

College & Research Libraries

news

Association of College & Research Libraries



January 2023
Vol. 84 No. 1
ISSN: 2150-6698

Davis *D* 827 BROAD ST.
RICHMOND, VA.



Features

- 7 PERSPECTIVES ON THE FRAMEWORK**
What's art got to do with politics?
Show me the evidence
Nandi Prince
- 12 THE WAY I SEE IT**
There's a baby in the bath water
In defense of one-shots
Candice Benjes-Small
- 15 ACRL candidates for 2023**
A look at who's running
- 22 SCHOLARLY COMMUNICATION**
If not a transformative agreement, then what?
Nine questions and answers about an alternative
A.J. Boston
- 27 ACRL TECHCONNECT**
Shifting from reactive to proactive.
An accessibility review and revision project
Donovan Frazier
- 32 Connecting school and academic librarians through professional development**
A pilot project
Jane Hammons and Kapil Vasudev
- 37 ACRL 2023**
Unlocking Pittsburgh
Navigating and exploring the local secrets of our host city
Robin Kear and Carrie Donovan

Departments

3 News from the Field

43 Internet Reviews

Joni R. Roberts and Carol A. Drost

46 People in the News

47 Fast Facts

Gary Pattillo



This month's cover features a portrait of Louisa Nelson taken in 1893 by James Branch Cabell. Born an enslaved person around 1820, Nelson came to Richmond, Virginia, with her third husband, Jeremiah Nelson, after the Civil War. Following his death, she became a nurse to the prominent Cabell family's three young sons, James, Robert, and John. She would live with the family for 25 years, until her death in 1904.

James Branch Cabell became a nationally known author of fantasy fiction and, later, namesake for the academic library at Virginia Commonwealth University (VCU). The image of Nelson is part of VCU's James Branch Cabell photographs collection and appears online in James Branch Cabell: Man of Letters and Libraries. For more information, visit <http://go.vcu.edu/aboutcabell>.

Editor-in-chief: David Free

Recruitment ad sales manager: David M. Connolly

Product sales manager: Pam Marino

C&RL News Editorial Board: Leo S. Lo, (Chair), José A. Aguiñaga, Erin Louiza Cassity, Heather A. Dalal, Ashley T. Hoffman, Natalie Eloisa Marquez, Ann Medaille, Willie Miller, Amanda Nichols Hess, Karen O'Grady, Kristen Totleben (C&RL Editor), Robert Jay Malone (ACRL Executive Director), David Free (Editor-in-Chief), Candice C. Dahl (ACRL Publications Committee Chair), Julie Garrison (ACRL Past-President)

Editorial offices: (312) 280-2513

Email: dfree@ala.org

Website: crln.acrl.org

Product advertising: Contact Pam Marino, ACRL Advertising, c/o Choice, 575 Main Street, Suite 300, Middletown, CT 06457; (860) 347-1387.

Job advertising: Contact *ALA JobLIST*, 225 N. Michigan Ave, Suite 1300, Chicago, IL 60601-7616; (312) 280-2513; e-mail: joblist@ala.org.

Production office: 225 N. Michigan Ave, Suite 1300, Chicago, IL 60601-7616

College & Research Libraries News (Online ISSN 2150-6698) is published by the Association of College & Research Libraries, a division of the American Library Association, as 11 monthly (combin-

ing July/August) online-only issues, at 225 N. Michigan Ave, Suite 1300, Chicago, IL 60601-7616. Submission guidelines are available on the *C&RL News* website. Inclusion of an article or an advertisement in *C&RL News* does not constitute official endorsement by ACRL or ALA.

Indexed in *Current Contents: Social & Behavioral Sciences*; *Current Index to Journals in Education*; *Information Science Abstracts*; *Library & Information Science Abstracts*; *Library Literature*; and *Social Sciences Citation Index*.

Back issues: \$11.00 each.

© American Library Association 2023. All material in this journal subject to copyright by the American Library Association may be photocopied for the noncommercial purpose of scientific or educational advancement.

ACRL Board of Directors: President-Erin L. Ellis, eliser@iu.edu; vice-president/president-elect-Beth McNeil, memcneil@Purdue.edu; past-president-Julie Garrison, julie.garrison@wmich.edu; Budget & Finance Committee chair-Joe Mocnik, mocnik@ksu.edu; councilor—Kara M. Whatley, kwhatley@caltech.edu; directors-at-large—Toni Anaya, tanaya2@unl.edu; Jessica Brangiel, jbrangi1@swarthmore.edu; Walter Butler, walter.butler@outlook.com; Kim Copenhaver, copenhka@eckerd.edu; Cinthya Ippoliti, cynthia.ippoliti@ucdenver.edu; Mary Mallery, mary.mallery@brooklyn.cuny.edu; Yasmeen Shorish, shorisyl@jmu.edu; Rebecca Miller Waltz, rebeccakate.miller@gmail.com; ACRL Executive Director-Robert Jay Malone, rmalone@ala.org

UBC Library digitizes William Shakespeare's First Folio

The University of British Columbia (UBC) Library has made its first edition of *William Shakespeare's Comedies, Histories, & Tragedies* (the "First Folio") openly accessible to the public by publishing a digitized version of the volume online through Open Collections. The process to digitize the First Folio took more than a year to facilitate because of the Folio's age and fragility. The First Folio arrived at UBC in September 2021 and work began almost immediately with UBC Library's conservator Anne Lama to plan for its 2D digitization.



William Shakespeare's *Comedies, Histories, & Tragedies* being digitized.

The fragility of the Folio's binding and the small margins made digitizing some of the text a challenge, Lama noted. The team had to create a balance between maintaining an opening large enough to get a clean capture of all the text into the margins, while limiting stress on the volume's external hinges. Robert Stibravy, digital projects librarian at the UBC Library, worked closely with Lama to determine the safest way to digitize the material, and completed the primary captures using a dedicated book scanner with the help of digital initiative assistant Marina Botnaru. Thanks to funding provided by the UBC Library's Giving Day campaign donors, Stibravy was also able to hire a student to do image editing, quality control, and other post-production tasks, accelerating the work further and ensuring the final product adhered to the Digitization Centre's high standards of quality. Complete details on the project are available at <https://about.library.ubc.ca/2022/11/21/ubc-library-digitizes-william-shakespeares-first-folio/>.

ACRL 2023 early bird registration ends January 20

The early bird registration deadline for the ACRL 2023 Conference, to be held March 15–18, 2023, in Pittsburgh, Pennsylvania, and virtually, is January 20, 2023. 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."



Whether you're in Pittsburgh or in the comfort of your own home or campus, ACRL 2023 will include opportunities to be inspired by keynote speakers Rebecca Nagel and Heather McGhee, participate in concurrent programs, and connect with colleagues. ACRL 2023 features more than 300 live educational programs including keynote and invited presentations, panel sessions, contributed papers, workshops, lightning talks, roundtable discussions, and poster sessions offering insights and inspiration to enhance your library's programs and services. Virtual registration includes live

streams of the opening and closing keynotes, hybrid programs with live chat, virtual-only presentations, and networking and wellness opportunities. All registrants also receive full virtual conference access for one year.

Register by the January 20, 2023, early bird deadline and save. Group discounts are also available. Complete details on ACRL 2023, including registration information, are available on the conference website at <https://acrl2023.us2.pathable.com/>.

UC-San Diego Library launches 2022–2027 Strategic Plan

After an extensive consultation process that engaged more than 100 stakeholders across all levels of the university and generated over 2,500 comments and ideas, the University of California (UC) San Diego Library has released its new five-year Strategic Plan. Aligned with the goals of UC San Diego's Strategic Plan, the Strategic Plan for Inclusive Excellence, and the vision, strategy, and initiatives of Academic Affairs—specifically that of Collective Impact—the plan positions the library to work in direct service to the academic mission of the university. Building on the library's past successes and the ongoing contributions of library employees that directly support the academic, research, and public-service mission of the university, four core pillars were established. The new plan is available at <https://lib.ucsd.edu/strategicplan>.

MIT Press shares D2O metrics

In 2021, the MIT Press launched Direct to Open (D2O), a model for open access (OA) to scholarship and knowledge. To date, about 50 of the 80 scholarly monographs and edited collections in the D2O model in 2022 have been published, and these works have been downloaded more than 176,000 times. Since its launch, more than 265 institutions have signed on to participate in the D2O initiative. Early major support came from the MIT Libraries and the 15 member libraries of the Big Ten Academic Alliance. Participating institutions span the globe and include Duke University Libraries, Rocky Mountain College, KU Leuven, EPFL Switzerland, Johns Hopkins University Libraries, University of Manchester, University of Toronto Libraries, Massey University Library, Southern Cross University, and hundreds more. The MIT Press has also seen an increase in the readership of scholarly monographs and edited collections. While a typical printed scholarly monograph might sell only a few hundred copies total, chapters from the OA versions of these titles have already been downloaded up to 25,000 times per title. To learn more about D2O, visit direct.mit.edu/books/pages/direct-to-open.

Academic Librarian Burnout: Causes and Responses

ACRL announces the publication of *Academic Librarian Burnout: Causes and Responses*, edited by Christina Holm, Ana Guimaraes, and Nashieli Marcano, which offers ways to discuss burnout in our work environments, studies burnout's nature and causes, and provides preventative intervention and mitigation strategies.

Librarianship has been conceptualized as a vocation or calling—rather than a profession—since the 1800s. Within this historical context, librarians are encouraged to think of ourselves as possessing a natural disposition to showing perpetual engagement, enthusiasm, and self-regulation in pursuit of our shared vocation. These assumptions about the profession can sometimes shield us from introspective criticism, but they can also prevent

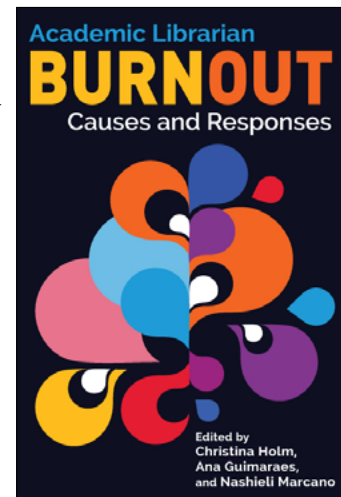
us from recognizing and managing the systemic occupational issues that afflict us.

Academic Librarian Burnout can help librarians develop the agency to challenge the assumptions and practices that have led to so much professional burnout. It's divided into five thorough parts:

- Reframing Burnout
- Conditions that Promote Burnout
- Lived Experiences
- Individual Responses to Burnout
- Organizational Responses to Burnout

Chapters explore the relationship of burnout in academic libraries and illness, intersectionality, workload, managerial approaches, and more, while offering real-life stories and ways for both individuals and organizations to address the symptoms and causes of burnout. The emotional, physical, and mental investment we require of librarianship—to go above and beyond to serve the ever-evolving needs of our patrons while perennially justifying our existence to library stakeholders—can come at the expense of our well-being. *Academic Librarian Burnout* addresses unsustainable work environments and preserves and celebrates the unique contributions of librarians.

Academic Librarian Burnout: Causes and Responses 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 State or (770) 442-8633 for international customers.



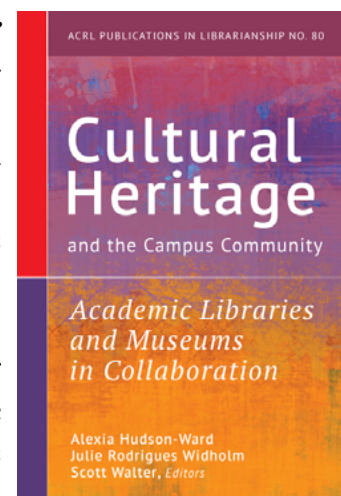
Cultural Heritage and the Campus Community: Academic Libraries and Museums in Collaboration

ACRL announces the publication of *Cultural Heritage and the Campus Community: Academic Libraries and Museums in Collaboration*, book number 80 in the Publications in Librarianship series, edited by Alexia Hudson-Ward, Julie Rodrigues Widholm, and Scott Walter. This unique book collects examples of successful collaborations between academic libraries and museums and serves as critical knowledge for the cultural heritage sector.

Academic libraries and museums foster many outstanding collaborations supporting teaching, learning, and research within their respective institutions. These collaborations, like other progressive activities, require significant invisible labor, caretaking, and resources that have not always been documented.

Cultural Heritage and the Campus Community brings together authors from libraries and museums across the United States who demonstrate how to develop and execute partnerships and bring forth new dimensions of transdisciplinary objects-based pedagogy, research, and learning centered on inclusive educational practices. Chapters explore visual thinking strategies and the Framework for Information Literacy for Higher Education in the undergraduate classroom, restoring Indigenous heritage through tribal partnerships, using object-based teaching to motivate student research, and much more.

The collaborative approaches highlighted here demonstrate the power of possibility when



two collections-centric entities unite to enrich our collective understanding of materiality, instructional approaches, and the importance of provenance. *Cultural Heritage and the Campus Community* also illustrates why interrogating past practices and value assignments within academic library and museum collections is essential to advancing culturally relevant approaches to knowledge sharing in physical and digital spaces.

Cultural Heritage and the Campus Community: Academic Libraries and Museums in Collaboration is available for purchase in print and as an ebook through the ALA Online Store; in print through Amazon.com; and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.

