# College & Research Libraries News

Association of College & Research Libraries


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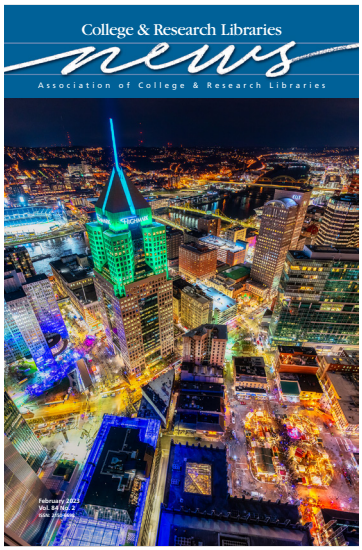
# Features

# Departments






ACRL invites you to join us March 15–18, 2023, for ACRL 2023. 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. At ACRL 2023, we will explore these issues and more around the theme of Forging the Future.

If you are interested in finding strength in a community of academic library professionals, discussing our mutual issues while crafting innovative ways to solve them, enhancing relationships with faculty, and re-engaging with students, we welcome you to join us in Pittsburgh or virtually. Make sure to visit the conference website at https://acrl2023.us2.pathable.com/ for complete conference details, including registration and housing information.

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**Back issues:** $11.00 each.

## PALNI celebrates 30th anniversary

The Private Academic Library Network of Indiana (PALNI) celebrated its 30th anniversary in 2022. Since its first library-to-library collaboration in the 1980s, PALNI has worked to advance the educational missions of its supported institutions by sharing resources and leveraging expertise. The consortium was approved as a nonprofit organization in 1992 and has grown to support 24 private colleges, universities, and seminaries serving more than 47,500 students and faculty throughout the state.

During its first three decades, PALNI has navigated the evolving challenges of higher education to attain notable success. What began as a joint initiative among libraries to make automation more affordable has transformed into a leading example of what it takes for academic libraries to work together and achieve more at scale. All supported institutions appoint a library dean or director to serve on PALNI's board of directors, providing strategic and financial direction. Learn more about PALNI at https://palni.org/.

## ACRL, ARL share community response to White House memorandum on public-access to research

ACRL and the Association of Research Libraries (ARL) have submitted a letter to the chairs of the US National Science and Technology Council (NSTC) Subcommittee on Open Science in response to the recent Office of Science and Technology Policy (OSTP) memo, "Ensuring Free, Immediate, and Equitable Access to Federally Funded Research." The letter reflects the views expressed during a jointly sponsored listening session between the academic and research library community and the Subcommittee on Open Science. The associations strongly support the 2022 OSTP public-access guidance, particularly the removal of the 12-month embargo, the additional focus on research data, and the administration's goals to expand equitable participation in federally funded scientific research. While listening-session panelists raised concerns about the cost of implementation and compliance, they provided considerations for multiple pathways to achieving the goal of free, immediate, public access. Learn more at https://www.arl.org/news/library-associations-share-community-response-to-white-house-memorandum-on-public-access-to-research/.

## IMLS now accepting applications for Native American, Native Hawaiian Library Services grants supporting core library programs

The Institute of Museum and Library Services is now accepting applications for Native Hawaiian Library Services and Native American Library Services Enhancement grants. The deadline for submitting applications for either grant is April 3, 2023. Native Hawaiian Library Services grants are available to nonprofit organizations that primarily serve and represent Native Hawaiians. These grants, awarded in amounts of up to $150,000 for two years, are designed to improve core library services for their communities. Learn more at https://www.imls.gov/grants/available/native-hawaiian-library-services.

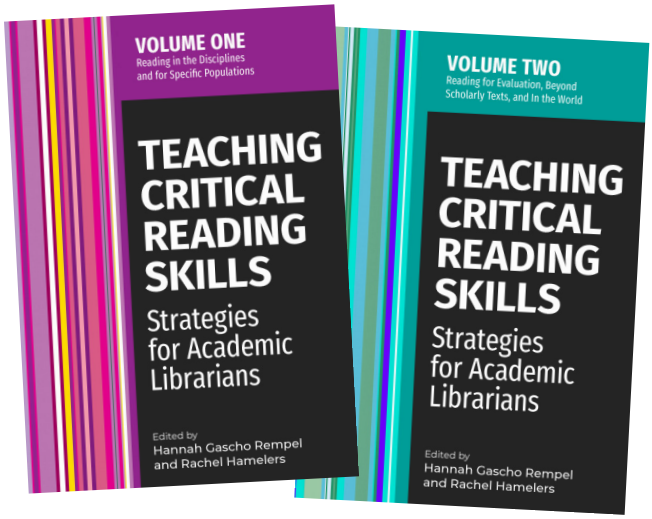
Native American Library Services Enhancement grants advance the programs and services of eligible Indian tribes, including Alaska Native villages, regional corporations, and village corporations. These competitive grants, awarded in amounts of up to $150,000 for two

years, are designed to improve core library services for their communities. Learn more at https://www.imls.gov/grants/available/native-american-library-services-enhancement-grants.

## Task force recommends digital Federal Depository Library Program

The US Government Publishing Office (GPO) Director Hugh Nathanial Halpern earlier this year appointed a Task Force on a Digital Federal Depository Library Program to determine the feasibility of a digital Federal Depository Library Program (FDLP). The task force has released its report, which recommends the FDLP move to a digital program. Should Halpern accept the recommendations, GPO will start planning for implementation and continue to engage with stakeholders. "Feasibility of a Digital Federal Depository Library Program: Report of the GPO Director's Task Force" is available at https://www.fdlp.gov/file-repository-item/feasibility-digital-federal-depository-library-program-report-gpo-directors.

## New from ACRL—Teaching Critical Reading Skills: Strategies for Academic Librarians




ACRL announces the publication of *Teaching Critical Reading Skills: Strategies for Academic Librarians*, edited by Hannah Gascho Rempel and Rachel Hamelers. This two-volume set—"Reading in the Disciplines and for Specific Populations" and "Reading for Evaluation, Beyond Scholarly Texts, and in the World"—provides ready-made activities you can add or adapt to your teaching practice.

This collection explores the experiences, approaches, and roles of librarians who teach reading: using pedagogical theories and techniques in new and interesting ways; making implicit reading knowledge, skills, and techniques explicit to students; presenting reading as a communal activity; partnering with other campus stakeholders; and leading campus conversations about critical reading. The five sections are arranged by theme:

Volume 1

- Part I: Reading in the Disciplines
- Part II: Reading for Specific Populations

Volume 2

- Part III: Reading Beyond Scholarly Texts
- Part IV: Reading to Evaluate
- Part V: Reading in the World

Each of the 45 chapters contains teaching and programmatic strategies, resources, and lesson plans, as well as a section titled "Critical Reading Connection" that highlights each

author's approach for engaging with the purpose of reading critically and advancing the conversation about how librarians can foster this skill.

Academic librarians and archivists have a long history of engaging with different types of literacy and acting as a bridge between faculty and students. We understand the different reading needs of specific student populations and the affective challenges with reading that are often shared across learner audiences. We know what types of sources are read, the histories—and needed changes—of how authority has been granted in various fields, how students may be expected to apply what they read in future professional or civic settings, and frequently look beyond our local institutions to think about the larger structural and social justice implications of what is read, how we read, and who does the reading.

These volumes can help you make the implicit explicit for learners and teach that reading is both a skill that must be practiced and nurtured and a communal act. *Teaching Critical Reading Skills* demonstrates librarians' and archivists' deep connections to our campus communities and how critical reading instruction can be integrated in a variety of contexts within those communities.

*Teaching Critical Reading Skills: Strategies for Academic Librarians* is available for purchase in print and as an ebook through the ALA Online Store, individually or as a set; in print through Amazon.com; and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.

## OverDrive releases 2022 digital book circulation data and highlights

In 2022, digital book lending grew significantly due to innovations that high-performing public libraries, schools, and other institutions used to serve their readers. These efforts resulted in record circulation of digital books, with ebooks, audiobooks, magazines, and comic books each greatly contributing to year-over-year growth, according to OverDrive. During the year, readers borrowed 555 million ebooks, audiobooks, digital magazines, comics, and other digital content, a 10 percent increase over 2021. This record circulation led to another milestone: readers have checked out a total of 3 billion digital books from public libraries, schools, and academic libraries in the OverDrive network since the first ebook checkout in 2003. Learn more at https://company.overdrive.com/2023/01/06/overdrive-releases-2022-digital-book-circulation-data-and-highlights/.

## Gale launches new ChiltonLibrary platform

Gale, part of Cengage Group, has migrated ChiltonLibrary, the most trusted digital resource for automotive repair and maintenance information, to a new cloud-based platform along with an array of new features and enhancements to improve user experience and accessibility. With streamlined navigation in a more user-friendly environment, users can more easily access and find the information they need to safely service their vehicle and prepare for the upcoming winter months. ChiltonLibrary is an essential database of trusted automotive information covering vehicle maintenance, service, and repair. Dating back to the 1940s, the database has material covering all car procedures that one might perform at home. The database contains how-to videos and animations, warranty labor data, and remote access outside of libraries. More information is available at https://www.gale.com/c/chilton-library.

## New born-digital chapter focusing on Islamic history hosted by Project MUSE

Project MUSE is hosting a new interactive, open access, born-digital chapter, "The Web of History," from *A New Vision for Islamic Pasts and Futures* by Shahzad Bashir, published by the MIT Press. The chapter of the publication hosted on MUSE mirrors the content from the born-digital product's primary site and is intended to provide an additional pathway to discovery, as well as spotlight the MUSE platform's suitability for hosting robust and innovative digital humanities works.

*A New Vision for Islamic Pasts and Futures* brings together the MIT Press's global publishing experience and the Brown University Library's digital publication expertise. The groundbreaking scholarship decenters Islam from a geographical identification with the Middle East, an articulation through men's authority alone, and the assumption that premodern expressions are more authentically Islamic than modern ones. Aimed at a wide international audience, the publication consists of engaging stories and audiovisual materials that will enable readers at all levels to appreciate Islam as an aspect of global history for centuries. The book is available at https://islamic-pasts-futures.org/.

## Tech Bits . . .

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

WAVE is a free evaluation tool that helps authors make their web content more accessible to individuals with disabilities. Enter a web address into the online tool or use the browser extensions (Chrome, Firefox, and Edge) to access the tool from a webpage. It generates a report with the detected accessibility issues on the page broken down by errors, alerts, features, structural elements, coding, and color contrast. View the details to get an icon for finding the issue on the page and a link to the documentation explaining the issue and how to fix it. I use this tool to check my LibGuides for accessibility issues such as missing alternative text.

*—Jennifer Long*
*University of Alabama at Birmingham*

**... WAVE**
**https://wave.webaim.org**

Mimosa Shah and Dustin Fife

# Obstacles and barriers in hiring

## Rethinking the process to open doors

Academic Library Workers in Conversation is a bimonthly *C&RL News* series focused on elevating the everyday conversations of library professionals. The wisdom of the water-cooler has long been heralded, but this series hopes to go further by minimizing barriers to traditional publishing with an accessible format. Each of the topics in the series were proposed by the authors and they were given space to explore. We encourage you to follow and share these conversations about transforming libraries with ideas from the frontlines. This issue's conversation with Mimosa Shah focuses on rethinking hiring processes in academic libraries. When Mimosa and I wrote this article, she was in the middle of seeking a job as a recent LIS graduate.—*Dustin Fife, series editor*

**Mimosa Shah (MS)**: Dustin, colleges and universities proclaim their commitments to diversity, equity, accessibility, and inclusion (DEAI), often linking to statements about how their values "translate" into actions. As a recent graduate, a current jobseeker, and a person of color, I look at such statements and feel a sense of relief mingled with curiosity. Are these places truly willing to do what it takes to change? While I take such statements as commitments toward becoming more inclusive and equitable spaces, I also see them as "fronts" for what these institutions do in practice. The recruitment/hiring/retention life cycle for Black, Indigenous, and person of color (BIPOC) job candidates for academic and research libraries is fraught with bureaucracy and layers of communication that deter the very DEAI concepts that they aim to practice. I want to highlight several of these issues, Dustin, and see what you think.

