IUCN provides a neutral space where research and analysis can be collected and disseminated to help guide policy reform for environmental and conservation efforts. Every four years the

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IUCN convenes a World Conservation Congress where many of its more than 15,000 volunteer expert members meet to agree upon the direction of future conservation efforts.

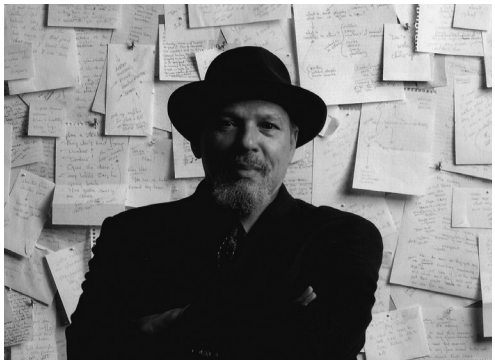
"Nature 2030" is a featured resource that outlines the IUCN's long-term vision of focusing on people, land, water, oceans, and climate. Current IUCN-funded projects can be viewed in the "Open Project Portal" from the main navigation menu under "Our Work." The portal transparently lists the financial flow from "income to impact," includes a map of current projects, overall budget, expenditures, major donors, etc. It also includes a list of 15 areas of focus that include "Business and Biodiversity," "Marine and Polar," "Nature-based Solutions," "Species," "Water," "World Heritage," and more. Information throughout the site can be accessed through these common themes.

Also under "Our Work" in the main navigation bar is a list of conservation themes and regions where current projects are conducted or where there is important news. This is where the bulk of the useful IUCN information can be quickly accessed. The links under "Regions" take viewers to featured content that include current stories, news, blog posts, and a map of the area. Further down the page is the regional office news and resources, which provide yet another way to access information through dropdown menus for type [of news], country, [conservation] theme, and topic. The topic of climate change, for example, yields more than 1,500 items.

The "Resources" link includes all IUCN publications, resources, and "Conservation Tools." Note that "Conservation Tools" offers a vast collection of various publications, policy statements and briefs, factsheets, position papers, webinars, infographics, multimedia resources, and other useful resources for conservationists and researchers. There is a helpful link to the IUCN Library with a ton of additional resources. Biology students and all those interested in conservation will find the IUCN site useful.—*John Repplinger, Willamette University, jrepplin@willamette.edu*

Call for reviewers

If you're interested in writing for the "Internet Reviews" column in *C&RL News*, please contact Joni Roberts (jroberts@willamette.edu) or Carol Drost (cdrost@willamette.edu). Be sure and include your subject interests with your email, and reviews need to be approximately 380 words. We look forward to hearing from you!



August Wilson, photographed by David Cooper. Image courtesy of August Wilson Archive, University of Pittsburgh Library System.

The University of Pittsburgh Library System (ULS) has received a $1 million grant from the Henry L. Hillman Foundation to support the final preparation of the August Wilson Archive for its opening to the public followed by two years of support for in-depth public engagement with the archive. This is the biggest grant in the history of ULS and builds upon the many other charitable donations and grants supporting this project. ULS acquired the archive of Pittsburgh native August Wilson in 2020. Wilson is one of the greatest American playwrights and is most widely known for his American Century Cycle. All 10 plays in the cycle were produced on Broadway—two of them earning Wilson the Pulitzer Prize for Drama. Funding from the Henry L. Hillman Foundation will support the final stages of processing the archive and focus on partnering with local and national groups and organizations to see the Wilson archive come to life and be integrated into the lives of the local communities. The ULS will, among other things, reach out to students and instructors in Pittsburgh Public Schools, create public programming and exhibits, and offer research opportunities for local organizations and individuals interested in Wilson's work. The archive is being processed and will open to the public in January 2023.

An international team led by University of North Texas (UNT) scholars has been awarded a $1.2 million grant from the Mellon Foundation to develop core scholarly infrastructure for the community-governed sharing of quality, interoperable, open access book usage data. The OA Book Usage Data Trust project aims to make book usage data more accessible for libraries, presses, publishers, and others interested in scholarly impact. To achieve this, the team, led by Christina Drummond, an expert in data stewardship who has joined UNT Libraries as executive director of the OA Book Usage Data Trust, is developing data governance and administration mechanisms for the ethical exchange of digital book usage data between public and private book publishing stakeholders. The additional funding from the Mellon Foundation will support multi-stakeholder development and documentation of community norms pertaining to book usage data sharing and governance.

The National Information Standards Organization (NISO), the Partnership for Academic Library Collaboration and Innovation (PALCI), and the Lehigh University Libraries, along with 27 other partner organizations, have been awarded a National Leadership Grant for Libraries by the Institute of Museum and Library Services (IMLS) for a Collaborative Collections Lifecycle Project (CCLP). The project will create a suite of best practices, improve standards, and prototype middleware infrastructure for the development and management of cooperative collections development. It aims to enable the efficient acquisition of collections and the sharing of those collections, along with related services, by developing a framework that libraries and consortia can use to share expertise, data, and collections to efficiently steward limited resources in serving library patrons.