Gale launches Gale Business: Insights

Gale, part of a Cengage Group, recently announced the migration of its Business Insight platforms—Gale Business Insights: Essentials and Gale Business Insights: Global—to a single new and improved all-in-one platform, Gale Business: Insights. With enhanced navigation and collaboration tools, business professionals, entrepreneurs, students, and researchers can spend less time searching and more time turning their findings into practical applications. Developed on the basis of user feedback, this new platform supports usability and accessibility with a single database that encompasses the global nature of business. Gale Business: Insights combines Gale reference content with respected business sources and full-text periodicals to help researchers gain a broader understanding of the global nature of today's business world. In addition, users can access daily updates, more than 450,000 detailed company profiles, and in-depth country and industry overviews. Learn more at <https://blog.gale.com/gale-business-insights-enhancing-customer-experience>. ❧

Tech Bits . . .

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

Are you interested in an app to enhance instruction in an online learning space? Woodclap, which helps to improve student engagement, may be of interest. It can quickly assess students' learning with polls and questionnaires. It is an easy-to-use application that can be integrated with multiple learning and video platforms, such as Zoom and Teams. The app also works great with PowerPoint presentations. There is an add-in that quickly livens presentations with real-time interactivity. There are free, basic, and pro versions of Woodclap. The free version is available to educators with limitations on the number of questions and participants. However, there is access to an unlimited number of events and support from the help center with the free version.

—Dawn Kight
Southern University and A&M College

... Woodclap
<https://www.wooclap.com/>

Nandi Prince

What's art got to do with politics?

Show me the evidence

Faculty expect students to integrate appropriate sources for their assignments with a research component and rely on collaborations with library subject specialists to support student needs. Teaching students to build their information literacy skills by using the ACRL Framework for Information Literacy for Higher Education contributes to increasing their proficiency for college-level research. Aspects important to this endeavor are learning about academic literature, choosing topics and learning background information, and finding and evaluating sources. Students learn how to construct their own academic authority, how to insert themselves into the ongoing scholarly conversation, and that searching can be nonlinear and iterative. Collaboration with course faculty encourages students who tend to shy away from the library.¹ Avoiding the library is not uncommon for students, who then struggle alone with elements of their assignment that require research help.² Hence the classroom visibility of subject specialist work builds student awareness of the library and prompts them to be proactive when doing library research.

The goal of a subject specialist is to build the core competency of students to use library resources and those specific to the discipline. The online world culture and global studies course at New York City College of Technology covers the political landscape of the Latin America diaspora and the colonial legacy that influences the historical struggles of the people of these lands. Three elements of the Framework—Authority is Constructed and Contextual, Scholarship as Conversation, and Searching as Strategic Exploration—were connected to a multicultural lesson for this course,³ which celebrates diversity as an asset. Being intentional about incorporating representation into instructional work aligns with the diversity goals of the library.

The New York City College of Technology campus is characterized by a number of cultures and identities; 73 percent of the students speak a non-English language at home.⁴ A large body of scholarship supports the merits of using instructional materials that reflect representation; culturally inclusive curriculums are beneficial to the students' academic experience.⁵ Librarians must work to intentionally include diverse instruction to ensure that students have tools to develop how they conceptualize, interpret, and make judgements about information.⁶ Further, the learning environment should be compatible with who they are.⁷ Validating students' authentic self and creating a welcoming classroom environment helps counteract the institutional indifference that sometimes occurs. Many scholars have studied the nuances of inclusive teaching by discipline; Jerome Branche, John W. Mullennix, and

Nandi Prince is an assistant professor at New York City College of Technology, email: nprince@citytech.cuny.edu.

Ellen R. Cohn specifically note the importance of promoting diversity in an online teaching environment.⁸ This article outlines ways to acknowledge the diverse identities within college using the Framework, specifically the three frames mentioned above.

Assignment and learning outcomes

One of the course's learning outcomes is for the students to critically assess an issue relevant to the course and present oral and written analysis supported by evidence. The assignment asks students to do an oral research presentation on a Latin American country. The instructor shared that every semester the challenge is to steer students away from presenting food recipes and describing festivals of their assigned country. These topics are important but superficial in comparison to the depth and breadth of the cultural, economic, historical, political, and social material covered in the course with respect to European colonization. The course instructor instituted a mandatory student consultation before their presentation to steer students away from popular topics. As they begin their foray into research, they investigate more complex questions and deepen their knowledge by asking additional questions.

With these challenges in mind, as the Latin America and Puerto Rican Studies subject specialist, I taught students strategies to brainstorm suitable topics for their presentations. Our campus epitomizes our global society, and I welcomed the opportunity to design a lesson plan to meet the cultural and linguistic needs of this online class. The instructor shared that classes are consistently composed of a Latinidad community of developing English language learners.⁹ Faculty must understand the role race and ethnicity plays in the physical and online classroom to address the needs of their students.

Building the mosaic: Bridging social justice to the Framework

In this section, I demonstrate how the frames Authority is Constructed and Contextual, Scholarship as Conversation, and Searching as Strategic Exploration were applied to a discipline-specific one-shot course to develop students' information literacy. The topics of art and artists' social justice activism were integrated into the instruction to engage students and acclimate them into scholarly research. Combining the teaching of art research with social justice engages students and awakens their awareness of social struggles.¹⁰ Teaching with art is more than aesthetic contemplation; it visually engages students to explore disruptions in society. Students bring rich experiences to the classroom, and my aim is not to lecture and have them try to retain everything about research in an hour.

I instead introduce the art of David Alfaro Siqueiros, a Mexican artist who created works such as *Echoes of Scream*, *Portrait of Bourgeoisie*, *La Nueva Democracia*, *La Marcha de la Humanidad*, and *The Sob*. Siqueiros's works depict political issues, and he believed that art was a conduit to expressing struggles in the society. His work is highly compelling, which piques the students' interest, motivating them to become highly motivated interlocutors. This approach of promoting representation and identity while teaching with the Framework matters to students. Their searches focus on exploring different experiences between Latinx communities and the impactful legacies of colonialism in each territory.

Practical applications of the Framework

Searching as Strategic Exploration

Students who are new to searching for sources in an academic context must develop their

understanding of the complexity of the types of information sources available and its relevance to their needs as well as the practical knowledge of using the available tools, such as databases. Using a group activity when applying the Strategic Exploration frame stimulates students' creativity as they brainstorm keywords. They learn how foundational keywords are when navigating databases to yield useful results relevant to their topics. Students are placed in small groups and invited to brainstorm topics and generate search terms by sharing stories with each other. They generate the name of a highly visible person or an issue from their country that has caused good or harm to them personally, or to the community that they came from. For example, one student identified the following keywords to initiate a search:

“Billy Joya Améndola es the general de of death that made my family desappear [*sic*: disappear]”

Some elect to continue along the vein of Siqueiros and find more information related to his activism. Some search terms students have produced based on Siqueiros's works and his activism are “Spanish Civil War,” “Marxist,” “farmers,” “government,” “industrialist,” “humanity,” “oppression,” “fascist,” “insurrection,” “labor movement,” “revolution,” and so on. The goal of this activity is to help students select and narrow their topic and then formulate search terms. Beginning with art that focuses on social justice leads students to critically analyze world problems as they investigate a topic.

As students discover information, they become more curious. Students begin to move from using natural language to specific keywords. This provides an opportunity to discuss abstract searches or colloquial terms and convert them to more searchable or indexed terms. At times, the help they need may be more technical in understanding how to navigate the interface of the library's discovery layer or using Boolean operators effectively. They gain confidence by using synonyms and related terms about their topic while searching the library's resources. As they persist with their searches, they develop new questions and continue to use and value library resources. New perspectives emerge and they begin to appreciate the iterative nature of research.

Authority is Constructed and Contextual

Some of the cornerstones of teaching from the Authority is Constructed and Contextual frame are facilitated discussions on the expertise of the author(s) and their diverse ideas, biases, and opposing alternatives of the worldview. Students are asked to identify evidence in a sample work presented and discuss their process. They are excited to build knowledge. At times they refute what scholars say and they suggest turning to an authority they know from their country who is more knowledgeable of a particular event. Students critically question what dominates as knowledge and discuss why local perspectives are missing from scholarly sources.

Scholarship as Conversation

As students engage in this concept, attribution is prioritized per the course instructor's urging. One of the overarching goals is to have students engage in the scholarly dialogue by calling the students' attention to how Siqueiros combined politics and art and having

them explore similar struggles in the Latin American country they have chosen.¹¹ Students begin to recognize that they are entering into an ongoing conversation on this topic. They accumulate citations and evidence for their presentation.

Final touches: Sustaining knowledge

Students are encouraged to reflect upon their discoveries. Due to the limited time of the session, they do a round robin report on the most surprising detail about Siqueiros's work and its significance to the Mexican people. Reflection allows the students to deepen their understanding as they recall the process. This is always enlightening and allows for an opportunity to offer outreach beyond the session. Students are invited to a Slack channel and encouraged to continue the conversation in the digital classroom. Sample files of multicultural artists similar to Siqueiros are posted in Slack to provide asynchronous and synchronous support. It is helpful to have multiple opportunities to increase participation in an online class. Classes are recorded with closed captions and forwarded to the instructor for students to interact with the material at their own pace. Recording the session makes it accessible to students, which demonstrates my commitment to inclusive teaching practices.

One of my philosophies about culturally inclusive teaching is adhering to Universal Design for Learning (UDL) principles, including communicating in multiple modes.¹² This is especially helpful for language acquisition learners as often students are at different levels with various reading and listening skills. The captions are a contributing tool to facilitate the comprehension for English language learners.¹³ In a diverse classroom, it is not unusual for students to need additional support with decoding as they engage with the materials.

Conclusion

Interweaving artistic works with the Framework promotes social justice and information literacy. It connects students with their community and builds their critical consciousness as they examine pre- and post-colonial Latin American societies. The Framework sorts the threshold concepts into practices and dispositions, which helps to guide the lesson design to engage students in their information research. The values embedded in the frames support instruction that is student-centered because innovative ideas can be implemented in multiple ways. In applying these cores, a flexible lesson could look like the aforesaid. Using high-quality resources and topics focused on Siqueiros's work helps examine important societal issues that are relevant to students. The multiple approaches in the Framework support dimensional ways for instructing and learning. Stimulating discussions on defining authority and integrating activities for students to participate in connects to the practice elements of the frames. Through active engagement students delve more deeply into perspectives and worldview which supports cultural competency.

Teaching with the Framework provides an open-minded foundation for teaching information literacy through a more culturally competent lens.¹⁴ Although students have easy access to information at their fingertips, a more strategic approach is needed to acquire information that is credible and appropriate for their purpose, as well as knowledge. Art can evoke strong emotions and it is an approach to engage students in the research process and cultivate their proficiencies. Sharing these pedagogical practices of combining art with social justice, featuring individuals that students identify with, may lead to new actions by library

instructors. Fostering a community around more equitable instructional practices benefits diverse students, emphasizes how information literacy concepts connect to the Framework, and provides sustainable practices for this work. ❧

Notes

1. Andria L. Tieman and Megan E. Black, “Exploration of Library Outreach to Non-traditional Students,” *Reference & User Services Quarterly* 56, no. 3 (Spring 2017): 198–205, <https://doi.org/10.5860/rusq.56n3.198>.
2. Christina C. Wray and Renee C. Montgomery, “Bridging the Skill Gap: Helping Non-Traditional Students Develop Research Skills When They Need It Most” (paper presented at the Annual Meeting of the Adult Higher Education Alliance, Orlando, Florida, March 7–8, 2019), <https://eric.ed.gov/?id=ED597794>.
3. In this article, I have used multicultural and culturally inclusive teaching interchangeably.
4. “City Tech Fact Sheet 2022–2023,” accessed January 30, 2021, <http://www.citytech.cuny.edu/about-us/docs/facts.pdf>.
5. Geneva Gay, *Culturally Responsive Teaching: Theory, Research, and Practice*, 3rd ed., Multicultural Education Series (New York: Teachers College Press, 2018).
6. James Elmborg, “Critical Information Literacy: Implications for Instructional Practice,” *Journal of Academic Librarianship* 32, no. 2 (March 1, 2006): 192–99, <https://doi.org/10.1016/j.acalib.2005.12.004>.
7. Elmborg, “Critical Information Literacy.”
8. Jerome Branche, John W. Mullennix, and Ellen R. Cohn, *Diversity across the Curriculum: A Guide for Faculty in Higher Education* (Bolton: Anker, 2007).
9. They are required to take either a co-requisite English course or be enrolled in a co-requisite course meant for ESOL learners.
10. Karen Keifer-Boyd, “Arts-Based Research as Social Justice Activism: Insight, Inquiry, Imagination, Embodiment, Relationality,” *International Review of Qualitative Research* 4, no. 1 (2011): 3–19.
11. Alicia Azuela, “El Machete and Frente a Frente: Art Committed to Social Justice in Mexico,” *Art Journal* 52, no. 1 (1993): 82–87, <https://doi.org/10.2307/777306>.
12. “Universal Design for Learning,” Center for Teaching Innovation, accessed May 30, 2022, <https://teaching.cornell.edu/teaching-resources/designing-your-course/universal-design-learning>.
13. Bryan K. Dallas, Amanda K. McCarthy, and Greg Long, “Examining the Educational Benefits of and Attitudes toward Closed Captioning among Undergraduate Students,” *Journal of the Scholarship of Teaching and Learning* 16, no. 2 (April 1, 2016): 50–65. “Captioning to Support Literacy,” Power Up What Works, accessed May 30, 2022, https://www.ctdinstitute.org/sites/default/files/file_attachments/Captioning%20to%20Support%20Literacy%20FINAL_0.pdf.
14. Karen Manheim Teel and Jennifer E. Obidah, *Building Racial and Cultural Competence in the Classroom: Strategies from Urban Educators* (New York: Teachers College Press, 2008).