For example, during multiple second-round interviews, I've been asked to name my desired salary range (even though the institution does not make the salaries of other employees in the department available for comparison), engage in conversations on how I plan to "hit the ground running" for residency roles (even though they are presumably for individuals yet to be acquainted with working in academic environments), and share how members of my family have (and have not) engaged in higher education (even though such information shouldn't be relevant to the immediate interview).

So, as someone who is hiring academic library professionals, how do you reconcile the inherent power differences between hiring committees and candidates?

**Dustin Fife (DF)**: Mimosa, thank you for highlighting those telling experiences. That power differential is not by accident. In my experience, every step of the hiring process is

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built to protect institutions and the status quo. Complex job descriptions and application processes impede the newly initiated. Long waiting periods and nebulous timelines leave applicants waiting for weeks, months, and sometimes even a year. Multiple rounds of unsupported labor create unnecessary barriers that the DEAI statements you mentioned earlier claim to be removing. Talk of culture and fit cuts short promising candidacies to protect the comfort of established team members. And far too often, DEAI initiatives create opportunities without any meaningful support. Academic libraries work best for people who understand the unwritten rules of higher education. In short, when the system is exclusively working best for privileged people who look like me, the system is "working as designed." It is maintaining a status quo that will never achieve the aspirational goals of academic libraries.

As someone who helps hire people now, I often think about this problem. There is no one single way to fix the barriers within the hiring process, we must look at every single step from the conception of a position, to hiring, onboarding, and induction. Mimosa, as someone who is seeking a position now, I'd love to hear your impressions of your "first contact" with positions.

**MS**: I often read job postings for entry-level candidates with requirements that could only have been obtained through previous work experiences or other intensive, often unpaid, volunteer roles. The list of "preferred" qualifications for a job is often as long as the list of "required" qualifications. In addition to a résumé/CV, a cover letter, and reference letters, candidates are sometimes asked to demonstrate their commitment to DEAI through statements listing relevant experiences. These statements veer into performative territory, placing job seekers in an unfair position to not only prove their ability to speak their dialect of DEAI but to also exemplify themselves as a diverse commodity—one that the institution can then use to advertise and attract more such candidates.

You mention that the system is "working as designed" for individuals who are already acquainted with it. Often, the advice will be to "think like a white cis-man," even from well-intentioned BIPOC folks, when it comes to job seeking and salary negotiations. But what if we're imagining a different future? What if we believe the DEAI statements we write that underscore the need for transformation in the LIS profession? While it's taken me some time to love and cherish the person I am, I wouldn't be anything but who I am now: a South Asian American cis woman with her own experiences and perspective. There's something pernicious about asking candidates to explain their views regarding how they might transform an institution, and then using unspoken rules to judge their candidacy. In short, first contact is a quagmire for new library professionals at best and a significant amount of uncompensated labor.

**DF**: Without a doubt, Mimosa. So many institutions write job descriptions only for library professionals with experience, fueling predatory part-time, adjunct, and volunteer labor practices. For some people, it is the only way they can survive in our profession and eventually meet those lofty qualifications. That is where I begin, I want to remove predatory practices that propagate oppression in our systems. Before I write a particular job description, I think about how we can build a position that is supported financially, structurally, and collegially (for example, making sure they have a meaningful mentor within the library and somewhere else on campus as well).

Recently, my colleagues and I reviewed a job description. Through conversation, we removed most of the preferred qualifications and discussed whether this was a position that

could be someone's first job or if they really needed experience. We did not want it to exist in that ambiguous space where it sounds like a first job but asks for five years of experience. We decided as a team that it needed some experience, but that it could be someone's first opportunity to supervise. We looked at each of the barriers in the job description and decided what would support whomever we hired, not keep out "unqualified" candidates. The job description should not be the gatekeeper, but the mechanism for genuinely informing candidates about expectations. We also worked with HR to narrow the large and unrealistic pay range down to a much more realistic window.

We've only been discussing a small part of this process, but it is clear how fraught applying for jobs is with inequities. The hiring power dynamics by their nature can only be questioned from within the organization, so it is essential that candidates understand what they are experiencing and why. For the candidate, it is the first opportunity to see if the organization is upholding their DEAI statements, or if they are copying and pasting job descriptions that inscribe inequity. As the jobseeker, it is a powerful, though imperfect, case study of things to come. For the hiring team, it is an opportunity to step back and try and see the system.

So, what have you seen in your job seeking that makes you believe that an organization is working to remove barriers versus building new ones?

**MS**: Aside from posting realistic salary ranges (which I applaud you and your institution for doing!) and paring down job descriptions to focus on essential tasks, here's other things organizations do that lead me to believe they're on the path to change. I love it when they share interview questions in advance. Frankly, it's an accessibility issue because not all candidates will be able to process information immediately, especially if the interview takes place online. It's great when organizations link to mission statements and strategic plans in the job description and are forthcoming about how these translate to tangible actions addressing equity, inclusion, and belonging. I love when they resist the urge to ask about gaps in a candidate's job history and realize that it might have taken a BIPOC candidate many extra systemic hurdles and a lot of ingenuity to get here in relation to peers.

Organizations should be forthcoming about discussing retention strategies for BIPOC colleagues, and before they dive into a question about preferred salary, they should share a sample salary schedule (especially if the institution is private) so that candidates understand what they could potentially negotiate for in an offer. If legally feasible, they should give feedback to successful and unsuccessful candidates. Also, it behooves them to be open about the promotion process for new employees. And finally, LIS schools need to offer better support to launch new careers—and not just training, but access to financial bridge support opportunities and ongoing mentoring.

And perhaps this feels minor, but validating a candidate's parking or transportation fee upfront, offering a stipend for preparing to do a full second-round interview, or advertising potential relocation stipends can ease the burden for individuals who don't have the financial cushion to apply for such opportunities.

**DF**: Goodness, I hope every hiring manager turns those two paragraphs into a to-do list. Most of these steps do not create extra work while emphasizing the humanity of our colleagues and honoring the labor they are doing to try to join our organizations. In this entire process that we are discussing, that is my number one suggestion to organizations, supervisors, and hiring committees: focus on the humanity of the candidates. Simple things, such as paying for their travel rather than the monstrous rigmarole of reimbursement removes

obstacles and moves toward equity. You see those things better when you are focused on the experiences and humanity of the candidates, rather than what is easiest for the institution. Show them through your processes that their humanity matters and that equity is a priority. The policies and processes within our control are a great place to start.

Thank you, Mimosa, there is so much more I can do in my own organization, and I've learned so much from you. Do you have any final thoughts about removing hiring barriers?

**MS**: Dustin, so many of us want to do what we've been training to do for years. We're eager to contribute our skills. We want to let our skills shine, and we want to help one another, particularly fellow BIPOC library workers, gain a foothold in this profession. Making the recruitment and hiring process more transparent and humane benefits us all. Welcoming and including new hires also means strategizing with them about their success in the organization, too. Working toward dismantling barriers through clear, concise, and honest job descriptions, as well as campus-wide training on inclusive hiring strategies for committee members, can go a long way. But ultimately, it's about power: how much are we willing to cede to guarantee the flourishing and thriving of these library workers?

Gina Petersen and Jason Kruse

# Research is messy

## Teaching students to expect non-linear research

As academic librarians, we provide an array of research services to support teaching and learning on campus. We lead instruction sessions on how to search databases effectively, demo software during workshops, and prepare guides on conducting research. We highlight tools and techniques that instill good research habits, helping students develop advanced research skills that they can use throughout their academic careers and beyond. Because librarians prepare for these activities, often with canned searches and preselected examples of good articles, we can make research look much easier than it is. The messiness of research and how literature searching fits within the larger research process often gets left out. As librarians, we are familiar with this messiness and may allude to it, but how often are we explicitly telling students what to expect?

We wondered what role Northwestern University Libraries could play in teaching emerging researchers that the research process is nonlinear and messy, that an iterative process does not inherently suggest setbacks. Graduate students make up more than half of the student body at Northwestern University and are often assumed to have highly developed research skills. In reality, graduate students have a wide range of research skills and experience based on a variety of factors, including their previous institutions, availability of research opportunities, prior training and research support, individual learning styles, and self-perceptions of skills. There is no guarantee the foundations for developing advanced research skills have been laid. To respond to this, we developed and piloted a workshop aimed at graduate students that addresses the messiness of the research process as well as common obstacles or interruptions.

Our learning goals were purposefully broad so they would be applicable to researchers from all disciplines. We wanted participants to consider the pitfalls and opportunities of research while learning about strategies and services that can help them navigate the nonlinear research process, including those located outside the library. By normalizing research struggles, we hope these emerging researchers will feel more prepared and more comfortable seeking support.

## Workshop outline

We introduce the workshop by reflecting on the research process and how it is typically portrayed. We ask participants to list the steps of the research process, and we show an idealized, linear diagram (figure 1).

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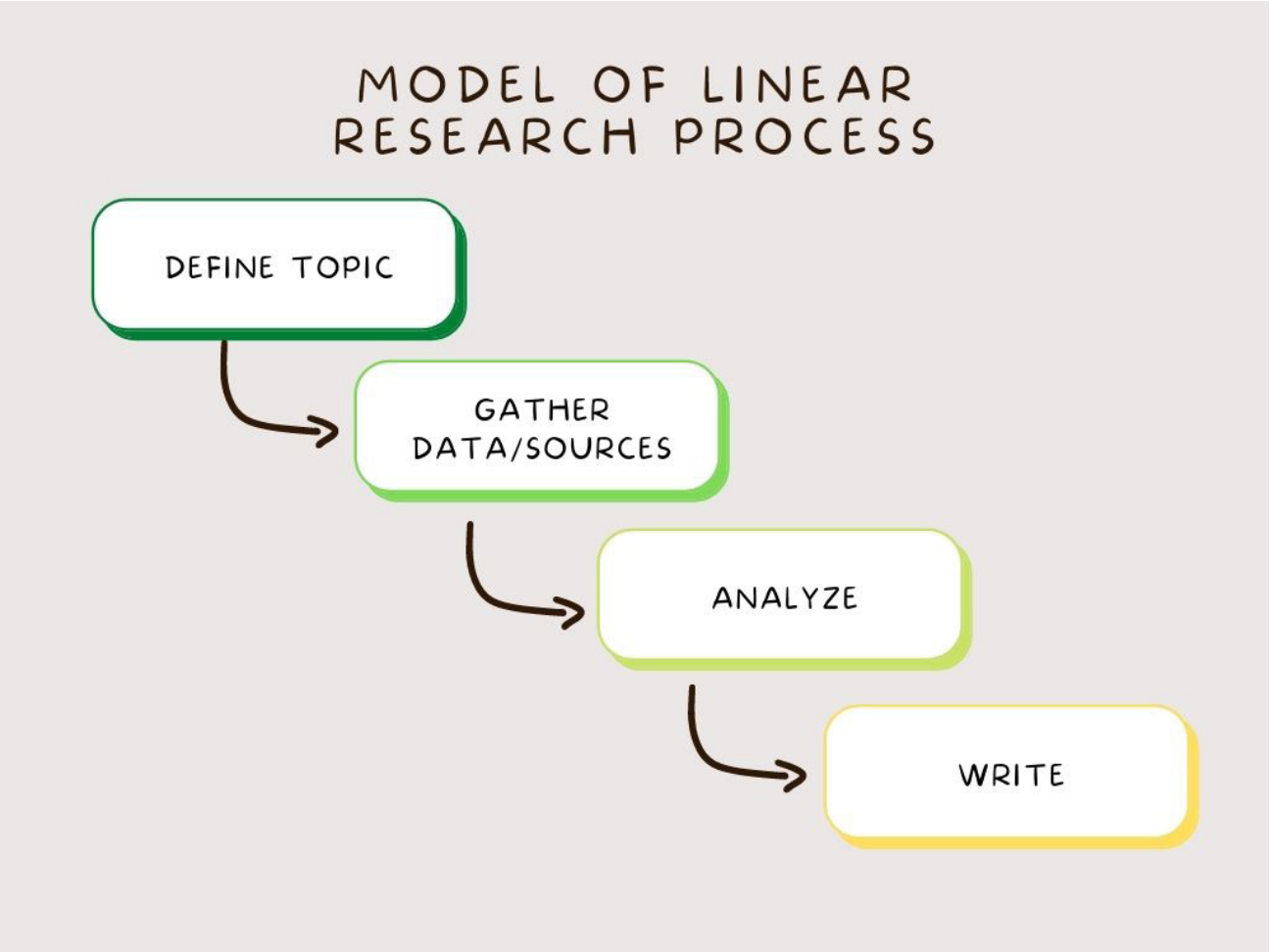


Figure 1. A model of a linear research process. Created in Canva.

