

College & Research Libraries

news

Association of College & Research Libraries



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This month's cover features detail of a sketch of Scott Hall on the Rutgers University, The State University of New Jersey campus, as seen from inside the Rutgers Art Library, by Art Librarian Megan Lotts. This image is part of a project titled "Drawing Rutgers" which was inspired by the Rutgers Urban Sketching project (<https://libguides.rutgers.edu/urbansketching/drawingexhibit2021>).

Like scholarly research, Urban Sketching relies on observation, analysis, storytelling, and contributing to a community of knowledge, and both practices are building blocks for other, more finished projects. To see more of Lotts' work from the "Drawing Rutgers" series, view the Google map at <https://go.rutgers.edu/drawingrutgers> or follow @MCLotts on Instagram.

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Giant Bible of Mainz digitized by the Library of Congress

The Giant Bible of Mainz, one of the last handwritten giant bibles in Europe, has now been digitized by the Library of Congress, ensuring online access to an important national treasure from the 15th century. The Giant Bible is famous for having been copied by a single scribe, who precisely dated his progress between April 4, 1452, and July 9, 1453. These dates are remarkable because they place the creation of this manuscript bible in proximity to the first printed bible crafted in Europe, the Gutenberg Bible.

While it has never been in question that the Giant Bible and the Gutenberg Bible were created around the same time, scholars were previously less certain about the location of Mainz, Germany, as the birthplace of both bibles. The Giant Bible of Mainz received its name from an inscription on the first leaf of the manuscript, which states that in 1566, Heinrich Stockheim, cantor at the Mainz Cathedral, signed the bible over to the cathedral's custody. This early evidence of the bible's presence in Mainz, coupled with the stylistic influence of the Middle Rhine upon certain aspects of its paintings and illuminations, suggested Mainz as a place of origin. In its digital form, the Giant Bible of Mainz can now be accessed by people across the globe and will be preserved for future generations. Learn more at <https://www.loc.gov/exhibits/bibles/the-giant-bible-of-mainz.html>.



Cover of the Giant Bible of Mainz.

Nominations sought for ACRL Board of Directors

Don't be shy! Your participation matters and we invite you to be a part of shaping the future of ACRL. The ACRL Leadership Recruitment and Nomination Committee (LRNC) strongly encourages members to nominate themselves or others to run for the position of ACRL vice-president/president-elect and director-at-large in the 2024 elections. We seek Board members who have demonstrated expertise in librarianship or related professional areas, but it is not a requirement to be a library director or dean to be eligible to serve on the Board. The deadline for nominations is February 15, 2023. To nominate an individual or to self-nominate, please submit the nomination form at <https://www.surveymonkey.com/r/acrlboardnominations>.

LRNC will request a curriculum vita and/or a statement of interest from selected individuals prior to developing a slate of candidates. Contact LRNC Chair Marilyn N. Ochoa at mochoa@middlesexcc.edu with questions. Additional information about the ACRL Board of Directors is available on the ACRL website at <https://www.ala.org/acrl/resources/policies/chapter2>.

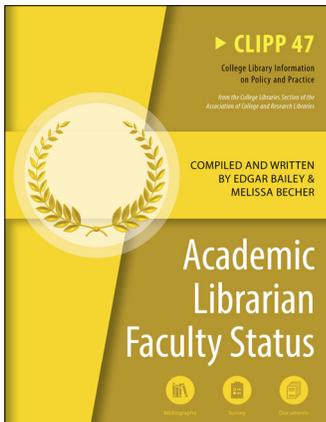
Project MUSE adds University of Toronto Press books

Project MUSE recently announced an expansion of its relationship with the University of Toronto Press (UTP) to make the publisher's academic books available on the MUSE platform. UTP, which has had journals on MUSE for nearly two decades, is expected to contribute more than 100 new book titles annually to the Project MUSE Annual Frontlist books collections beginning in 2023. UTP is also expected to make a significant quantity of backlist books available on the MUSE platform over the next year, and their titles will be available for purchase individually—direct with MUSE or via distribution partners GOBI and OASIS, through MUSE's Books Custom Collections model, and for inclusion in Evidence-Based Acquisitions programs.

MIT Press joins OpenAthens Federation

The MIT Press has announced that it has joined the OpenAthens Federation. A secure, cloud-based service that provides a fast and reliable connection to digital content, OpenAthens will help extend the reach of MIT Press content to more library customers globally. OpenAthens provides federated single sign-on to library resources from any country or sector. Many libraries are increasingly turning to federated single sign-on because it is secure, stable, and scalable, especially compared to IP recognition. Thanks to the new partnership, 200 mutual MIT Press and OpenAthens library customers now benefit from a more secure and seamless user experience when accessing MIT Press journals. To learn more about OpenAthens federated single sign-on, visit <http://openathens.pub/IPvsOpenAthens>.

New from ACRL—Academic Librarian Faculty Status



ACRL announces the publication of *Academic Librarian Faculty Status*, compiled and edited by Edgar Bailey and Melissa Becher, book number 47 in ACRL's CLIPP series. This book focuses exclusively on tenure, promotion, and appointment at small to mid-sized academic libraries and provides many sample criteria and policies for librarians with and without faculty status.

The College Library Information on Policy and Practice (CLIPP) publishing program, under the auspices of the College Libraries Section of the Association of College and Research Libraries, provides college and small university libraries analysis and examples of library practices and procedures. *Academic Librarian Faculty Status* contains a thorough literature review and bibliography, analysis and discussion of survey results, and sample criteria, policies, and guidelines for librarian appointment, promotion, and tenure.

No other group of employees in higher education has occupied quite the same ambivalent status on campus as librarians. The debate over granting librarians the same rights and responsibilities as faculty has generated a substantial body of literature over the years. Most of this research has tended to focus on either a mix of institutional sizes or on large universities, with a surprising dearth of studies of smaller institutions. The results of the survey reported in CLIPP #47 fills this gap, as well as offering practical information and sample tenure and promotion documents and policies.

Academic Librarian Faculty Status is available for purchase in print and as an ebook through the ALA Online Store; in print through Amazon.com; and by telephone order at (866) 746-

7252 in the United States or (770) 442-8633 for international customers.

NIH Data Management and Sharing Policy report now available

The Association of Research Libraries (ARL), Association of American Medical Colleges (AAMC), and Association of Academic Health Sciences Libraries (AAHSL) have released a new report, Institutional Strategies for the NIH Data Management and Sharing Policy. The report shares infrastructure, services, and policies that institutions have developed to meet the requirements of the forthcoming US National Institutes of Health (NIH) policy. The report, along links to ongoing institutional efforts and other relevant initiatives, is available at <https://www.aamc.org/about-us/mission-areas/medical-research/nih-data-management-and-sharing-policy>.

Indiana State Library named 2022 Federal Depository Library of the Year

The US Government Publishing Office (GPO) named Indiana State Library as the 2022 Federal Depository Library of the Year. The library was selected for its excellent promotion and preservation of government information and for its programs that improve awareness and literacy of government information. The library began collecting Federal documents when it opened in 1825, and the collection has been growing ever since. The Indiana State Library has one of the largest printed collections of US Government publications in the country and provides instructions on accessing government information to the entire state of Indiana for both school-age children and adults. It hosts a government Information Day, a free biennial conference for librarians interested in learning about government resources and improving information literacy. The Indiana State Library Regional Coordinator runs and maintains the Indiana Federal Documents website, which features several guides, resources, and blogs related to government information. As a Preservation Steward, the library preserves the Official gazette of the United States Patent Office (1872–1965), Public Papers of the Presidents (1984–2012), Acts of Congress (1789–1877), Statutes at Large (1877–1965), and more. ❧

Tech Bits . . .

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

Microsoft Whiteboard (free, as part of Office 365) is a virtual whiteboard to allow for student engagement with blended courses, and to meet student accessibility needs in information literacy instruction sessions. I always start with one of their more than 60 templates and adapt it to meet my needs. I love using a background to mark important sections, keeping students focused in one area. I use the locking feature to ensure students don't accidentally move pieces around the board. While not overly complicated to use, Whiteboard offers tools such as stickies, highlighters, markers, image insertion, infinite board, drag and drop, and voting.

Tip: If you like a board you created, make a copy before using. This keeps a fresh copy ready when you need it!

—*Kimberly Auger*
Millersville University

... **Microsoft Whiteboard**
<https://www.microsoft.com/en-us/microsoft-365/microsoft-whiteboard/digital-whiteboard-app>

Annmarie Magurany and Elizabeth Dill

BIPOC librarians and retention

Mentorship and supportive relationships in the workplace

Academic Library Workers in Conversation is a bimonthly *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 front lines. This issue's conversation with Annmarie Magurany and Elizabeth Dill focuses on mentoring and supporting BIPOC library workers.—*Dustin Fife, series editor*

Elizabeth Dill (ED): Annmarie, I got an idea from a *Harvard Business Review* article, and it got me thinking about our mentoring relationship. If you were to write a “job description” for your ideal mentor, what would that look like?

Annmarie Magurany (AM): Something like this:

“Help Wanted: Seeking an encouraging individual to be a mentor, as I’m an early-career academic librarian. Reporting to me, the mentor assists new librarians one-on-one in developing their career path. The mentor will divide their time between reference librarians of various backgrounds. A positive, encouraging attitude is a must as this position is about building me up. Specific responsibilities would include someone who is approachable, has good communication skills, and has the desire to work with persons of diverse backgrounds.”

ED: You mentioned that the mentor needs to be comfortable working with persons of diverse backgrounds. Would you, as a mentee, have a preference for a mentor with a (racial) background similar to yours? You won’t hurt my feelings if you say yes.

AM: Great question, and for me personally, the answer is not necessarily. While it would certainly be valuable to gain insight on the progression to leadership of a person with a (racial) background similar to my own, I would not want to unnecessarily limit my path to the seeking of knowledge. With the mindset of life-long learning, I would be remiss to only seek the experiences of specific peoples and not of all with whom I have an impactful connection and might exchange varying experiences.

I think that it is valuable to see representation of oneself within leadership in any organization, especially for historically marginalized groups. It helps signal the organization is not just open to theoretical inclusion but follows through on the ideals expressed in DEI

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statements. But ultimately, no, I do not believe that a mentor and mentee need to have a similar background.

ED: Interesting. I had assumed it would be beneficial for you to have someone who identifies as BIPOC as a mentor. I don't have the lived experience you have, and while I certainly do my best, I can only mentor what I know. For instance, our organization sends folks to the JCLC [Joint Conference of Librarians of Color] conference. What if I didn't even know about it to facilitate trips? I try to own my privilege, but what about leadership hurdles specifically pertaining to Black librarianship, for example.

AM: That is true. However, let me bring up what I think you have mentioned once before: the idea that one can have multiple mentors. I think that is brilliant to be able to turn to multiple people, as we all have experiences of equal value but with a multitude of perspectives. You mention leadership hurdles that pertain to Black librarianship. I think the mere fact that I haven't often seen representation of Black leadership in my time within academic libraries (or any libraries, for that matter), I may think that the role is not for me (that someone like me wouldn't be accepted into that position). Obviously, my credentials would play a role for qualifying for that position, but one hidden (or at least not so obvious) hurdle is to see a lack of examples as meaning that such roles are an impossibility for a young Black woman, even one with those qualifications. That's when representation matters—to influence the up-and-coming. It's also about finding wonderful people currently in leadership roles, such as yourself, who take chances with people they see as having the potential to carry a leadership role, regardless of similarities or differences to their own story.

ED: Yes, I agree. I think having multiple mentors is key. The more variety of experiences (and people!) you can encounter in the field, the better. And I'm so sorry you haven't encountered more representative leadership. I believe the latest data is that librarianship is 87% white? That said, we need to get you in more library spaces where BIPOC library leaders are visible, maybe even on Library Twitter.

I am highly concerned with retention of new librarians like yourself. For all the reasons you mentioned, there are numerous motives for why one would want to switch institutions or even leave the profession altogether. Does our mentoring relationship contribute in any way to your wanting to stay at our institution, at least for a time? If so, how?

AM: I appreciate your concern for the retention of new librarians as I do believe it starts with awareness, especially among our leaders. A desire to “walk in the shoes” of another could simply entail asking oneself, “If I were that person, what would I need in order to feel comfortable within my work environment?” My answer would be equality, mutual trust among my fellow staff members, and the freedom to be comfortable in my own skin.

Being comfortable in one's own skin is easier to do when the other 87% of the staff is of a similar likeness to one's own self, if I am speaking honestly. Every one of us knows what it feels like to attend an event or a social setting where you feel like the odd one out; you try to find any commonalities with the people there and hope to fit in, even a little. Our place of work is also a social setting, and we can all agree that it is hard to fit in when the prevailing culture is one that you did not spend a lot of time among. While it is important to remind and encourage all people to be open-minded and inclusive in everyday action, I believe retaining BIPOC can be a key in bringing that statistic more in line with the national racial average.

Mentoring, of all staff, is a way to show a desire to see, and take part in, personal and professional growth. It allows for a personalized outlet, a trusted advisor, for questions or comments that might feel stupid, or at least uninformed, in a larger group setting. This has the added benefit, when pairing people of different cultures as mentor/mentee, of providing an opportunity to see the workplace, the organization, the world through a different pair of eyes. In that way, everybody involved has something to gain.

To finally answer your question—does our mentoring relationship contribute to my wanting to stay at our institution for a while—my answer is very much so. It allows me to feel appreciated even though we have different lived experiences. I have not experienced a true mentoring relationship in the workplace. I can last think of having a mentor in my final two years of high school, someone who helped me with college applications. I will never forget that person because she helped me a great deal and was so kind. I have the same thoughts about our mentoring relationship.

As my high school mentor pointed out things I needed for my applications that I did not know about, you have mentioned conferences and even Library Twitter that I can look to, which I was previously unaware of! The feeling of having someone looking out for me, encouraging my success, absolutely makes me want to stay a while because it helps give me a sense of belonging. It makes me feel as though I am not just another worker in my work environment. Unfortunately, many people end up feeling that way after working in any place for a while, regardless of what culture they are from, especially if there is a lack of support from peers or leadership. This encouragement helps me to feel valued at work, which is what we all hope for in a job.

ED: Thank you for all your wisdom, Annmarie. Mentoring and being mentored have been essential parts of my career and journey. I hope no matter where life ultimately takes you, you'll pay it forward someday too. ♪

Erin Carney

Let the other departments send you students!

Marketing library services through the tutoring office to increase visibility

As any librarian knows, visibility on campus is an active and ongoing journey.¹ While students might see a library presence at freshmen orientation or remember a one-shot attempt of a total library resource overview from a librarian in a required English course, during the rest of the semester librarians strive to stay at the forefront of students' minds for their research process and curiosities. Even when students come into the library regularly as a community space and see librarians, they might not always know the types of questions that are appropriate to ask, other than printing assistance and bathroom location.² Marketing librarians' skills and expertise is integral to establishing our necessity and profile on campus.³

Our small university library has found that partnering with our tutoring center more clearly and effectively markets our services to our students, and faculty has increased library services and engagement.

About our library and students

Holy Family University (HFU) is a private university in Northeast Philadelphia. We enroll about 3,000 students, 92% of whom are commuters. Nearly 40% of our students self-identify as the first generation of their family to attend college. The top two academic programs by enrollment are psychology and nursing, with our nursing students making up 49% of our undergraduate population. Both majors require the use of the American Psychological Association Publication Manual (APA) style of academic writing for most of their college careers. The HFU library maintains a staff of two paraprofessionals, our director, and four full-time librarians. All librarians share hours at the reference desk, and three of us regularly instruct library sessions.

Recognizing a need

When I started my position as information literacy librarian at HFU's library last year, I was warned to brush up on my APA skills. Indeed, each semester undergraduate senior nursing students would flood the library asking questions about citations for their final paper (notoriously graded rigorously for APA compliance). Doctoral students close to submitting their dissertations would frantically approach us with detailed, winding APA formatting questions. We would get a few other students from disparate majors and classes trickling in with similar reference and citation questions around midterms and finals. By the students' own admission, because they had not initially written their papers with strong APA scaffolding,

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fixing it was often onerous and almost more stressful than writing it.