Candice Benjes-Small

There's a baby in the bath water

In defense of one-shots

Library literature is full of articles critical of one-shot instruction, including a recent *College & Research Libraries* volume edited by Nicole Pagowsky. Her call for proposals makes excellent points about the ephemeral definition of the phrase “one-shot,” the implications of power imbalances between librarians and professors, and the role of systemic racism and sexism in the academy.¹ I would argue that many of these same issues would arise in any type of library instruction. Embedded librarianship, train-the-trainer, credit-bearing courses, asynchronous tutorials—I’ve done them all, and they all have their place, but they cannot replace one-shots.

Let me be clear: I think successful one-shots need to be contextualized within a class. General orientations scheduled because the professor wants the students to be exposed to the library “for their own good”—or worse, because the professor has a conflicting appointment but doesn’t want to cancel class—are almost always a waste of everyone’s time. But I love teaching library workshops that are integrated into the curriculum in a meaningful way. As a librarian since 1997, I estimate I’ve taught at least 1,000 of them. Sometimes they are great fun, every now and then they’ve been difficult, but most importantly, they are an effective use of my, the faculty, and the students’ time. Here are a few reasons why I believe in the one-shot:

Recognition as guest speaker. Teaching faculty are content experts and are often very protective of their class time. They do turn to guest speakers when another voice can add to the classroom conversations and knowledge. By inviting me to be a guest speaker, most faculty members are recognizing that I have expertise in valuable research skills and information literacy. Sometimes it takes discussions before the session to clarify my role with the instructor; conflict can arise when there is a mismatch in expectations. But by talking very openly about my expectations for the session, learning those of the professor, and finding common ground, we can build together an experience that meets both our needs.

Building relationships. The best library workshops I’ve led have been designed in collaboration with the teaching faculty member. Sometimes emailing faculty about library concerns and issues can feel like I’m sending messages into a void, with few if any replies. But after a productive library workshop, faculty members have a personal connection to me and a better understanding of my work. The response rate to my communications is much higher, and the instructors will reach out to me more frequently.

Point of need is achieved. When talking with professors, I confirm there is an assignment that requires library research skills and that the workshop is scheduled at an appropriate point

Candice Benjes-Small is head of research at the William & Mary Libraries, email: cbsmall@wm.edu.

in the semester. An assignment can provide both valuable context and incentive. Ideally, for a research paper, the students will have selected their topics but have not yet found all their sources. They are then in an appropriate headspace to think about the resources you are highlighting and to consider how they would be useful for their project. Learners are most motivated when the information being communicated will help them meet a nearing deadline!

Marketing library resources. We have literally hundreds of databases in our collection; no one can be expected to keep up with our inventory. The one-shot gives us the opportunity to point out tools that students and faculty might not know about. Google Scholar and JSTOR are fabulous resources, but if you want to find out what section of Williamsburg, Virginia, spends the most money on their pets for your advertising class, then a database like Simply Analytics is going to be invaluable.

Information literacy can be amplified. In my initial conversations with the teaching faculty member, I'm always considering which of the information literacy frames from the ACRL Framework might most apply. I incorporate aspects of at least one frame into the session, prioritizing ones that allow for discussions. Professors have often become very engaged in this section of the class, deepening their own awareness of information literacy and modeling curiosity to their students.

Practice allows for perfecting. Repetition is a common criticism of the one-shot; we often teach the same topics, such as search strategy or source evaluation, over and over. But if not carried to an extreme, the repetitive pattern can be iterative. It usually takes me two or three times to work the kinks out of a new activity. I am also an adjunct instructor for Old Dominion University's library science graduate program. When I try something new in those courses, I have to wait until the next offering a year later before making adjustments. In my one-shots, I usually can try a new tweak within a day or week. By the end of the semester, I usually have ironed out some new approaches so they are effective and efficient. Because we teach many of the same research skills, colleagues in my department often share activities with one another and help refine the activities, too.

Critiques of the one-shot are myriad, of course. Many instruction librarians experience burnout in an instruction environment where one-shots are the norm, especially when faculty are not collaborative and library administrators measure success by demanding an ever-increasing number of one-shots be delivered. The concepts of the ACRL Framework seem beyond aspirational if the one-shot is the only instructional model. There are other approaches as well, such as train-the-trainer, asynchronous modules, embedding information literacy across the curriculum, and credit-bearing courses, which some claim are superior to the one-shot.

I would argue that when it comes to faculty and administrator issues, the problem lies in organizational culture. I have participated in virtually every type of instruction model. If colleagues do not respect, appreciate, or understand the work of an instruction librarian, the problem is not with the instruction format and will affect every interaction with the faculty member. Trying to teach with unreasonable expectations is going to lead to frustration. Healthy collaboration requires both parties to benefit; if the librarian feels a power differential relative to a course instructor who demands deference, this is likely an indication of a toxic library work environment, not a problem of instruction format. White supremacy and systemic racism are also structural issues that negatively impact librarians, but again,

this is reflective of the culture and organization and is not necessarily a part of the one-shot. No matter what format you use in your teaching, you will be at a disadvantage if you are in a systemically problematic or toxic environment.

The one-shot is imperfect but they are useful. Librarians should complete an environmental scan and assess which types of library instruction are the best match for their campus. Often, a mix of different formats is needed. One-shots need to be explored, interrogated, and reframed for optimal impact, but they should not be eliminated.

Acknowledgment

Thank you to Lisa Hinchliffe, Rebecca Miller Waltz, Nicole Pagowsky, and Paul Showalter for providing feedback on previous drafts. ✍️

Note

1. Nicole Pagowsky, “The Contested One-Shot,” *College & Research Libraries* 82, no. 3 (May 2021): 300.

ACRL candidates for 2023

A look at who's running

Leo S. Lo is the Dean and Professor of the College of University Libraries and Learning Sciences at the University of New Mexico, a position he has held since September 2021. Prior to this, Lo served as Associate Dean, Learning, Undergraduate Services and Commonwealth Campus Libraries, Pennsylvania State University (2019–2021), Associate University Librarian for Research and Learning, Old Dominion University, (2016–2019) and Head of the McLure Education Library and Associate Professor at the University of Alabama (2014–2016).



During his 14 years of ACRL membership, Lo has served as co-chair of the ACRL President's Program Planning Committee (2021–2023); a member (2017–2019), chair, ACRL *College and Research Library News* Editorial Board (2021–2023); a member (2017–2021), vice-chair, ACRL Publications Coordinating Committee (2022–2023; a member (2021–2022); a member, ACRL Academic/Research Librarian of the Year Award Committee (2020–2022); a member, ACRL ULS Public Service Directors of Large Research Libraries Discussion Group (2019–2022); and a member of the ACRL Excellence in Academic Libraries Awards Committee (2018–2020).

Lo's experience with ALA includes being a councilor-at-large of the ALA Council (2015–2018) and re-elected for another term (2018–2021). Lo has also served as a member on the ALA Training, Orientation, and Professional Development Committee (2011–2013); chair-elect, chair and past-chair of the Library Leadership and Management Association (LLAMA) Library Organization and Management Section (2013–2016); a member of *LL&M* Editorial Board (2011–2013); the *LL&M* editor of the column "New Perspectives in Leadership"; Board of Directors new leader's representative (2010–2013); chair of the LLAMA/NMRT Joint Committee on Collaboration (2011–2012); and chair of the Diversity Task Force (2010–2011).

Lo has also served as the assistant chair of the ALA New Members Round Table (NMRT) Liaison Support and Coordination Committee (2011–2012); chair of the Student Chapter Award Committee (2010–2011); a member (2009–2010); a member of the Membership, Promotion, Diversity, and Recruitment Committee (2010–2011); and a member of the Newsletter Committee (2009–2010).

Lo's activity with state, regional, and other national associations include serving on the Association of Research Libraries (ARL), 2023 Association Program Planning Task Force (member, 2022–2023), Research and Analytics Committee (member, 2021–2023), the New

Mexico Consortium of Academic Libraries (member representative, 2021–present), IMLS Advisory Board for CALA/APALA “Path to Leadership” (Board member, 2021–2023), the *Journal of Open Educational Resources in Higher Education (JOERHE)* Editorial Advisory Board (member, Open Peer Reviewer, 2022–present). Lo has also served on the Future Information Professionals (FIP) Advisory Board (member, 2022–present)—an IMLS-funded internship program coordinated by Old Dominion University to introduce undergraduate students to the library profession—Coalition for Networked Information (CNI) (member representative, 2021–present), Greater Western Library Alliance (GWLA) (member representative, 2021–present), Big Ten Academic Alliance (BTAA) Heads of Public Services Group (member, 2019–2021), and the Chinese American Librarian Association (CALA) Publication Committee (member, 2009–2010).

Notable accomplishments for Lo include being selected as an ALA Emerging Leader and sponsored by LLAMA in 2010. As a scholar-practitioner, Lo’s two co-authored papers, “You’re Hired! An Analysis of the Perceptions and Behaviors of Library Job Candidates on Job Offer Negotiations,” and “Recent Changes to Reference Services on Academic Libraries and Their Relationship to Perceived Quality: Results of a National Survey,” were awarded the first and second prizes respectively of the 2016 EBSCO/Alabama Library Association Research Paper Award.

As a strategic-minded leader, Lo led the strategic planning for the Pennsylvania State University Libraries, an organization with over 500 librarians/staff, culminating in a comprehensive 5-year plan in 2021. Since becoming the Dean of the College of University Libraries and Learning Science at the University of New Mexico (UNM) in September 2021, Lo has raised over \$1.2 million for the college and created a prestigious endowed librarianship position to focus on student success. He currently leads the institution-wide Open Educational Resources initiative at UNM to help make college more affordable and enhance student success. Lo believes in using storytelling with data to advocate for libraries and library employees and uses his training in screenwriting (Master of Fine Arts) and survey research (Master of Arts) to develop such culture at his organizations. His MFA thesis screenplay was selected as a Finalist in 2010 Creative World Awards International Screenwriting Contest and the 2009 PAGE International Screenwriting Awards.

His publications include “Collegiality and tenure: Results of a national survey of academic librarians,” *Journal of Academic Librarianship*, Lo, L. S., Coleman, J., and Pankl, L. (2022); “What Makes a Leader? An Exploratory Study of Academic Library Employees’ Perceptions of Leadership, Organization Vision, and Job Engagement,” *portal: Libraries and the Academy*, Lo, L. S., Mallon, M., and Coleman, J. (2022); “The Factors Significant to the Introduction Institutional Open Access Policies: Two Case Studies of R-1 Universities,” *Journal of Librarianship and Scholarly Communication*, Lo, L. S. (2021).

Elisandro (Alex) Cabada is an Assistant Professor, Emerging Technologies and Immersive Scholarship Librarian, and Director of the Grainger IDEA Lab at the University of Illinois at Urbana-Champaign, a position he has held in some capacity since 2016. Cabada has held several other positions at the University of Illinois at Urbana-Champaign, including Medical and Bioengineering Librarian (2018–2022) and Interim Head, Mathematics Library (2020–2022). Prior to this, Cabada served as Engineering and Innovation Librarian at the University of Minnesota Twin Cities (2017–2018). Before 2017, Cabada was Library

Support Staff (2007–2017) and a Library Student Assistant (2000–2005) at the University of Illinois at Urbana-Champaign.

During his eight years of ACRL membership, Cabada has held various positions with the ACRL Digital Scholarship Section Executive Committee (DSS), including past-chair (2022–2023), chair (2021–2022), vice-chair (2020–2021), and member-at-large (2018–2020). He has also served as a member of the ACRL DSS Equity, Diversity, and Inclusion Committee (2017–2019).

Cabada's experience with ALA includes being chair of the ALA Training, Orientation, and Leadership Development (TOLD) Committee (2019–2020) and a member (2018–2019). Cabada has also served as a member of the ALA Spectrum Advisory Committee (2018–2020), a member of the ALA LITA Assessment and Research Committee (2017–2019), and a member of the ALA LLAMA Leadership Development Committee (2016–2018).

Notable accomplishments for Cabada include being selected as a Library Journal Movers and Shakers: Innovators (2022); ALA RUSA ETS Best Emerging Technology Application Award (2021); selected to participate in the ALA Leadership Institute program, Oak Brook, Illinois (2019); invited to provide keynote convocation speech at the School of Information Sciences December 2018 Graduation Ceremony, University of Illinois at Urbana-Champaign (2018); Beta Phi Mu International Honor Society for LIS (2018); ILA Sylvia Murphy Williams Scholar (2016); ALA Spectrum Scholar (2016–2017); ALA IFLA-IMLS Fellowship (2016) and ARL Kaleidoscope Program Scholar (2015–2017). Cabada is a current Co-PI on the \$2.08 million Department of Education grant to the University of Illinois System/CARLI (Consortium of Academic and Research Libraries in Illinois) for Illinois SCOERs (Support for Creation of Open Educational Resources). Through his work in the Digital Scholarship Section, Cabada helped establish this newest section of ACRL and has been involved in its leadership for the past 4–5 years.

His publications include “Constructing a Campus-Wide Infrastructure for Virtual Reality,” *College and Undergraduate Libraries*, Cabada, E., Kurt, E., and Ward, D. (2021); “Survey of Information Professionals on the Preparedness of STEM Graduates Entering the Workforce,” poster presented at 2018 STS Research Forum of the ALA Annual Conference, New Orleans, Louisiana, Trei, K., and Cabada, E.; “The CARE (Center for Academic Resources in Engineering) Program at Illinois,” paper presented at 2014 ASEE Annual Conference and Exposition in Indianapolis, Indiana, Mischo, W., Favila, I., Tempel, D., and Cabada, E.