From there, we present a more complicated diagram that incorporates an iterative research process (figure 2), modeling something closer to the reality of how people conduct research. In real life, research often involves overlapping steps or bouncing back and forth between different parts of the process. For example, during analysis, a researcher might need to revisit literature to determine why they are observing unexpected results, or they might go back to gather additional sources after reading an insightful comment from a reviewer.

Next, we ask participants whom they turn to when they get stuck or need guidance; this highlights the importance of networks that students must build throughout their research careers and encourages and normalizes help-seeking behavior.

The bulk of the workshop focuses on unexpected twists and turns in the research process, illustrated by examples from various disciplines. The COVID-19 pandemic is an extreme example, but we focus on more standard unexpected events that can necessitate adjustments to scholars' research. We discuss changes in schedules and priorities due to these unexpected events, stressing the importance of building flexibility into timelines to allow for parts of the research project to be conducted out of order if needed. The highlighted twists and turns include the following:

- Scope creep: To combat scope creep, researchers can set clear guardrails, revisit and revise their research question to stay within scope, and save peripheral research questions for future projects.
- Data access issues: Data might be unavailable in various ways, including not being

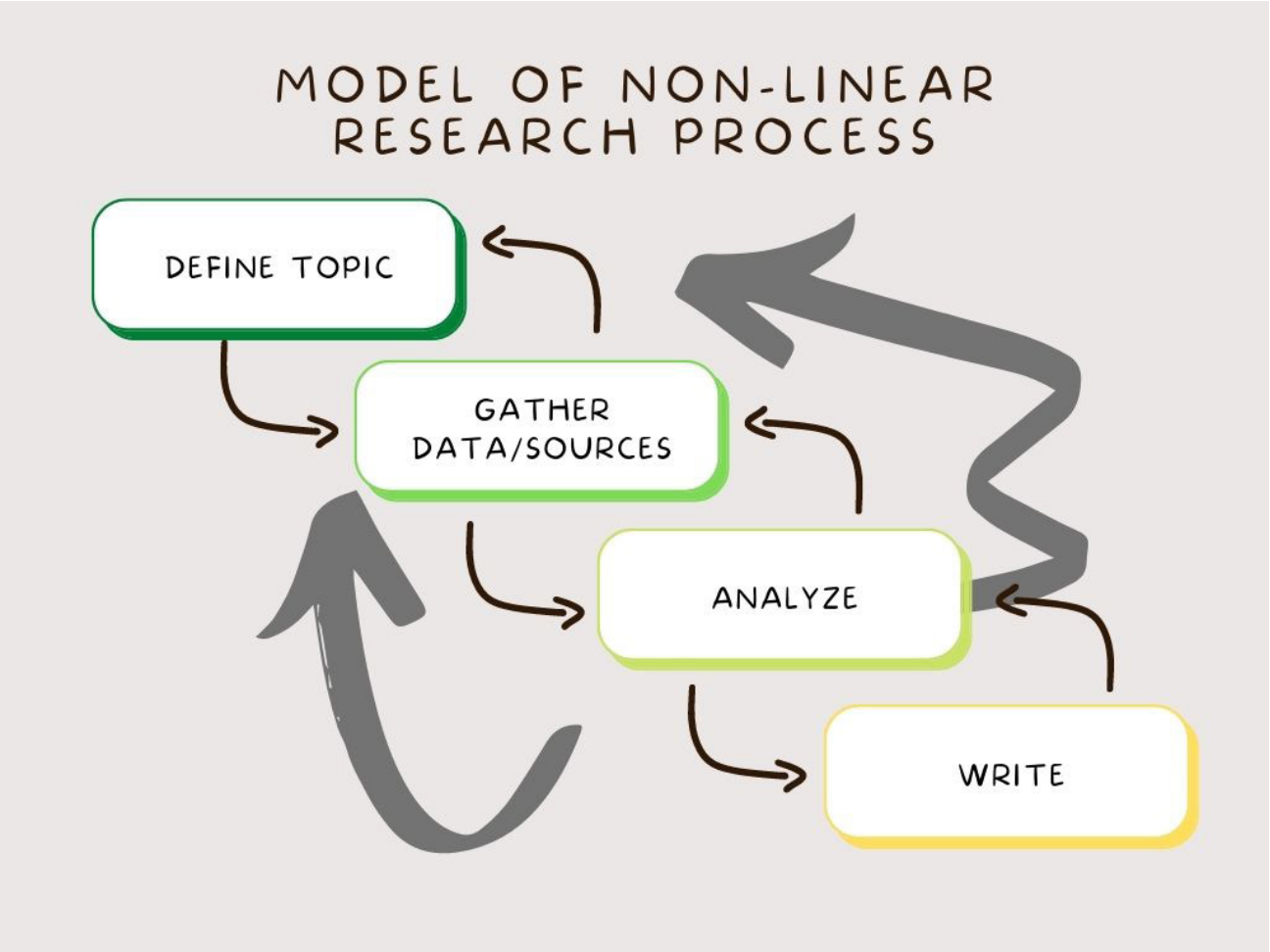


Figure 2. A model of an iterative research process. Created in Canva.

collected in a manner that is useful to the question at hand, being proprietary, or, in the case of archival materials, being unprocessed.

- Feedback with unexpected breadth: Feedback from readers can sometimes be contradictory or confusing. For example, one person might suggest cutting a section entirely while another person suggests expanding it. We recommend asking clarifying questions when possible.
- Preparation before research: The work to establish or set up research can take significant time and effort. For example, ethnographic research with any community or population often requires establishing trust and rapport to increase the quality and accuracy of results.[1] A researcher in a lab may need to develop a new procedure before being able to run their experiment. Anticipating these challenges and building them into timelines can avoid potential delays.
- Ethical issues: Researchers may inadvertently acquire data that falls outside the scope of an IRB proposal or accidentally gain access to an archival object that the creator did not intend to be public.

The myth of serendipity is an intriguing aspect of the research process we also wanted to address. We wanted to emphasize to students that moments of inspiration don't come out of nowhere; they come when a researcher is attuned to discovery because of the work they have already done. As science fiction author Octavia Butler wrote, "First forget inspiration. Habit is more dependable. Habit will sustain you whether you're inspired or not."[2] A 2016

article by Kim Martin and Anabel Quan-Haase supports Butler's advice. In interviews with historians about the use of archival materials, the researchers concluded that "historical training is critical for eliciting incidental serendipitous encounters."[3] Without their training, these historians wouldn't be looking in this place for these things or have the ability to bring them together to form new stories.

We explicitly address that setbacks will happen, even with a well-designed research plan. Experiments fail, research can be scooped, surveys fail to capture anticipated results, or a dissertation topic might have already been written about. The list of what can go wrong might seem overwhelming and frightening, but if students are unaware that these are common occurrences in research, they might see a mere setback as a crisis. Crises can in turn lead to second-guessing and insecurity. When encountering a research setback, we propose the following tips: don't panic, don't be hard on yourself, and take a little time to consider next steps. We reinforce turning to networks to find ways to move past the setback. The act of saying something aloud can help students see the big picture, discover potential ways around an obstacle, and recognize available opportunities. Sharing setbacks can also help students identify people in their networks who have experienced similar obstacles and can provide advice for managing the setback. As generic as these tips might seem, graduate students may not have heard them in this context before.

The session ends with tips and techniques to help students manage the messy research process and a list of available campus services to support them. Our tips include the following:

- Establish a schedule. Create a realistic timeline that includes start and end dates, milestones, and time to work, even if it is in small increments. Build in time to have a life outside of research.
- Know the project's limitations and opportunities. Consider financial implications, barriers to working with populations, travel, and access to materials, among others.
- Understand your skills. Identify the skills needed to complete specific research tasks. These might include learning a language, data analysis software, or to search databases. If you don't have these skills, is it possible to acquire them within the timeline? Acknowledge where you need help and seek resources to assist you.
- Develop a support network. This network might include faculty, librarians, writing tutors, student groups, and peers. These resources can help you identify support services, learn various skills and techniques, provide moral support and commiseration, or act as a sounding board for your ideas.

## Outcomes and next steps

We offered the workshop three times during the 2021–2022 academic year. Through these pilot sessions, we saw that there was interest and intend on offering it regularly in the future. Specifically, participants reported finding it useful. One person characterized it as the first time anyone was "real" about the research process. This was encouraging, as we feared that the middle of the presentation was simply a list of items that could go wrong.

The feedback indicated that the workshop's content is valuable and lacking from, implicit in, or not addressed consistently in the graduate curriculum. However, workshops are a self-selecting opportunity. Going forward, we will look for opportunities to partner directly with departments, both to reach a broader swath of graduate students and to customize the

workshop to the needs of a particular subject area. In addition, we might explore hosting programs on perfectionism and "grind and hustle" culture.

Developing this workshop was a worthwhile process in and of itself. Through our reflection about the research process, we are now equipped to incorporate information about the interconnected, messy nature of research in reference consultations, instruction sessions, and even emails to faculty in our liaison departments. In addition, being curious about these processes led to a research project, now underway, which seeks to learn how faculty members describe and contextualize the research process in upper-level undergraduate courses.

At the onset, we thought that addressing the messy research process might be too unwieldy or difficult to meaningfully incorporate into other library instructional sessions. However, it only takes a few moments to convey one or two of these ideas. An opening activity, during which students partner to share their thoughts on the most difficult part of the research process, can set up the remainder of the session. We believe it is imperative that librarians tell users about these ideas. As we mentioned earlier, librarians know about these pitfalls and iterative processes, but in trying to teach "basic" literature searching skills, we fail to explicitly impart that wisdom to novice researchers who might benefit most from it.

## Notes

1. Karen O'Reilly, "Rapport," in *Key Concepts in Ethnography* (London: SAGE, 2009), https://doi.org/10.4135/9781446268308.
2. Octavia E. Butler, *Bloodchild: And Other Stories* (New York: Four Walls Eight Windows, 1995).
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Andrea W. Brooks and Jane Hammons

# Wicked information literacy

## Program, course, and assignment design recommendations

In *Creating Wicked Students: Designing Courses for a Complex World*, Paul Hanstedt starts "with the assumption that what we all want for our students is for them to be capable of changing the world."[1] After graduation, students face a chaotic world full of "*wicked problems*," where "the parameters of the problem and the means available for solving them" are "changing constantly."[2] If we want students to be able to change the world, the goal should be to create "wicked graduates with wicked competencies."[3]

While not aimed at librarians, we believe that Hanstedt's ideas could be incorporated into our goals for information literacy, especially critical information literacy. In this essay, we outline Hanstedt's wicked approach and describe how it can be integrated by teaching librarians. Adapting Hanstedt's format, we provide ideas for program and course design, assignments, and teaching activities.