Students are taught APA and MLA formatting during their foundational English 101 and 102 classes—required courses to graduate for all majors. It is easy to understand how students might not recognize these skills immediately as the building blocks for the rest of their academic careers here at HFU, or how one or two semesters of APA could quickly slip out of memory to make way for other classes. While this has been anecdotally communicated by many students across our campus, nursing students in particular face added challenges of citing gray literature in the manifestation of medical inspection forms, codes, and reports. Education majors frequently must cite complicated laws and sanctions. Who better to guide the categorization and citation than a librarian?

Our tutoring center, the Center for Academic Enhancement (CAE), collaborates once a semester with the library to teach APA workshops before finals, but apart from what instructors review in class, this is all the support the students typically get. There have

been many articles detailing academic libraries' efforts of conducting citation workshops supported by tutoring services.⁴ Frequently, libraries and tutoring services combine forces to share academic resources and cross-promote each other's services.⁵ While our university's CAE has excellent tutors, many of whom are very versed to spot APA intricacies, we felt that the librarian needed to be a "resident expert" in the unintuitive language of citation.⁶

My idea to create one-on-one librarian/student citing and reference counseling stemmed from the obvious need for a campus authority on the style, as well as an eagerness to upgrade our reference meetings, our workshop requests, and our general profile on the campus. One of the main ways we got more students in the door was advertising specifically through the tutoring center's resources.

Partnering with the tutoring office—organizing and scheduling

When students need reference assistance, they usually come into the library in person or virtually contact us to address a specific query (often through email or our website's chat feature). If necessary, we sometimes schedule appointments after our initial reference interaction. Because many students want to check in about APA and citation compliance before a large paper is due, I arranged for librarians to be booked specifically for citation review through the CAE's scheduler (the WCOonline interface). We also linked to the CAE's scheduler for citation-specific appointments on our own library website. While all other CAE-employed tutors competent in references and citations are listed as "English tutors,"

Screenshot of the tutoring form.

Sep. 15: Thursday	8:00am	9:00am	10:00am	11:00am	12:00pm	1:00pm	2:00pm	3:00pm	4:00pm	5:00pm	6:00pm	7:00pm
Akim (Study Skills for Athletes) ADMINISTRATORS ONLY FACE-TO-FACE & ONLINE												
Alex (MATH) FACE-TO-FACE & ONLINE												
Alexa (Public Speaking) OL ONLINE ONLY												
Allison (ENGL) FACE-TO-FACE & ONLINE												
Farkhunda (MATH) ADMINISTRATORS ONLY FACE-TO-FACE & ONLINE												
Frank (ENGL)(Professional) FACE-TO-FACE & ONLINE												
Garcelle (MATH) FACE-TO-FACE & ONLINE												
Gianna (ANATOMY, CHEM) OL ONLINE ONLY												
Jianxin (MATH, CHEM, PHYS) (Professional) ONLINE ONLY												
Kaitlyn (BIOL, ENGL) ADMINISTRATORS ONLY FACE-TO-FACE & ONLINE												

Screenshot of the tutoring interface.

we are the only profile students can book for APA/MLA reference support. We have weekly hours that we adjust if needed. We only have one profile, and I divvy up appointments between the librarians.

Occasionally, if a student wants to continue their work with the individual librarian they met, they will schedule another appointment directly with the librarian, though we encourage them to use the scheduler during peak assignment crunch times. We track these privately booked sessions through our references and services tracker. The CAE tracks our sessions through their own software and can give that data to us for our own assessment purposes.

We saw an immediate and sharp increase in library engagement once we were on the CAE's scheduler. Our reference questions and consultations increased by 144% from the 2020–2021 to 2021–2022 academic years.⁷ We had an increase of 304% in reference questions and consultations specifically centered around citations.⁸ Our presence on an interface that students used when they were already actively seeking help further alerted students that we are a resource for them when they are hunting for one-on-one assistance. If they were unable to book an appointment, they would email us, engage with our web chat feature, or come in with questions. Oftentimes, these questions shot beyond APA, venturing into locating sources and search strategies.

What citation and reference counseling can look like

We felt that setting boundaries of what the librarian can provide (as opposed to the tutor) is very important. Librarians looking over citations should make a point to tell the students that they are not reading their papers for content, grammar, style, or quality of writing as an English tutor would.

Our librarians check that the basic framework, formatting, and citations are in order. They review with the student how to create references and in-text citations, and together will look at websites from their reference pages to glean authorship and discern which information is relevant to include and cite. If necessary, librarians will review when it is appropriate to cite and what accidental plagiarism looks like.

Most importantly, we can use these consultations to build a bridge to our other services. If the student doesn't feel they have enough sources to support their paper, the librarian will collaborate with them to discover more sources, working with them to brainstorm key terms and modes of inquiry. Because we see many students in the same culminating seminars, we can familiarize ourselves with which websites and sources can be most helpful for them. This is usually several steps beyond what a regular English and writing tutoring session offers.

Resulting projects and partnerships

As a result of assisting so many students on assignments, I collaborated with the CAE and other librarians to create faculty-approved templates for assignments and departments: blank text is structured and formatted correctly with a handful of example reference entries that students frequently use. Students have cried (from relief) when I have shown them these, as having a skeleton structure highly alleviates stress.

Because of our heavy involvement in nursing students' classes, more opportunities were requested by the students for intensive search strategy workshops and presentations by the librarians. As our reputation among the students grew, we started getting more instructors lauding the librarians' help at the time they were assigning large projects, and we now get sent more students at the beginning of their research process.

Because of our emerging prominence as citation experts, we have been given the opportunity to conduct APA and citation workshops with undergraduate classes in which we create reference entries and in-text citations from their sources or focus on activities that hone their ability to paraphrase. As a result, these students will also seek us out when they have difficulty figuring out the proper citation for a source, increasing our reference appointments. For masters and doctoral students, I have been invited to have hands-on workshops with them in their classes, putting up their papers on the projection board and going through the rules and guidelines together, along with reviewing how to cite trickier sources (our education majors frequently cite legal and government sources).

Most rewarding, however, is the amount of relationship-building this has established with our students and faculty. So many more students and instructors know us by name now

Suggestions for collaborating with your tutoring office

- Sniff out the need. What are students most crazy-eyed about during midterms and finals? Talk to faculty about what is most frustrating for them. For our nursing undergrads and education doctorates, it was APA. For my psychology undergraduates, it was plagiarism. Identify the biggest headaches for the instructors and students.
- Work with the tutoring office on defining what services you're marketing. It could be "research support," "search term refinement," or your liaison subject. What will draw the students' eyes that you can realistically provide?
- However you market yourself, make sure that the students will have clear expectations about what you are able to help them with, and where the boundary lies between you and a tutor.

and will request specific librarians when they have reference questions, or at the very least understand that librarians are ready and available to help them with even the smallest questions. Faculty have been consulting librarians more for assistance in their own scholarship as well, and there has been more embedded librarianship for certain classes as a result of our outreach through this program.

Lessons learned

One of the surprising things to me was how much this initiative took off. We initially had two librarians staffing this project, but as bookings started flooding in, we increased that to all four available librarians.

We made mistakes. Because we were still learning, we had a couple of faculty members contact us to double-check about the advice we had given students only to discover we had incorrectly instructed them. While embarrassing, it was a good learning experience, and it was part of the process of coordinating with professors on assignment expectations so we can better assist students.

Some of our ongoing challenges are defining the students' expectations and our boundaries. At what point do we refer them to a different tutor? What language do we use with students who want us to do their papers for them? How do we make sure they're learning and not just using us as an editing service? Collaborating with the tutoring service for guidance was greatly helpful.

Go forth and collaborate!

We continue to see positive results from this endeavor a year and a half after its implementation. It has engendered a closer relationship with our tutoring center, which not only helps point us to classes and academic areas that might need our help, but also encourages cohesion in our two departments' approaches to assisting students. We believe strongly that this model can benefit other small universities and colleges in the effort of advancing visibility and services. ♪

Notes

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Matthew Buckley

Lying eyes

The (misleading) perception of collections

“Your eyes can deceive you. Don’t trust them.”¹ Obi-wan Kenobi (Alec Guinness) tells this to Luke Skywalker (Mark Hamill) in one of my favorite films, *Star Wars: A New Hope*. The interesting observation about that line is most of the time you can trust what you see with your own eyes. However, there are those select occasions where things may be hidden or not quite as they seem.

As a collection development librarian, I help oversee and monitor our library’s print and electronic collections. One of the problems that I see (and sometimes hear about) through feedback is the physical appearance of our print collection. Row after row of books collected from decades ago containing shelf after shelf of faded spine labels. Honestly, this dilemma is not new. How do we strike a balance of changing formats while battling a visible perception of outdated materials and their impact on the perception of the library? Sure, weeding helps with some of this. However, without options to effectively rejuvenate the collection, all weeding would be doing is subtracting rather than supporting. Plus, some libraries including my own do not necessarily have easy remote storage options. There are also many other factors involved, including user preferences, allocation methods, usage data, collaborative collecting, and more.

For the better part of 25 years libraries have been dealing with the situation of how to handle, curate, and market monographic materials in two completely different formats: print and electronic. Some libraries with exceptionally large budgets can afford to collect large swaths of material in both. However, for many of us though that is not a reality. We prioritize areas and order what we can in print but with an appreciative eye toward ebooks, especially in the subject areas that change rapidly. Collecting is hard though because the future of book collecting in academic libraries is not crystal clear. Will we eventually reach the day when most libraries only have ebooks? Perhaps. Perhaps not.

This is a conundrum that becomes more complex when you combine budgetary constraints, changing (or hybrid) formats, and space limitations. One of the ironic downsides of a decent-size collection is more recent print items can become hard to find while browsing, especially if the collection is not heavily weeded. This leads to that common refrain I hear regarding appearance, browsability, and practicality. What might our students think if they browse the shelves and see a barrage of books from 20 or 30 years ago? This observed reality regarding an older physical appearance for most libraries, including mine, is misleading. We are getting new materials.

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This past year our library will have added several thousand new titles, including titles from the last few years. The difference is that most of them are electronic. Our library currently has more than 100,000 print items in the collection, but this is a drop in the bucket compared to ebooks. We have several hundred thousand ebooks, including thousands of new titles from the past several years as part of ebook subscriptions and other ebook selection plans. With finite budgets we cannot duplicate most purchases. This means the print collection must be strategic and targeted in nature. When we do buy print copies, they are usually faculty requests, select highly recommended course-related titles, or disciplines where the collection does not age as quickly (such as the humanities). Most of the growth in the monographic collection is among our ebook subscriptions and packages because of the flexibility and practicality they offer.

Most faculty and students will use our discovery layer and find these materials without too much trouble. From personal observation though, there is still a small but loyal subset of users who like to browse shelves to see what is available. There is also a general concern about what overall impact section after section of older materials has on the perception of the library as a modern facility of information and discovery? Plus, how do we effectively advertise, market, and communicate the hidden nature of digital materials in a real-life setting?

This is where libraries, including my own, need to do a more thorough and creative job of marketing and communication. Make sure all users, especially those in the building, are aware of the digital side of the collection. Some libraries have inserted collocated displays or QR codes as a way of highlighting the digital side of the collection.² Part of me also wonders if we should have touch-screen signage or TV monitors near the collection advertising all the materials that are unseen but easily accessible, such as ebooks and streaming videos.

As we continue down the path of digitalization and transition raises the interesting prospect of what the future of the monographic collection is and browsing in general. Honestly, I am still not sure. Will we continue to try and develop two formats where we try and keep a relevant and useful print collection while expanding electronic access, or will print eventually fade away? Either way, it is a challenging situation. And we should be prepared for all options—and opinions—perceived or not. //

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Carrie Donovan, Christopher Lemery, Rob Stammitti, and Clare Withers

Iron City icons

Pittsburghers yinz should know

The city of Pittsburgh has been inexorably shaped by its people, many of whom have achieved success in ways that are too vast to feature here. In this piece, we will introduce you to four Pittsburghers who were legends and revolutionaries in their own time. They have influenced our collective culture and consciousness in extraordinary ways. These individuals showcase the spirit of community and activism that has been inherent to the people of Pittsburgh over the centuries. They were engaged in the sociopolitical atmosphere of their times and left us with enduring legacies that continue to shape the heart of our city.

Joe Magarac: Folklore or Fakelore?—Clare Withers

You have probably heard of Paul Bunyan, the lumberjack who was 63 ax handles high and capable of superhuman feats. Or Pecos Bill, who as a baby fell off the back of a wagon along the Oregon Trail, was raised by coyotes, and became the roughest, toughest cowboy of the American West. But have you met Pittsburgh's own larger-than-life millworker, Joe Magarac?

Joe was born of an ore mountain and made of steel. The story goes that he appeared in Braddock, Pennsylvania, where a group of young men were competing in a contest of strength for the hand of Mary Mestrovich. Joe bested them all, lifting an unimaginable amount of steel bars along with one of the competitors. He declined the honor so that Pete Pussick, the second-place winner who was courting Mary, could wed his sweetheart. Joe was a nice fellow but had little interest in anything except making steel! He was tall as a smokestack, with hands big as buckets. He would dip into a vat of molten steel and squeeze out ingots between his fingers. He sculpted cannonballs from cooling metal like a child making snowballs. He happily worked around the clock again and again, doing the work of 29 men.

Tall tales such as these, ostensibly from an oral tradition, promulgate culture. Where did the narrative of the mill hunk who lives to work and is unaffected by harsh conditions come



Photograph of Joe Magarac by William Gropper, 1947. Courtesy of the collection of the University Art Gallery, University of Pittsburgh.

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from? There is a lot of conjecture about the origin of the story. In a 1931 *Scribner's Magazine*, a Pittsburgher and unsuccessful screenwriter, Owen Francis, introduced Joe and claimed he overheard the stories when working in the mills, placing the tale firmly in the oral tradition.¹ Over time, writers such as Hyman Richman of the *New York Folk Quarterly*,² and Stephanie Misko,³ a writer with ties to the Mon Valley, surveyed Eastern European mill workers and found not one of them to be familiar with Joe. In 1950, American folklorist Richard M. Dorson questioned the origins of many tall tale figures and coined the term fakelore.⁴

Is Joe a celebration of the region, emblematic of the best qualities of immigrant mill workers that enabled the production of quality steel? Or is he the epitome of a good worker—uncomplaining, content with low wages, and unconcerned with hazardous work conditions?

Joe is enshrined in the pantheon of American tall tale figures, included in books like *The Treasury of American Folklore* by B. A. Botkin.⁵ His story expanded to include more commentary about the immigrant experience and was captured in Irwin Shapiro's 1948 *Joe Magarac and His U.S.A. Citizen Papers*.⁶

Much about Joe Magarac is complicated—lots of folks have embraced him as exemplary. For instance, a 1950 cover story of *Boys Life* celebrated Joe's work ethic.⁷ In 1943 an issue of *Folksay*,⁸ published by the American Youth for Democracy (a reconstitution of the Young Communist League), featured Joe. These two very different entities held up Joe Magarac as a role model for kids. The United States Steel Corporation produced *Joe the Genie of Steel* corporate comic book,⁹ which proved so popular that a follow-up comic book was created that featured Joe (inexplicably) as a genie who takes a young boy and the reader on a tour of a mill site.¹⁰

What is Joe's status now? You can judge for yourself by travelling 30 minutes outside of Pittsburgh to Braddock's Edgar Thomson Works. There, just inside the mill gates, is a statue of Joe, the colossus of the Mon Valley, hands outspread, smiling, as he bends a metal bar above his head, happy to be working steel.

Mary Roberts Rinehart: Life in the Raw—Carrie Donovan

Mary Roberts Rinehart (1876–1958) defied the conventional life of Victorian women through her career as a writer. She came of age during an economically depressed time and realized she would need a vocation to support herself, so she settled initially on nursing. During her training, she experienced “life in the raw,”¹¹ which took shape in her storytelling and drew her to volunteer as a war reporter in World War I at the French, Belgian, and British fronts. From this adventurous beginning, her writing career flourished due in no small part to what one biographer referred to as her unfailing sympathy for all humankind and “her common touch, although she walks with kings.”¹²

Rinehart lived half her life in Pittsburgh and traveled internationally as she wrote plays, short stories, newspaper articles, poetry, mysteries, and novels. Several of her pieces were optioned as films and her plays were performed on



Mary Roberts Rinehart with stunt plane from the University of Pittsburgh Mary Roberts Rinehart Papers.