ACRL Board of Directors

President-Elect: *Leo S. Lo*, Dean and Professor of the College of University Libraries and Learning Sciences at the University of New Mexico; *Elisandro (Alex) Cabada*, Assistant Professor, Emerging Technologies and Immersive Scholarship Librarian, Director of the Grainger IDEA Lab at the University of Illinois at Urbana-Champaign.

Director-at-Large: *Tarida Anantachai*, Director, Inclusion and Talent Management, North Carolina State University Libraries; *Kevin Butterfield*, University Librarian, University of Richmond.

Director-at-Large: *Mary Beth Lock*, Associate Dean, Z. Smith Reynolds Library, Wake Forest University; *Amy Dye-Reeves*, Associate Education and History Librarian, Texas Tech University.

Anthropology and Sociology Section

Vice-chair/Chair-elect: *Ilka Datig*, Head of Instruction Outreach, Nazareth College.

Secretary: *Scott Hertzberg*, Reference Librarian, National Criminal Justice Reference Service.

Member-at-Large: *Wayne Bivens-Tatum*, Librarian for Philosophy, Religion and Anthropology, Princeton University.

Arts Section

Vice-chair/Chair-elect: *Heather Koopmans*, Fine Arts Librarian, Illinois State University.

Secretary: *Kim Norman*, Director, Preservation and Digitization Services, Emory Libraries/Emory University.

Community and Junior College Libraries Section

Vice-chair/Chair-elect: *Jill M. Sodt*, Director of Library Services, Mott Community College.

Member-at-Large: *Sarah Smith*, District Dean of Libraries, St. Louis Community College.

College Libraries Section

Vice-chair/Chair-elect: *Andrew Adler*, Assistant Provost for Library and Learning Resources, Georgetown College; *Dawn Behrend*, Instruction and Outreach Librarian, Lenoir-Rhyne University.

Secretary: *Melissa Anderson*, Associate Professor, Campus Engagement and Research Services Librarian, Southern Oregon University; *Kathleen Baril*, Director, Ohio Northern University.

Member-at-Large: *Stephanie Diaz*, Associate Librarian, Reference and Instruction, Penn State Behrend; *Britt Anne Murphy*, Director of the Library and Librarian, Hendrix College.

Digital Scholarship Section

Vice-chair/Chair-elect: *Theresa Burress*, Assistant Director, Research and Instruction, University of South Florida Libraries; *Nashieli Marcano*, PhD, Archivist for Digital Collections, Furman University; *Matthew Hunter*, Digital Scholarship Librarian, Florida State University.

Member-at-Large: *Teresa Schultz*, Scholarly Communications and Social Sciences Librarian, University of Nevada-Reno; *John Knox*, Digital Scholarship Librarian, University of North Carolina Wilmington; *Jennifer Hootman*, Coordinator of Digital Scholarship, University of Kentucky Libraries.

Distance and Online Learning Section

Vice-chair/Chair-elect: *Anya Jones*, Accessibility and Online Learning Librarian, Northeastern University.

Secretary/Archivist: *Katherine Howell*, Online Learning and Information Literacy Librarian, Western Kentucky University; *Theresa Mastrodonato*, Head, Instruction and Student Experience, Washington University in St. Louis.

Member-at-Large: *Breanne Kirsch*, University Librarian, Briar Cliff University; *Sam Mandani*, Online Instruction Librarian, New York University.

Education and Behavioral Sciences Section

Vice-chair/Chair-elect: *Ashlyn Kogut*, Assistant Professor/Social Sciences Specialist in the University Libraries, Texas A&M University; *Robin L. Ewing*, Professor and Collections Strategist, St. Cloud State University.

Secretary: *Katherine Donaldson*, Social Sciences/Education Librarian, University of Oregon.

Member-at-Large: *Dawn Behrend*, Instruction and Outreach Librarian, Lenoir-Rhyne University; *Todd Shipman*, Education Librarian, Auburn University.

European Studies Section

Vice-chair/Chair-elect: *André G. Wenzel*, North American Representative, Amalivre; *Kathleen Smith*, Librarian for Germanic Collections and Medieval studies, Stanford Libraries.

Secretary: *Taylor Leigh*, Hispanic Studies and Political Science Librarian, University of Kentucky; *Paula Mae Carns*, Head, Literatures and Languages Library, University of Illinois at Urbana-Champaign.

Member-at-Large: *Ann Snoeyenbos*, Manager, International Sale and Special Markets, Project MUSE/Johns Hopkins University Press; *Milan Pohontsch*, Cataloging Specialist, Brigham Young University.

Instruction Section

Vice-chair/Chair-elect: *Piper Martin*, Reference Services and Instruction Librarian, University of Illinois Urbana-Champaign; *Kirsten Feist*, Undergraduate Instruction and Engagement Strategist, University of Illinois Urbana-Champaign.

Secretary: *Matthew Weirick Johnson*, Librarian for English and History and Lead for Teaching Learning, UCLA; *Elise Ferer*, Instruction and Outreach Librarian, Binghamton University Libraries.

Member-at-Large: *Evelyn Ugwu-George*, Information Literacy and Assessment Librarian, Curry College; *Kristin E. C. Green*, Reference and Instruction Librarian, Penn State University Libraries, Scranton Campus; *Julie N. Hornick*, Senior Instructional Services Librarian, Florida Southern College; *Maoria J. Kirker*, Lead, Teaching and Learning Team, George Mason University.

Literatures in English Section

Vice-chair/Chair-elect: *Stacy Reardon*, Literatures and Digital Humanities Librarian, University of California-Berkely; *Mark Dahlquist*, Humanities and Social Sciences Librarian, Miami University.

Secretary: *Ginny Moran*, Arts and Humanities and Special Collections Librarian, Macalester College; *Jeanne Ewert*, English and American Literature, Film and Folklore Librarian, George A. Smathers Libraries at the University of Florida.

Member-at-Large: *Amanda Rybin Koob*, Literature and Humanities Librarian, University of Colorado-Boulder; *Jenny Dale*, Head of Research, Outreach, and Instruction, University of North Carolina-Greensboro University Libraries.

Politics, Policy, and International Relations Section

Vice-chair/Chair-elect: *Andrew Dudash*, Librarian for Political Science, Policy Studies, and Government Information, Penn State University Libraries.

Secretary: *Jennifer Castle*, Assistant Professor, Instruction and Engagement Librarian, Tennessee State University.

Member-at-Large: *Mark D. Robison*, Political Science and Peace Studies Librarian, University of Notre Dame.

Rare Books and Manuscripts Section

Vice-chair/Chair-elect: *Melanie Griffin*, Director of Special Collections Services and Interim Associate Dean for Special Collections, University of Arkansas.

Secretary: *Gordon Daines*, Curator of Research and Instruction Services/Curator of Yellowstone National Park Collection, L. Tom Perry Special Collections/Brigham Young University.

Member-at-Large: *Libby Hertenstein*, Cataloger and Metadata Librarian, Bowling Green State University.

Science and Technology Section

Vice-chair/Chair-elect: *Britt Foster*, Director of Teaching and Learning, University of California-Riverside; *Samuel Putnam*, Director, Bern Dibner Library.

Secretary: *Jason Burton*, Interim Director, Louise M. Darling Biomedical Library and Science and Engineering Library; *Patricia Hartman*, Biology, Forestry and Wildlife, Math Librarian, Auburn University.

Member-at-Large: *Melissa Gold*, Science Librarian, Millersville University of Pennsylvania; *Chapel Cowden*, Health and Science Librarian, UC Foundation Associate Professor, University of Tennessee at Chattanooga.

University Libraries Section

Vice-chair/Chair-elect: *Nancy S. Gibson*, Professor and Interim Coordinator of Access Services, Austin Peay State University; *Carissa Tomlinson*, Director, Student Experience, Learning and Outreach, University of Minnesota Libraries.

Secretary: *Mary D. Galvin*, Project Manager, University of Maryland, College Park; *Jess C. Garner*, Access Services Department Head, Georgia Southern University.

Member-at-Large: *Jeff Graveline*, Associate Dean for Research and Scholarly Communication, UAB Libraries, University of Alabama at Birmingham; *Jill J Crane*, Coordinator of Cataloging and Metadata, University of Dayton; *Tisha M. Zelner*, Associate Professor/Head of Public Services, University of Southern Mississippi.

Women and Gender Studies Section

Vice-chair/Chair-elect: *Esther Medina De León*, Associate Librarian—WGS, COMC, DEI, Texas Tech University Libraries.

Secretary: *Renee Kiner*, Public Services Librarian, University of Pittsburgh at Greensburg.

Member-at-Large: *Nadia M Orozco-Sahi*, Library Information Specialist III, University of New Mexico. ♪

A.J. Boston

If not a transformative agreement, then what?

Nine questions and answers about an alternative

Librarians are increasingly coming to agree that the scholarly record should be open and available to anyone who seeks it without financial barriers. But the topic gets murkier when we ask the question: *how*. How do we open the full scholarly record? One of the swiftest ways to get a mass amount of scholarly articles opened up in a short period of time is through Transformative Agreements (TA). TAs can be attractive offerings to institutions with a need or a desire to make their scholarly output open.

It is likely someone in your library has been asked by a commercial publisher if they are interested in signing a TA (sometimes called read-and-publish, publish-and-read, or pure publish deals). In these deals, a library pays a publisher to make some agreed upon number of works open access if the corresponding author is affiliated with the institution. Your library leadership holds probably one of three attitudes on this proposition: pragmatically in favor, ideologically opposed, or simply sort of confused about the whole thing.

When scholars and scientists submit work to a commercial journal, the majority of those articles are going to sit behind a paywall unless an Article Processing Charge (APC) is paid to make it open. As librarians, we can help our faculty deposit their Author Accepted Manuscripts into an OA repository or guide them to a Diamond OA journal to begin with, but these efforts have not, so far, brought about a fully open scholarly record. While TAs do succeed at bringing down a good chunk of paywalls from around the commercially published output of authors at a single institution, not all eligible authors will take up the offer and more importantly, not all authors will be eligible. On balance, any upsides that TAs may present are negated by the normalization of paying-to-publish, posing huge problems for equity.

I'll refrain from giving you the hard-sell against TAs when others have already done quite a good job of writing those arguments.^{1,2,3} Suffice to say, this is not the sort of librarianship that I want to play a part in, where we spend vast sums of money to provide knowledge access for a select few in such a way that ends up excluding the many. But actually, that describes one of the primary roles of the academic library: traditional journal collection development. So how do we change *all of our practices* so that we secure participation with knowledge for everyone?

Read & Let Read

While the value of many journals we subscribe to have a weird fluctuating value to them (as some of their articles become open access while others do not), all the articles that remain

A.J. Boston is the scholarly communication librarian at Murray State University, email: aboston@murraystate.edu.

closed will be the reason why our libraries will need to continue to engage in subscriptions. This is why you should consider the Read & Let Read (R&LR) deal.

As I previously proposed in the *Journal of Librarianship and Scholarly Communication*,⁴ R&LR is a deal where libraries buy subscription-based reader access for learners both inside and outside the institution. The three main components to the deal are as follows:

Read: A research institution/library will prepay a publisher a base amount each year according to the total number of articles that institutional users downloaded during the previous year, multiplied by two, which covers the base amount (as described) plus any additional downloads made above the base amount during the coverage year.

Let Read: Any downloads unclaimed by the institution during the coverage year are donated in the following year to any user online.

Updated valuation: All subscription-only articles cost \$0.50 to download

In practice, imagine you are a very large library system where users can download as many as 11 million articles from a single publisher in one year. In such a case, the library would prepay \$11 million dollars to that publisher for the next year. This would ensure that your users have the likely amount of access they are accustomed to, which is something to be expected of the library. The additional benefit of this deal is that you also prepaid 11 million article downloads opportunities for any user on the web.

Instead of having to make a borderline-arbitrary decision (or a more data-informed decision with UnSub) each year about which individual journal titles your library will subscribe to, you subscribe to a publisher's entire catalog of published articles. Your payment each year is based on the number of paywalled articles your community used in the previous year. Each article costs the same flat amount. You prepay for the likely amount of articles your users will use during the next year, *and* you prepay for an equal amount of paywalled article usage outside your institution

The primary function of R&LR is not in making papers open access. The intent of R&LR is to make every article in a publisher portfolio available to users in institutions and outside them at approximately the same rate. Providing the same benefit to well-affiliated and less-affiliated users alike makes this an equitable strategy. And because R&LR is agnostic toward corresponding author affiliation, global readers will gain access to the widest possible scholarly corpus, eliminating citation advantages associated with an author's ability to pay.

This also represents a more efficient access strategy than spending thousands of dollars to open one single article that users may or may not wish to read. However, it is possible that individual articles could be downloaded at such a rate that, through individual uses, the total amount paid could exceed an average APC. Therefore, I recommend a threshold number be established. When the download count on any individual article exceeds this threshold, that article should automatically be made OA from the publisher since the equivalent of an APC has been paid.

If you're in a library of some means hoping to take significant action to provide equitable global readership at scale, then Read & Let Read is designed very much with you in mind.

Asked and answered

This proposal came out in November 2021 and due to its novel (provocative?) nature, it has garnered conversation. In the remainder of this article, I will lay out ten of the most constructive types of questions I've received about the proposal along with my responses.

1. What does a commercial publisher stand to gain from participation R&LR?

If R&LR had been implemented, say, between the University of California (UC) and Elsevier in 2022, UC would have paid Elsevier about \$400,000 more than they had the previous year. Year by year, that amount would have the potential to increase *or* decrease, depending on how much UC users decided to download Elsevier-published papers. Publishers have the potential to gain year after year, depending on the apparent market value of their offerings.