## Wicked students and critical information literacy

For Hanstedt, wicked students have a sense of authority, that is, a belief that they have the ability to write or rewrite existing narratives and create change. The best way to ensure students develop these competencies, he argues, is putting them in situations where they have to assume authority.[4] This means students are invited to solve increasingly complex problems that allow them to sometimes fail, but also recognize their own capabilities to engage in the world.

Information literacy, and especially critical information literacy (CIL), requires engagement with a complex and messy information environment. According to Eamon Tewell, CIL aims for social change by empowering learners to "identify and act upon oppressive power structures."[5] CIL problematizes information production and dissemination and privileges student agency. In developing information-literate learners, librarians can create wicked classrooms where students learn to navigate the information environment and develop a voice to challenge the structures that create and provide access to information.

## Designing wicked information literacy programs

Hanstedt's work is written with credit-bearing courses in mind, but a wicked teaching approach can inform how information literacy programs are structured. Librarians who do not teach credit-bearing courses have to make strategic, programmatic choices about where and when to teach information literacy within existing curricula. Courses using

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high-impact practices (HIPs) may provide librarians with a greater opportunity to embed wicked information literacy. Hanstedt writes that high-impact practices, including writing-intensive courses, undergraduate research, and capstones, provide a solid pedagogical foundation to develop wicked students because they require students to take on increasing levels of authority. For librarians, connecting information literacy efforts with the HIPs on one's campus is an opportunity to make a greater impact in support of wicked students.

As librarians consider where to integrate information literacy, it is also important to consider that a wicked teaching approach should begin with the first-year experience. Students do not need to wait until senior year to assume authority. Hanstedt writes, "Better to ask more of students than less, to push them further than they've ever gone rather than ask them to retread safe ground."[6] Information literacy programs should push new students, if not to the deep end, at least beyond a toe in the water. The key is to integrate *appropriately* complex goals so that students are always invited to engage as responsible information users.

## Designing wicked information literacy courses

While a wicked approach can be incorporated into information literacy programs without credit courses, librarians who teach credit courses may have the most opportunity to apply Hanstedt's ideas. A good place to start thinking about wicked course design is course goals. Good course goals, Hanstedt states, require students to become engaged with the course content in ways that support their developing sense of authority. This requires careful selection of the verbs we use in our goals, so we are inviting students to perform actions that support deeper engagement and learning.

For example, consider this goal for a 100-level information literacy course: "Students will be able to *identify* multiple forms of misinformation." While it is important that students can identify misinformation, this goal does not require students to take responsibility for doing something to alleviate the problems caused by misinformation.

A revised course goal that is intended to develop students' authority could be, "Students will be able to *create* an awareness campaign to help other freshman learn about the dangers of misinformation." This goal requires students to identify misinformation, but they have to go beyond identification to make decisions about how to share their knowledge of misinformation clearly and concisely for the intended audience.

Additional examples of wicked course goals include the following:

- Students will be able to *describe* why information literacy matters and how it impacts their future.
- Students will be able to *apply* fact-checking strategies to sources when faced with unfamiliar or complex information needs.
- Students will be able to *author* a justification for why information access is vital for citizenship.

While there are many ways to frame course goals, Hanstedt emphasizes that goals should "require students to actively engage with course content in an authoritative manner."[7]

## Structuring wicked information literacy courses

Another way to incorporate a wicked approach is to reconsider how we structure information literacy courses. We might be tempted to structure courses around the research process.

The first part of the course introduces students to research, then finding information, then evaluating information. The course ends with a focus on attribution and plagiarism. This structure can be successful but does not provide students much opportunity to face increasingly complex problems. Hanstedt writes that "we have to structure our courses in ways that ask [students] to do the kind of authoritative work we do in our own fields," and this work should integrate complex problems.[8]

What if an information literacy course asked students to repeat the research process a few times during the semester? Initially, students might develop simple research questions that require less complex searching or analysis. However, as the course develops, students would have opportunities to develop more complex research questions, ask deeper questions about the information sources that they find, and take on greater levels of authority as they disseminate their ideas.

Yet another way to incorporate a wicked approach could be to center the course around a specific theme, such as information inequality or citizenship, and have students apply research skills to solve a specific problem related to that theme. For example, students could be asked to identify an information inequality, such as textbook costs, and use what they are learning about searching for and evaluating information to devise a solution to provide students with textbook access. Students would be forced to confront complex issues related to intellectual property and copyright and would be addressing a problem that does not have a clear, right answer.

## Designing wicked information literacy assignments

A well-designed course assignment flows from course goals while integrating complex and uncertain situations that allow students to assume expertise. To do this, Hanstedt urges instructors to shift the rhetorical focus.[9] Asking students to write a paper for a professor with expertise, while the student is a novice, leaves no room for a student to feel authoritative. However, ask students to assume they are involved in a student organization and need to produce a fact-checking report on a topic relevant to the organization, and the assignment takes on new meaning. The assignment provides space for the student to highlight their knowledge, and by shifting the audience, the student becomes the expert.

Scaffolding assignments is another way to allow students to assume expertise with different audiences and develop increasingly complex projects. A three-part assignment, spread across a semester, could focus on one overarching topic but integrate increasingly complex tasks and higher stakes. For example, you might ask students to describe why information literacy matters. The first assignment could ask students to write an op-ed for the campus newspaper. To do so, students would need to focus their argument and integrate a few sources. The second assignment might ask students to give a presentation to a peer group about the value of information literacy. More research and analysis could be required for the presentation. A final project could ask students to develop a poster on the value of information literacy. A poster session could be held with invited attendees, including campus administrators, faculty, and other students. The final poster would build on the presentations, requiring further research, and the student would need to distill information clearly and concisely for the audience. A scaffolded series of assignments allows students to build on their skills while demonstrating their expertise as it develops throughout the course.

## Wicked teaching activities

Teaching activities should provide students the opportunity to assume authority and practice solving increasingly complex ideas, without the pressure of grades. Librarians can find ways to structure learning so that students have opportunities to "practice" information consumption and creation.

### First-day pedagogy

A first-day pedagogy is one that challenges students to take on work they might not yet know how to accomplish. Success does not necessarily mean students solve the problem correctly, but it provides an opportunity for students to recognize they might already have some expertise, even if it is minimal. These types of activities provide a baseline for students and supports a growth mindset.

One example of a first-day pedagogy that could work in a course or one-shot is research question development. Students are provided with two or three articles and asked to develop five research questions related to the topic. From there, groups of students will review questions and select five for the group. In making selections, the groups will have to discuss the characteristics of effective research questions and make decisions based on prior knowledge and experiences. Students gain practice using the literature to guide their questions and can start to build some confidence in their abilities to learn more. Follow-up discussion or subsequent classes can use the questions as examples to reinforce or clarify student knowledge.

### Think again

In a "think again" activity, the librarian starts by sharing a statement with students that requires them to make an interpretation and indicate whether they think the statement is true or false. According to Hanstedt, this activity works best when the statement is one that most students will probably get wrong. For example, "all information is free." The librarian shares the correct answer with students, without explaining why. Students then work together to determine why the correct answer was correct. While this could seem cruel at first, Hanstedt notes that this activity can help students determine "that they have and have had the capability to arrive at the correct answer all along."[10]

### Generating rubrics

In this activity, rather than providing students with rubrics (or guidelines), students are encouraged to generate them. To teach source evaluation, the librarian could demonstrate two methods, one in which they focus on less relevant features, such as the domain or the appearance of the site, and a second in which the librarian uses a method such as lateral reading. Students could be asked to compare the two methods, determine what was most effective, and then create a list of guidelines for evaluating sources to apply to their own evaluation process.

## Conclusion

Librarians consider information literacy to be vital, not just to students' academic and professional success, but to the functioning of our society. Yet it can be challenging to feel that we are making a difference, especially when our instruction is limited to one shot. While not all the ideas that Hanstedt shares will be new to librarians, his approach represents a

mindset that librarians can adopt that could help our students develop the sense of authority they will need to become wicked graduates prepared for our complex information world.

## Notes

1. Paul Hanstedt, *Creating Wicked Students: Designing Courses for a Complex World* (Sterling, VA: Stylus2018), 1.
2. Hanstedt, *Creating Wicked Students*, 3.
3. Hanstedt, *Creating Wicked Students*, 4.
4. Hanstedt, *Creating Wicked Students*, 6.
5. Eamon Tewell, "The Practice and Promise of Critical Information Literacy: Academic Librarians' Involvement in Critical Library Instruction," *College & Research Libraries* 79, no. 1 (January 2018): 11.
6. Hanstedt, *Creating Wicked Students*, 9.
7. Hanstedt, *Creating Wicked Students*, 34.
8. Hanstedt, *Creating Wicked Students*, 42.
9. Hanstedt, *Creating Wicked Students*, 74
10. Hanstedt, *Creating Wicked Students*, 123.

Amanda Clossen, Carrie Donovan, Peter Egler, Ethan Pullman, Lindsay Schriftman, and Dennis Smith

# Restaurants of the 'Burgh

## Popular spots and hidden gems in Downtown Pittsburgh

For anyone familiar with local Pittsburgh food, you have probably heard about our love for featuring french fries on salads or fried eggs on sandwiches. In addition to these famous traditions, we also enjoy one of the most creative and varied local food scenes in the country. Pittsburgh is widely becoming known as a welcoming and refreshing spot for inventive chefs with a can-do spirit. Whether you are looking for a restaurant to gather for a memorable meal with ACRL colleagues or hoping to find a place to grab a bite quickly between conference sessions, this guide presents a variety of dining options around Downtown Pittsburgh. Price key (food only; per person): $ = less than $10, $$ = $10–$20, $$$ = $20–$30, $$$$ = $30+. For those exploring outside of Downtown's "Golden Triangle," there are many more restaurants just a quick bus or car service trip away in the Strip District, Lawrenceville, and beyond. Please see https://www.discovertheburgh.com/best-restaurants-in-pittsburgh for a more comprehensive list.

*Alihan's Mediterranean Cuisine*, 124 6th St. (412) 888-0630

If you are looking for classic Turkish food in a white tablecloth setting, Alihan's is the place for you. One of the staples of Downtown Pittsburgh for ten years running, Alihan's boasts generous portions and some of the best falafel in the city. If you come uncertain what to order, the sea bass is highly recommended. Reservations are encouraged by the restaurant staff. $$

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*City Works*, 2 PPG Pl. (412) 448-2900

Whether you are seated in the large indoor space or the spacious patio, City Works offers a wonderful dining experience for the solo diner or large groups. In addition to their excellent hospitality, this restaurant prides itself on offering a vast menu featuring American classics and more than 90 craft beers on tap. Please do not mistake City Works for a beer-drinker's paradise, however, as the food is really the main attraction. The lunch, dinner, and brunch menus offer creative twists on traditional dishes with several vegetarian options available. $$

*Bae Bae's Kitchen*, 951 Liberty Ave. (412) 391-1890

This Korean-inspired eatery creates fast and healthy meals in a cozy restaurant setting. You can choose from the specials or create your own combinations from the protein and side dishes, which offer plenty of gluten-free and vegan options. From the dumplings to the bibimbap, each meal is ready in minutes and prepared within a single box that you are welcome to carry out or eat in. Seating is available for pairs or small groups in the front dining room, with additional seating in the bar at the back of the restaurant. You will find the same friendly service two doors down at Bae Bae's Cafe, where sweet treats and coffee drinks are served in a whimsical and relaxed atmosphere. $$

*Bridges & Bourbon*, 930 Penn Ave. (412) 586-4287

This modern restaurant and bar is a feast for all your senses. The expert bartenders serve from an impressive list of whiskeys and bourbons, in addition to a unique cocktail and mocktail menu that prioritizes presentation as well as taste. Bring your appetite because Bridges will not disappoint. Whether you are sharing one of their charcuterie boards or enjoying an entree, the food is delicious and the portions are generous. Small plates are prepared during happy hour and brunch is served on both Saturday and Sunday. Vegetarian and gluten-free options are available. Reservations are recommended. $$