Broadway, including *The Bat*.¹³ The play is about a group of people vacationing at a summer home who are in search of stolen money. They are terrorized by a masked criminal known as “the Bat,” whose victims are labeled with a bat-shaped sign. *The Bat* and its adaptations inspired other comedy-mysteries with similar settings and influenced the creation of the larger-than-life superhero Batman. Fans of Batman will appreciate the symmetry that situated Pittsburgh, years later, as the backdrop for Gotham city in the Hollywood film *Batman: The Dark Knight Rises* (2012) and featured hometown hero Michael Keaton as the star of the first installment of the Warner Brothers’ *Batman* (1989) franchise.

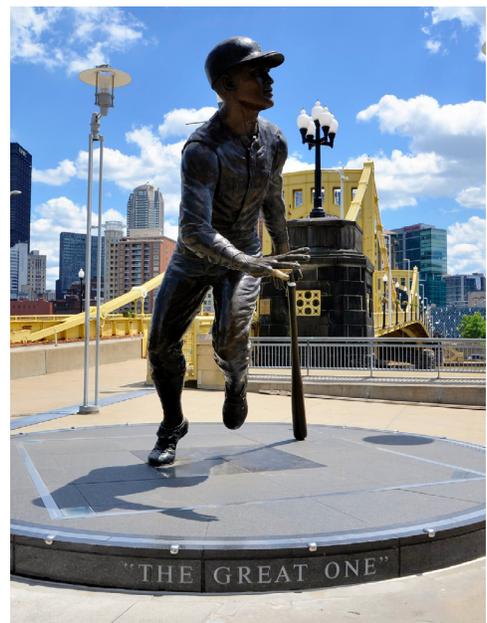
Through the tenacity, courage, and moxie that defined Rinehart’s career, her work can be connected with other contemporary writers from Pittsburgh. Rachel Carson and Annie Dillard, the authors of *Silent Spring* and *Pilgrim at Tinker Creek*, respectively, are both Pittsburghers who have garnered incredible influence through their work. Both writers resisted traditional lifestyles, as did Rinehart, to pursue their passion for science and exploration of the environment, raising thought-provoking questions about the way we live and forcing us to reconsider our connection to the natural world. It is no accident that two authors who shaped an environmental movement were both raised in Pittsburgh during a time when it was an industrial powerhouse. One cannot help but think of the inspirational Carson and Dillard when observing the city’s current steps toward climate action and sustainability.

Roberto Clemente: Pittsburgh’s Timeless Baseball Hero —**Christopher Lemery**

Pittsburgh has a well-earned reputation as a sports-crazed city. While the Steelers currently garner the most attention, the Pittsburgh Pirates have a proud tradition of success, winning five World Series titles and boasting many famous players. The most legendary of these players is the larger-than-life Roberto Clemente, the Major League Baseball (MLB) Hall of Famer who played for the Pirates from 1955 to 1972.

Roberto Clemente is regarded by many baseball historians and his peers as among the best to ever play the game. While his hitting skills were slower to develop, he ended his career with 4 batting titles (awarded to the player with the highest batting average) and 3,000 hits; only 33 MLB players have done the latter. From the beginning of his career, however, his intensity and speed on the basepaths and in right field were hallmarks of his play. As David Maraniss states, “Clemente ran out every ground ball, hustled on the bases, and thought he could catch any ball hit to the outfield and throw out any runner on the bases. . . . He had one of the most fearsome throwing arms in baseball history.”¹⁴

While not the first Puerto Rican to play in the major leagues, Clemente was the first to have sustained success and served as a trailblazer and idol for generations of Latin American players. Throughout his life, Clemente remained intensely proud of his heritage as a black Puerto Rican while acknowledging how this heritage made him a subject of unique scrutiny.



The Great One statue honoring Roberto Clemente outside PNC Park in Pittsburgh. Photograph by jpellgen, licensed under CC BY-NC-ND 2.0.

In a 1972 TV interview, Clemente said, “I am between the worlds. So anything I do will reflect on me because I am black and . . . will reflect on me because I am Puerto Rican.”¹⁵ Clemente returned to Puerto Rico during the MLB offseason to see his family, play in the Puerto Rican professional winter league, and work on community development projects.

A key part of Clemente’s legacy is his humanitarianism and empathy. Upon accepting an award in 1971, Clemente said, “If you have a chance to accomplish something that will make things better for people coming behind you, and you don’t do that, you’re wasting your time on this earth.”¹⁶ During his time in the major leagues, Clemente would visit hospitalized children in major league cities when the Pirates were visiting. His lifelong goal was the creation of a youth sports complex in Puerto Rico that would welcome children from all backgrounds as a vehicle for character development. He once said, “I get kids together and talk about the importance of sports, the importance of being a good citizen, the importance of respecting their mother and father.”¹⁷

Clemente’s death at age 38 is as important to his fame as his accomplishments in life. On December 23, 1972, a devastating earthquake hit Managua, Nicaragua. Clemente had been the manager of a Puerto Rican team that played at the world championships held in Nicaragua just three weeks before, so the damage and suffering the earthquake caused were personal to Clemente. He led an earthquake relief effort in Puerto Rico, collecting food, clothing, and medicine for delivery to Nicaragua. On December 31, Clemente was a passenger on a relief flight departing from Carolina, Puerto Rico, en route to Nicaragua. The plane, poorly maintained and overloaded, crashed soon after takeoff. Clemente was posthumously inducted into the MLB Hall of Fame just six months after his death.

Maraniss sums up Clemente best: “He was agitated, beautiful, sentimental, unsettled, sweet, serious, selfless, haunted, sensitive, contradictory, and intensely proud of everything about his native land, including himself.”¹⁸

You can cross the Roberto Clemente Bridge to visit the Clemente statue on the North Shore outside the PNC Park Center Field Gate. There’s also a Clemente Museum in the Lawrenceville neighborhood; tours are available by appointment only.¹⁹

Tony Buba’s “Exploded Documentary”—Rob Stammitti

Braddock, Pennsylvania, is just about ten miles down the Monongahela River from Downtown Pittsburgh, and for documentarian and activist Tony Buba, these ten miles have always been at once a leap and a step away. Buba has been making films in his native Braddock for forty years, documenting its cultural and political life right on the edge of Pittsburgh’s ebb and flow with the larger American film industry.²⁰ While the city has made its name in the film world for producing some of its most ubiquitous cultural figures (horror maestro George Romero, iconic actor Jeff Goldblum) and playing temporary haven for some of its most radical ones (silent film pioneer Lois Weber, experimentalists Stan Brakhage and Hollis Frampton), Buba has played Zelig to it all, working in the background of many of its productions while accumulating a filmography rich with detail and innovative form.

The Carnegie Museum of Art in Pittsburgh celebrated Buba’s 40th year of filmmaking in 2022 with a screening of his 1988 quasi-documentary *Lightning Over Braddock: A Rust Bowl Fantasy*, which his production company Braddock Films refers to as an “exploded documentary.”²¹ The film is a perfect encapsulation of Buba’s presence inside and out of

the mainstream Pittsburgh film culture. It depicts with humor, style, and a surreal blend of reality and fiction his push and pull between twin poles: a lifelong call to humanely document the state of his home borough, and the potential growth of his professional prospects in the larger film industry.

The film's conflation of fact and fiction sits comfortably beside Pittsburgh's well-worn but often larger-than-life legacy as a crucial presence in the nation's industrial economy—the declaration of Pittsburgh as “forge of the universe” from one account of the city's history would be right at home in Buba's outsized milieu.²² Buba's prolific career, and his “explosion” of the documentary form, seeks to align our focus to what the city of Pittsburgh itself so crucially illustrates: this is a city made up of people, each with their own story; from Buba's work to the celebrated photography of Teenie Harris to the grounded theatre of August Wilson, this ability to find the human in the monolithic urban landscape tends to take root in Pittsburgh. ¶¶

Notes

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Kelly A. McCusker and Susan Vandagriff

SCIG

University of Colorado Libraries' Scholarly Communication Interest Group

In summer 2019, the University of Colorado Libraries created a Scholarly Communication Interest Group (SCIG) to exchange knowledge about and promote services for scholarly communication. This interest group replaced a group that had created and managed an online tutorial titled “Publish, Not Perish,” which was being discontinued. The libraries’ deans and directors called for a new University of Colorado (CU) System–level Scholarly Communication Interest Group that would coordinate cross-campus efforts. The interest group would

- consist of one member per library in the CU System;
- meet regularly beginning at the start of fiscal year 2020 (July 1, 2020);
- assess current needs across campus and set its own goals and agenda; and
- serve as a continuous group that can meet changing needs rather than providing a single output.

The five libraries in the CU System are the University Libraries at the University of Colorado-Boulder (CU-Boulder), Kraemer Family Library at the University of Colorado-Colorado Springs (UCCS), Auraria Library for the University of Colorado-Denver (CU-Denver), Wise Law Library, and Strauss Health Sciences Library (CU-Anschutz). Representatives for the group either volunteered or were nominated by their dean or director. In 2019, only one representative had official responsibilities for scholarly communication, hence the group consisted mainly of librarians with a small responsibility for scholarly communication or merely an interest in it. Other group members had responsibilities in electronic resources, research services, acquisitions, instruction, and/or faculty services. This made for a group with diverse backgrounds, interests, experiences, and responsibilities.

Establishing the group

During our first meetings, the group developed a charge, defined scholarly communication, and developed goals and objectives.

We established our charge as assessing scholarly communication needs; sharing interests, goals, and knowledge; and working together to streamline, minimize duplication, and collaborate on scholarly communication projects across CU system campuses and libraries. Our goals included identifying scholarly communication needs on the four campuses; building toolkits, media, and web content about scholarly communication; and creating workshops around past “Publish, Not Perish” content and authors’ rights.

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Projects

SCIG worked on four major projects: a literature review of needs assessments other libraries had conducted, a *CU Connections* (a cross-campus news publication for faculty and staff) article about the profits of the publishing industry, International Open Access (OA) Week projects, and authors' rights workshops.

One of the first projects we undertook was to develop an assessment plan to uncover scholarly communication needs on each campus. First, we conducted a literature review in 2019–2020. We compiled research on how other institutions had assessed their scholarly communication needs and any previous assessments done on our campuses. Then, after discussions about the scan within SCIG, individual members started to create or created an assessment plan based on the interests and needs of their campus while also factoring in their library's ability to implement a plan. These assessment plans included identifying groups and individuals on the campuses that we wanted to assess, developing survey and focus-group questions, and outlining a timeline for the assessments. The original goal was to implement all assessments in 2020 or 2021; however, with the COVID-19 pandemic starting in early 2020, most of the plans, or at least the full plans, were not carried out until much later, if at all.

In March 2020, Christopher Bell, then a faculty member at UCCS, wrote an article in *CU Connections* in which he decried for-profit journals and their reliance on faculty's free labor writing and reviewing articles.¹ SCIG seized the opportunity to respond with an article supporting his view and promoting resources and services the CU Libraries provide to support OA.² We highlighted financial resources to pay APCs, workshops and consultations to learn about authors' rights and publishing options, transformative agreements, and institutional repositories that host and disseminate OA articles and other creative and scholarly works. Bell's article provided an unexpected and welcome opening for SCIG to promote OA and scholarly communication services at the system level. The article's impact was a little muted because of the pandemic. With global interruptions to research and publishing, the demand for OA support was low across the campuses. However, as research is returning to normal, SCIG members have seen increased questions regarding OA funding and transformative agreements.

For International Open Access Week 2020, the group focused on developing media content to educate faculty and students on the cost of paywalls and the benefits of OA. A shared file was used to pool the resources we created: a quiz comparing the costs of luxury goods and real estate to database subscriptions, interactive maps showing countries in which an OA article from a university had been cited, a library blog post on how OA supports equity and inclusion, and a video explaining the price a researcher would have had to pay to access research articles without access to the university library. The group was able to exchange tips on acquiring the data needed to make some of these visualizations, demonstrate techniques for visualizing citation data, and give and receive feedback on social media strategies.

In early 2021, we decided to pursue a cross-campus workshop focusing on author's rights. CU-Boulder already offered a form of this workshop, but the group decided that creating a shared workshop would help us all build our expertise around copyright and authors' rights and promote that knowledge across the four campuses without duplicating our efforts. Each librarian was responsible for developing and leading a section of the workshop: copyright law basics, the importance of retaining authors' rights, publication contract negotiations, OA

alternatives, and an activity examining contracts from common journals. The first workshop offered in Spring 2021 attracted 11 attendees from multiple campuses. However, SCIG felt the workshop did not flow well, and we ran out of time at the end. We also learned that we needed to shorten some sections, like copyright, and incorporate more participant discussion. We revised the workshop and offered it again in Fall 2021 to an audience of 25 attendees. The second workshop flowed better. Offering the workshop increased all SCIG members' confidence around authors' rights, and the workshop helped us market our expertise and authority to our campuses.

Benefits of the group

As Erin Elizabeth Owens found in her 2021 study, the frequency of experiencing impostor phenomenon among scholarly communication librarians was “much higher than among college librarians more broadly.”³ Respondents to Owens's survey indicated the leading reason for this lack of confidence was having too many responsibilities made worse by a constantly changing publishing landscape, with one participant remarking, “No one can maintain top skills in all of the areas. Even maintaining top expertise in one of the areas is difficult in the faster evolving areas.”⁴ The difficulty in achieving and maintaining knowledge in the many areas of scholarly communication can feel overwhelming. Only one of the librarians in SCIG is exclusively a scholarly communication librarian, with the rest of us balancing multiple other roles within our libraries, amplifying the sense of having too many areas to develop expertise in without enough time. However, SCIG ameliorates that feeling by providing a venue for asking questions and sharing knowledge. No one in the group is expected to be an expert in everything related to scholarly communication. SCIG functions as a form of informal mentorship, especially for those of us who are new to scholarly communication or new hires generally.

Another benefit we found was that when starting a new scholarly communication initiative, it was helpful to learn about others' perspectives, experiences, and successes so as not to reinvent the wheel. Discussing our experiences also developed a sense of accountability, especially for those of us who often have to backburner our scholarly communication work in favor of other job duties. Meetings begin by checking in with each librarian to hear what they're doing on their campus, which serves as a monthly reminder to move initiatives along on our campuses and not let scholarly communication get left behind other priorities.

Challenges

The main challenge for the group has been agreeing on projects and approaches with the different scholarly communication resources and needs on each campus. As mentioned earlier, scholarly communication makes up a different percentage of each librarian's job, and what is possible for one library, with a librarian whose role is primarily scholarly communication and can form a committee to support International Open Access Week, looks very different than what might be achievable for another library, where scholarly communication makes up only 10% of a single librarian's job. Some of this also stems from the differences between the campuses we serve. As a Research 1 (R1),⁵ CU-Boulder has greater needs around scholarly communication, both in type and amount of services required. UCCS is a recent R2,⁶ CU-Anschutz is primarily a medical school, Auraria Library on the Denver campus serves three schools (CU-Denver, Metropolitan State University of Denver,

and Community College of Denver) and needs to balance the needs of all three, and the Wise Law Library exclusively supports the law school. For these campuses both the needs around scholarly communication and the infrastructure to support them are still emerging, and this means some shared projects and initiatives the group has considered have been unrealistic or unnecessary for one or more campuses.

Group changes and the future

Another, more recent challenge has been keeping the group together. For the first two years, membership stayed the same, even through the COVID-19 pandemic when priorities shifted at the individual and library levels. We started discussing an expansion of the group in summer 2021 to include one or two additional members at each library; however, not every library had someone in a position that would “make sense” to join the group. Then in fall 2021 a founding member of SCIG left for a position at another institution. Another member announced their retirement. Then two members announced they would be going on extended leave. With these changes, the group went on hiatus from late 2021 to early summer 2022. Joining together again in summer 2022, with two fewer members, we took the time to reevaluate who may be interested in serving in the group, including expansion ideas (e.g., more than one member from each library). Additionally, with reorganizations and strategic planning processes occurring at several of the remaining members’ libraries, it is unclear how jobs will change as well as the support for scholarly communication from each library. However, we look forward to welcoming new members in 2023 and offering them the support, collaboration, resource sharing, and collegiality we have enjoyed from this group so far.