Using Sci-Hub involves performing a Google search for the most recent URL to the pirate site in one tab. In another tab, the user has to copy the DOI or title of the article they want and paste that into Sci-Hub. Sci-Hub occasionally posts data on annual usage global rates,⁵ and they are always huge (tens of millions). While we may be unable to verify this data, most would agree it is a substantially high number. In any case, commercial publishers would enjoy a plug on data leakage if downloading an article (under R&LR) were simpler than pirating it.

2. Does R&LR keep the “status quo” intact?

Anything short of a library walking away from a commercial publisher forever will technically sustain the status quo. So while R&LR may be properly pegged as a status quo sustainer, it also introduces a direct cause-and-effect relationship between institutional spending and individual authors and readers. If an institution's readers choose to download fewer papers from a publisher, then payment to publishers will correspondingly decrease. R&LR will maintain the status quo only to the extent that readers decide to continue to participate in its furtherance.

3. Why R&LR? Why not advocate for more Library and University-based Diamond OA, further uptake of Green OA, and Subscribe to Open (S2O)?

R&LR is a supplement to all of the preexisting routes toward open access, which are currently insufficient to broadly ensure free global access to the full scholarly record. We can use R&LR while also advocating for Diamond OA, Green OA, and mechanisms like S2O.

I've written more extensively on how R&LR should be contextualized in the broader strategies toward open and equitable access in my April 2022 *The Scholarly Kitchen* guest post titled Open Access and the Direction Moving Forward.⁶

4. R&LR gives permission to read, but none of the enumerated permissions that come with a Creative Commons (CC) license, like machine reusability. From this perspective, how is R&LR better than one of the paid OA options?

Machine reusability is an important function, and a CC license does guarantee permission for reuse by machines. But *sole* reliance on a CC license leaves machines with an incomplete view of the record, since it is a near-impossibility that all papers will ever have a CC license

attached to them. What I suggest here is to look to other initiatives to secure this ability, such as is occurring in the push for open citation data.⁷

5. How does R&LR affect Green Open Access and Gold Open Access?

R&LR does not alter any of the present rules or norms governing an author's choice whether to deposit an accepted manuscript into an open repository or an author's ability to pay a fee to make their article open access on a publisher's site. Downloads of Green OA post-prints do not count toward an institution's usage count, nor should downloads of Gold Open Access articles from the publisher's site. Only usage of the publisher's version of papers (behind a paywall) will be part of the usage count.⁸

6. How does R&LR affect funded authors with OA mandates?

R&LR does not alter any arrangement between funders and their authors. Nothing in the R&LR proposal would prevent funded authors from paying to make their articles open access or posting their accepted articles in open repositories.

7. How does R&LR affect copyright transfer agreements?

Nothing about R&LR changes the present system of copyright transfer agreements. Publishers can continue to send out author publishing agreements in the present manner they are accustomed. Authors would continue to have the option to sign these contracts exactly as they receive them, or to send back a contract addendum before signing, or to choose to decline altogether.

8. How can it be ensured that an institution's off-campus users are using the download allotment intended for their use and not the download allotment intended for use outside the institution?

Most publisher websites offer a menu of access options to download articles. One likely pilot solution would involve presenting users with a modified version of the presently-used menu of access options.

Users seeking an Open Access article should see one single option: Download.

Users seeking a Paywalled article should see at least two options, including: Institutional Login and Free Sponsored Download.

Upon clicking "Institutional Login," the usual methods that libraries have in place for user authentication would take place.

Upon clicking "Free Sponsored Download," users would see a menu of free download options, such as Free Download Courtesy of (University Name) Libraries.

Upon selecting one of these options, the article would begin to download a PDF to the user's machine, perhaps with a timestamp that may also indicate the sponsoring institution.

It may be possible to present known institutional users with the "Institutional Login" option one time at the start of each academic year.

9. Who bears the responsibility for building the technology to enable this?

First, you would need to have a publisher agree to partner on this deal. Once on board, the publisher would likely want to assume the greater responsibility for technology distributing their intellectual property. The publisher has the greatest view of usage data, which will be

the basis for what a partnered library will pay, so it will be crucial that the publisher's data is auditable. Partnered libraries should want to regularly audit download data.

Conclusion

We need to rethink our assumptions about the tools we have to make the scholarly record accessible and equitable. Institutionally-backed author-side payments do make more literature free to read, but blunder us toward a complete pay-to-write and pay-to-be-read system. Some authors will fall through the cracks, and their works will not be made open. This will have at least two effects: some works will have less impact for financial reasons (rather than scientific or scholarly ones), and subscriptions will remain necessary. Libraries can deal with both of these effects at once, with Read & Let Read, which allows us to rethink who our subscriptions are meant and able to serve. ❧

Notes

1. Ashley Farley, Allison Langham-Putrow, Elisabeth Shook, Leila Belle Sterman, and Megan Wacha, "Transformative agreements: Six myths, busted," *College & Research Libraries News* 82, no. 7 (July/August 2021), <https://doi.org/10.5860/crln.82.7.298>.
2. Dave Ghamandi, "'Transformative Agreements' & Library Publishing: A Short Examination" (paper presented at Library Publishing Forum 2021), <https://doi.org/10.17613/mba0-ys30>.
3. Camille Marcos Noûs, "Message from the Grassroots: Scholarly Communication, Crisis, and Contradictions," *Canadian Journal of Academic Librarianship* 7 (2021), <https://doi.org/10.33137/cjalrcbu.v7.36448>.
4. A.J. Boston, "Read & Let Read: An Alternative to the Transformative Agreement," *Journal of Librarianship and Scholarly Communication* 9, no. 1 (2021), <https://doi.org/10.31274/jlsc.12908>.
5. Sci-Hub (@sci_hub_), "These are the 20 countries that together account for more than 90% of all Sci_Hub downloads worldwide made in the last month," Twitter, August 3, 2022, https://twitter.com/sci_hub_/status/1554926638189666310.
6. A.J. Boston, "Guest Post: Open Access and the Direction Moving Forward," The Scholarly Kitchen, April 26, 2022, <https://scholarlykitchen.sspnet.org/2022/04/26/guest-post-open-access-and-the-direction-moving-forward/>.
7. Dalmeet Singh Chawla, "Five-year campaign breaks science's citation paywall," *Nature*, September 13, 2022, <https://www.nature.com/articles/d41586-022-02926-y>.
8. This should not alarm publishers if it is true that readers prefer and seek out the publisher's version of papers, as this Springer Nature report suggests: "Exploring Researcher Preference for the Version of Record," Springer Nature, n.d., <https://www.springernature.com/gp/open-research/version-of-record>.

Donovan Frazier

Shifting from reactive to proactive

An accessibility review and revision project

The University of California (UC)-Riverside, frequently incorporates digital learning objects into classes to complement instruction. The library's Department of Teaching and Learning Services designs many of these digital learning objects (DLOs) so they can be implemented into course portals such as Blackboard and Canvas. This is so a wider student base can be reached by the teaching and learning department than we can fit in a traditional classroom. The advantage of this approach is that students all receive consistent information regarding library services, research process, and many other subjects. Many DLOs have been made over the past couple of years but hadn't been updated or systematically reviewed.

I am an undergraduate student worker at UC-Riverside and began working with the Department of Teaching and Learning Services in August 2021 as a curriculum development student assistant. I share creative freedom with the teaching librarians in updating and developing interactive tutorials such as DLOs made in Articulate 360 software. The DLOs are made in collaboration with academic departments so we can best support their needs. The result is that the undergraduate students, my peers, receive high quality asynchronous instruction that complements their classroom instruction. Over the winter of 2021–2022, I was assigned to assess whether our existing DLOs met accessibility standards. This hadn't been systematically tracked or addressed beyond a quick glance. Under the supervision of librarians, I designed a system for reviewing accessibility across multiple modules that we will use going forward. Under this system, the existing DLOs were checked and necessary adjustments were made. Any future DLOs will be reviewed in the same manner. The process described in this article may be useful for anyone interested in accessing their own DLOs and iterating on the process our library designed.

I began this review project by researching the recommendations of our software vendor Articulate 360 to find the accessibility standards they follow, namely, the W3C Accessibility Standards.¹ There are many standards in total, but I compiled a list of 16 relevant standards that applied to our DLOs. We have this number of standards because we used mixed media frequently (see the sidebar for the full list). We can have more standards to adhere to if we use more media types in the future, or fewer standards if we used fewer media types. In my notes, I made sure to describe the standards so all relevant information is in one place. This was handy later when standards weren't met and we had to find solutions to meet the standards.

Donovan Frazier (he/him) is curriculum development student assistant at the University of California-Riverside, email: dfraz004@ucr.edu.

The 16 standards our team used:

- Accessibility Options—Provide accessibility options at the beginning of a module.
- Alt Text—All images have alt text embedded so a screen reader can convey important information. Not necessary for purely decorative images.
- Image Descriptions—Information in graphics and images is available in text.
- Video Descriptions—Important sound elements have a brief description in closed captions in addition to dialogue.
- Check Contrast—Use a contrast checker to ensure text is visible on a background for low-visibility users.
- Epilepsy Check—Use a software like PEAT to scan a video file for risks of epileptic inducing content.
- Closed Captions—Caption files in the appropriate format for tutorial such as .vtt.
- Transcripts—Transcripts for screen readers so visual-only content can be read aloud to visually impaired users.
- Icons—Silhouettes without color can convey the meaning.
- Keyboard Control—Test if the module can be navigated with just a keyboard. Important for low-mobility users.
- Autoplay Off for videos.
- Estimated Completion Time.
- Clear Direction—Module is taught in a linear, logical order.
- Link Descriptions—Inform students that a link is coming so a screen reader can describe the purpose of the link.
- Font Clarity—Clear, visible font such as a sans serif at 16px.
- Color Blindness—Check if modules have color combinations that would be problematic for color blind users.

With the standards aggregated, I listed them across one axis of a spreadsheet. This spreadsheet was where the main accessibility review process was documented. I placed the least looked at standards near the top and the most looked at standards near the bottom. This was so lessor looked at standards would be checked first, but this wasn't necessary to the review process as long as all standards relevant to the DLOs were together on the same spreadsheet.

The standards address five overall needs: vision, motor, audio, cognitive, and linguistic. A key for this is making sure there are multiple modes of conveying information. For example, one of our DLOs has a video on how to access databases to which our library subscribes. The video has a long segment of on-screen instructions regarding this. A user who can't see the video wouldn't be able to obtain the information, so near the embedded video is a descriptive link to text that describes the same process. The text would be read aloud by a screen reader. For this example, it would be better for the video to audibly describe the process, but the video was already published, so we couldn't make a quick addition without taking down the entire video and adding in new voice acting, and we didn't have the original voice actors to rerecord.

Not all standards were relevant to our DLOs, for example, standards regarding time limits. We do not use timed quizzes or timed activities, so any standards regarding this simply

A1 fx Red = major work, Yellow = small changes, Green = satisfactory

	A	C	D	E	F	G	H	I	J	K	L	M
1	Red = major work, Yellow = small changes, Green = satisfactory	Bio 5LA	Bio 20	NASC 093	ETST 1091	Basic Hist 1	Psych Thinking Like a Scientist	Chem Module 1	Chem Module 2	Chem Module 3	CHASS F1RST	Educ 093
4	All Text	Last half	All images	All images	Sometimes there	None available	Sometimes	None available	None	None	None	None
5	Image Descriptions	Good	Should have the	Good			Yes up until Finding Background R	None available				
6	Video Descriptions	Good	Missing because	Good				None because no closed captions				
7	Check Contrast	Intro video fails, regular menus pe	Text passes, ma	Purple and oran	Orange text fails	Colored text on "Asking Questions"	Light green butt	Light blue throu	Pretty good, the	Text and icons meet the contrast		
8	Check Motion	Good but the file	Same as Bio 5L	VPN Videos hav	Good			Flashing questio	Good	Flashing questio	Same as NASC 093, the VPN vid	
9	Closed Captions	Missing in Intro						None available		Intro video	Videos by Teaching and Learning	
10	Transcripts	Intro Video				Because its a yo	Missing					
11	Icons	Good										
12	Keyboard Control	Good							Drag and drop a	Good		
13	Autoplay Off											
14	Estimated Completion Time	Good		Simple addition								

+ Review Tasks Explore

Figure 1: Screenshot of the accessibility checklist as of December 2021.

don't apply to our designs. If we did use timed activities, these standards would then apply to us and would be listed on the spreadsheet.

Across the other axis of the spreadsheet was all the DLOs that were going to be checked, 11 in our case. By having the standards and DLOs on both axes of the spreadsheet, the cells were color coded to mark if a particular standard was met in a particular DLO. This ensured that all standards received dedicated attention rather than being glossed over, as had been the case before the systematic review was designed. This process was designed so that there was a visual framework for reviewing the modules with all the relevant standards at a glance (figure 1).

Cells on the spreadsheet were assigned a color and text to indicate if a particular standard in a particular DLO was met. If a standard was met, it was simply marked green and didn't require text to explain the reasoning. If a standard was nearly met but needed a slight adjustment to meet the standard, it was marked yellow and given a description of what was wrong. The text could be blank to show that it was the same reason as another adjacent cell. An example of a yellow cell was that an activity for a DLO about biology didn't meet color contrast requirements. I took note that the background should be darker since the text was a light color. This adjustment would only take a few seconds and difficult to notice for a user that isn't impacted by a strong need for high contrast, but for the user that does need high contrast, this is a night-and-day difference. Finally, cells labeled red mean a substantial revision was needed in a module before the particular standard was met. An example of this is that none of the images in a chemistry DLO had alt text. This would take a little while to implement and was a high priority to fix.