*Con Alma*, 613 Penn Ave. (412) 932-2387

Enter the doorway off busy Penn Avenue into Con Alma and you'll have the sense of passing into another world where prohibition-style cocktails and live jazz music set the mood. The same attention to detail that went into creating Con Alma's speakeasy atmosphere is applied to its well-curated menu. Vegan and gluten-free options can be found among the menu of soul-inspired dishes available in the evenings as well as during Sunday brunch. Please note that a $10 surcharge (per person) is applied to the bill during live music. Reservations are recommended. Information about hours, reservations, and a schedule of jazz sessions can be found at www.conalmapgh.com. $$–$$$

*Condado*, 971 Liberty Ave. (412) 281-9111

With daily fresh ingredients, Condado boasts build-your-own tacos, including vegetarian options. With generous portions and to-die-for margaritas, this is an excellent spot for both lunch and dinner. The Downtown Pittsburgh location itself is a riot of art and graffiti, an explosion of color from local artists. While you're there, if you don't feel like creating your own, try the Bad Habit taco and the Pear Margarita. Condado is a fun and tasty place to spend an evening. $$

## Touring Pittsburgh

*Gateway Clipper*, 350 West Station Square Dr. (412) 355-7980

The ultimate way to tour Pittsburgh is from its rivers. Seeing the city from the water gives you a new perspective on the unique topography and beautiful architecture of Pittsburgh. The sightseeing tours feature historical sites and little-known facts from the experienced guides onboard. The Gateway Clipper fleet offers both inside and outside seating for a comfortable experience year-round. Visit www.gatewayclipper.com to see the variety of tours, the schedule, or to make a reservation. Boat tours depart from Station Square and last approximately one hour.

*Rivers of Steel,* The Bost Building, 623 East Eighth Ave., Homestead, PA (412) 464-4020

Celebrating the artistry and innovation of the region's industrial heritage, Rivers of Steel is a grassroots organization offering tours, workshops, and exhibitions across five separate locations. Whether you are interested in exploring the remnants of a steel mill by touring the National Historic Landmark of Carrie Blast Furnace, or you want to board the riverboat Explorer for the "Uniquely Pittsburgh" sightseeing tour, you will find the expertise of the tour guides second to none. Visit riversofsteel.com to learn more about the various tours available through Rivers of Steel or to make a reservation.

Carrie Blast Furnace

*Pittsburgh History & Landmarks Foundation*, 100 West Station Square Dr. (412) 471-5808

For the more intrepid ACRL attendee, self-guided walking tours of Pittsburgh are available through the Pittsburgh History & Landmarks Foundation. Each tour is presented as a two-page PDF with a map outlining sights of interest for a particular neighborhood or set of landmarks. Visit phlf.org/education-department/self-guided-walking-tours to view or download a self-guided tour.

*Eddie Merlot's*, 444 Liberty Ave. (412) 235-7676

Eddie Merlot's is a steakhouse near Pittsburgh's Market Square offering beef, seafood, and poultry dishes with a variety of sides, including potatoes, macaroni and cheese, and vegetables. In typical steakhouse fashion, the entrees are served à la carte and the sides are ordered separately. A selection of "Chef's Favorites" entrees are offered at a fixed price and come with a salad. The lunch menu is smaller and offers several meals (an appetizer, an entrée, and a side dish) at a fixed price, along with options for hamburgers and sandwiches. With a nod to the restaurant's name, there is an impressively large selection of wines available. Eddie Merlot's is a classic steakhouse with an elegant atmosphere and prices to match. Reservations are recommended. $$$$

*Hyde Park Prime Steakhouse*, 247 North Shore Dr. (412) 222-4014

Located in Pittsburgh's North Shore neighborhood, this is a high-end steakhouse experience where lucky diners will be situated with views of PNC Park, home of the Pittsburgh Pirates. No matter where you sit, the food is what will stay in your memory. Their steak selection, of course, is the pièce de résistance, but there are plenty of seafood and vegetarian options on the menu as well. Don't forget to complement your dinner with one of their specialty drinks. From the top-notch service to the elegant interiors, this steakhouse creates a very memorable experience for those who are prepared to pay for it. Reservations are required, the sooner the better. $$$$

*Meat & Potatoes*, 649 Penn Ave. (412) 325-7007

While their website boasts Chef DeShantz's desire to create a space for traditional American cuisine with Meat & Potatoes, don't let this fool you. On one of the restaurant's walls, diners will read "Every part of the animal can, and should be, served," and this cozy place does just that. The menu features delicacies such as ox tail, rabbit, and duck. Not to be outdone, their drink list is just as exotic. The prices aren't too bad as far as fine dining experiences go, but the bill will depend on what you order. Still, don't let this experience pass you by! Please remember to reserve your table far in advance, unless you manage to sign up for the Dinner with Colleagues at this location on Thursday evening of the conference. $$$$

*Morton's Steakhouse*, 625 Liberty Ave. (412) 261-7141

This is an upscale chain steakhouse at its best. Morton's knows how to deliver a traditional steak dining experience, from the ambience to the menu. Diners can choose from a wide selection of steaks cooked to your specification, as well as options from the Raw Bar. The menu is complemented by a variety of libations and wines to enjoy. Morton's is a fine dining experience for those seeking an unforgettable night out. Reservations recommended. $$$$

*Nicky's Thai Kitchen*, 903 Penn Ave. (412) 471-8424

Voted Best Thai 2022 by *Pittsburgh City Paper* readers, Nicky's is a fantastic choice for lunch or dinner. Known for friendly service and an extensive menu including vegan and gluten-free options, Nicky's is sure to please everyone in your dining party. The menu offers a lot of variety and spice levels can be adjusted to fit your taste. In addition to their great table service, Nicky's provides online ordering and takeout for your convenience. This restaurant will be an option for those interested in signing up for the Dinner with Colleagues on Thursday evening of the conference. $$–$$$

*Primanti Bros. Restaurant and Bar*, 5491 Penn Ave. (412) 404-8480

If you are looking for the quintessential Pittsburgh food, you have found it! Primanti Bros. restaurants serve unique "Pittsburgh style" sandwiches. They consist of your choice of protein, coleslaw, french fries, and tomato slices served between two pieces of Italian bread. If you are feeling really ambitious (and hungry), you can try a Tall Boy, which includes several different proteins on one sandwich along with all the toppings. Hamburgers, pizza, salads, and appetizers are also on the menu, but the true highlight is the traditional sandwiches. The Primanti Bros. in Pittsburgh's Strip District is the original location, established in 1933,

although conference-goers may find their restaurant in Market Square more convenient. Both locations can get crowded at times, so consider adding your name to the online waiting list at www.primantibros.com/locations. $$

*Scarpino*, 960 Penn Ave. (412) 904-2213

A modern Italian restaurant in both menu and decor, conveniently located downtown in a space full of windows facing the street, Scarpino boasts a full-flavored menu, with such classics as pasquale parmigiana, cacio el pepe, as well as a variety of thin crust pizzas. Pasta is made fresh on location. Limoncello is made in house, alongside many other tasty drinks. Reservations are recommended by the restaurant staff. $$

*Social House Seven*, 123 7th St. (412) 586-4130

Located in the heart of Downtown's Cultural District, Social House Seven is an Asian fusion restaurant featuring Japanese, Korean, and Thai dishes. With dramatic lighting and decor in the bar and dining area, the atmosphere creates a true oasis within the bustling city. On weekends, the vibe is somewhere between a lounge and a dance club. Perfect for a memorable lunch, dinner, or happy hour with ACRL colleagues, Social House Seven has something for everyone! Several vegetarian options are on the menu and a separate vegan menu is available upon request. $$–$$$

*The Standard: Market & Pint House*, 947 Penn Ave. (412) 224-2462

Just steps away from the Convention Center, The Standard welcomes you with an airy and casual interior. Step up to the counter to place your order for specials that accommodate a variety of flavor profiles and dietary preferences at all times of the day. Starting with breakfast and cafe options at 6:00 a.m. through to late night, when the restaurant and bar service is open, The Standard is a reliable staple to keep you fed and energized during a rigorous conference schedule. Stop by for a quiet moment over a pint or come with a large group to enjoy the expansive food and drinks menu of The Standard, where everyone is sure to find a satisfying option for their taste and budget. $–$$

*TÄKŌ*, 214 6th St. (412) 471-8256

Looking for something a little different? TÄKŌ is definitely a place to check out. An Asian/Mexican fusion experience that includes vegetarian options, this restaurant is unique among downtown dining options. Their menu specializes in a variety of tacos, from traditional to mushroom, and all are out of the ordinary. Music, energy, and fun decor abound, so do not plan for a quiet dining experience. TÄKŌ is a perfect choice for dinner or drinks with appetizers, especially their chips, dips, and guacamole. Reservations are recommended. Online ordering and takeout available. $$–$$$

*The Warren: Bar & Burrow*, 245 7th St. (412) 201-5888

The Warren feels like your favorite dive bar back home, but a recent renovation combined with an impressive food selection elevates the ambience without relinquishing any charm. Come for the handcrafted cocktails and stay for the sandwiches or sushi at this unassuming and dependable restaurant/bar located in the heart of downtown. If the extensive and inventive drink menu does not satisfy your needs, a fully stocked bottle shop is located next to

the restaurant for wine and beer takeaway. This casual local spot is popular for theatergoers as well as the after-work crowd. $–$$

*The Yard*, 100 Fifth Ave. (412) 291-8182

Up just one flight of steps from Market Square, this cozy gastropub is a haven for sports fans and anyone who enjoys comfort food. Known for their broad menu of gourmet grilled cheese (and yes, there are a lot of varieties), the Yard is a friendly and welcoming dining spot that features great service in a casual atmosphere. Diners feel so at home, the restaurant even has a two-hour time limit on tables. But you'll find this is plenty of time to peruse the menu, select your grilled cheese (or burger, flatbread, or salad) of choice, and enjoy a beer from one of the many on tap as you await your food. $$

Gary W. White and Mary E. Warneka

# Affordable course content

## A cross-unit collaboration to develop institution-wide strategies at the University of Maryland

The cost of higher education is a growing concern. Tuition, housing, and other fees have risen more than 160% since 1980. Textbook costs, which contribute to these financial worries, have nearly doubled in the past two decades. A recent national survey found that 65% of student respondents avoided the purchase of a required textbook because of cost. The same study reported instances of students taking fewer courses, not registering for specific courses, earning a poor grade, or dropping a course because of the cost of textbooks.[1] This message of avoiding purchases or suffering undue hardship to buy course materials is echoed again and again throughout the nation:

- 80% of students at University of Illinois Urbana-Champaign report not buying textbooks or access codes due to cost.[2]
- 66% of students report avoid buying course materials due to cost, significant numbers report working extra hours, skipping meals, or selecting (or avoiding) courses based on course content costs.[3]

At the University of Maryland, we see evidence of this problem as well. A campus survey conducted in fall 2021 shows more than 40% of undergraduate and graduate students declined to purchase a textbook in the past year due to cost. Clearly, the price of textbooks and other course resources is influencing student behavior and possibly impacting academic success. Libraries and other campus units have taken steps to address textbook costs, mainly through the promotion of existing resources, open education resources (OER), and inclusive access models. The libraries also have a librarian with responsibilities for OER. However, at Maryland and at many institutions, efforts to gain traction are slow and lack a cohesive, university-wide approach to addressing the problem of affordable course materials.

Affordable course content continues to gain legislative traction. The Maryland General Assembly passed the Textbook Transparency Act of 2020 requiring all state institutions to conspicuously display the cost of course materials when students are registering for classes.[4] Further interest in this issue is evident by the increasing number of state and federal grants devoted to the development of open educational resources. Our collaborative approach, described below, is our effort to define and implement a strategy to address this issue for our university community.