Lessons learned

Reuniting this year has provided the group with a chance to reflect on lessons learned. Group projects are difficult given the differing resources, librarian time, and needs of each campus. For example, our plans for cross-campus needs assessments fell through because of the pandemic and the struggle to create assessments that were feasible and useful for all campuses. What has been most successful, however, is the group’s more informal work of sharing resources, knowledge, and community. We have reduced the need to duplicate work already happening on other campuses, increased our own familiarity and comfort with several scholarly communication issues, and built a systemwide support group for raising questions, exploring ideas, and offering feedback.

Groups like SCIG could be useful for other libraries looking to support scholarly communication, or even to support other services like instruction or collection development. Informal, on-the-ground groups like this one allow members to share day-to-day knowledge of their positions and create informal networks and mentoring that more formal, high-level groups can lack. Without broad concept- and advocacy-driven goals, SCIG was able to focus on the minutiae of the work itself in a way that allowed all members with differing expertise and experience to contribute and grow their skills in practical ways. As we have been writing this piece, we have often reflected on simply how helpful it was to hear from someone else about how they did their job. We encourage other library communities, consortia, or multi-campus universities to create these smaller, more informal groups that will benefit the individuals, libraries, and institutions in addressing scholarly communication issues. ¶¶

Notes

1. Christopher Bell, “The Time has Come to Stop Supporting For-Profit Journals,” *CU Faculty Voices*, *CUConnections*, March 19, 2020, <https://connections.cu.edu/stories/cu-faculty-voices-time-has-come-stop-supporting-profit-journals>.

2. Danielle Ostendorf, Melissa Cantrell, Jane Thompson, Rhonda Glazier, Susan Vandagriff, Kelly McCusker, Sommer Browning and Katy DiVittorio, “CU System Libraries Support Open Access,” *CU Faculty Voices*, *CUConnections*, April 23, 2020, <https://connections.cu.edu/stories/cu-faculty-voices-cu-system-libraries-support-open-access>.

3. Erin Elizabeth Owens, “Impostor Phenomenon and Skills Confidence among Scholarly Communications Librarians in the United States,” *College & Research Libraries* 82, no. 4 (2021): 506.

4. Owens, “Imposter Phenomenon,” 508.

5. “Basic Classification Description,” Carnegie Classification of Institutions of Higher Education, accessed September 2, 2022, https://carnegieclassifications.acenet.edu/classification_descriptions/basic.php.

6. “Basic Classification Description,” Carnegie Classification of Institutions of Higher Education.

Make a difference: Connect, contribute, collaborate

Volunteer for division and section committees and editorial boards

What would ACRL do without, *You*? Really! We are excited to extend this opportunity for you to expand your professional network; help shape ACRL by advancing its strategic plan and its commitment to equity, diversity, and inclusion (EDI); while influencing the direction of academic and research librarianship. Serving on a committee or an editorial board is a fantastic way to become involved and make an impact on the profession.

Are you ready to be considered for an opportunity to advance learning and transform scholarship through a committee appointment? I invite you to volunteer to serve on a 2023–2024 division or section committee (<https://www.ala.org/acrl/membership/volunteer/volunteer>). Face-to-face attendance at conferences is *not* required and committee work can be completed virtually throughout the year.

ACRL seeks to offer appointments to volunteers who are interested in leadership and service opportunities as we continue to build diverse and inclusive communities in the Association. To support that effort and advance ACRL's Core Commitment to Equity, Diversity and Inclusion, (<https://www.ala.org/acrl/aboutacrl/strategicplan/stratplan>), we continue to include optional demographic questions on the volunteer form as we have since 2017. ACRL's Core Commitment states, "*The Association will acknowledge and address historical racial inequities; challenge oppressive systems within academic libraries; value different ways of knowing; and identify and work to eliminate barriers to equitable services, spaces, resources, and scholarship.*"

Thank you for volunteering to contribute your time and expertise to ACRL! Our association relies on the time and energy of our member volunteers, and we value the talent they invest in accomplishing the work of the Association.

Thank you.—*Beth McNeil, ACRL Vice-President/President-Elect*

The rewards of volunteering

Volunteering offers many benefits and opportunities. You can

- connect with others in the profession who are passionate and committed to academic librarianship;
- learn from those who share similar professional concerns and interests;
- network with information professionals in higher education;
- become part of a community of academic and research librarians;
- gain insights into the profession;
- enhance your leadership skills through group facilitation and project management;
- discover new ways to work;
- expand your awareness and understanding of the value of academic libraries in higher education;

- influence and advance the work of the association and the profession; and
- promote excellence within the profession.

The appointment process

Appointments are made at the division and section level, and through the editorial board process (see editorial board section below). Section vice-chairs are responsible for committee appointments for the year they will serve as chair. The ACRL vice-president is responsible for committee appointments at the division level for the year they serve as president. The ACRL Appointments Committee assists the vice-president in an advisory capacity. Division-level committees are created to conduct the work of the Board of Directors, and each committee crafts an annual work plan in consultation with their Board and staff liaisons to accomplish their charged activities and responsibilities.

Current committee members whose terms conclude at the 2023 ALA Annual Conference should submit a new volunteer form if they wish to be considered for reappointment. The online volunteer form closes February 28, 2023, and most committee appointment offers will be sent by May 2023.

Members of all ACRL committees, task forces, and similar bodies are expected to fully participate in the work of the group. Please note that face-to-face attendance at conferences is *not* required and committee work can be completed virtually throughout the year.

Core Commitment to Equity, Diversity, and Inclusion

ACRL has made a Core Commitment to Equity, Diversity, and Inclusion, (<https://www.ala.org/acrl/aboutacrl/strategicplan/stratplan>). Appointments should seek to offer leadership and service opportunities to members with this commitment in mind. Underrepresented colleagues should be offered opportunities wherever possible to help ACRL acknowledge and address historical racial inequities; challenge oppressive systems within academic libraries; value different ways of knowing; and identify and work to eliminate barriers to equitable services, spaces, resources, and scholarship.

Factors influencing appointments

These guidelines, developed by a Board Working Group, are intended to help ACRL members understand which priorities are considered in appointing members to volunteer positions at the division level. These guidelines are not intended to serve as a strict rubric. Generally, the vice-president, Appointments Committee, and section vice-chairs should approach appointments with a holistic perspective, seeking overall balance in service to the association's goals and priorities. The guidelines are as follows:

- Seek evidence of a prospective committee member's interest and expertise.
- Seek geographic diversity on committees and sections. This can include international representation, and/or it can include representation from different regions of the United States.
- Seek diversity in types of institutions represented on committees and sections. Candidates from public, private, and noneducational (research) institutions, consortia, and other institutions should be included, as well as candidates from community colleges, four-year colleges and universities, and research and doctoral universities. Historically,

community college representation is particularly needed to ensure equitable representation for colleagues employed in community colleges.

- Consider diversity in roles and duties represented on committees and sections. Candidates from all areas of academic and research librarianship should be considered for appointment, although in some cases it may be important to appoint candidates with particular expertise to carry out particular duties.
- Seek to balance seniority, experience, and tenure in committees and sections.
- Seek a recommendation from the current committee chair. (Source: Board, Midwinter 2009)

Although the appointment process may reflect the priorities of the vice-president/president-elect and section vice-chairs, several factors are always considered:

- *Evidence of interest and expertise.* Have prospective volunteers visited and/or posted to the committee's ALA Connect community, introduced themselves to the chair, or attended the meetings (virtual or face-to-face)? Do they have knowledge and/or previous experience that relates to the work of the committee? Have they indicated their interest on the volunteer form?
- *Demographics and composition of committee.* A balance is sought with respect to type of library (community college, college, or university), geographic representation, ethnic diversity, and gender. Those who have not had the opportunity to serve on an ACRL committee are encouraged to volunteer as it is important to add new perspectives.
- *Recommendations from the current committee chair.* Current committee chairs are asked to suggest prospective members.
- *Willingness to participate in the work of the committee.* Volunteers should be prepared to engage in the committee work year-round.

The final appointments are the prerogative of the ACRL president-elect and the section vice-chairs.

How to apply

1. Identify the committee(s) that interest you

ACRL committees with their charges, and ALA Connect Communities, are listed on the ACRL Directory of Leadership: <https://www.ala.org/acrl/aboutacrl/directoryofleadership>. Check out the committee's space in ALA Connect, where documents, meetings, discourses, and the work of the committees are posted. Attend virtual committee meetings throughout the year or attend face-to-face meetings at the ALA Annual Conference to decide if their activities interest you. Talk or email with committee members. Express your interest to the committee chair. Ask about current projects and explain how you might contribute to the work of the committee.

2. Submit a volunteer form

Volunteer forms should be submitted by February 28, 2023. You will be asked to login using your ALA member ID and the password you created. Be sure that you are a *current* ALA/ACRL member before attempting to login.

To volunteer for a division-level or section committee, complete the online volunteer form at <https://www.ala.org/CFApps/volunteer/form.cfm>. Chrome and Firefox are the recommended browsers for accessing the form.

If you experience issues logging into the form, please contact ALA Member Relations and Services at 1-800-545-2433 to check your membership status.

3. Volunteer again and check out other opportunities

If you are not appointed, volunteer again next year. In addition, continue to explore ACRL's many opportunities to network and connect at <https://www.ala.org/acrl/aboutacrl/getinvolved>. Review the many discussion and interest groups. Each group selects a new leader in the spring outside of the volunteer process described above. If you would like to start a new discussion or interest group, contact ACRL Program Officer Lauren Carlton at lcarlton@ala.org.

ACRL division-level committee appointments

ACRL committees and their charges can be found on the ACRL Directory of Leadership: <https://www.ala.org/acrl/aboutacrl/directoryofleadership>.

Appointments to ACRL standing committees are made in the spring for terms beginning immediately after the ALA Annual Conference. The Appointments Committee sends appointment recommendations to the ACRL president-elect. The president-elect makes the final appointments for the committees.

Questions about division-level appointments may be directed to the chair of the Appointments Committee, Mark Puente, associate dean for Organizational Development, Inclusion, and Diversity, Purdue University Libraries and School of Information Studies, puentema@purdue.edu.

If you have any questions about using the volunteer form, please contact ACRL Program Officer Elois Sharpe for division-level committees at esharpe@ala.org or (312) 280-5277 or ACRL Program Officer Lauren Carlton for section committees at lcarlton@ala.org or (312) 280-5284.

ACRL section appointments

ACRL sections help members customize their ACRL experience through newsletters, electronic discussion lists, specialized programming, preconferences, and various initiatives. Please visit <https://www.ala.org/acrl/aboutacrl/directoryofleadership/sections> to learn more about these great groups. Section vice-chairs appoint members to section committees. Most appointments are made in the spring for terms beginning immediately after the ALA Annual Conference.

If you wish to be considered for a section committee appointment, complete the ACRL volunteer form at <https://www.ala.org/CFApps/volunteer/form.cfm> by February 28, 2023. (Chrome or Firefox are the recommended browsers for accessing the form.) For more information about section appointments, please contact section vice-chairs:

Anthropology and Sociology Section: Jessica Hagman, University of Illinois Urbana Champaign, jhagman@illinois.edu.

Arts Section: Sarah Carter, Indiana University, saccarte@gmail.com.

College Libraries Section: Nathaniel King, Nevada State College, nathaniel.king@nsc.edu.

Community and Junior College Libraries Section: Linda Miles, Hostos Community College, lmiles.librarian@gmail.com.

Digital Scholarship Section: Patrice-Andre “Max” Prud’homme, Oklahoma State University, ppposus@gmail.com.

Distance and Online Learning Section: Jessica Bennett, Missouri State University Meyer Library, jessicabennett@missouristate.edu.

Education and Behavioral Sciences Section: Yu-Hui Chen, University at Albany Libraries, ychen@albany.edu.

European Studies Section: Jordan Scott Sly, University of Maryland, jsly@umd.edu.

Instruction Section: Nicole Pagowsky, University of Arizona Libraries, nfp@arizona.edu.

Literatures in English Section: Miriam Leslie Madden, Georgia State University, lmadden@gsu.edu.

Politics, Policy and International Relations Section: Sandy Hervieux, McGill University Library, sandy.hervieux@mcgill.ca.

Rare Books and Manuscripts Section: Sarah Horowitz, Haverford College, shorowitz@haverford.edu.

Science and Technology Section: Rachel Ellen Hamelers, Muhlenberg College Trexler Library, rachelhamelers@muhlenberg.edu.

University Libraries Section: Laura Westmoreland Gariepy, Virginia Commonwealth University Libraries, lwgariepy@vcu.edu.

Women and Gender Studies Section: Kari D. Weaver, University of Waterloo, karidweaver@gmail.com.

Editorial boards

ACRL has 10 editorial/advisory boards for its publications: ACRL/Core Interdivisional Academic Library Facilities Survey Editorial Board; *Academic Library Trends and Statistics Survey* Editorial Board; *Choice* Editorial Board; *College & Research Libraries* Editorial Board; *College & Research Libraries News* Editorial Board; New Publications Advisory Board; Project Outcome for Academic Libraries Editorial Board; Publications in Librarianship Editorial Board; *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage* Editorial Board; and *Resources for College Libraries* Editorial Board.

Appointments to editorial boards are made in late January for terms that begin immediately after the ALA Annual Conference. The editors recommend the names of individuals to fill vacancies. The Publications Coordinating Committee approves the recommendation and the ACRL vice-president/president-elect makes the appointment.

If you would like to be considered for appointment to an editorial board (<https://www.ala.org/acrl/aboutacrl/directoryofleadership/editorialboards/ebs>), contact the editor of the editorial board early in the fall and indicate your interest on the ACRL online volunteer form.

***Academic Library Trends and Statistics Survey* Editorial Board chair:** Devin Savage, Illinois Institute of Technology; phone: (312) 567-3615; email: dsavage@iit.edu.

ACRL/Core Interdivisional Academic Library Facilities Survey Editorial Board ACRL co-chair: Anne Marie Casey, Embry-Riddle Aeronautical University; phone: (386) 226-6593; email: caseya3@erau.edu.

CHOICE Editorial Board interim editor: Rachel Hendrick, Choice; phone: (800) 347-6933 x29; email: rhendrick@ala-choice.org.

College & Research Libraries Editorial Board editor: Kristen Grace Totleben, University of Rochester Rush Rhees Library; phone:-(585) 275-9304; email: ktotleben@library.rochester.edu.

College & Research Libraries News Editorial Board editor: David Free, ACRL; phone: (312) 280-2517; email: dfree@ala.org.

New Publications Advisory Board chair: Heidi Steiner Burkhardt, University of Michigan Library; phone: (734) 615-6130; email: heidisb@umich.edu.

Project Outcome for Academic Libraries Editorial Board chair: Jennifer Arnold, Central Piedmont Community College; phone: (704) 330-6635; email: jennifer.arnold@cpcc.edu.

Publications in Librarianship chair: Mark E. Shelton, College of the Holy Cross; phone: (508) 793-3372; email: mshelton@holycross.edu.

RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage editor: Richard Saunders, Southern Utah University; phone: (435) 865-8392; email: rsaunders@suu.edu.

Resources for College Libraries chair: Tammera M. Race, New College of Florida; phone: (941) 228-5415; email: trace@ncf.edu. ʘʘ



*Advancing learning
Transforming scholarship*

Association of College & Research Libraries
A division of the American Library Association

2021–2022 ANNUAL REPORT



Message from the President

Julie Garrison

ACRL's 83rd President



Gratitude and awe are the two words that come to mind as I reflect on my ACRL presidential year. I am so grateful to have had this once in a lifetime opportunity and I deeply value and respect my fellow ACRL Board of Directors colleagues, our member volunteers, and the ACRL staff for their sustained dedication to the profession and our association during this remarkable period of disruption and change. Personally, I have learned so much working with ACRL staff and with academic librarians from across the United States and beyond; this past year will go down as a highlight of my career.

