

College & Research Libraries

news

Association of College & Research Libraries



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San Joaquin Blake

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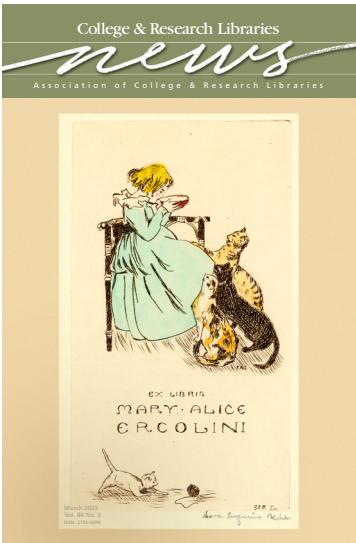
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This month's cover features a signed bookplate by Sara Eugenia Blake created for schoolteacher and cat fancier Mary Alice Ercolini. Blake (1886-1973) was a librarian at Tufts Medical and Dental Schools in Boston as well as an artist, etcher, bookplate designer, and collector. The bookplate is now held by the University of San Diego (USD) Copley Library's Special Collections and is part of a collection of more than 4,500 bookplates donated by Berkeley Librarian Christine Price to the San Diego College for Women (part of USD) in 1966.

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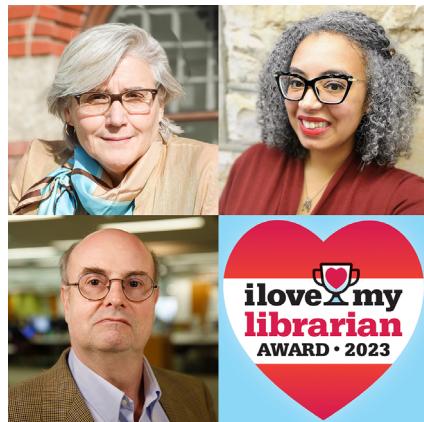
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2023 I Love My Librarian Award recipients

Academic librarians Kathryn Blackmer Reyes, Tara Coleman, and David Ettinger are among the recipients of the 2023 I Love My Librarian Award. Honorees are exceptional librarians from academic, public, and school libraries who were nominated by patrons nationwide for their expertise, dedication, and profound impact on the people in their communities.

ALA received more than 1,500 nominations from library users for this year's award, which demonstrates the breadth of impact of librarians across the country. Hundreds of nominations focused on librarians' outstanding service in the wake of the COVID-19 pandemic and the fight against censorship that continues to roil communities across the US. Learn more about this year's recipients at <https://ilovelibraries.org/love-my-librarian/honorees/>.



New from ACRL—Undergraduate Research & the Academic Librarian, Volume 2

ACRL announces the publication of *Undergraduate Research & the Academic Librarian: Case Studies and Best Practices, Volume 2*, edited by Merinda Kaye Hensley, Hailley Fargo, and Stephanie Davis-Kahl. This all-new volume contains lesson plans, activities, and strategies for connecting with students, faculty, and undergraduate research coordinators in support of undergraduate engagement and success.

Undergraduate research is a specific pedagogical practice with an impact on teaching and learning, and the definition of what counts as research continues to expand to include different types of projects, mentors, and institutions. Diversity, equity, and inclusion in librarians' work with students and faculty are present and growing. Collaborations between faculty, librarians, and students are furthering student knowledge in new ways. This community and an awareness of students' nonacademic challenges demonstrate the library's contribution to students' overall sense of belonging within their institutions.



This second volume of *Undergraduate Research & the Academic Librarian*—following 2017's first volume—contains 22 new chapters that explore these expanded definitions of research and the changes wrought in the profession and the world in the intervening years. The volume has five sections:

- First-Year Undergraduate Research Models
- Cohort-Based Models
- Tutorials, Learning Objects, Services, and Institutional Repositories
- Course-Based Undergraduate Research Collaborations
- Building and Sustaining Programs

Undergraduate Research & the Academic Librarian, Volume 2, captures both the big-picture view of undergraduate research as well as the front-line work in the classroom, at the reference desk, and online. As Janice DeCosmo says in the foreword, the book “provides colleges and universities with a set of models that inspire and enrich undergraduate research, demonstrating the contributions of academic librarians to student success.”

Undergraduate Research & the Academic Librarian, Volume 2, is available for purchase in print and as an ebook through the ALA Online Store; in print through Amazon.com; and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.