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## Task force

In Spring 2021, the dean of University Libraries and the associate provost for Academic Planning and Programs charged a Task Force on Affordable Course Content Options@UMD to explore this issue and to produce an institutional report to address the main question: *What can be done to expand access and reduce the cost of course materials for students at UMD?* The task force was co-chaired by the two authors from the libraries and the Teaching and Learning Transformation Center. Committee members included the associate vice president and dean of students, the director of Learning Technology Design from the Division of Information Technology, the associate dean of the Office of Undergraduate Students, and a student member. We were charged with delivering a report to the sponsors by December 2021 that would include

- recommendations regarding available options for more affordable course content;
- analysis about the benefits, disadvantages, and potential impact of different models;
- stakeholder input from units and individuals on campus; and
- estimated resource needs.

## Affordable course content

The task force began by discussing the scope of affordable options to be reviewed. Shanna Jaggers et al. define affordable course materials to include licensed library materials, textbooks, OER, and inclusive access commercial textbooks whereby course materials are made available to students by the first day of class for a flat rate that all students would pay.[5] The group decided to take a very broad perspective and included additional learning sources such as coursepacks, instructor-created learning assets, and open source quizzes, data sets, and practice problems.

## Information gathering

Drawing from Strategic Learning processes, the group embarked on a situational analysis to understand patterns and trends as well as implications for our university community. The task force gathered information on customer insights, industry dynamics, and our own realities to determine key priorities.[6]

- When exploring customer or student and instructor interests, the task force found an informed population of learners and a concerned group of faculty. The group spoke with student advocacy groups and learned how financial concerns and student debt weigh heavily on their minds. The task force met with faculty advisory boards and senate committees. Instructors face increasing teaching loads and diminishing time for instructional preparation. Many have sought grants to compensate their time while replacing expensive course materials but report that the workload can be extensive and not always politically advantageous.
- When researching industry dynamics, the task force met with corporate partners, Maryland state institutions, and Big Ten Academic Alliance peers. Especially interesting was the advice and cautionary tales from others regarding the extensive need for legal guidance and instructor support. Another key piece of information came through meetings with representatives from our university bookstore. The emerging "inclusive

access models" from the publishing industry were beginning to seep into our campus environment, and their motives and models needed a watchful eye.
- Finally, through meetings, surveys, and research, the task force examined our own realities to gauge economic, political, and technological conditions that could advance or hinder affordability goals. The task force held meetings with units including the Libraries, Teaching and Learning Transformation Center; the Office of Undergraduate Studies; Student Affairs; Academic Technologies; finance and legal offices; and the campus bookstore. They assessed what staffing, resources, expertise, and funding were available and determined the gap. Technology infrastructure updates and cultural adaptations surrounding promotion and technology infrastructure updates rose to the top of the list. Although equally aspirational, they could be the "why" and the "how" to activate change.

When the task force convened and shared the summary of their insights the resulting propositions came easily into focus. The three strategic choices covered in the sections below could not have been drafted at the outset of the groups' work nor could they have been compiled by a single individual.

## Recommendations and priorities

### Expand open educational resources and infrastructure

The task force strongly recommends that the university engage in efforts to build OER support infrastructure and to promote use of OER materials as a strategic priority. Specific activities to support this initiative include (1) hiring a campus OER coordinator to work with the libraries and the Teaching and Learning Transformation Center and to provide leadership for overall OER efforts, (2) providing funding to target materials in high-enrollment courses, and (3) encourage program directors, department chairs, and academic deans to market and highlight courses with no content costs.

### Maximize student access to library course reserves and related services

The libraries bring a great deal of OER options to the university community already. They host a robust course reserves program and, by calculating enrollment for the top 100 courses, library staff offer the top textbooks program to make many books and course materials available as well. By highlighting the role libraries play in making scholarly resources open, and by leveraging the expertise within instructional design and technology units on campus, we further build momentum for change. The task force recommends additional support for library reserves and funding to expand the top textbooks program to scale up services.

### Further monitor the bookstore "inclusive access" models

Most faculty still regard the bookstore as the primary source for course materials. Bookstores will likely remain an essential part of material selection for years to come. The task force focused its efforts on evaluating a proposed campus-wide "inclusive access" program through a bookstore vendor for bulk purchases of all course materials at a set fee. Student concern for increased fees, faculty apprehension of inequity, and administrator skepticism regarding logistics all fuel the unanimous hesitation. The task force recommends additional study of this model and monitoring of other institutions.

## Tactics to help translate the priorities

The task force realizes that the implementation of these recommendations will be a culture change for our campus and others addressing this issue. Beyond the three categories of recommendations discussed above, the task force makes the following broad recommendations, which can also be adapted at other institutions:

1. Make affordability a university-wide priority to be included in strategic planning.
2. Make course costs transparent at the point of registration.
3. Begin to systematically collect student data on affordability issues and faculty data on low-cost material adoption rates to make data-driven decisions in the future.
4. Continue to investigate and monitor emerging commercial bookstore models.
5. Build on existing infrastructure for scalable OER efforts, including technology, instructional design, library services, and copyright support.
6. Increase capacity and coordination across multiple units on campus.

## Advocacy, implementation, and funding

The task force submitted its report at the end of 2021 and presented findings at many levels. The co-chairs met with the provost and her leadership team to review national and local data and to discuss their recommendations. Next, campus leadership was engaged through a variety of forums where input was received to clarify the message. Concrete steps began to emerge naturally with increasing momentum and support from college leadership.

The libraries were granted funding to hire an additional full-time staff member to bolster course reserves and to expand our top textbook program. Further discussions are taking place about the hiring of an OER coordinator and possible funding to reduce learning material costs in high-enrollment courses. The campus is also exploring software modifications to make course content costs transparent at the point of registration. These short-term wins fuel momentum for our action plan by maintaining visibility and increasing participation in the conversation.

## Conclusion

We are in the early stages of implementation and will continue to advocate for this work through the university's strategic plan. Our experiences will hopefully provide guidance to others who are seeking to conduct a situational analysis and identify strategic choices regarding affordability. To that end, we leave you with this list of suggestions for your work:

1. **Include a *diagonal slice.*** Bring together individuals from different teams and from various levels in the organization to consider affordability from a broad perspective.
2. **Engage with stakeholders across campus.** Strive to uncover the existing alternatives to textbooks and the realities and challenges that accompany them.
3. **Gather local data.** National data makes the problem clear, but by working with student organizations you can highlight a compelling narrative that is specific to your context.
4. **Partner with your bookstore.** Work closely with your division that manages the campus bookstore and its operations. Transparent conversations about revenue are crucial to understanding the implications of potential solutions.
5. **Win hearts and minds.** Develop a simple communication strategy that is compelling for academic leaders in all areas of the institution. Administrators of faculty, students,

libraries, information technology, student affairs, etc., will be necessary to help execute the key priorities.

6. **Drive momentum at the ground level.** Actively engage with learning technology, instructional design, library, and legal personnel to maximize participation.

7. Perhaps most importantly, **be willing to do the work.** To truly collaborate across campus, units must be willing to share time, resources, and energy to enact widespread change.

Libraries already have a great deal of experience with OER and with making materials available via course reserves. By leveraging this expertise and working with other campus units that also directly support course content, efforts such as this can serve to broadly highlight the library's role in making scholarly resources open and accessible and can serve to build stronger relations between the library and other campus units.

## Notes

1. Robin Donaldson, John Opper, and E. Shen, "2018 Student Textbook and Course Materials: Survey Results and Findings," https://www.oerknowledgecloud.org/record2630. See also https://wusfnews.wusf.usf.edu/university-beat/2021-03-01/survey-textbook-costs-having-greater-impact-on-students-during-pandemic.

2. Sara Benson and Brian Farber, "Classroom Materials Cost Task Force Report," University of Illinois at Urbana-Champaign, June 2020, https://www.senate.illinois.edu/20210426senate/EP21072_FINAL_20210426.pdf.

3. Melanie Hanson, "Average Cost of College Textbooks" Education Data Initiative, August 12, 2021, https://educationdata.org/average-cost-of-college-textbooks.

4. Maryland General Assembly, University System of Maryland—Textbooks—Availability of Free or Low-Cost Digital Materials (Textbook Transparency Act of 2020), https://mgaleg.maryland.gov/mgawebsite/Legislation/Details/SB0667?ys=2020RS.

5. Shanna Jaggers, Kaity Peieto, Marcos D. Rivera, and Amada L. Folk, "Using Affordable Course Materials: Instructors' Motivations, Approaches, and Outcomes," *portal: Libraries and the Academy* 22 no. 2 (April 2022).

6. Willie Pietersen, *Strategic Learning: How to Become Smarter Than Your Competition and Turn Key Insights into Competitive Advantage* (Hoboken, NJ: Wiley, 2010).

Douglas Wayman

# Another reason academic libraries should love the NEH

## Or what I did last summer

This essay is an implicit argument for academic librarians to seek out and participate in National Endowment for the Humanities (NEH) Summer Seminars and Institutes for Academic Faculty. It takes the form of my account of the NEH Seminar that I attended for four weeks in July 2022. The seminar was called Printing and the Book During the Reformation: 1450–1650, and it was aimed at higher education faculty. Since attending my first NEH Summer Institute in 2007, I've felt like this is a scholarly activity that librarians have not pursued as readily as others in the academic community, almost certainly because of the amount of time it takes, which is admittedly a challenge. Nevertheless, the payoff is worth it for participants and their organizations, especially for the three reasons I mention at the end.

This seminar took place at The Ohio State University and consisted of 16 participants from colleges and universities across the United States. With only a couple exceptions, all of our seminar activities took place in the Thompson Library and mostly in the Rare Books and Manuscripts Library (RBML), or the glass-fronted classroom at the opposite end of the first floor.

We had journal articles to read for every Monday, Wednesday, and Friday—typically a few on Mondays and a couple on Wednesdays and Fridays. The articles would give us insight into the topic of the week, which was also informed by the visiting guest scholar for that week. On Mondays, the program director, Mark Rankin, would open the session with a brief overview of the week, and then individual participants would lead discussion of an article (for which we signed up at the beginning of the seminar). After presenting a brief introduction, the participant leader would pose a series of questions for discussion, and off we would go! The discussions were lively and engaging with participants bringing perspectives from their particular interest, discipline, or background. At the end of the discussion a couple of participants would give short presentations on their current research. Afterward, informal discussions would often extend into small group conversations during the lunchtime that followed.

Every afternoon, Monday through Saturday, the reading room of the RBML was open for us to work with the books or manuscripts we selected from handlists before the seminars began. My selections were mainly printed in Venice between 1477 and 1567. My cart was set up with these items every afternoon, and I worked with them for 3 to 4 hours each day. Those 50–60 Venetian items formed the basis for my required seminar project, and future research as well, namely to ascertain the effect of Venetian printing upon the Reformation or vice-versa. The seminar project will be retained in the James Madison University repository.

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On Wednesdays we would have a new visiting scholar. The topic of the week was coordinated with their research specialty, and our articles for that day were often written by that individual. Guido Latré from the University of Louvain presented aspects of the Reformation in the Low Lands. Martha Driver from the US introduced us to aspects of iconoclasm in regard to illustration. Giles Mandelbrote was a librarian from the Lambeth Palace in London. Alex Walsham, also from England, focused on women and devotional reading. The visiting scholars were in the reading room on Wednesday and Thursday afternoons where they were available for further questions and conversation.

On Fridays, the program director worked with the visiting scholar to assemble an exhibit of 20–25 items from the RBML focused on the theme for the week. All aspects of the item were open for discussion, from the author and content to the printer and item provenance. The head of the RBML, Eric Johnson, was also present at these exhibitions and added greatly to the discussion. Later, after a full Friday afternoon in the reading room, we would all adjourn to the campus faculty club where there would be a reception for that week's scholar. Some of the most informative and engaging conversations took place in that informal setting.