Collectively, as an association, we have made progress on many fronts to deliver on our core purpose to “lead academic and research libraries and librarians in advancing learning and transforming scholarship” and further the goals in the Plan for Excellence. The conversations about how we do this have shifted and are centering diversity, equity, and inclusion, in alignment with our Core Commitment to Equity, Diversity, and Inclusion (EDI). In addition to the many programs and resources offered on a variety of aspects of EDI, work is underway to examine ACRL leadership recruitment practices, to reconsider member accommodation and compensation guidelines, and to articulate language for a fifth strategic goal area to focus on Equity, Diversity, and Inclusion. As a community we continue to voice our unwavering commitment to the work of interrogating past practices and making changes to remedy systemic inequalities in our association and across our profession.

I am eternally grateful for our many member volunteers who continue to make space in their busy lives and dedicate their time and talents to association service. I want to thank Lynn Connaway and Earl Givens for co-chairing ACRL’s President’s Program Committee. The program — “Connect. Collaborate. Cooperate. Commit.” — explored and discussed opportunities for academic library workers to address inherent and systemic biases that prevail within our institutions and create barriers to student success.

I also want to recognize ACRL division level committee, task force, and section chairs. Without their leadership, we would not be able to innovate and respond to the evolving profession and member needs.

As members, we owe ACRL staff a debt of gratitude for the critical work they do to keep our association vibrant and delivering on member needs, especially during this time of incredible change within ALA. It has been a privilege to serve as president alongside ACRL’s new Executive Director Jay Malone who joined the association in September 2021. I have enjoyed examining the association through Jay’s fresh eyes as we position ACRL for success in the future.

My time as ACRL president has been intense and energizing. As I reflect on this past year, I am heartened by the strength of our library community and our commitment to forging a path to a brighter future together. Together, with all of you, I look forward to continuing to shape our profession and our association for many years to come. Thank you!

Annual Conference Programs

ACRL Programs at the 2022 ALA Annual Conference — Washington, D.C. —

- 2022 President’s Program — Connect. Collaborate. Cooperate. Commit.
- Community building through Open Educational Practices
- Community Collaboration: Leadership Lessons from Indigenous Research Libraries
- Cramping Your Style: The Role of Citation Styles in Academic Writing, Today & Tomorrow
- Examining Undergraduate Students’ Information Literacy Skills through a Cultural Capital Lens



- Exploring students’ perceptions about academic integrity: the role of disengagement in first-time plagiarism offenders during the COVID-19 pandemic
- Implementing Critical Information Literacy (CIL) For the First Time: The Good, the bad, and the Reiteration
- Making the Connection: Bringing Academic and High School Librarians Together
- Open Inclusive Pedagogy: Strategic Collaborations for Integrating Distinctive Collections into the Curriculum
- Research data management training in research libraries: Current status and future directions
- Unpacking the Graduate Student Research Experience: Findings from a Drawing-Based Interview Study
- What NOT to Do: Engaging New Generations of Diverse Library Professionals

Message from the Vice-President

Erin Ellis

Vice-President/President-Elect



It has been a true honor to serve as your ACRL vice-president/president-elect for the past year. Working with the ACRL staff, the Board of Directors, and our member leaders to advance goals and initiatives has been extremely gratifying and encouraging. Though many of us continue to grapple with the ongoing effects of the pandemic and the challenges our institutions and communities face in confronting inequities and injustice, I've been humbled and inspired by our ACRL community. I've never been more impressed by the passion, resilience, and determination of our members than I have been in the past few years. ACRL's volunteers and member leaders have demonstrated incredible commitment and made exceptional contributions to our committees, task forces, and editorial boards, advancing the work of ACRL and the profession. This year, much, if not all, of these efforts have continued to be achieved online and amidst challenging work and life circumstances. I'm deeply grateful for these members' dedication and engagement throughout this year.

This year I worked closely with the Leadership Recruitment & Nomination Committee and the Appointments Committee. As these committees play important roles in encouraging participation in ACRL and are conduits to leadership opportunities, the Core Commitment to Equity, Diversity and Inclusion was a primary focus as they carried out their work. The Appointments Committee continues to use the optional demographic data submitted by volunteers to support efforts to achieve more equity in the appointments process and diversify our committees and editorial boards. Both committees also engaged in considerable, targeted outreach to identify volunteers from diverse and marginalized communities and undertook new approaches to communicating about volunteer opportunities. To further strengthen and improve the appointments and nominations processes, I appointed members to a Board approved task force this year, the Nominations and Policies Audit Task Force, to identify opportunities to expand dimensions of diversity in ACRL leadership and volunteer positions.

I also worked closely with the ACRL Board, staff, and Budget & Finance Committee in tracking developments, proposed revisions, and potential implications emerging from ALA governance changes and finance discussions. Amidst these in-progress and anticipated changes, we have had to consider how to balance the needs and expectations of our members with new operating structures and budget realities. Our attention will remain directed at this still evolving model and we'll continue to advocate for ACRL members as discussions proceed. Of course, the exceptional support of the ACRL staff has been indispensable throughout these conversations and their steady guidance and insights have ensured that ACRL's voice is strong and heard.

Looking ahead, I'm anticipating that ACRL and its members will continue to navigate considerable change and will be presented with opportunities to revisit priorities and revitalize policies and practices. I'm incredibly grateful for the advocacy and leadership of our ACRL members, our Board, and the staff who continue to advance the work of our association with enthusiasm and grace. Thank you for your continued engagement and I hope to see many of you at the ACRL 2023 Conference in Pittsburgh!

Letter from the Executive Director

Robert Jay Malone

ACRL Executive Director



2021–22 ACRL President Julie Garrison writes that “gratitude and awe” are two words that remind her of this past year. I feel the same, except I would reverse them, to awe and gratitude. “Awe,” because after 22 years of leading an academic society and then transitioning to the executive directorship at ACRL, I was — and remain — amazed at the time, dedication, and collegiality that our members bring to the association. As many of you know, service plays a quiet third fiddle for many faculty involved in association work, with research and publications taking most of the solos, followed by teaching. In ACRL, service is paramount, and my awe at the deep commitment among our members quickly turned into gratitude over the past 14 months, gratitude that arises from my recognition of how powerful an association can be when its members bring to it their full-throated support.

That awe and gratitude extends to the team at ACRL. Before taking this position, I called long-time ACRL Executive Director Mary Ellen Davis, whom I have known for years, and she told me about the excellent ACRL. That excellence has been born out repeatedly over this past year and my awe at their dedication, intelligence, care, scrupulosity, and camaraderie is repeatedly leavened with gratitude for their work. They are the wind in my sails.

Another reason that this position appealed to me, besides the fantastic members and wonderful staff, was the chance to champion equity, diversity, and inclusion (EDI) in the profession. As I mentioned in my first introduction, I love libraries, all kinds, but especially academic and research libraries, since I spent so many of my graduate student years in those environs. I believe that libraries give us the most promise for promoting and preserving the values that are at the core of our democracy and, with our members and staff, I know that we can do much good in this area. Toward that EDI goal, I spent the first six months of my directorship just listening, trying to gain a grasp of the positioning of EDI in ACRL. What I heard heartened me, and it was therefore especially gratifying to see EDI transition to a goal area committee and become an essential part of ACRL’s strategic plan. I am grateful beyond words for the work that our members devote to EDI, social justice, and belonging and I wake up each morning knowing that these efforts go far in repairing the world.

Finally, I am grateful for the work that our members and staff are devoting to ALA’s pivot plan, of trying to strengthen the association as it begins preparation to celebrate its 150th anniversary. As a historian, I am acutely aware that 1876, the year that ALA was founded, marked a tragic time in US history as Reconstruction ended and many of our fellow Americans were subjected to unspeakable horrors. The needle toward EDI has moved slowly since 1876 but it has moved, and together we will continue to see progress. Thank you for your membership and for the good that you do in the world!

Friends of ACRL and Sponsorships

FRIENDS OF ACRL

The Friends of ACRL donations support ACRL's mission in key areas, including the ACRL Advancement Fund, ACRL Conference Scholarship Fund, and RBMS Scholarships Fund. Since the establishment of the Friends of ACRL in 1998, 1,513 donors have become Friends and contributed more than \$508,000 to support for ACRL

initiatives. Money from the Friends Funds has been used to provide scholarships for ACRL professional development activities, support for the Library Copyright Alliance Project, Benchmark: Library Metrics & Trends, Project Outcome, and providing open access for *C&RL News* backfiles.

Thanks to our 244 donors who contributed more than \$38,600 to the Friends of ACRL in FY22 (September 1, 2021– August 31, 2022). A complete list of Friends of ACRL is available on the ACRL website at <https://www.ala.org/acrl/friends-acrl-2022>.

ACRL also expresses its sincere appreciation to its sponsors for their generous donations to the various programs and events the association has offered throughout the year. Thanks to your support, ACRL members benefited from enhanced programs and services this year. A complete list of sponsors is available on the ACRL website at <https://www.ala.org/acrl/acrl-2022-2023-sponsorships>.

3 ways to give!

FRIENDS OF ACRL

<http://www.ala.org/acrl/give>



Advancement Fund **RBMS Scholarships Fund** **ACRL Conference Scholarship Fund**

ACRL by the Numbers



Year in Review

ACRL, PLA Partner to Launch Benchmark

In October 2021, ACRL and the Public Library Association (PLA) launched Benchmark: Library Metrics and Trends to power library data analysis and visualization. This new digital resource can help libraries plan, make informed decisions, and tell the story of their impact. Through Benchmark, library professionals have access to a centralized collection of their library data and the ability to compare with peer libraries using a robust set of visualization and reporting tools. Academic libraries have access to ACRL Academic Library Trends and Statistics Survey data. Subscribers will find an intuitive interface that supports analysis and reporting efforts. Virtual data dashboards and customized comparison tools are interactive and user-friendly.

Benchmark offers dashboard visualizations aligned with principles in the ACRL Standards for Libraries in Higher Education and provides access to data from the ACRL Academic Library Trends and Statistics Survey, the largest survey of academic libraries in the country. Fielded annually since 1998, the survey provides one of the most comprehensive portraits of academic libraries' impact across the U.S. Oversight for the survey is provided by the ACRL Academic Library Trends and Statistics Survey Editorial Board.

Robert Jay Malone Named ACRL Executive Director

In September 2021, ALA announced that Robert Jay Malone as the new executive director of the ACRL. Malone comes to ACRL and ALA from the History of Science Society (HSS), where he served for 23 years. As the HSS's first executive director, he furthered the organization's advocacy agenda; promoted equity, diversity, and inclusion; oversaw and implemented strategic planning; created a fundraising infrastructure; served on a 22-member board; and worked with hundreds of volunteers. Malone earned a B.A. in History and an M.A. and Ph.D. in the History of Science, all from the University of Florida.

Mark Cummings Retires as Choice Editor and Publisher

In April 2022, Mark Cummings, the editor and publisher of Choice, retired after nine years with the association. Under Cummings' leadership Choice rebuilt the Choice Reviews subscription database, launched The Authority File podcast, developed the Towards Inclusive Excellence content vertical, expanded the webinar program, developed a content marketing program and moved Choice360 from a marketing site to a content distribution site. Rachel Hendrick, Choice's director of operations, assumed the interim editor and publisher role.

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ACRL's Plan for Excellence

This report highlights ACRL's many accomplishments during the 2022 fiscal year across the five strategic goal areas highlighted in the Plan for Excellence—the value of academic libraries; student learning; research and scholarly environment; new roles and changing landscapes; and equity, diversity, and inclusion—along with the association's enabling programs and services.

The Value of Academic Libraries

ACRL made significant progress on the association's goal of assisting academic libraries in demonstrating alignment with, and impact on, institutional outcomes this year. The association provides support and training to ACRL liaisons to other higher education organizations and disciplinary societies so that they are prepared to talk about the value of academic libraries in those contexts.

The Value of Academic Libraries (VAL) Committee sponsored two free webcasts in Spring 2022. "Beyond Words: Initiating, Implementing and Sustaining Change" featured librarians profiled on the ACRL Insider blog as part of the VAL Spotlight Series: Practices of Equity & Social Justice, while "The Impact of Covid-19 on Academic Libraries" featured panelists from multiple institutions in a discussion centered around the theme of engaging students in academic libraries during the COVID-19 pandemic.

In March 2022, ACRL signed a letter of support for an IMLS grant proposal that seeks to pilot the integration of library data in institutional learning analytics, center student voices in this emerging use of data, and develop shareable models for academic librarians preparing to engage these practices to increase data-informed decision-making in libraries.

Project Outcome for Academic Libraries continues to be a vital part of ACRL's Value initiatives. Based on a model developed by PLA, this free toolkit is designed to help academic libraries understand and share the impact of essential library programs and services by providing simple surveys and an easy-to-use process for measuring and analyzing outcomes. The standardized surveys allow libraries to aggregate their outcome data and analyze trends by topic and program type. Training and resources are provided to participating libraries so they can use data-driven results to advocate for their library. As of September 2022, Project Outcome for Academic Libraries has 4,504 users and 764 academic libraries have created surveys and collected more than 125,000 responses.

ACRL's Standards for Libraries in Higher Education, another important component of our Value of Academic Libraries work, has been visited nearly 15,000 times this year. Our virtual workshops "Putting the Standards for Libraries in Higher Education into Action" and "Assessment in Action: Demonstrating and Communicating Library Contributions to Student Learning and Success" continue to help academic library professionals tackle value and assessment

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issues facing the profession today. The Learning Analytics Toolkit, a freely available professional development resource developed by the VAL Committee, provides an avenue for library professionals to learn more about learning analytics and how they intersect with academic libraries.

National Center for Education Statistics Integrated Postsecondary Education Data System/ACRL Metrics

The ACRL Academic Library Trends and Statistics Survey incorporates the Integrated Postsecondary Education Data System (IPEDS) Academic Library Component and makes the results available through ACRL Benchmark: Library Metrics and Trends. The 2021 survey closed on April 17, 2022. The 2021 survey data was published in fall 2022. The survey also enabled participants to easily transfer their IPEDS responses to the institutional keyholder for the IPEDS survey. The ACRL/ALA/ARL IPEDS Task Force provided feedback regarding the migration of the IPEDS Academic Library Component to IMLS by 2025.

Student Learning

The following activities are examples of ways ACRL moved towards meeting the association's goal of assisting librarians in transforming student learning, pedagogy, and instructional practices through creative and innovative collaborations this year.

The ACRL Framework for Information Literacy for Higher Education has introduced a new way of thinking and practicing to the academic library community and continues to bring both inspiration and challenge to librarians as they explore new directions in information literacy practice and research. The ACRL Framework Sandbox, an openly accessible platform and repository for librarians and their educational partners to discover, share, collect and use ongoing work related to the ACRL Framework in practice and professional development, was visited nearly 88,000 in this period. The Sandbox now provides access to 346 resources, including more than 54 resources that were added or revised during the fiscal year. The Framework itself was viewed more than 99,000 times this year.

ACRL published a number of books including *The Community College Library Series – Reference and Instruction*; *Embracing Change: Alternatives to Traditional Research Writing Assignments*; *Envisioning the Framework: A Graphic Guide to Information Literacy*; *Intersections of Open Educational Resources and Information Literacy*; *Mind, Motivation, and Meaningful Learning: Strategies for Teaching Adult Learners*; *Once Upon a Time in the Academic Library: Storytelling Skills for Librarians*; *Teaching about Fake News: Lesson Plans for Different Disciplines and Audiences*; *Teaching Business Information Literacy*; *The Teaching with Primary Sources Cookbook*; and *Your Craft as a Teaching Librarian* related to student learning and information literacy issues this year.

In addition, the association presented a variety of Online Learning offerings focused on student learning and information literacy topics, including “Teaching with Digital Primary Sources,”

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“Online library instruction: Best practices for live synchronous teaching,” “A Practical Guide to Implementing UDL in Libraries,” “Critical Information Literacy Instruction in an Age of Misinformation,” “13 Things in Instructional Design for Library Instructors,” “Cognitive Load and Instructional Design,” and “Increasing Engagement Using Active Learning Techniques.” The virtual workshop “Engaging with the ACRL Framework: A Catalyst for Exploring and Expanding Our Teaching Practices” continues to help academic library professionals tackle student learning-related issues facing the profession today.