By having the cells together in a single spreadsheet, we could easily identify patterns regarding our accessibility. Some standards were consistently met, such as ensuring DLOs can be navigated with just a keyboard, while other standards consistently missed, such as providing alt text for images. Without this systematic review, we wouldn't have readily known about these patterns. Another key pattern for us was that none of the DLOs had perfect accessibility. Each one had some issue regarding accessibility but in an aspect that was unique from another DLO. There was also no standard that was missed in every DLO, meaning that each standard was met at some point but inconsistently because of the lack of a system.

The color-coding system used for the spreadsheet was used to create a list of concrete tasks for correcting aspects of the DLOs where standards were missed. The cells with red were prioritized as the most important tasks that should be edited immediately. Yellow cells were lesser priority tasks. If there was a limited amount of time to fix the standards, the most severely missed standards would be edited first while the lesser missed standards could be postponed if necessary. I, of course, had to discuss with the teaching librarians about what changes were the most needed and which weren't. For example, some images we used didn't have enough contrast within the image, but we didn't have access to the original assets used to make the image, so an edit to it was postponed until more immediate standards like closed caption were created first.

For this case, we generated the closed captions in a program called Yuja and edited the text based on what we heard in the video to ensure the accuracy of the captions. We then uploaded the captions into the video hosting site and made sure they were available in the embedded video. We marked the cell as green to show that the edit was completed, and the standard was met. The longer work of making a new image with more contrast, a lower priority task that was postponed, could then be started. The exact color coding of the cells isn't necessary if there is a clear distinction between when a standard is met and when a standard isn't met.

Supervising librarians provided quality control for the edits and helped identify adjustments that we couldn't do anything about. In some cases, we decided together (after experimenting with some alternatives) to leave content that was not ideal, such as when the characters in a decorative (not informative) GIF didn't have enough contrast with the background but we no longer had access to the original file, and we didn't have the character model to make a new GIF.

The systematic review exposed hidden patterns in our DLOs and gave a clear list of adjustments we should make to ensure all of them were accessible. The standards all had dedicated attention given to them rather than a quick glance, which immensely helped us understand the status of the DLOs. This process ensured that, with very few minor exceptions, all relevant standards were met across all our DLOs. The accessibility review and revision project started in December 2021, and the final edits were completed by the end of February 2022. A huge benefit of designing this process is that our team now has a list of standards we can refer to in the future when we design more DLOs.

Ideally, we'd like to implement this systematic review into the design process so that the DLOs being produced are immediately accessible to all students upon publication rather than after an update. This would help us be proactive about the accessibility rather than reactive, but this was the best course of action we could take at the time, and it was a successful implementation. For everyone who is looking to review their DLOs, I hope this system can be adapted for the needs of your libraries or other organizations so that your organizations can learn from us and become proactive in your designs. ✍️

Note

1. Shawn Lawton Henry, "Standard Guidelines," W3C, February 2, 2022, <https://www.w3.org/WAI/standards-guidelines/>.

Additional Reading

Harvard University. 2021. “Harvard LibGuides Best practices.” <https://guides.library.harvard.edu/c.php?g=1007543&p=7299431>.

Pun, Karwai. 2016. “Dos and Don’ts on Designing for Accessibility.” <https://accessibility.blog.gov.uk/2016/09/02/dos-and-donts-on-designing-for-accessibility/>.

W3C. 2017. “Easy Checks—A First Review of Web Accessibility.” <https://www.w3.org/WAI/test-evaluate/preliminary/>.

Connecting school and academic librarians through professional development

A pilot project

Collaborations between school and academic librarians centered around the professional development of K-12 media specialists may represent a scalable and sustainable method by which school and academic librarians can support information literacy. This article outlines a pilot project developed between The Ohio State University Libraries (University Libraries), located in Columbus, Ohio, and the Columbus City Schools (CCS) that was intended to forge connections between school and academic librarians through professional development.¹

Background: School and academic librarian collaborations

Both school and academic librarians have expressed concerns about students' information literacy and the transition to college.² And there is evidence to support these concerns. For example, a Project Information Literacy study found that many new freshmen were not prepared for college-level research assignments.³ As a result, some librarians have called for closer connections between school and academic librarians.⁴ Without such collaborations, students may find that the approach to information literacy at the college level differs from their high school experience. One study of school and academic librarians found that skills that high school librarians rated as being extremely important were sometimes considered less important by academic librarians, suggesting a potential disconnect between what students are being taught at each level.⁵

There are numerous examples of collaborations between academic and school libraries.⁶ Many involve academic librarians providing instruction to high school students. As an alternative, some have proposed the train-the-trainer model, in which academic librarians provide professional development for school librarians.⁷ Supporting the professional development of school librarians has the potential for multiple benefits. Studies have demonstrated that the presence of school librarians has a positive impact on students.⁸ However, media specialists may struggle to access professional development relevant to their needs.⁹ There are a few examples of academic librarians providing professional development for school librarians, but the literature is limited.¹⁰

Development of the Ohio State and CCS collaboration

In March 2019, the director of outreach and engagement in the University Libraries reached out to the CCS supervisor of library services to inquire about the possibility of a collaboration

Jane Hammons is assistant professor and teaching and learning engagement librarian at The Ohio State University, email: hammons.73@osu.edu, and Kapil Vasudev, formerly of The Ohio State University, is now collection development strategies librarian at the University of Maryland, email: vasudev@umd.edu.

in support of K-12 students. Such a collaboration aligned with the strategic directions of the University Libraries, which includes a commitment to building partnerships outside of campus. After a series of conversations, a plan was created for a pilot program in which representatives from the University Libraries would lead two 90-minute professional development workshops on CCS professional development days.¹¹ The CCS media specialists would receive Continuing Education Units for attending. This focus was selected based on the needs of the CCS representatives, who explained that the professional development opportunities they typically encountered were not always relevant for librarians.

Workshop descriptions

Information literacy

The first workshop, *Information Literacy: Supporting the Transition to College by Addressing Common Misconceptions*, took place in the library at one of the CCS high schools. Participants were introduced to the Framework for Information Literacy for Higher Education, familiar to many academic librarians but less for school librarians. The participants were encouraged to reflect on how the conceptual focus of the Framework compared with their own understanding of information literacy.

The second component of the workshop focused on identifying common misconceptions that students have about information and research. The media specialists reviewed a list of misconceptions developed by academic librarians, which included “research is a linear process” and “every question has a single right answer.”¹² Participants each wrote down a misconception they have encountered, then all responses were examined to identify themes. For the final part of the session, participants were encouraged develop a plan for helping students move beyond a misconception.

Comics in the classroom

The second workshop, held in March 2020, was to be on a topic related to equity, diversity, and inclusion. The education librarian decided to focus on a method for media specialists to welcome students into the library and encourage them to engage with and take ownership of the physical space of the library. The workshop centered on comic creation activities that the media specialists could share with their students. This decision was inspired in part by the success of the Comic Book Project, an initiative started by members of Columbia University’s Teachers College to improve literacy education outcomes by engaging middle school students in comic creation.¹³

The workshop began with an overview of the history of the medium. Participants were introduced to a major concept in understanding comics: representational drawing. Representational drawing means drawing an image that communicates a concept to the viewer. The media specialists participated in an activity involving volunteers drawing increasingly difficult concepts that had to be guessed by their colleagues. The concepts ranged from the more concrete (like “judge”) to the more abstract (like “justice”). The group discussed what details in each drawing made it effective in communicating the concept.

The next part of the workshop focused on comic creation activities. Several studies have been conducted about the value of students participating in comic creation activities to express personal narratives based on their own lived experiences.¹⁴ After being shown examples of comics created by students participating in the Comic Book Project, the media specialists

created a single comic page depicting their typical workday using a 3x3 panel grid, and then an 8-page minicomic, complete with a cover. The goal was to model an activity that could be used with their students to create art for the library.

Additional workshops

There have been two additional workshops, both held over Zoom because of the COVID-19 pandemic. The head of bibliographic initiatives at Ohio State led a one-hour MARC cataloging workshop for 11 CCS librarians. The workshop reviewed current cataloging practices and resources for creating bibliographic records using the MARC format and how these practices are applied in the Follett Destiny catalog used in CCS libraries.

The education librarian also led a 90-minute workshop on digital literacy skills. Participants engaged in conversation about their experiences teaching students to verify information. The workshop covered how to trace information sources online upstream to their origin and the skill of lateral reading, which is using additional tabs to search for information about the source.¹⁵

Benefits, challenges, and recommendations

Despite the disruption of COVID-19, the project proved valuable to both sides and is one that the University Libraries hopes to continue. From the perspective of the CCS media specialists, the workshops addressed a major concern, the lack of professional development opportunities oriented to their needs. Another major benefit was the development of a professional librarian community within Columbus that can share experiences and information. While both academic and school librarians in Columbus have similar goals, there has not previously been formal opportunities to engage. In fact, there have not always been sufficient opportunities for the school librarians to meet with each other.

However, there were also challenges. While the workshops were well received, it is difficult to measure the long-term impact on the teaching practices of the media specialists or student learning. Also, the University Libraries has not yet successfully scaled up this project beyond the current 90-minute workshop model. The school librarians have been invited to participate in some additional professional development programming offered by the University Libraries, but the timing of the events as well as the fact that some of the programming takes place through the campus learning management system have created roadblocks.

For those considering a similar initiative, there are a few important things to keep in mind. As noted by Jane W. Nichols, Lothar Spang, and Kristy Padron, it is important to make sure that such programs are collaborations, in which the experiences and perspectives of both sides are valued, rather than cases in which the academic librarians impose their view of what is needed.¹⁶ In this collaboration, the content of the workshops was developed by the Ohio State librarians, while the CCS librarians determined the topics that they wanted for the presentations. It is also important to ensure that there is sufficient time for group discussions to allow the media specialists to share with and learn from their colleagues.

Conclusion

The pilot project has been successful in starting to build a professional community of school and academic librarians in Columbus. The results indicate that collaborations between

academic and school librarians centered around professional development can be one way both groups can support students' information literacy and the transition to college. ❧

Notes

1. This article is based on a presentation the authors gave as part of a webinar series sponsored by the IFLA School Libraries and Information Literacy Sections. The first webinar, Information Literacy as a Continuum for a Successful Transition to Higher Education, took place on October 27, 2021. The recording is available here: <https://www.youtube.com/watch?v=j0FIHWl67T8>.

2. Laura Saunders, Jenny Severyn, and Jes Caron, "Don't They Teach That in High School? Examining the High School to College Information Literacy Gap," *Library & Information Science Research* 39, no. 4 (2017): 276–83.

3. Alison J. Head, "Learning the Ropes: How Freshman Conduct Course Research Once They Enter College," *Project Information Literacy Research Institute* (December 4, 2013), https://www.projectinfolit.org/uploads/2/7/5/4/27541717/pil_2013_freshmenstudy_full-reportv2.pdf.

4. For an example, see Jo Ann Carr and Ilene F. Rockman, "Information-Literacy Collaboration: A Shared Responsibility," *American Libraries* 34, no. 8 (2003): 52–54.

5. Saunders, Severyn, and Caron, "Don't They Teach That in High School?" 281–82.

6. For a few examples, see Kenneth J. Burhanna, "Instructional Outreach to High Schools: Should You Be Doing It?," *Communications in Information Literacy* 1, no. 2 (2008): 74–88; Katelyn Angell and Eamon Tewell, "Collaborating for Academic Success: A Tri-Institutional Information Literacy Program for High School Students," *Public Services Quarterly* 9, no. 1 (2013): 1–19.

7. Christine Schein, Linda Conway, Rebecca Harner, Sue Byerley, and Shelley Harper, "Bridging the Gap: Preparing High School Students for College Level Research," *Colorado Libraries* 36, no. 1 (2011): 1–4.

8. Sara Poinier and Jennifer Alevy, "Our Instruction Does Matter! Data Collected from Students' Works Cited Speaks Volumes," *Teacher Librarian* 37, no. 3 (2010): 38–39.

9. Carol A. Brown, Lana Kaye Dotson, and Elaine Yontz, "Professional Development for School Library Media Professionals: Elements for Success," *TechTrends* 55, no. 4 (2011): 56–62; Judi Moreillon, "Building Your Personal Learning Network (PLN): 21st-Century School Librarians Seek Self-Regulated Professional Development Online," *Knowledge Quest* 44, no. 3 (2016): 64–69.

10. For a few examples, see Delores M. Carlito, "Urban Academic Library Outreach to Secondary School Students and Teachers," *Urban Library Journal* 15, no. 2 (2009): 35–49; Jane W. Nichols, Lothar Spang, and Kristy Padron, "Building a Foundation for Collaboration: K-20 Partnerships in Information Literacy," *Resource Sharing & Information Networks* 18, no. 1–2 (2005): 5–12.

11. The project team from the University Libraries included the two authors, Amanda Folk (head, teaching and learning) and Quanetta Batts (director of outreach and engagement). An additional workshop was provided by Morris Levy (head of bibliographic initiatives). The CCS representative was Lynda Ray (multiple literacy specialist).

12. Lisa Janicke Hinchliffe, Allison Rand, and Jillian Collier, "Predictable Information

Literacy Misconceptions of First-Year College Students,” *Communications in Information Literacy* 12, no. 1 (2018): 4–18.

13. Michael Bitz, “The Comic Book Project: Forging Alternative Pathways to Literacy,” *Journal of Adolescent & Adult Literacy* 47, no. 7 (2004): 574–86; Comic Book Project homepage, <https://www.comicbookproject.org/>.