That was the July seminar in a nutshell. If intensive study of an engaging topic sounds like something that would interest you, you should keep an eye on the NEH website.[1] The coming summer programs for higher education faculty are usually available in January. They are academically challenging, intellectually stimulating, and overly satisfying scholarly activities.

Now, concerning the payoff reasons I mentioned at the beginning: the first is that these kinds of liberal arts "think tanks" or "salons" are few and far between these days. Getting the opportunity to interact with a cross-section of established and new, upcoming academics focused on a single topic for an extended period is very unusual for librarians (even subject librarians) and worth the effort. The second is that the inclusion of librarians in such an enterprise is both an honor and a responsibility. In the earlier days of these programs, librarians were included by name as persons qualified to participate in the programs. In more recent times, with the NEH under more scrutiny, participants other than teaching faculty, like librarians, are no longer mentioned by name, but included as those "who demonstrate that their participation will advance project goals and enhance their own professional work."[2] Librarian interest and participation helps keep this exceptional professional development opportunity open for future librarians. The third and final reason is that it is truly a scholarly activity, very competitive to get into and a shining beacon in the CV of any librarian seeking rank promotion or tenure. While it is challenging, it is also like having fifteen empathetic advisors asking what you are working on and how it is going every day for a month!

I hope I've convinced you to look into the NEH Professional Development Programs for Higher Education Faculty. Applications for all programs close on March 3, 2023.

## Notes

1. "Professional Development Programs," National Endowment for the Humanities, accessed January 16, 2023, https://www.neh.gov/divisions/education/summer-programs.

2. National Endowment for the Humanities, "Participant Eligibility Criteria: Institutes for Higher Education Faculty," accessed January 23, 2023, https://www.neh.gov/sites/default/files/inline-files/Participant%20Eligibility%20Criteria%20-%20Institutes%20for%20Higher%20Education%20Faculty.pdf.

# Leo S. Lo and Elisandro (Alex) Cabada share plans for ACRL

## Cast an informed vote in the election this spring

*Ed. Note*: *C&RL News* offered the candidates for ACRL vice-president/president-elect, Leo S. Lo and Elisandro (Alex) Cabada, this opportunity to share their views with the membership. Although many of the issues facing ACRL are discussed informally at meetings, we want to use this venue to provide a forum to all members. We hope this will assist you in making an informed choice when you vote in the election this spring.

## Leo S. Lo

I joined ACRL back when I was a library school student, and I am deeply grateful for the many opportunities that the association has provided for me to learn, to grow, and to serve, over the years. I am proud to be a member of ACRL, and I am honored to be nominated for the position of vice-president/president-elect, with the possibility of becoming the first Asian-American president of the association.

With the uncertainties of the ALA budget situation, and how it might impact the different divisions, including ACRL, we must be flexible in adapting innovative approaches, and turn challenges into opportunities. The pandemic forced everyone to adjust many traditions and to experiment with using different ways to accomplish their goals. We must learn from these experiences and apply the lessons for our association's future.

Ultimately, the job of the president of an association is to deliver value to its members. My goal is to provide our existing members with a worthwhile return on their investment in ACRL membership, and to actively recruit potential members with unique opportunities that ACRL offers. While there are many ways to provide value for members, I will prioritize three areas that are particularly important to me.

### Justice, Equity, Inclusion, Diversity, Accessibility (JEIDA)

As a first-generation Asian-American immigrant, non-native English speaker, and first-generation college student, I have encountered my fair share of obstacles, and I understand how important it is to advance Justice, Equity, Inclusion, Diversity, and Accessibility (JEIDA) not only in our professional field, but to make an impact beyond librarianship. This issue hits close to home for me. In the summer of 2022, my wife and I were the targets of an AsianHate incident while walking down a street in downtown Chicago, when mud was thrown at us and insults were yelled at us. It was a frightening experience, and fortunately

we were not hurt. This incident only further fueled my determination to actively do my part in advancing JEIDA and to make our world a safer and more welcoming place.

Just as I am instituting a strategic priority of applying a JEIDA lens for all our work at my own institution, my plan for ACRL is to embed this mindset in all of the association's actions. This means working to create a more welcoming and inclusive environment for all members, regardless of their race, ethnicity, gender, sexual orientation, ability, or background. It also means promoting equity and justice within the profession by advocating for policies and practices that support the success and well-being of diverse librarians. We can increase the representation of diverse voices in our leadership, committees, and other decision-making bodies. By prioritizing diversity and inclusion, we can ensure that our association truly reflects and serves the needs of all members, strengthening and enriching it in the process.

**Professional development and upskilling**

Technology is changing fast. We are all trying to catch up and take advantage of the benefits new technology brings. And so are the people we serve. As a result, the expectations of college and research libraries are also evolving very fast. Therefore, it is our responsibility as professionals to continue to learn and upskill in order to enhance the services and products we offer.

I plan to deliver value to our members by offering a variety of professional development opportunities. In order to offer webinars, workshops, and conferences on topics that are relevant to the field, we must seek to understand our members' needs, as well as being alert to the most important development in both librarianship and higher education. I believe the association should use its various official and unofficial channels to communicate with members and develop programs that meet their needs and wants.

In addition to traditional professional development opportunities, I also plan to investigate innovative ways to support the professional growth of our members. This may include expanding mentorship programs, creating new online courses, and establishing learning communities. I will work to obtain funding for grants and scholarships to enable member attendance at these professional development offerings. By offering a variety of professional development options, we can more effectively meet the diverse needs and preferences of our members.

**Foster a sense of community**

One of the most valuable aspects for me as an ACRL member is the opportunity to connect with and learn from my peers. Therefore, I would like to build upon the efforts of previous leaders to strengthen a sense of community. Just as we have learned to use new technologies to communicate during the pandemic, we now have the opportunity to explore new ways of building a sense of community, even if not every member can always meet in person.

To foster a sense of community, we could promote networking opportunities, such as online discussion groups and regional meetings, where members can connect and share their experiences and knowledge. We could also encourage members to get involved in the activities of ACRL and make it easy for them to volunteer, serve on committees, or participate in special interest groups. It is critical that the association helps to make the members' investment of their time and energy worthwhile. Therefore, I will seek to solicit input and feedback from members on the direction of the association and recognize and reward member

contributions. By involving our members in the decision-making and leadership of ACRL, we can build a stronger and more inclusive community.

**Conclusions**

Finally, I am committed to promoting the value and importance of libraries and librarianship to the wider community. This may involve partnering with other organizations, promoting the work of our members through various channels, and collaborating with like-minded groups to advocate for the importance of libraries and librarians. College and research libraries are essential to their parent institutions and play a vital role in the cultural, intellectual, and social life of our communities, and I am dedicated to advocating for the support and resources that libraries need to thrive. By raising the visibility and impact of ACRL, we can help to raise the profile of the profession and ensure that the value of academic librarians is recognized and appreciated by policymakers, educators, and the general public.

## Elisandro (Alex) Cabada

As a first-generation American born of Mexican immigrant parents, from my early days in elementary school in the predominantly Latinx immigrant Chicago neighborhoods of Little Village and Pilsen, I was drawn to the local public libraries. I did not understand why at first but eventually came to realize it was because those spaces felt safe. When I was in a library, surrounded by shelves of stories, I could get lost in the endless experiences of others. My own childhood was filled with violence and other challenges that many of our families tragically experience. For a period of time, I was in state care at the Cuneo Hospital and Maryville Academy in Chicago where I lived with other children from similar circumstances. I was very frightened at first, surrounded by the unknown. When I attended school at Cuneo, I felt more secure as the classroom was filled with library books. I could once again get lost in stories.

I would enter the foster care system under the guardianship of my maternal grandmother, who would become the foundation of my life moving forward. With the stability she provided with a safe home, I excelled in school. As I attended Gurdon S. Hubbard High School in Chicago, I spent my lunch periods as a student volunteer in the library. I assumed I was just anxious about being in a room filled with so many people but would later be diagnosed with Post Traumatic Stress Disorder and found loud crowded spaces triggering. During my time in high school, I was also introduced to emerging technologies. I enrolled in the computer-aided design (CAD) course where I learned about architectural design. This would be in the late 90s when personal computers were still very rare, at least in my neighborhood. While the school library provided me with a safe space, I learned about advanced computing, CAD, and 3D design in Mr. Gerald Geenen's class. Mr. Geenen gave me something I never had in my life at that point, he had expectations for what I could accomplish. This support came at a vital point for me as my home life would once again be turned upside down. Mr. Geenen could sense turmoil in my life as he helped me focus on my schoolwork.

I would learn how to take a computer apart and reassemble it and I would become at ease with advanced design software. I was no longer intimidated by technology.

I would eventually graduate and attend the University of Illinois at Urbana-Champaign (UIUC). That same summer I graduated from high school, my grandmother would pass away. I was with her when she went to the hospital in the ambulance. She was panicked at first due to having trouble breathing but once she was placed on oxygen, she saw the look of worry in my eyes, she signaled, "It's going to be ok" with her hand. It would be the last time I saw her conscious and alive. After the graduation ceremony I went to the hospital where she was still alive but unconscious, I wanted her to know she helped me accomplish something few in my family had at that point.

Thank you, grandma.

I offer these personal details as everything I have experienced has informed my professional goals and passions in my career in librarianship and has determined what is important for me to work towards and accomplish in life. I am driven to build those library spaces where it is safe to learn out in the open, to feel safe to fail, as failure is a critical step in the learning process. I am driven to provide services to break down barriers to knowledge and help improve representations of underserved and underrepresented communities in our academic spaces.

Since 2000, when I first worked as a library student assistant (2000–2005) at UIUC, I found myself fully immersed in the work of the library. "Unexpected" is a word that has described my career trajectory as I was fortunate to have mentors that gave me many professional development opportunities. I have not been a passive bystander in my career, I have been fully engaged in every position and role I have held. Over time I developed a broader perspective of the multifaceted way libraries support innovative research and instruction. It was with this purposeful interest that I learned, developed extensive experience, and became a leader in academic librarianship.

Throughout my 15 years as library support staff (2007–2017) and as a faculty librarian (2017–present)—at the Grainger Engineering Library at UIUC and Walter Library at the University of Minnesota Twin Cities (UMN-TC)—I have supervised and managed staff and teams at every level. From managing a large workforce of library student assistants, support staff, and pre-professional LIS graduate assistants, to leading teams of librarians and academic staff through work in library projects and committees, campus partnerships, and through professional service. I have served as engineering and innovation librarian and head of the Breakerspace digital scholarship center at the UMN-TC Walter Library (2017–2018), and Medical and Bioengineering Librarian (2018–2022), head of the Grainger IDEA Lab (2016–2017; 2018–present), interim head of the Mathematics Library (2020–present), and emerging technologies and immersive scholarship librarian (2023–present) at UIUC. I also currently hold the tenure-track academic rank of assistant professor at the University Library and Carle Illinois College of Medicine at UIUC.

In my career I came to realize an effective leader achieves the student success mission of the library through developing and investing in their staff. By leveraging not only the skills tied to job duties but also the professional interests of each team member, you give agency and build trust through investing in their future. I have had many opportunities to build on this practical leadership experience through participating in leadership development programs, such as ALA Leadership Institute Program (2019), ALA Spectrum Scholarship program (2016–2017), and Association of Research Libraries (ARL) Kaleidoscope Scholars program

(2015–2017). As well, since 2018, I have served on the leadership team that established the ACRL Digital Scholarship Section (ACRL DSS), which is the association's newest section. As I complete my last year on the ACRL DSS leadership team (current recent past chair), I am grateful for all of the opportunities to work with amazing colleagues to accomplish important work through some very challenging times in our organizations and communities.

I believe ACRL plays a critical role in providing professional development and service opportunities to train our future library support staff and librarian leaders, particularly those that address the inequities in our profession.