Ufuoma C. Abiola

Ufuoma C. Abiola has been named the inaugural executive head and associate university librarian for Diversity, Equity, and Inclusion (DEI) at the Princeton University Library (PUL). In her role, Abiola will provide strategic vision, advice, and leadership for DEI initiatives across PUL. Reporting directly to University Librarian Anne Jarvis, Abiola will serve on the Library Strategy Council senior leadership team. With Abiola's expertise and leadership, Jarvis and the staff of PUL look forward to strategically supporting PUL's DEI statement and North Star statements and to expanding and building on the PUL Racial Equity Action Plan, which includes numerous initiatives for fostering a culture of inclusiveness for both library staff and users.

John F. Kutsko, current executive director of the Society of Biblical Literature, will become Atla's next executive director effective December 30, 2022. He succeeds Brenda Bailey-Hainer in the role.

Sarah Quigley has joined the University of Nevada-Las Vegas University Libraries as the new director of Special Collections and Archives. Quiqley brings 16 years of archives experience, and most recently served as the head of Collection Processing at the Stuart A. Rose Manuscript, Archives, and Rare Book Library at Emory University. She began her career in archives at Abilene Christian University in Texas and worked at the Jesse Helms Center in Wingate, North Carolina, before moving to Emory University. In addition to her archives work, Quigley has taught classes on archives and collections care for the Foundation for the American Institute for Conservation and the Society of American Archivists and taught in the Master of Archival Studies Program at Clayton State University.

Deaths

James "Jim" Robert Rettig, former dean of libraries at the United States Naval Academy in Annapolis, Maryland, has died. Upon his retirement in 2017, Rettig returned to Williamsburg, Virginia, full-time and became a devoted student of the Osher Lifelong Learning Institute at the College of William and Mary, taking classes geared toward retirees that piqued his interest and sustained his insatiable lifelong desire to learn. In addition to his work at seven universities, Rettig spent his career as an active and involved member of ALA and ACRL, where he maintained deep and abiding relationships with his fellow librarians across the United States, working together to improve and expand the profession of librarianship and information services. He served on a variety of ALA committees from the early days of his career in 1979, eventually campaigning for and being elected to the presidency of the organization in 2008–2009. After his presidential term ended, his devotion to the ALA was evident in his willingness to continue to serve on high-level committees and task forces as an emeritus figure.

Fast Facts

Google not so popular with Gen Z-ers

When it comes to searching for information on the internet, about 40 percent of Gen Z-ers prefer to use platforms like TikTok or Instagram instead of Google. That is according to internal research at Google, who surveyed a group aged 18 to 24. The general reason cited by most of those surveyed was that they prefer visual platforms over Google's text-based platform.

Kalhan Rosenblatt, "Many Gen Zers Don't Use Google. Here's Why They Prefer to Search on TikTok and Instagram," NBC News, July 19, 2022, https://www.nbcnews.com/tech/social-media/many-gen-zers-dont-use-google-s-prefer-search-tiktok-insta gram-rcna38221.

The value of higher education

"A majority [of Americans surveyed] (64 percent) believes that adults living in the United States need some sort of postsecondary credential to ensure financial security, with 27 percent saying that Americans need at least a bachelor's degree or beyond. Over three-quarters of Americans (76 percent) continue to believe that education beyond high school offers a good return on investment for students. About half of Americans (52 percent) believe that students have access to an affordable, high-quality education after high school."

Rachel Fishman, Sophie Nguyen, and Louisa Woodhouse, "Varying Degrees 2022: New America's Sixth Annual Survey on Higher Education," New America, July 26, 2022, http://newamerica.org/education-policy/reports/varying-degrees-2022.

Surge in independent bookstores

"More than 300 new independent bookstores . . . have sprouted across the United States in the past couple of years, in a surprising and welcome revival after an early pandemic slump." Bookstore sales fell nearly 30 percent in 2020, but bookstores appear to be rebounding. The American Booksellers Association "now has 2,023 member stores in 2,561 locations, up from 1,689 in early July of 2020."

Alexandra Alter and Elizabeth A. Harris, "Some Surprising Good News: Bookstores Are Booming and Becoming More Diverse," ***New York Times***, July 10, 2022, sec. Books, https://www.nytimes.com/2022/07/10/books/bookstores-diversity-pandemic.html.

Internet usage among U.S. teens

"Nearly half of all U.S. teens (46 percent) say they use the internet 'almost constantly,' according to a new poll, around double the percentage (24 per-

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cent) that reported the same usage in 2014–15. Nearly all (97 percent) say they use the internet daily. More than half (53 percent) of teens who almost constantly use at least one social network say they are on social media too much. Most teens (75 percent) say they visit YouTube daily, and around half say they use TikTok daily, Snapchat and Instagram at least daily."

Sara Fischer, "Internet Usage Skyrocketing among U.S. Teens," Axios, August 13, 2022, https://www.axios.com/2022/08/13/teens-online-habits-study.

Higher education enrollment

"College attendance among undergraduates has fallen almost 10 percent since Covid emerged in early 2020. Nearly 1.3 million students have disappeared from American colleges during the Covid-19 pandemic. Research shows that if students stop out, or take a leave of absence, they may not continue with their studies, and that's particularly true for those from disadvantaged backgrounds."

Karin Fischer, "The Shrinking of Higher Ed," ***Chronicle of Higher Education***, August 12, 2022, https://www.chronicle.com/article/the-shrinking-of-higher-ed.