Perspectives on the Framework, a column focusing on the Framework and edited by ACRL’s Student Learning and Information Literacy Committee, continues to appear bimonthly in *C&RL News*. Column topics this year have included “Authority is constructed and contextual: Empowering students to navigate privilege in academic publishing;” “Crowdsourced pedagogy: Editing Wikipedia and the Framework for Information Literacy for Higher Education;” “Valuing the everyday: Using experiential scenarios to evaluate information;” and “One step at a time: Integrating the Companion Document to the ACRL Framework for Information Literacy for Higher Education: Social Work into an existing instruction program.”

“I am thankful for the breadth of professional resources that ACRL provides. My department has been on a multi-year educational journey to better understand the ACRL Framework for Information Literacy in Higher Education and we have greatly appreciated the amount of documentation and other useful resources related to the Framework.”

– Kristina Clement, ACRL Member of the Week



Research and Scholarly Environment

ACRL’s scholarly communication program helps accelerate the transition to more open and equitable systems of scholarship.

Presenters from the ACRL RoadShow “Scholarly Communication: From Understanding to Engagement” offered a three-part live webcast series in May 2022. The webcast series was directed at those with administrative responsibilities, those with new leadership assignments in scholarly communication or digital publishing, as well as liaisons and any others who are seeking to advance their professional development in scholarly communication. The ACRL RoadShow “Building Your Research Data Management Toolkit: Integrating RDM into Your Liaison Work” has also been converted for a digital environment and is available to be licensed to institutions, chapters, and consortia for a customized online experience.

Monthly articles on scholarly communication issues and trends in *C&RL News* play an important role in disseminating a body of knowledge for the field. ACRL published three books, *3D Data Creation to Curation: Community Standards for 3D Data Preservation*; *The Scholarly*

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Communications Cookbook; and *Intersections of Open Educational Resources and Information Literacy* on scholarly communication-related topics this year. In addition, the association presented Online Learning offerings focused on scholarly communication topics, including “Copyright Decision Making, Step-by-step,” and “Research and Writing: Success with High Impact Practices and Collaboration.”

The Scholarly Communication Toolkit, developed and maintained by the Research and Scholarly Environment Committee, continues to provide content and context on a broad range of scholarly communications topics and offers resources and tools for the practitioner. The freely available toolkit features sections on topics such as fair use, public access mandates, and library publishing in addition to more fully developed sections on open access publishing and repositories.

The ACRL Scholarly Communication Discussion Group, Scholcomm discussion list, and the ACRL/ SPARC Forum on Emerging Issues in Scholarly Communication continue to be important venues for strengthening the association’s role in supporting new models of scholarly communication.

New Roles and Changing Landscapes

The New Roles and Changing Landscapes (NRCL) goal focuses on assisting the academic and research library workforce in effectively navigating and fostering change in higher education environments.

The 2021 Fostering Change Cohort, a 12-week program based on the *Fostering Change: A Team-Based Guide* open access publication, launched in September 2021 and concluded in December. A second round of the cohort was announced in April 2022. Each cohort team can be made up of two-to-five library workers, and a full scholarship is awarded to one team from a minority-serving institution. Participating teams will each be assigned a facilitator to help them scope a specific change within their institution. Facilitators will aid in identifying and establishing team dynamics, provide strategies for working with people who are struggling with change, and demonstrate project management tools for organizing your work. The second cohort ran from June to August 2022.

In February 2022, members of the NRCL Committee’s user experience subgroup offered the ACRL Presents webcast “Hybrid Challenges in the New Normal,” while NRCL’s diversity subgroup joined with the ACRL Equity, Diversity, and Inclusion Committee to present the ACRL Presents webcast “Supported to Stay: A Discussion of Retention Experiences and EDI-Informed Approaches” in March 2022. The virtual workshop “Open Educational Resources and Affordability” continues to help academic library professionals interested in learning about OER and/or developing OER initiatives. ACRL Online Learning additionally covered topics including “Leading from the Middle: Changing approaches to library leadership and communication,” “What it Takes to Become an Informal Leader: Opportunities, Challenges, and Benefits,” and “Design Thinking for Change Management and Leadership in Libraries” this year.

A working group comprised of members from the NRCL and Value of Academic Libraries Committees was formed this year to create an Academic Library Workers Advocacy Toolkit,

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designed to help librarians and library workers advocate for themselves, the profession, and the necessity of academic libraries. The project is slated for completion by January 2023.

ACRL Consulting Services

Delivered by a knowledgeable, experienced team of consultants, ACRL Consulting Services works with libraries to design and assist with library reviews and planning activities, organizational change and development initiatives, staff retreats, and campus collaborations.

A new service, Facilitative Support for Library Leaders, launched in January 2022, to help libraries facing leadership challenges due to the changes and pressures in libraries and higher education from the ongoing pandemic, hybrid in-person and online working environments, and the pressing need to create more equitable, inclusive, and supportive workplaces. Virtual sessions include an initial assessment, followed by facilitated discussions, exercises, recommendations for relevant tools and activities, and a curated package of ACRL-published literature based on specific institutional needs.

Equity, Diversity, and Inclusion

As the higher education association for librarians, ACRL is dedicated to creating diverse and inclusive communities in the association and in academic and research libraries. This core commitment permeates the work of the association, cutting across all ACRL sections, committees, interest and discussion groups, and communities of practice by acknowledging and addressing historical racial inequities; challenging oppressive systems within academic libraries; valuing different ways of knowing; and identifying and working to eliminate barriers to equitable services, spaces, resources, and scholarship.

ACRL continues to look for new ways to encourage more diverse participation within the association. Recognizing the need to reduce financial barriers to membership, the ACRL Board of Directors approved funding for a second round of one year of ALA and ACRL membership for up to 25 library workers who identify as Black, Indigenous, and People of Color (BIPOC).

ALA and ACRL issued a joint statement in February 2022 in response to incidents of bomb threats against Historically Black Colleges and Universities (HBCUs). The statement reads, in part, “We especially wish to reach out to our library colleagues whose libraries anchor these important institutions. We lament that racism and the threat of violence continue to plague our colleagues in higher education, places where students, faculty, and workers come to learn and expand understanding. HBCUs do not exist as places apart.” ACRL additionally signed a letter of support for an IMLS grant proposal that seeks to study BIPOC paraprofessionals in academic libraries in March 2022.

The work of the ACRL, PLA, Association of Research Libraries (ARL), and ALA Office for Diversity, Literacy and Outreach Services (ODLOS) Building Cultural Proficiencies for Racial Equity Framework Task Force continued this year. The task force was charged to create a framework for cultural proficiencies in racial equity that can be used in public and

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academic libraries. A draft of the Framework was circulated for public comment in January 2022 and the task force incorporated comments into a second version of the document. The draft Framework was approved by the ACRL Standards Committee in spring 2022 and by the Board of Directors at the 2022 ALA Annual Conference. The document was also received final approval by ALA and ARL during summer 2022.

The ACRL 2023 Scholarship Committee expanded the preference given to applications from underrepresented groups that have been historically marginalized or excluded due to race, ethnicity, gender identity and expression, sexual orientation, economic background, age, and/or ability. The ACRL 2023 proposal rubric was also revised to provide expanded preference to proposals from underrepresented groups that have been historically marginalized or excluded due to race, ethnicity, gender identity and expression, sexual orientation, economic background, age, and/or disability.

At its January 2022 meeting, the ACRL Board of Directors approved adding a fifth strategic goal area of Equity, Diversity, and Inclusion to the ACRL Plan for Excellence to make the association's EDI efforts clearer and more visible to our members and the community at large. The existing Equity, Diversity, and Inclusion Committee will become this goal area's committee and the goal language and objectives are being drafted at the time of this report.



"I treasure the relationships I've built through service on the Equity, Diversity, and Inclusion (EDI) Committee. These incredible colleagues and mentors have become accomplices and friends. I expected great professional development and service opportunities with ACRL, but I didn't expect to find my people—and I did."

– Je Salvador, ACRL Member of the Week

ACRL published two books — *Ethnic Studies in Academic and Research Libraries* and *Implementing Excellence in Diversity, Equity, and Inclusion* — related on EDI-related topics this year. A free ACRL Presents webcast, "Supported to Stay: A Discussion of Retention Experiences and EDI-informed Approaches," was presented by the New Roles and Changing Landscapes Committee and the ACRL Equity, Diversity, & Inclusion (EDI) Committees in March 2022. The three-part Online Learning series "Ethnic Studies in Academic and Research Libraries" was also offered this year,

In March 2022, ALA, ACRL, ARL, the Society of American Archivists, the Association for the Study of African American Life and History, and the 1890 Land-Grant Institutions and Tuskegee University Library Deans/Directors Association, Inc., sponsored a virtual screening of the short film *Hidden in Full View*, the story of the lynching of Matthew Williams in Salisbury, Maryland, in 1931.

The ACRL Equity, Diversity, and Inclusion LibGuide contains a wealth of information on the association's EDI activities, including the ACRL Diversity Alliance; standards and guidelines; information on conference and online learning programming; links to books, articles, and other

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publications focusing on EDI topics; a calendar of association activities; and suggestions on ways you can get involved in this important work.

ACRL Diversity Alliance

The ACRL Diversity Alliance unites academic libraries who share a commitment to increase the hiring pipeline of qualified, talented individuals from underrepresented racial and ethnic groups. The ACRL Diversity Alliance grew out of an initiative led by founding members American University, the University of Iowa, Virginia Tech, and West Virginia University.

The ACRL Diversity Alliance Task Force launched a series of webinars this year on hiring and residency topics. The first two webinars, “Kindly Hire Me: The Process and Impact of Inclusive Hiring,” and “Residency Interest Group’s (RIG) Diversity Residency Toolkit & Resident-Centered Framework,” were held in February 2022.

Enabling Programs and Services

In addition to the Plan for Excellence goal areas, ACRL serves its members, along with the academic and research library community, through a wide variety of programs and services. Highlights of the regularly recurring operations relevant to the ability of ACRL to lead academic and research librarians and libraries in advancing learning and scholarship are reported below.

Member Engagement

ACRL’s membership activities build on retaining core membership while recruiting from new and diverse communities. As of July 2022, the most recent numbers available at the time of this report, ACRL had 8,317 members. The association continues to look for ways to partner with ALA to enhance member recruitment and retention efforts.

ACRL sections offer 15 vibrant and dynamic communities that nurture individual development and foster a deeper connection to the profession. Sections continue to offer successful mentoring opportunities along with programming and social events to create community among new and continuing members. In addition, ACRL’s 17 interest groups address emerging areas of interest in academic librarianship and its 16 discussion groups provide avenues for members to connect around issues through informal networks for exchanging ideas and problem-solving.

As part of the association’s ongoing commitment to furthering EDI in librarianship, ACRL is supporting Brandi Hart as its 2021–22 Spectrum Scholar. Hart is a student in the University of Illinois School of Information Sciences.

ACRL’s social media presences continue to grow and provide our membership with new avenues to connect with colleagues and the association. The association held a virtual orientation session this summer for incoming leaders and offered a webcast to help members volunteer for ACRL committees. A number of ACRL committees, interest groups, discussion groups, sections, and the Board of Directors are working virtually and taking advantage of ALA Connect and other virtual meeting systems to keep the work of the association moving forward year-round.

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ACRL Committee Members 2021–22

The association is pleased to acknowledge the ACRL leaders and volunteers who have worked hard to move the profession and the association forward in 2021–22. ACRL could not accomplish as much as it does without the passionate commitment and expertise of its volunteers. Thanks to all the member volunteers for their service.

“I value the collective wisdom and resourcefulness of the membership. ACRL is the largest association of academic librarians. That means that there are thousands of us working to solve similar problems. ACRL has given me access to a vast professional network of colleagues who I can call if I ever need help. I’ve met collaborators, mentors, and mentees through this association, and I am truly grateful to be a member.”

– Willie Miller, ACRL Member of the Week



Awards

Since 1923, the ACRL Awards Program has recognized and honored the professional contributions and achievements of academic libraries and librarians. This special recognition by ACRL enhances the sense of personal growth and accomplishment of our members, provides our membership with role models, and strengthens the image of our membership in the eyes of employers, leadership, and the academic community.

At its January 2021 meeting, the ACRL Board of Directors approved a proposal to pause ACRL’s awards program and appointed a task force to undertake a critical review of the program and make recommendations for its future. This pause presents an opportunity to ensure all ACRL awards align with the association’s Core Commitment to EDI, and for the awards program to emerge in a stronger position in both solid finances and inspired purpose. The task force solicited feedback from a variety of stakeholders and members of the academic library community and conducted an environmental scan of other associations to explore alternate models and benchmark effective practices for recognizing achievement.

The Board of Directors accepted the task force’s 13 recommendations at its virtual meeting in January 2022 and made the decision to continue to pause the awards program for the 2023 cycle while the recommendations are being implemented. Complete details on the task force recommendations are available in the April 2022 issue of *C&RL News*.

In August 2022, the Board approved the ACRL Awards Process Implementation Task Force. This task force will consider all ACRL awards and make specific, implementable recommendations for streamlining the ACRL awards process including ensuring equity, diversity, and inclusion principles are incorporated into all aspects of awards program, including research grants and scholarships, whether administered at the division or section level.

Publications

Monographs

ACRL’s monograph publishing program was very active during 2021–22, releasing 20 new books, including two multi-volume sets. Titles focused on information literacy, scholarly

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communication, artificial intelligence, community college librarianship, ethnic studies, interim leadership, and more. A complete list of titles is available in the table on page 519.

The full back catalog of ACRL monograph publications is available in a variety of formats through the ALA Store and Amazon. E-books of ACRL monograph titles are also available for purchase by libraries through EBSCO and ProQuest.

Serials

ACRL continues to make enhancements to the online versions of *College & Research Libraries (C&RL)*, *College & Research Libraries News (C&RL News)*, and *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage* in the Open Journal Systems platform.

C&RL News, the official newsmagazine and publication of record of ACRL, adopted an online-only publication model beginning in January 2022. The December 2021 issue was the final print issue of the magazine. The ACRL Board of Directors and *C&RL News* editor-in-chief sought input from the Budget & Finance Committee, *C&RL News* Editorial Board, ACRL Publications Coordinating Committee, ACRL Membership Committee, and ACRL Section Membership Committee on a variety of potential publication models for the magazine.

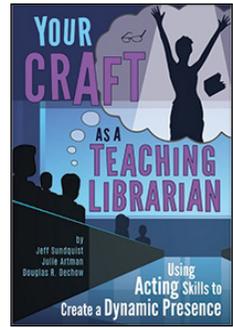


These representative groups of the ACRL membership agreed that the transition to an online-only model was in the best interest of the publication and association moving forward. The shift to an online-only publication model brings *C&RL News* in line with *College & Research Libraries (C&RL)* journal, which moved to an online-only model at the beginning of 2014.

Kristen Totleben was appointed the next editor of *C&RL* by the ACRL Board of Directors this year. Totleben, librarian for modern languages and cultures at the University of Rochester's River Campus Libraries, served as editor designate from July 1, 2021, to June 30, 2022, when she assumed full editorial responsibility for the journal. In the position of editor, Totleben also serves as chair of the *C&RL* Editorial Board. She succeeds Wendi Arant Kaspar, professor of library practice at Texas A&M University, as *C&RL* editor.

C&RL's Facebook and Twitter presences are home to updates on preprint and current articles, book reviews, highlights of past articles from the journal's history, and exclusive content from *C&RL* editors and researchers.

RBM: A Journal of Rare Books, Manuscripts, & Cultural Heritage launched a new reviews portal this year. The online portal is an extension of the Reviews section in the biannual print issues of *RBM* and expands the journal's capacity for reviews beyond the limitations of print page count. John Henry Adams of the University of Missouri became the journal's new reviews editor in July 2022.



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ALA JobLIST

ALA JobLIST (<https://joblist.ala.org>), the online career center operated since 2006 by *C&RL News* in partnership with ALA's *American Libraries* magazine, continues to work with a third-party platform provider to implement improvements to the site in support of its mission to serve job seekers and hiring employers well in any environment. ALA JobLIST's popular social media channels share relevant job search, hiring, and career news and advice and help raise the visibility of advertisers' job opportunities.