14. Alyson E. King, “Exploring Identity and Multiliteracies through Graphic Narratives,” *Diaspora, Indigenous, and Minority Education* 9, no. 1 (2015): 3–20; Martha Newbigging, “What Do Comics Want? Drawing Lived Experience for Critical Consciousness,” *Journal of Illustration* 5, no. 2 (2018): 265-86; Rachel Marie-Crane Williams, “Image, Text, and Story: Comics and Graphic Novels in the Classroom,” *Art Education* 61, no. 6 (2008): 13–19.

15. For more information on this method, see Civic Online Reasoning, “Intro to Lateral Reading,” <https://cor.stanford.edu/curriculum/lessons/intro-to-lateral-reading/>.

16. Nichols, Spang, and Padron, “Building a Foundation for Collaboration.”

Robin Kear and Carrie Donovan

Unlocking Pittsburgh

Navigating and exploring the local secrets of our host city

Pittsburgh is known as the only city with an entrance, due to the breathtaking views for travelers coming through the Fort Pitt Tunnel onto the top deck of the Fort Pitt Bridge overlooking the city. From this vantage point, the confluence of all three rivers and the glittering skyscrapers of downtown are visible, creating a dramatic reveal of the city during both day and night. This iconic moment has been immortalized by creatives who call Pittsburgh their hometown in such films as *Anything's Possible*, the directorial debut of Billy Porter, and *The Perks of Being a Wallflower*, based on the coming-of-age novel by Stephen Chbosky. Make sure to have your own main character playlist cued up for your trip through the Fort Pitt tunnel if you are arriving by car from the south or west.

ACRL 2023 attendees traveling downtown from the Pittsburgh airport will have the opportunity to experience this spectacular entrance first-hand. The airport is about 20 miles from downtown and the trip can take from 45 minutes to an hour, depending on the traffic. A variety of transportation options are available for travelers exiting the airport at baggage claim. Tickets on the 28X Bus (Airport Flyer) are \$2.75 paid in cash at the farebox upon boarding the bus (exact change is required). Alternatively, a taxi or car service will cost approximately \$40 depending on the day and time. Those conference-goers who are coming into Pittsburgh by train will disembark at Union Station, just steps away from many of the ACRL conference hotels.

Getting around

For anyone accustomed to cities planned on grid systems, getting around downtown Pittsburgh can be a bit disorienting at first because of its triangle shape. On the plus side, downtown is relatively small, so it does not take long to get where you're going. Remember to keep your GPS at-the-ready to guide you to specific locations, and do not hesitate to stop by the ACRL Local Experts Desk in the convention center for directions.

Pittsburgh Regional Transit operates city buses and a light rail system to transport you around downtown or to other neighborhoods. Single fares are \$2.75, and a refillable ConnectCard may be purchased at the downtown light rail station. Pittsburgh Regional Transit also operates two historic inclines, the Duquesne and the Monongahela, which traverse Mt. Washington and provide a historic and memorable experience for travelers. The view from the top of Mt. Washington offers some of the most sweeping vistas of Pittsburgh on a clear day. Visit Pittsburgh Regional Transit (<https://www.rideprt.org>) for transit schedules, or

Robin Kear is liaison librarian, email: rlk25@pitt.edu; and Carrie Donovan is head of Research, Learning, and Media at the University of Pittsburgh's Hillman Library, email: cdonovan@pitt.edu.

© 2023 Robin Kear and Carrie Donovan



From Mt. Washington, a view of the Duquesne Incline which still operates with its original cars.

download a Pittsburgh transit app to track arrivals and departures in real time (“Momego” is a good one).

For those walking or biking, Pittsburgh offers a varied landscape through which you can experience waterways, bridges, mountains, parks, and art. Take advantage of Pittsburgh’s public bike-sharing program, POGO, to ride on standard or e-pedal assist bikes (<https://pogoh.com>). The Three Rivers Heritage Trail runs along the riverfronts, giving walkers and bikers access to major attractions or a traffic-free space to enjoy the sights. Many of Pittsburgh’s 297 automobile bridges have dedicated pedestrian walkways,¹ making it possible to cross the city’s many railways, waterways, and highways as if, magically, on air.² The three bridges visible from the Convention Center that connect downtown Pittsburgh to the north side are named for Pittsburgh legends Roberto Clemente, Andy Warhol, and Rachel Carson. Because of their similar construction, color, and proximity positioned at 6th, 7th, and 9th Streets, respectively, they are known as the Three Sisters and provide pedestrians many options for crossing the Allegheny River. The Smithfield Bridge on the other side of downtown crosses the Monongahela River to the south side and is, like the Three Sisters, featured on the National Register of Historic Places.

Just as we rely on Pittsburgh’s bridges to cross its rivers and valleys, the city steps of Pittsburgh were constructed to take us up and down its hills and hollows. There are an estimated 739 sets of city steps throughout Pittsburgh that are designated as public rights-of-way.³ Some are stand-alone staircases, others serve as sidewalks along steep streets, and there are some

that act as streets in themselves and are named accordingly. Starting in the late nineteenth century, the people of Pittsburgh used the steps to make their way up and down the steep hillsides of the city's hilliest neighborhoods. Today they are still used for practical purposes, but more frequently as a form of exercise. Although downtown is relatively flat, if you are interested in experiencing the city steps the neighborhood of the South Side Slopes is a good area to explore. Find photos, maps, and walking tours from Mis.Steps (<http://mis-steps.com/resources>).

Moments for reflection

As you explore our city and seek some reflective time outdoors as a break during the conference schedule, you are encouraged to reflect upon the past, present, and future of the land upon which Pittsburgh now sits. It was the ancestral land of the Adena culture, Hopewell culture, and Monongahela peoples. These Indigenous lands were later stolen from the Iroquois (also known as Haudenosaunee, represented by the Seneca), as well as the Shawnee and Delaware (also called the Leni Lenape) peoples,⁴ by settlers who arrived in the mid-late eighteenth century. Since then, the region has undergone many changes, especially during the era of industrialization, with rivers being used more for transportation of goods and the development of homes on hillsides farther away from factories. More recently, Pittsburgh has been making strides in environmentalism. Although we cannot change the past, Pittsburghers are committed to showing our gratitude for nature, along with ongoing respect and stewardship of the land, each other, and future generations. A big part of this is the development of sustainable modes of transportation through increasingly greener urban spaces with bike lanes, pedestrian paths, and a fleet of buses that is transitioning to zero-emissions by 2045. As you make your way around Pittsburgh, we hope your mindfulness of the past will inform your enjoyment of the journey of getting from place to place.

Secret Pittsburgh

Whether you're exploring Pittsburgh by foot, incline, bike, rail, or trail, keep your eyes out for some of its secret (and not so secret) places. The digital guide Secret Pittsburgh (<https://secretpittsburgh.org/>) is a yearslong project created and maintained by University of Pittsburgh English Department faculty and undergraduate students as part of a semester-long literature course titled "Secret Pittsburgh." According to Jess FitzPatrick, co-creator of the class, "the Secret Pittsburgh class invites students to explore spaces of the city, connect with the communities who bring meaning to those places, and contend with questions at the intersection of storytelling, placemaking, and representation. Applying frameworks from spatial theory, and cultural studies, students explore connections among topics like politics, environment, and history across on-site experiences and a range of texts (spanning poems, 360-videos, promotional websites, and archival letters)."

As they travel around the city to identify cultural and historical places to include in the guide and collaborate on new entries that tell the story of these places through mixed media, Pitt's University Library System (ULS) librarians work collaboratively with the students in FitzPatrick's class, helping them research Pittsburgh and discussing the role of libraries more generally. ULS Archives and Special Collections archivists introduce the students to historical material about Pittsburgh and how to use historical images and documents in their projects. Of the collaboration with the library, FitzPatrick states, "You can't have a course

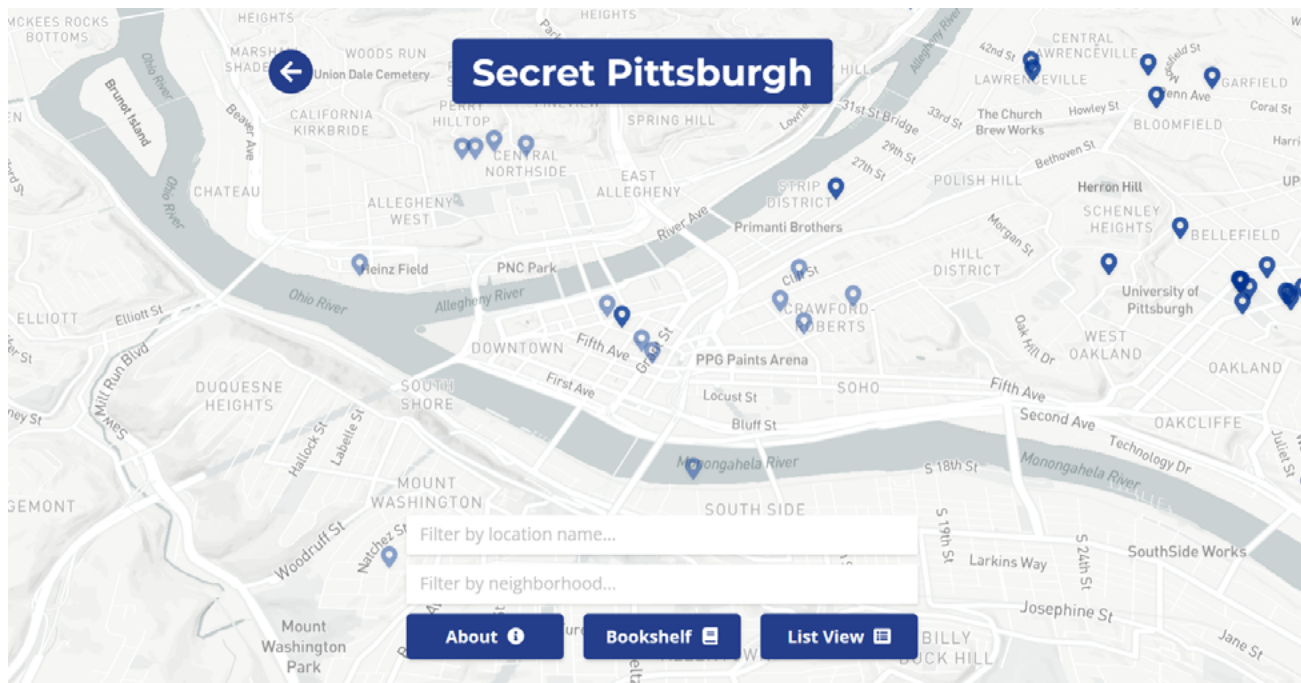


Image of the homepage of Secret Pittsburgh, a stylized map of the city with secret Pittsburgh locations.

which explores the dynamic connection between story and place without addressing and using the library. Libraries are where we can access multiple guidebooks and learn about the genre of a ‘guide.’ We depend on libraries to provide access to the diverse readings for our ever-changing sites and topics (the evolution of the cemetery, poems about our neighborhoods, artbooks contending with memory, children’s books about Rachel Carson, films that reimagine the cityscape, personal papers of famous local storytellers like August Wilson and George Romero) and offer primary sources students need to draw upon for their guidebook stories. Operating the class requires a close working relationship with archivists, department liaison librarians, digital scholarship specialists, and media equipment collection managers. They expand what is possible and offer new connections and possibilities for visits and assignments. Their expertise expands how we design stories about place.”

Different from any other Pittsburgh guidebook, each entry and accompanying essays are written entirely by the students and guided by their instructor. They use photos they have taken of their chosen secret place, sometimes interspersed with historical items. Students can also add essays to an existing entry if they connect with that place. Some essays include the difficult history of a place or event. Other essays expand into a discussion of the space, related issues, and how they personally experienced it.

On the Bookshelf, you will find an annotated bibliography with more ways to learn about our amazing and continually changing city. As this website is a work in progress by the students, please excuse any errors when accessing the content. After selecting a place to explore, read the overview and be sure to go to the Articles section to read the essays.

Notable places easily accessible from the ACRL 2023 Conference site

Downtown—several points of interest are near the convention center. Be sure to visit the green space of Point State Park to see the fountain and the confluence of the Allegheny and Monongahela Rivers into the Ohio River. The fountain is fed by Pittsburgh’s fourth river,

an underground aqueduct. Nearby Market Square has many good restaurants for people watching.

- The Allegheny Courthouse is an architectural marvel. You can even self-tour the jail that used to be attached, which now holds court offices. For more, read the essay “Properties of Space” (<https://secretpittsburgh.org/article/properties-of-space/>), by Alexander Leighton.
- There are a few green spaces downtown. Read about the changing of one private green space after protests in “Mellon Green: How A Space Changed Through Time” (<https://secretpittsburgh.org/article/mellon-green-how-a-space-changed-through-time/>), by Blair Drake.

North Side (<https://secretpittsburgh.org/location/north-side/>)—a 15–20 minute walk from the convention center, to get there walk across one of the sister bridges on 6th (Roberto Clemente), 7th (Andy Warhol), or 9th Street (Rachel Carson) to explore this neighborhood.