As scholarship is increasingly borne-digital and reliant on emerging technologies, academic libraries have been developing innovative services and technology-rich spaces to facilitate interdisciplinary "design thinking" pedagogy. Since 2007, I have had a key role in designing, shaping, presenting on, and leading these services and spaces. From developing the UIUC Grainger IDEA Lab and UMN-TC Walter Library Breakerspace digital scholarship centers, I have led projects to repurpose thousands of square feet of traditional stacks space into facilities supporting digital scholarship and high-tech research and instruction. As I discovered in my study on the impact of the Center for Academic Resources in Engineering (CARE) service at UIUC, the library is an effective partner in developing new services to support scholarship. Since CARE was established, not only did demand for library services increase, but student retention rates improved as well at Illinois.

Along with access to space and technologies, it is critically important that we help our users build an understanding of the pedagogical affordances, barriers, and best practices to integrating emerging technologies into research and teaching and learning. As most technology-rich spaces and services are embedded in discipline-specific facilities and programs, there is a large population of faculty, students, staff, and local communities without ready access to the technology and understandings of how it can impact their teaching and learning. As I stated in a WCIA broadcast news story about my Step Into VR workshops, the library as a discipline-agnostic space is well positioned to help our communities of underserved and underrepresented patrons get access to technologies to position them to innovate in their education and beyond. I have pursued this goal through serving on several grant projects such as the Andrew W. Mellon Foundation Immersive Scholar grant, and the Department of Education Illinois SCOERs (Support for Creation of Open Educational Resources) grant, where I serve as 3D Printing Project Coordinator. I have also developed community programming, particularly geared towards youth engagement, by building partnerships with local public libraries and community groups, and national organizations such as MakerGirl and Girls Who Code.

As ACRL president, I would work towards increasing the association's commitment to helping our members prepare students for a future in higher education. We cannot wait until the students reach the university/college level as many may never reach that point due to the inequities in our education system. We must partner with our local communities and leverage opportunities with national organizations and I believe ACRL can help lead those efforts.

**First Nations Development Institute.** *Access:* https://www.firstnations.org/.

The First Nations Development Institute (First Nations) partners with individuals, foundations, corporate, and tribal donors to improve "economic conditions for Native Americans through technical assistance & training, advocacy & policy, and direct financial grants in six key areas." These areas include "Achieving Native Financial Empowerment," "Investing in Native Youth," "Strengthening Tribal & Community Institutions," "Advancing Household & Community Asset-Building Strategies," "Nourishing Native Foods & Health," and "Stewarding Native Lands." Founded in 1980 as the First Nations Financial Project and later renamed, this highly rated nonprofit organization focuses on economic development work. This website has resources of interest to researchers of indigenous development projects and advocacy; it also includes recommended reading in academic and children's literature.

Researchers looking for current projects and funding opportunities will find the "Our Programs" section helpful; it offers overviews of each key area and a gallery of projects, news, and recommended reading. The First Nations' "Knowledge Center" provides recent program publications and trainings. Researchers can browse by clicking on the submenu items under "Knowledge Center," which include "Philanthropy in Indian Country," "Environmental Justice and Indian Country," "Economic Justice in Indian Country," "Reclaiming Native Truth," and a wide variety of publications. There are webinar recordings and slides from several programs and projects. The publications go into more specifics on programs, including annual reports. Some require users to fill out a form with an email and name of organization to request the report. The books section, organized into categories, could be useful to librarians for collection development; there is also a separate list for children's literature that could be informative for school and classroom libraries. Clicking the "Knowledge Center" top-level menu also brings the user to the search engine.

"Grantseeker Resources," under the "Grantmaking" tab, gives tips on applying to First Nations' grants, as well as information about grant writing and researching broader funding opportunities. Researchers looking for past and present programs might also explore the "Grantee Directory," where results can be limited to First Nations' programs and US state. —*Hilary Robbeloth, University of Puget Sound, hrobbeloth@pugetsound.edu*

**The Free Speech Center.** *Access:* https://mtsu.edu/first-amendment/.

The Free Speech Center from Middle Tennessee State University (MTSU) is a nonprofit, nonpartisan resource that is "dedicated to building understanding of the five freedoms of the First Amendment through education, information, and engagement."

An extremely useful part of this website is "The First Amendment Encyclopedia," which contains more than 1,600 entries in an online open access primary source. The entries are suitable for the general public but could be useful for any legal history course or as a library source about legal history. The authors' credentials are provided along with the updated year of encyclopedia entries. "The First Amendment Encyclopedia" is searchable by keyword or browsable by topic.

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

Another section of this source is "1 for All," which features marketing and educational resources targeting high school or early college students. There are timelines, quick facts, and lesson plans for teachers. Additionally, under the "Education" tab, there are robust educational and marketing materials, along with strong justifications around the importance of teaching the First Amendment rights to students.

On The Free Speech Center site, users can subscribe to the center's newsletter, view their YouTube channel, download annual reports, and keep up to date with daily news articles or opinion pieces that feature the First Amendment or the Bill of Rights prominently.

This site would be useful for any undergraduate law or pre-law program as a resource for faculty/instructors looking for course content. For reference and research help, librarians should feel very confident encouraging students to use "The First Amendment Encyclopedia."—*Molly Susan Mathias, University of Wisconsin-Milwaukee, mathiasm@uwm.edu*

**Housing First Europe Hub.** *Access:* https://housingfirsteurope.eu/.

Housing First (HF) is an approach to homelessness that advances the notion that housing is a basic human right that should be available to everyone regardless of their background, health status, or struggles with addiction. In addition to providing permanent and affordable housing for the homeless, HF strives to offer the social services necessary to keep people from returning to homelessness. With this goal in mind, the Housing First Europe Hub was established in 2016 by Finland's Y-Foundation and the European Federation of National Organisations Working with Homeless People (FEANTSA). Additionally, the Hub partners with more than 30 organizations "to promote Housing First as the first and central response to homelessness."

Focusing on advocacy and training, this site is divided into five sections containing an enormous collection of resources. The section titled "Housing First Essentials" provides information on the Housing First for Youth (HF4Y) program and offers access to two publications called *Housing First and Women: Case Studies from across Europe*, and *An Introduction to Housing First for Landlords and Housing Providers.* With the goal of creating a pool of experienced trainers, the hub's "Training" section prominently features information on their annual Train-the-Trainer initiative. Moreover, this section contains a directory of trainers (and their areas of expertise) who have completed the program, and it also provides several introductory training videos in English, Dutch, French, Italian, and Spanish. Containing the bulk of the site's resources, the "Resources & Activities" section offers access to numerous research publications, presentation slides, videos, and podcasts on the topics of preventing and ending homelessness, and the benefits of HF programs. Users may search this section by keyword and limit searches by type of content such as blog entries or multimedia.

The Housing First Europe Hub is frequently updated with new resources and includes a calendar of events listing relevant upcoming conferences and webinars like the annual International Social Housing Festival and the hub's international webinar series. Users may also download the Housing First Guide in 11 languages. This site would be most helpful to students and faculty studying and teaching in a multitude of subject areas, including social work, child and family services, criminal justice, education, public health, and addiction and mental health counseling.—*Michele Frasier-Robinson, University of Southern Mississippi, susan.frasierrobinson@usm.edu*

**Richard S. Lewis** has been named director of the University of Washington Bothell and Cascadia College Library and associate dean of University Libraries.

**J. K. Vijayakumar** is now director of library services and professor at American University of Antigua in the West Indies. He previously worked as the library director and strategic information advisor at King Abdullah University of Science and Technology (KAUST) in Saudi Arabia and scientific technical officer at the UGC/INFLIBNET Center in India.

**Gloria Willson** is now director of education and research services at the Gustave L. and Janet W. Levy Library at the Icahn School of Medicine at Mount Sinai in New York.

**Molly Abdalla** has joined the University Libraries at Penn State University as student engagement and outreach librarian at the Wilkes-Barre and Scranton campuses.

**Debby Brennan** is now reference and instruction librarian at Penn State University-Shenango.

**Monica Gingerich** has been named student engagement coordinator with the Penn State University Libraries' Library Learning Services team.

**Nathan Hall** has been named Penn State University Libraries associate dean for distinctive collections and digital strategies, effective April 1, 2023.

**Jennie Levine Knies** has been appointed as the inaugural associate dean for Commonwealth Campus Libraries at Penn State University.

**Rebecca Miller Waltz** has been named associate dean for learning and engagement at Penn State University, with responsibility for a newly aligned portfolio focused on the libraries' role in providing a transformative learning experience for Penn State students.

**Danica White** has been named student engagement coordinator with the Penn State University Libraries' Library Learning Services team.

# Fast Facts

## Journalists jailed

At least 375 journalists and media workers are currently behind bars. China is incarcerating the most with 84 journalists in jail, followed by Myanmar (64), Turkey (51), Iran (34), Belarus (33), Egypt (23), Russia and occupied Crimea (29), Saudi Arabia (11), Yemen (10), Syria (9), and India (7).

"67 Journalists Killed so Far in 2022: IFJ Demands Immediate Action," The International Federation of Journalists, December 9, 2022, https://www.ifj.org/media-centre/news/detail/category/press-releases/article/67-journalists-killed-so-far-in-2022-ifj-demands-immediate-action.html.

## Degrees/certificates by field of study

Title IV degree-granting institutions of higher education in the US awarded 5,005,309 degrees o certificates in the 2020–2021 academic year. The largest share of those (888,353) went to the health professions and related programs. Business and related support services earned 823,270 degrees or certificates. There were 6,519 degrees awarded in the field of library science.

National Center for Education Statistics, "Summary Tables—Completions—Degrees/Certificates by Field of Study," 2022, https://nces.ed.gov/ipeds/SummaryTables/report/360?templateId=3600&year=2021&expand_by=0&tt=aggregate&instType=1.

## E-books

Key findings of the ACRL report, "The State of Ebooks in Academic Libraries: 2022," include that 85 percent of academic libraries currently hold ebooks and digital audiobooks in their collections, non-curriculum-based ebooks and audiobooks are a rapidly growing segment, and ebook purchasing in most subject areas is up nearly 26 percent. While curriculum support continues to be the dominant element in ebook collection development, survey results indicate that non-curriculum-based ebooks are a rapidly growing portion of academic library digital collections (79 percent of respondents devote up to 10 percent of their collection to pleasure reading, which is a 14 percent increase from 2020).

Andi Barnett, "New Choice Survey Shows Shift in Academic Library Digital Collections toward Popular Fiction and Nonfiction," *OverDrive* (blog), December 7, 2022, https://company.overdrive.com/2022/12/07/new-choice-survey-shows-shift-in-academic-library-digital-collections-toward-popular-fiction-and-nonfiction.

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## Research output

"According to the Office of Science and Technology Policy (OSTP), U.S. researchers contributed approximately 464,000 of the 2.9 million peer-reviewed scientific articles published in science and engineering journals worldwide in 2020, representing about 16 percent of total output. OSTP estimates that between 195,000 and 263,000 of these articles were the result of federally funded R&D."

Marcy E. Gallo, "Public Access to Scientific Publications Resulting from Federally Funded R&D," Congressional Research Service, November 16, 2022, https://crsreports.congress.gov/product/pdf/IN/IN12049.

## Textbooks

"The average postsecondary student spends between $628 and $1,471 annually for books and supplies as of the 2021–2022 academic year. Hard copy books can cost as much as $400, with an average price between $80 and $150. The price of textbooks increases by an average of 12 percent with each new edition. Between 1977 and 2015, the cost of textbooks increased 1,041 percent. The increase in the cost of textbooks outpaced currency inflation by 238 percent from 1977 to 2015."

Melanie Hanson, "Average Cost of College Textbooks [2022]: Prices per Year," Education Data Initiative, July 15, 2022, https://educationdata.org/average-cost-of-college-textbooks.