After the sharp decline and equally rapid recovery in job ad volume experienced over 2020–21 due to the pandemic, during 2021–22 ALA JobLIST had its busiest year ever, publishing nearly 3,500 job ads. In addition to the revenue generated for ACRL and ALA Publishing operations and the contribution of overhead to ALA, ALA JobLIST contributes directly to ALA's Office for Human Resource Development and Recruitment in support of its operation of the ALA JobLIST Placement and Career Development Center at major ALA and ACRL conferences and virtual career development programming.

CHOICE

Choice has continued to develop quality content for academic librarians over the past year. Towards Inclusive Excellence (TIE), Choice's EDI focused blog, continues to produce compelling content around diversity, equity, and inclusion. The fall and winter editions featured bibliographies that explored diversity in higher education leadership, critical race theory, and ways to support BIPOC students and employees. The spring edition focused on voting rights. Choice is grateful to the ACRL members and Choice reviewers who participated in creating these lists.

ACRL PUBLICATIONS

New ACRL Books in 2021–22

- *3D Data Creation to Curation: Community Standards for 3D Data Preservation*
- *Academic Library Mentoring: Fostering Growth and Renewal (three volume set)*
- *The Community College Library series, Assessment/ Reference and Instruction (two volume set)*
- *Embracing Change: Alternatives to Traditional Research Writing Assignments*
- *Envisioning the Framework: A Graphic Guide to Information Literacy*
- *Ethnic Studies in Academic and Research Libraries*
- *How to Be a Peer Research Consultant: A Guide for Librarians and Students*
- *Implementing Excellence in Diversity, Equity, and Inclusion: A Handbook for Academic Libraries*
- *Interim Leadership in Libraries: Building Relationships, Making Decisions, and Moving On*
- *Intersections of Open Educational Resources and Information Literacy*
- *Learning in Action: Designing Successful Graduate Student Work Experiences in Academic Libraries*
- *Mind, Motivation, and Meaningful Learning: Strategies for Teaching Adult Learners*
- *Once Upon a Time in the Academic Library: Storytelling Skills for Librarians*

(Publications continued next page)

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(Publications continued from previous page)

- *The Rise of AI: Implications and Applications of Artificial Intelligence in Academic Libraries*
- *The Scholarly Communications Cookbook*
- *Teaching Business Information Literacy*
- *Your Craft as a Teaching Librarian: Using Acting Skills to Create a Dynamic Presence*

ACRL Serials

- *College & Research Libraries* (<https://crl.acrl.org>)—The official open access, online-only scholarly research journal of ACRL.
- *College & Research Libraries News* (<https://crln.acrl.org>)—Publishes articles on the latest trends and practices affecting academic and research libraries and serves as the official newsmagazine and publication of record of ACRL.
- *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage* (<https://rbm.acrl.org>)—ACRL's journal covering issues pertaining to special collections libraries and cultural heritage institutions.

Choice Publications

- *Choice* magazine—Each monthly issue offers 600 new reviews, a bibliographic essay, and upcoming titles worth knowing.
- *Choice* Reviews on Cards—*Choice* reviews, and just the reviews, on cards.
- *Choice* Reviews—The completely rebuilt *Choice* Reviews gives subscribers immediate access to a comprehensive archive of nearly 200,000 reviews representing a quarter-century of scholarship.
- *Resources for College Libraries*—Copublished with ProQuest, *Resources for College Libraries* helps undergraduate institutions identify the essential titles for learning.
- *ccAdvisor*—A creation of *Choice* in partnership with the *Charleston Advisor*, *ccAdvisor* is the searchable, authoritative, peer-reviewed guide to scholarly academic databases.

Blogs/Online Publications

- *ACRL Insider* (<https://acrl.ala.org/acrlinsider>)—*ACRL Insider* keeps the world current and informed on ACRL activities, services, and programs.
- *ACRL LibGuides* (<https://acrl.libguides.com>)—*ACRL LibGuides* allow membership units to advance the work of ACRL by providing resources for the profession, such as toolkits and bibliographies.
- *ACRLog* (<https://acrlog.org/>)—The issues blog of ACRL features posts on current issues in academic and research librarianship from the blog team.
- *Keeping Up With...* (https://www.ala.org/acrl/publications/keeping_up_with)—Online current awareness publication featuring concise briefs on trends in academic librarianship and higher education.

ACRL Social Media

- Facebook (www.facebook.com/ala.acrl)
- Twitter (www.twitter.com/ALA_ACRL)
- Instagram (www.instagram.com/ala_acrl)
- YouTube (www.youtube.com/user/ALAACRL/)

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In February, TIE Editor Alexia Hudson-Ward recorded a TIE Podcast Spring Semester episode with Deborah Caldwell-Stone, the director of the ALA's Office for Intellectual Freedom and Executive Director of the Freedom to Read Foundation, which discussed the drastic increase in book banning and challenges in recent years. The TIE blog posts, resource guides, and podcasts continue to draw audiences to Choice360.org and provoke conversation on social media.

Choice remains dedicated to its traditional review products, Choice Reviews, *Choice* magazine, and Choice Reviews on Cards, but subscriptions and advertising revenue for these products continue to decline. Subscriptions for print products, *Choice* magazine and Choice Reviews on Cards, were hit particularly hard during the pandemic years and will most likely not recover. At the same time, these print products bring in more than \$200,000 in net revenue, while the entire reviews program brings in over one million dollars in revenue. These products, combined with Choice's innovated multimedia content, DEAI content stream, and sponsorship packages allowed to the unit to contribute more than \$300,000 to the ALA general fund in FY22.

Reports, Papers, Online Publications

Keeping Up With..., ACRL's online current awareness publication series, continued issuing concise briefs on trends in academic librarianship and higher education. Each edition focuses on a single issue including an introduction to the topic and summaries of key points, including implications for academic libraries. The series' offerings this year included information on Data Visualization, First-Year Experience, Absentee Ballot Day, and Micro-Credentials and Economic Data Literacy, along with highlighting ACRL activities.

Standards, Guidelines, and Frameworks

The development of standards and guidelines for all areas of academic and research librarianship is a core service of ACRL. These standards, guidelines, and frameworks are a key ACRL contribution to the profession. The ACRL Board of Directors approved new Companion Documents to the Framework for Information Literacy for Higher Education focusing on Journalism; Research Competencies in Writing and Literature; Science, Technology, Engineering, and Mathematics; Sociology; and Visual Literacy this year. As noted in the Equity, Diversity, and Inclusion section, the joint Cultural Proficiencies for Racial Equity: A Framework was approved by the four partner organizations during summer 2022.

Education

ACRL continues to offer a wide range of professional development programs and events to meet the needs of today's academic and research librarians.

ACRL Conference

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

Year in Review

The slate of ACRL 2023 keynote speakers was announced in July 2022. 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. Conference registration opened in November 2022.

ACRL @ ALA Conferences

The ACRL President's Program at the 2022 ALA Annual Conference, "Connect. Collaborate. Cooperate. Commit," featured a panel discussion highlighting ways to become a leader within your institution through digital literacy programs that prepare students' to be socially mobile, civically responsible, entrepreneurs, innovators, and productive members of the workforce. ACRL sponsored an additional 11 section, committee, and individual programs at the conference on topics such as engaging new generations of diverse library professionals, critical information literacy, open inclusive pedagogy, research data management, and more.

RBMS Conference

The RBMS 2022 Virtual Conference, "What Now? Reflection, Reckoning, and Recovery," was held June 21–24, 2022. This virtual gathering took a hard look at the field in the wake of the pandemic. Plenary sessions highlighted reflections on the past two pandemic years, reckoning with social change, and recovery through creative and artistic work. Conversations focused on continuing actions for racial, social, and environmental justice, along with examining opportunities to focus efforts toward effecting necessary change. More than 600 registrants and 30 bookseller companies participated in the conference.

RoadShows

The ACRL RoadShow program brings high quality workshops directly to campuses covering a wide range of topics that help academic librarians tackle the greatest issues facing the profession today. While the in-person workshops have been on hold due to the impact of COVID-19, workshop teams have pivoted the content from these workshops into new Off-RoadShow virtual learning opportunities. Off-RoadShow webcast series designed for individual participation covered topics including "Scholarly Communication and Open Educational Resources & Affordability," and multi-day virtual workshops covering the ACRL Framework for Information Literacy for Higher Education and Research Data Management are now available for libraries and organizations to host for their communities upon request.

In September 2021, ACRL debuted a new virtual workshop, "Open Educational Resources and Affordability," as part of the Off-RoadShow program. This introductory virtual workshop is intended for academic librarians and library staff interested in learning about OER or developing OER initiatives at their institutions. A call for facilitators for the "Assessment in

Year in Review

Action: Demonstrating and Communicating Library Contributions to Student Learning and Success” and “Planning, Assessing, and Communicating Library Impact: Putting the Standards for Libraries in Higher Education into Action” workshops was issued in summer 2022.

Online Learning

The ACRL Online Learning program offered 17 events consisting of 12 webcasts and 5 multi-week courses this year on a variety of topics including critical information literacy, ethnic studies, copyright, leadership, universal design for learning, and more. More than 500 attendees participated in ACRL’s Online Learning events this year.

ACRL Presents... Webcasts

The ACRL Presents... program offers free occasional webcasts on issues of broad interest and importance to the academic and research library community. ACRL Presents... webcasts offered this year included “Hybrid Challenges in the New Normal” (February 2022), “Introduction to Benchmark: Library Metrics and Trends” (November 2021), “Opening Peer Review in LIS” (September 2021), “Supported to Stay” (March 2022), “The Community College Library: Integrating the Framework into Library Instruction” (April 2022), and “Ethical Engagement in Learning Analytics: Lessons Learned by Campus Colleagues” (July 2022).



“When I first started working in the field, I was a solo librarian. ACRL kept me from feeling isolated. Their webinars and courses kept me informed, and the opportunity to participate on committees kept me directly engaged in my new profession.”

– Erica Ann Watson, ACRL Member of the Week

ACRL-Choice Webinars

The ACRL-Choice webinar program continued to see high attendance rates and finished FY22 with a total of thirty-eight programs. Total registrants for FY22 topped 34,500 and webcasts attracted 8,759 new viewers. The top programs this year were the two ProQuest sponsored events that attracted attendees from beyond the academic library space. “Mission JOY: a panel conversation on creating happiness in troubled times” attracted 3,653 registrants who wanted to know more about the movie *Mission: JOY*, a documentary that explores the friendship between His Holiness the Dalai Lama and Archbishop Desmond Tutu. The First Wave webinar, which included a panel discussion about the first days of the COVID-19 pandemic in New York City attracted almost 2,000 registrants.

Scholarships

Knowing that professional development is essential to the success of academic and research librarians, the Rare Books and Manuscripts Section (RBMS) awarded 64 scholarships for the RBMS 2022 Virtual Conference worth \$11,800.

Year in Review

ACRL Speaks Out

Continuing the association's focus on advocacy, ACRL aims to increase its communication on major trends and issues in libraries and increase its influence in public policy affecting higher education.

Legislative Advocacy

Public policy issues effecting higher education remain an essential focus of ACRL. The association acted on this focus in a number of ways over the past year. Each year, the ACRL Government Relations Committee, in consultation with the ACRL Board of Directors and staff, formulates an ACRL Legislative Agenda. Drafted with input from key ACRL committees, ACRL leaders, and the ALA Public Policy and Advocacy Office, the Legislative Agenda is prioritized and focuses on issues at the national level affecting the welfare of academic and research libraries.

The 2022 ACRL Legislative Agenda focuses on eight issues that the U.S. Congress has recently taken, or will most likely take, action on in the year ahead including, federal funding for libraries, net neutrality, the Affordable College Textbook Act, consumer data privacy, public access to federally funded research, the Accessible Instructional Materials in Higher Education Act (AIM HIGH), federal funding for higher education, and the environmental impact of data centers.

The agenda also includes a watch list of policy issues of great concern to academic librarians but where there is no pending legislation. Issues on the watch list are changes to federal copyright laws (SMART Copyright Act of 2022), Federal Depository Library Program (FDLP) Modernization Act, and Deferred Action for Childhood Arrival (DACA)/Immigration Issues.

ACRL joined ALA and its other divisions in issuing a statement in support of the Ukrainian library community. ALA and its divisions support their Ukrainian colleagues and will work with the global library community to answer the appeal from the Ukrainian Library Association to provide accurate information as a means to support democracy and freedom of expression.

In April 2022, ACRL joined seven other members of the Open Access Working Group (OAWG), representing national and regional library, publishing, funding, research and advocacy organizations, in a coalition letter urging Senator Cornyn to protect the provision ensuring that taxpayers are guaranteed timely, free access to the results of publicly funded research during conference negotiations between the Senate and House regarding the U.S. Innovation & Competition Act (USICA, S. 1260) and the America COMPETES Act. Protecting Section 2527 of USICA would accomplish the goals Sen. Cornyn set out in the FASTR Act.

The OAWG also submitted a coalition letter asking Congressional leaders to retain language ensuring that taxpayers are guaranteed timely, free access to the results of publicly funded research in March 2022. ACRL additionally joined with 13 other groups this March to support the Affordable College Textbook Act, reintroduced by U.S. Senate Majority Whip Dick Durbin (D-IL) and U.S. Senators Angus King (I-ME), Tina Smith (D-MN), and Kyrsten Sinema (D-AZ), along with U.S. Representative Joe Neguse (D-CO-02). The legislation is designed to help students manage costs by making high quality textbooks easily accessible to students, professors, and the public for free.

Year in Review

ACRL joined ALA, the Association of Research Libraries (ARL), and the Library Futures Institute this February in an amicus brief by the Software Preservation Network in the case *Apple Inc. v. Corellium LLC* urging the circuit court to affirm that security research is a fair use. In January 2022, ACRL joined ALA, ARL, and 15 other organizations and individuals who promote functional fair uses of copyrighted works and advocate for equitable access in signing onto an amicus brief in *Green v. Department of Justice*, an Electronic Frontier Foundation lawsuit which challenges Section 1201 of the Digital Millennium Copyright Act as an unconstitutional restraint on fair use.

In December 2021, ACRL joined 13 other members of the OAWG in applauding the ratification of UNESCO's Recommendation on Open Science during its 41st General Conference. ACRL joined an amicus brief by the Electronic Frontier Foundation (together with ALA, ARL, and the Freedom to Read Foundation among other public interest groups, small tech companies, and representatives of the start-up community) in October 2021 in support of a petition for rehearing in *Hepp v. Facebook et al.*

The association continues to be an active partner with ALA and ARL in the Library Copyright Alliance (LCA). Over the course of the past year, LCA has acted on a number of important issues by issuing comments on pending legislation and court cases, joining briefs, and releasing papers and guides on a wide range of copyright and fair use issues including a new approach to foreign commercial-scale infringement; opposition to a proposal to establish the Copyright Office as an executive branch agency within the Department of Commerce, led by a presidentially appointed Register of Copyrights; new exemptions to Section 1201; and more.

Partnerships with Higher Education

ACRL continues to work with higher education associations to strengthen both partnerships and the profession. The association maintains liaison relationships with a number of higher education associations through the Liaisons Assembly. ACRL currently has liaison relationships with the American Association for the Advancement of Science (AAAS), American Association of Community Colleges (AACC), American Sociological Association (ASA), Council of Independent Colleges (CIC), Modern Language Association (MLA), International Federation of Library Associations and Institutions (IFLA), National Resource Center for the First-Year Experience (NRC-FYEST), National Women's Studies Association (NWSA), and more.

ACRL also increased its involvement with the National Associations of Librarians of Color (NALCo), consisting of the American Indian Library Association, Asian/Pacific American Librarian Association, REFORMA, Black Caucus of ALA, and Chinese American Librarians Association and began exploring deeper connections with the HBCU Library Alliance, as part of the association's work around EDI.

Year in Review

Organizational Effectiveness and Vitality

ACRL sustains the fiscal resources, staff expertise, and organizational structure necessary to advance the association's Plan for Excellence.