- The North Side neighborhood used to be its own city until it became part of Pittsburgh. There are three great places to visit here: Randyland, City of Asylum, and the Mattress Factory in the area also known as the Mexican War Streets, an 1840s plan of streets named for people and places in the Mexican-American War.
- Check out these North Side essays to get the pulse of this area:
 - “The Historical Tapestry of Pittsburgh: Northside Then vs. Now” (<https://secretpittsburgh.org/article/the-historical-tapestry-of-pittsburgh-northside-then-vs-now/>), by Anmol Baxi
 - “Finding City of Asylum” (<https://secretpittsburgh.org/article/finding-city-of-asylum/>), by Ny’Ara Willis
 - “Walking in a Pittsburgh Wonderland” (<https://secretpittsburgh.org/article/walking-in-a-pittsburgh-wonderland/>), by Acadia Kear

Hill District (<https://secretpittsburgh.org/location/freedom-corner-and-the-hill-district/>)—a 20–25 minute walk from the convention center and, as you can guess by the name, it is uphill from downtown.

- There are several gems here to explore including the original Crawford Grill location (a famous jazz club), the August Wilson House, and the Hill House Association.
- For good overviews on the history in the Hill District, check out these essays:
 - “Two Takes on the Hill” (<https://secretpittsburgh.org/article/two-takes-on-the-hill/>), by Everett Benson
 - “Community Renaissance: August Wilson’s Living Legacy” (<https://secretpittsburgh.org/article/community-renaissance-august-wilson-s-living-legacy/>), by Ryann Nieberle
 - “The Crawford Grill: Culture & Music in Pittsburgh” (<https://secretpittsburgh.org/article/the-crawford-grill-culture-and-music-in-pittsburgh/>), by Tia Balaji

South Side neighborhood and Mt. Washington—for those who are willing to go farther afield and take a car service, incline, or bus ride, or a much longer walk:

- A unique Pittsburgh feature are our city steps. Because Pittsburgh is so very hilly, these

are built into many neighborhoods in the city. The South Side Steps (<https://secretpittsburgh.org/location/south-side-steps/>) are some of the most extensive and will give you gorgeous views if you make it to the top, or even halfway!

- Check out this essay: “The South Side Slopes: Climbing the Millworker’s Stairways” (<https://secretpittsburgh.org/article/the-south-side-slopes-climbing-the-millworker-s-stairways/>), by Jackie Bender
- You can also take an incline, either the Duquesne or the Monongahela, and visit Mt. Washington. The views are beautiful from either incline, and if you have time you can also explore the neighborhood (<https://secretpittsburgh.org/location/mt-washington-the-neighborhood/>). If you need help choosing, the Duquesne Incline has a small museum at the top and you can self-tour underneath to see the machinery. The Monongahela Incline puts you closer to the row of overlooks on Mt. Washington with views of downtown and the river.

According to FitzPatrick, “I’m always excited by the secrets of the places we visit—more than any other class, I am always learning. It is wonderful how the momentum builds—you read one story which leads to a new contact who tells you about this archival object which the archivists explain is related to another one in the holdings which springboards into a new place. . . . I always tell people I believe our course model can work anywhere, but that I’m lucky to run it in Pittsburgh.” Secret Pittsburgh (<https://secretpittsburgh.org/>) provides a great way to acquaint yourself with Pittsburgh before you arrive for ACRL 2023, and we hope you will love our city as you unlock secrets of your own. ✍

Notes

1. Mark Houser, “Does Pittsburgh Really Have More Bridges Than Any Other City?,” *Pittsburgh Magazine*, March 16, 2022, <https://www.pittsburghmagazine.com/does-pittsburgh-really-have-more-bridges-than-any-other-city/>.
2. Rick Sebak, *Flying Off the Bridge to Nowhere*, 58:31, WQED Communications, 1993, <https://www.wqed.org/watch/pittsburgh-history-series/flying-bridge-nowhere-fqwlth>.
3. Bob Regan, *Pittsburgh Steps: The Story of the City’s Public Stairways* (Guilford, CT: Globe Pequot, 2015), 1.
4. Association of College and Research Libraries, “ACRL Conference 2023 Land Acknowledgement,” August 2022, <https://acrl2023.us2.pathable.com/land-acknowledgement>.

The Canadian Encyclopedia. Access: <https://www.thecanadianencyclopedia.ca/en>.

The Canadian Encyclopedia (TCE) presents itself, accurately, as a national resource “produced by, for and about the people of a single country, charting its events, culture, history and landscape.” Based on a print reference project initiated in 1985, TCE has evolved into a bilingual online portal since 2013 and provides an accessible starting point for Canadian history and memory to a wide array of stakeholders. The encyclopedia project is maintained by the not-for-profit organization Historica Canada and is slated to remain freely available. TCE appears rooted in a centrist ideal of Canadian nationhood and explicitly denies political party connections, while also extensively covering topics that challenge and complicate the Canadian national project.

Users will experience TCE as an assemblage of varied elements and formats based on multitude of topical articles but also including timelines, photo galleries, maps, videos, pedagogical study guides, and quizzes. All these elements are drawn into thematic collections, which can vary from the name of a province or political party to broader interdisciplinary topics such as women in STEM. One can search for individual keywords, but the site appears optimized for serendipitous browsing and discovery according to broad categories of “People,” “Places,” and “Things.” Thematic collections vary greatly in scope depending on the topic and the available documentation, putting to good use the plentiful navigational facets. TCE prioritizes relevance for classroom education, and most collections include at least one printable study or curricular guide. Content level is designed for a general audience, and many articles include references to published or web sources. Those seeking to use this encyclopedia for scholarly purposes may find occasional frustrations, as when photographs are fully identified as part of articles but not when in standalone photo galleries. While there are many digitized interviews, documents, and photos to be found in TCE, it is not intended as federated archival repository.

TCE has evolved from the stability of a static reference work into something more dynamic and at times slightly chaotic. The interface design is attractive and in line with prevailing standards for discoverability and accessibility (including sign-in account allowing saved searches and links for citing and sharing in many instances). With more than 3,000 authors of individual articles, there appear to be opportunities for communities throughout Canada to be represented and to have a potential role in editing or writing, not to mention contributing stories and suggestions/corrections.—*Joshua Lupkin, Harvard University, joshua_lupkin@harvard.edu*

The Johns Hopkins Center for Gun Violence Solutions. Access: <https://publichealth.jhu.edu/departments/health-policy-and-management/research-and-practice/center-for-gun-violence-solutions>.

The mission of the Johns Hopkins Center for Gun Violence Solutions “is to bridge the gap between researchers and lawmakers and enact evidence-informed policy to make gun violence

rare and abnormal.” The center formed in March 2022 when two existing gun violence prevention organizations—the Center for Gun Violence Prevention and Policy (CGVPP) and the Educational Fund to Stop Gun Violence (EFGV)—merged. The CGVPP was founded at the Johns Hopkins Bloomberg School of Public Health in 1995 and was well-known for producing groundbreaking research to produce data-driven policy recommendations to prevent gun violence. The EFGV was a 501(c)(3) founded in 1978 that created the Consortium for Risk-Based Firearm Policy following the shooting in Newtown, Connecticut, in 2012, and was widely recognized for translating research into evidence-based policy.

The combination of these two organizations brings together high-quality research to inform evidence-based advocacy. The center’s work revolves around five current policy solutions to gun violence: “Community Violence,” “Firearm Removal Laws,” “Firearm Purchaser Licensing,” “Public Carry of Firearms,” and “Safe and Secure Storage.” Each of these five solutions includes select journal articles and reports produced by center researchers and faculty to inform policy solutions and educate gun violence prevention advocates.

In addition to evidence-based policy solutions, the center will continue to provide resources and technical assistance for stakeholders, produce special reports, launch new educational programs, train gun violence prevention researchers, and engage with decision-makers on the federal, state, and local levels. The site is not comprehensive—the information presented supports the stated goals of the center and does not highlight outside research—and the site does not provide raw data.

The site includes information and statistics that may be useful for professionals, undergraduate students, and researchers in the fields of public policy, public health, education, domestic violence, mental health, political science, and firearm policy.—*Kristen Peters, Wittenberg University, petersk@wittenberg.edu*

William Blake Archive. Access: <https://blakearchive.org>.

William Blake (1757–1827) was an English printmaker, painter, and poet whose work went largely unrecognized during his lifetime. Blake is now recognized as a seminal poet of the Romantic Age and his visual art is now as well-known as his poetry. The William Blake Archive, founded in 1996, furnishes unified access to Blake’s literary and visual art. The toolbar on the archive’s landing page describes the broad panoply of Blake’s works: “Illuminated Books,” “Commercial Book Illustrations,” “Separate Prints and Prints in Series,” “Drawings and Paintings,” and “Manuscripts and Typographic Works.” The tab “All Works” lists these works both in alphabetical order and in order of date of publication.

Under “Illuminated Books,” for example, patrons can access *There is No Natural Religion* (1788). In this work, Blake states basic principles on physical perception, reason, and the limits of knowledge derived from the philosophy of John Locke; he etched these on twenty small plates. The page lists all known copies of this work and visitors can click through to the digital versions of each, whether located in the British Museum or the Yale Center for British Art, etc. As of October 2022, the Archive contained fully searchable and scalable digital editions of 123 copies of Blake’s illuminated books.

Blake’s letters can be found in “Manuscripts and Typographic Works.” Although only around ninety-five of Blake’s letters survive, they provide invaluable context for interpreting his life and work. On this page, visitors can find facsimiles of the handwritten originals accompanied by typeset transcriptions.

The homepage also contains the link “Resources for Further Research.” Included here are bibliographies that contain basic reference works, standard editions of Blake’s works, and biographical treatments. Users will also find “Collection Lists” featuring institutions from all over the world with noteworthy Blake collections.

The William Blake Archive is currently mutually maintained by the University of North Carolina at Chapel Hill and the University of Rochester. It is a valuable tool for reference librarians fielding requests for information on Romantic literature and visual arts. The William Blake Archive gives researchers a digital alternative to multi-volume reference works such as the *Dictionary of Art* and *Dictionary of Literary Biography*.—Wendell G. Johnson, Northern Illinois University, wjohnso1@niu.edu ✉

David Banush has joined the University of South Carolina as the new dean of libraries. Banush most recently served as dean of libraries and academic information resources at Tulane University, a role he assumed in 2015. He previously served as associate university librarian for access services and collections at Brown University in Providence, Rhode Island. Prior to that appointment, he served in several roles of increasing responsibility at Cornell University Library in Ithaca, New York.



David Banush

Chrystal Carpenter has joined the Virginia Commonwealth University Libraries as head of special collections and archives.

Wesley Chenault is now associate director for strategic initiatives and programs at the Smithsonian Libraries and Archives.

Melissa Gasparatto has been named associate vice provost for operations, access services, and strategic partnerships at the University of Pennsylvania Libraries.

Loftan Hooker is now the head of access services at Virginia Commonwealth University Libraries.

Jordan Nielsen was recently appointed department chair for user services at Middle Tennessee State University.

Annie Peterson will become head of preservation and conservation at the University of North Carolina-Chapel Hill University Libraries effective January 23, 2023.

Karen Reed is now the research and data librarian at Middle Tennessee State University.

Rebecca Miller Waltz has been named associate dean for learning and engagement in the University Libraries at Penn State University.

Brigitte Weinstein has been named Gershwind and Bennett Family Senior Associate Vice Provost for Collections and Scholarly Communications at the University of Pennsylvania Libraries. *zz*

→ **Fast Facts**



OCLC news

More than 27 million WorldCat records were enriched and improved by OCLC staff and member libraries in 2021–2022. Investments in machine learning eliminated 6 million duplicate records and prevented 400 million duplicate records from being added to WorldCat. An expanded partnership with Google added more than 81 million library catalog links to Google Search results. Sixteen million new records were created.

OCLC, "OCLC Annual Report 2021–2022," November 14, 2022, https://www.oclc.org/content/annual-report/en_us/2022/home.html.



State higher education finance

"State and local funding for all higher education totaled \$113.2 billion in fiscal year 2021, including \$3.7 billion in federal stimulus funding (3.2 percent). There were 10.6 million FTE enrolled students in 2021. Net FTE enrollment declined 3.0 percent this year, a loss of 323,952 FTE students, the largest FTE decline on record. 2021 marks the tenth straight year of enrollment declines following substantial enrollment increases during the Great Recession. There has been a substantial shift of responsibility for financing public higher education toward net tuition revenue, from 20.9 percent in 1980 to 42.1 percent in 2021."

SHEF, "2021 State Higher Education Finance (SHEF) Report," 2022, <https://shef.sheeo.org/report>.



The cost of education

The average undergraduate tuition, fees, room, and board rates charged for full-time students in constant 2020–21 dollars was \$10,648 in 1963–64. In 2020–21, that figure had risen to an average of \$25,910 across all institutions. Private nonprofit institutions charged an average of \$49,210 in 2020–21.

"Digest of Education Statistics, 2021, Table 330.10," National Center for Education Statistics, accessed November 21, 2022, https://nces.ed.gov/programs/digest/d21/tables/dt21_330.10.asp.



COVID-19 Web Archive

"The COVID-19 Web Archive gathers together more than 165 individual web archive collections created by more than 130 libraries, archives, and cultural heritage organizations into a shared access portal built and maintained by

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

the Internet Archive. These collections contain more than 80,000 websites documenting the impacts of the COVID-19 pandemic on communities, businesses, healthcare, and other aspects of everyday life. The archive will be continuously updated over time.”

Internet Archive, “COVID-19 Web Archive,” accessed November 28, 2022, <https://covid19.archive-it.org>.



Internet adoption rates

The number of internet users as a percentage of total global population is 63.5 percent. Four countries—Denmark, Ireland, Saudi Arabia, and the United Arab Emirates—have adoption rates of 99 percent.

Simon Kemp, “The Global State of Digital in October 2022,” DataReportal—Global Digital Insights, October 20, 2022, <https://datareportal.com/reports/digital-2022-october-global-statshot>.