ACRL Staff

As previously noted, Robert Jay Malone became the new executive director of ACRL in early September 2021 while Choice Editor and Publisher Mark Cummings retired in April 2022. Professional Development and Outreach Specialist Chase Ollis accepted a new position in ALA's Communications and Marketing Office in November 2021 and Production Editor Ann-Christe Galloway left the association in June 2022 after nearly 25 years of exceptional service to *C&RL News*.

In February 2022, Elois Sharpe and Lauren Carlton were both promoted from program coordinators to program officers. In addition to Sharpe's governance and membership work, she now manages ACRL Board elections and IFLA appointments. Carlton serves as staff liaison to ACRL sections as well as manages section elections and ACRL programming at the ALA Annual Conference.

Many of you have had phone and e-mail contact with ACRL's staff, of which there are 13 FTE positions in Chicago and an additional 22.4 FTE at the Choice office in Middletown, Connecticut. Take a minute to "meet" ACRL's diverse staff on the association website at www.ala.org/acrl/aboutacrl/staff/contactacrl.

ACRL Board of Directors, 2021–2022

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Western Michigan University

Vice-President/President-Elect

Erin L. Ellis
Indiana University

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ACRL/ALA

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Yasmeen Shorish
James Madison University

Financial Report

Carolyn Henderson Allen
Budget & Finance Committee Chair



Due to the timing of the ALA/ACRL financial closes, our usual budget report for FY22 was not available at press time. ACRL's full FY22 financial report will be added to the ACRL website when data is available, with a notice posted in a future issue of *C&RL News* and on additional ACRL communications channels. Thank you for your patience.

Budget & Finance Committee, 2021–2022

Carolyn Henderson Allen, *University of Arkansas, chair*
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Nathan Hall, *Virginia Tech*
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Robert Jay Malone, *ACRL/ALA, ex-officio*
Allison Payne, *ACRL/ALA, staff liaison*

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ACRL

Northwest Digital Heritage. Access: <https://www.northwestdigitalheritage.org/>.

Everyone interested in the cultural heritage of two of our northwestern states, Washington and Oregon, is encouraged to visit the Northwest Digital Heritage site, a project of the Oregon Heritage Commission, the State Library of Oregon, and the Washington State Library. This comprehensive site provides access to collection items found in libraries, museums, and cultural heritage organizations throughout Oregon and Washington. At this writing, more than 150 institutions have made contributions to the site, and that number continues to grow, making Northwest Digital Heritage a tremendous resource for both content contributors and content seekers.

By leveraging existing infrastructure and digitization best practices, Northwest Digital Heritage partners have created a straightforward, strongly supported way for cultural heritage institutions across the region to increase and enhance access to their unique resources. The partnership provides digitization training, digital asset management guidance, metadata creation best practices, digital collection hosting, consultation, and grants and other funding opportunities for community digital projects. It's no surprise that this well-considered collaboration has drawn numerous participants who have contributed quality images and extensive metadata.

The resulting data-driven resource is a terrific find for researchers and learners of every kind. Starting at the home screen of Northwest Digital Heritage, users can select the search box to seek specific topics, dates, and types (text, images, moving images, or sound). Items can also be searched by location, language, collection, and contributing institution. By choosing "Explore Now" on the homepage, users are given a selection of highlighted topics to browse or research deeply.

Northwest Digital Heritage is also a service hub of the Digital Public Library of America (DPLA), an open access collection bringing together millions of digital items from across the country. Northwest Digital Heritage users have access to DPLA collections as well as the extensive rights and usage information provided by DPLA.

Whether you are the curator of unique materials in a large or small institution or are an interested learner seeking hidden collections and stories of the Pacific Northwest, the Northwest Digital Heritage site can be relied on to provide the information and guidance you are seeking. Consider it a window into the cultural heritage of Oregon and Washington as seen through the materials found in museums, libraries, tribes, and other cultural organizations.—*Sarah Goodwin Thiel, University of Kansas Libraries, sgthiel@ku.edu*

River Network. Access: <https://www.rivernetwork.org/>.

River Network is an environmental nonprofit organization that aims to connect and empower individuals, organizations, and communities to protect and restore rivers and other natural waters in the United States. Like its name suggests, River Network connects groups that focus on water issues—more than 8,500 nonprofits, agencies, tribes, and utili-

ties—and provides support to strengthen their work with rivers and clean water initiatives. They also facilitate collective action on issues including drinking water access, healthy rivers in agricultural landscapes, water laws and policies, and resilient communities. Their website hosts a wealth of information about their initiatives, network, and public resources.

The River Network homepage highlights four resources of broad interest: the organization's *Clean Water Act Owner's Manual*; tools for community-led research; profiles of, and interviews with, featured “water champions”; and an interactive map of networked organizations. Readers can further navigate the website through a tabbed menu as well as a site search. The “About Us” and “Our Impact” tabs provide detailed information about River Network's history, mission, priorities, strategic plan, impact stories, and more. The “Membership” tab provides information about membership benefits, options to join (including a free tier for individuals), network map, and peer groups (communities of practice that facilitate connections). The “Business & Water” tab provides information about corporate partnership opportunities.

The “Connect & Learn” tab is the access point for a variety of learning resources, including the River Network Resource Library, a collection of hundreds of publications, webinars, newsletters, tools, and templates related to water issues, primarily created by River Network. Featured publications and items in the Essential Learning Series are linked from the library landing page, and the full collection can be searched through a simple database; readers can filter their search by program and/or resource type. Other interactive learning opportunities are also accessible under “Connect & Learn,” including the River Rally conference; upcoming webinars, events, and workshops; job opportunities; and an online community.

The River Network website provides useful practical information and tools that may be of interest to researchers and practitioners working in areas such as water resources and hydrology, environmental science, environmental justice, public policy, and sustainability. The site may also be useful for students seeking project topic ideas or a deeper understanding of professional opportunities in this facet of environmental work.—*Amy Jankowski, University of New Mexico, ajankowski@unm.edu*

UnidosUS. Access: <https://www.unidosus.org/>

UnidosUS is the nation's largest Latino civil rights and advocacy organization. Established in 1968 and formerly called the National Council of La Raza, UnidosUS initiates opportunities for Latinos' economic, political, and social advancement. For the researcher, UnidosUS provides statistics and resources for and about Latinos in the United States. The website is divided into facts about US Latinos; a list of key issues that effect Latinos; a library of research reports, articles, and papers; and information about UnidosUS.

The “Facts” section lists statistics related to the US Latino population in the areas of health care, education, wealth, and jobs. The statistics include citations and, where applicable, links to the source documents. For example, the statistic “70% of Latino college student are the first in their family to attend college” is a statistic taken from National Center for Education Statistics, and a link is provided to the primary source. Not all statistics are cited, so it is difficult to fact check a statement like “In the next 20 years, 70% of new homeowners will be Hispanic.” The website would be more helpful if all statistics either had citations or links to the original document.

The “Issues” section contains educational material and data on a variety of civil rights topics. For example, the “Education” page links to facts on Latinos in higher education, an education blog, a video of their higher education agenda, a description of their core education programs, and links to publications in both English and Spanish.

The most valuable section for librarians is “Library,” which contains research reports, articles, ebooks, working papers, curriculum, data sets, and recordings of virtual events. Readers can browse, search, or limit the publications by type or topic (civil rights, education, health, housing, immigration, impact report, policy, the economy, voting, youth). As an example of available publications, the Education Library has Spanish publications, toolkits for welcoming AfroLatinx and LGBTQ youth to schools, a letter sent to a House Subcommittee regarding funding to support English learners, and the book *Debt, Doubt, and Dreams: Understanding the Latino College Completion Gap*.

This is an essential resource for researchers needing information on current and recent Latino history and civil rights.—*Delores Carlito, University of Alabama at Birmingham, dcarlito@uab.edu* ✍️

Penn State University Libraries has expanded its robust scholarly research

potential of one of America's foremost 20th-century writers through the acquisition of the Toby and Betty Bruce Collection of Ernest Hemingway. Now housed in the University Libraries' Eberly Family Special Collections Library, the collection includes unpublished writing, manuscripts, handwritten letters and notes, more than 1,000 photos, and other documents and memorabilia. The collection provides new insight into the author's writing process and his personal life from childhood onward.

"The acquisition of this archive of some of Hemingway's unpublished stories, manuscript drafts and correspondence will provide a wealth of new material for studying a pre-eminent writer," said Faye A. Chadwell, dean of University Libraries and Scholarly Communications. "The Toby and Betty Bruce Collection of Ernest Hemingway is a significant addition to our holdings in the Eberly Family Special Collections Library at Penn State University Libraries, strengthening our reputation for fostering research at all levels."

The collection, which was acquired in October 2021 through donor support, holds several remarkable discoveries, including Hemmingway's first story written in childhood. More information about the collection is available at <https://aspace.libraries.psu.edu/repositories/3/resources/11174>.



Ernest Hemingway and his middle son, Patrick, posed with a record 119-1/2 pound Atlantic sailfish caught off Key West, Fla., in May 1934. Credit: Toby and Betty Bruce Collection of Ernest Hemingway, Eberly Family Special Collections Library, Penn State University Libraries / Penn State. All Rights Reserved.

The Institute of Museum and Library Services recently announced grants totaling \$5,253,000 through three programs designed to support and improve library services of Native American, Native Alaskan, and Native Hawaiian organizations. Native American Library Services Basic Grants support existing library operations and maintain core library services. These noncompetitive grants are awarded in equal amounts among eligible applicants. Grants totaling \$1,297,411 were awarded to 117 Indian Tribes, Alaska Native villages, and other regional and village corporations.

Native American Library Services Enhancement Grants assist Native American Tribes in improving core library services for their communities. Enhancement Grants are only awarded to applicants that have applied for a Native American Library Services Basic Grant in the same fiscal year. IMLS received 27 applications requesting \$3,470,682 and was able to award \$3,096,553 to 23 tribes in 11 states. This year's awarded grants will advance the preservation and revitalization of language and culture, as well as educational programming and digital services.

The Private Academic Library Network of Indiana (PALNI) has awarded PALSave Textbook Creation Grants to faculty authors from three of its supported institutions. The grants will allow these educators to develop open textbooks that are freely available online, making them part of a statewide effort to reduce the cost of course materials for college students. Financed with support from Lilly Endowment, each author will receive up to \$5,000 per project.

The grants, awarded as part of the PALSave: PALNI Affordable Learning programs, are given in overlapping two-year cohorts. Titles and authors selected for the current cohort include *Social Action Writing: Public Narratives and Methods of Community* by Mark Latta, assistant professor of English and director of community engagement, Marian University; *Writing and Digital Media* by Cara Miller, associate professor of English and director of first-year writing, Anderson University; and *Ultrasound Physics and its Application in Medicine* by Arbin Thapaliya, associate professor of physics, Franklin College. *~*

John Wilkin has been appointed CEO of Lyrasis, a mission-driven, community-led non-profit serving libraries, museums, and research communities. Wilkin, who is currently dean of libraries and university librarian at the University of Illinois, brings deep experience in building community-driven programs with a focus on increasing access to knowledge, a core tenet of the Lyrasis mission. Wilkin played a key role in the creation of HathiTrust, a nonprofit collaborative digital library that preserves and provides access to 17+ million digitized items, serving as its first executive director. He has long been an advocate for open source and open access initiatives, developing pioneering digital library systems and spearheading open access to content such as Making of America. Wilkin was the recipient of the 2011 LITA/Library Hi Tech award for Outstanding Communication in Library and Information Technology and the 2019 Hugh Atkinson Memorial Award. Wilkin began the role December 1, 2022.

Katie Delezenski is now business librarian at Salisbury University in Maryland.

Abigail Higgins has joined the Auburn University Libraries' Research and Instruction Services department as an instruction and student success librarian.

Johanna Jacobsen Kiciman is now education and research help librarian at the University of Washington Libraries.

Junghae Lee is now e-resources metadata librarian at the University of Washington.

Isabelle Schenkel is now metadata librarian for Slavic languages at the University of North Carolina-Chapel Hill University Libraries.

Erin Weber has been appointed research and instructional services librarians at Salisbury University in Maryland.

Emily Zerrenner has been appointed research and instructional services librarians at Salisbury University in Maryland.

Retirement

David J. Nutty has retired after 19 years as university librarian/director emeritus of libraries and learning at the University of Southern Maine. He has also served in leadership positions at Loyola University Chicago, George Washington University, and Richmond, the American International University in London. ♪

→ **Fast Facts**



USA doctorate numbers declined

“The number of doctorates awarded by American universities fell 5.4 percent in 2021, according to the latest Survey of Earned Doctorates, making it the steepest decline in Ph.D. production in the survey’s 65-year history. According to the survey, 52,250 doctoral degrees were awarded in 2021. That’s nearly 3,000 Ph.D.s fewer than in 2020, when the number of Ph.D. recipients, at 55,224, had fallen 0.7 percent from the previous year.”

Audrey Williams June, “America’s Ph.D. Production Experienced Its Steepest Drop on Record,” *Chronicle of Higher Education*, October 18, 2022, <https://www.chronicle.com/article/americas-ph-d-production-experienced-its-steepest-drop-on-record>.



National Assessment of Educational Progress

“A majority of (U.S.) states saw scores decline for fourth- and eighth-graders in mathematics and reading between 2019 and 2022, according to the latest results from the National Assessment of Educational Progress. The national average score declines in mathematics for fourth- and eighth-graders were the largest ever recorded in that subject. Nationally, the average mathematics score for fourth-graders fell five points since 2019, while the score for eighth-graders dropped eight points. In reading, average scores for both grades fell three points.”

Grady Wilburn and James Elias, “Mathematics and Reading Scores of Fourth- and Eighth-Graders Declined in Most States During Pandemic, Nation’s Report Card Shows,” press release, National Assessment of Educational Progress, National Center for Education Statistics, October 24, 2022, https://www.nationsreportcard.gov/mathematics/supportive_files/2022_rm_press_release.docx.



Disinformation

“An investigation by Global Witness and the Cybersecurity for Democracy (C4D) team at NYU Tandon looked at Facebook, TikTok, and YouTube’s ability to detect and remove election disinformation (advertisements) in the run up to the US midterm elections. TikTok fared the worst; the platform . . . approved a full 90 percent of the ads containing outright false and misleading election misinformation. Facebook was only partially effective in detecting and removing the problematic election ads. Only YouTube succeeded both in detecting the ads and suspending the channel carrying them, though this

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

is in glaring contrast to the platform’s record in Brazil, where similar ads were approved.”

“TikTok and Facebook Fail to Detect Election Disinformation in the US, While YouTube Succeeds,” Global Witness, Center for Cybersecurity at the NYU Tandon School of Engineering, October 21, 2022, <https://www.globalwitness.org/en/press-releases/facebook-and-tiktok-fail-block-deceptive-ads-blattant-us-midterms-disinformation>.



People get news from TikTok

“A small but growing share of U.S. adults say they regularly get news on TikTok. In just two years, the share of U.S. adults who say they regularly get news from TikTok has roughly tripled, from 3 percent in 2020 to 10 percent in 2022. Adults under 30 are the most likely group to say they regularly get news on TikTok. About a quarter of Americans in this age group (26 percent) say they regularly get news there, higher than in 2021 and 2020.”

Katerina Eva Matsa, “More Americans Are Getting News on TikTok, Bucking the Trend on Other Social Media Sites,” *Pew Research Center* (blog), October 21, 2022, <https://www.pewresearch.org/fact-tank/2022/10/21/more-americans-are-getting-news-on-tiktok-bucking-the-trend-on-other-social-media-sites>.



Internet use in the United States

“There were 307.2 million internet users in the United States in January 2022. The United States’s internet penetration rate stood at 92.0 percent of the total population at the start of 2022. Kepios analysis indicates that internet users in the USA increased by 8.4 million (+2.8 percent) between 2021 and 2022. For perspective, these user figures reveal that 26.71 million people in the USA did not use the internet at the start of 2022, meaning that 8.0 percent of the population remained offline at the beginning of the year.”

Simon Kemp, “Digital 2022: The United States of America,” *DataReportal—Global Digital Insights*, February 9, 2022, <https://datareportal.com/reports/digital-2022-united-states-of-america>.