JSTOR, university press partners announce Path to Open Books pilot

JSTOR, part of the nonprofit ITHAKA, and a cohort of leading university presses has announced Path to Open, a program to support the open access publication of new groundbreaking scholarly books that will bring diverse perspectives and research to millions of people. Launching as a pilot, Path to Open libraries will contribute funds to enable participating presses to publish new books that will transition from licensed to open access within three years of publication. The initial pilot will produce about one thousand open access monographs. If successful, it will lay the foundation for an entirely new way to fund long-form scholarship while vastly increasing its impact. The first Path to Open books will be released in fall 2023. Learn more about how to join the Path to Open at <https://about.jstor.org/path-to-open>.

Bloomsbury premiers opera collections

Bloomsbury recently announced that five new opera collections have launched in its dedicated streaming platform, Bloomsbury Video Library. The new collections feature exclusive filmed productions of 80 operas by more than 40 composers, from Berlioz to Wagner, with performances from world-class opera houses including The Royal Opera House, Teatro Real, La Fenice, Glyndebourne, and more.

The period collections span Early and Baroque operas from pre-1750 through to Modern operas and showcase the works of notable conductors, directors, and artists, such as Antonio Pappano, Zubin Mehta, Graham Vick, Robert Carsen, Sonya Yoncheva, Jonas Kaufmann, and many more. The Glyndebourne Festival Collection includes 29 high-quality performances from the world-leading Glyndebourne Opera House, filmed between 2005 and 2019, including the world premiere of Brett Dean’s multi-award-winning *Hamlet* from 2017, and the 2010 revival of Hockney and Cox’s production of Stravinsky’s *The Rake’s Progress*. Learn more at <https://www.bloomsburyvideolibrary.com/opera-collection>.

New from ACRL—Thriving as a Mid-Career Librarian: Identity, Advocacy, and Pathways

ACRL announces the publication of *Thriving as a Mid-Career Librarian: Identity, Advocacy, and Pathways*, edited by Brandon K. West and Elizabeth Galoozis. The book collects strategies, experiences, and advice to help you thrive in mid-career.

Mid-career librarianship looks different for everyone. Maybe you’ve worked in libraries for ten years, or you’re halfway to retirement. Maybe you’ve reached the highest level of a hierarchy you care to reach. Most of the literature about mid-career librarianship tends to

focus on advancing to leadership or administration, but many of us are more concerned with how to continue to grow professionally without moving upward; how to make decisions about staying in an institution (or the profession); sustaining yourself amid burnout, constant change, wage compression, or even boredom; and navigating cultures of white supremacy, patriarchy, and hierarchy.

In four sections, *Thriving as a Mid-Career Librarian* collects the experiences of mid-career librarians as they grapple with these questions and the roles that marginalized perspectives, intersectionality, and privilege have played in their careers:

- Section 1: Staying Engaged in Your Career
- Section 2: The Role of Identity in Shaping Mid-career Librarianship
- Section 3: Being Your Own Advocate
- Section 4: To Lead or Not to Lead?

Chapters explore maintaining engagement and avoiding burnout; informal mentorships; the doctorate; union stewardship; addressing incivility; post-tenure fatigue; balancing ambition, personal fulfillment, and life; and much more.

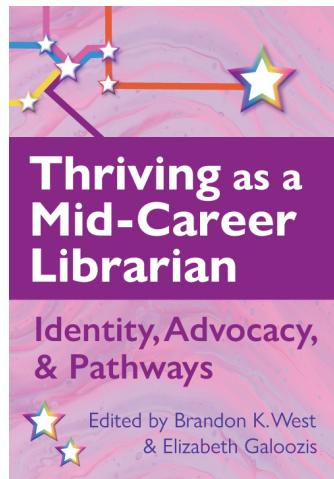
It can feel like everything gets harder, more political, and further under-resourced with each passing year. *Thriving as a Mid-Career Librarian* offers strategies of community, support, and advocacy that can help make it possible for us to thrive and help others to thrive. At mid-career, we may not have the same bright-eyed enthusiasm we possessed as new information professionals, but we have other things: the contributions we make to our communities and the wealth of experience we have built up since those days.

Thriving as a Mid-Career Librarian: Identity, Advocacy, and Pathways is available for purchase in print and as an ebook through the ALA Online Store; in print through Amazon.com; and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.

MIT Press adds monographs to D2O

The MIT Press has announced that it will open its spring 2023 list of monographs via the Direct to Open (D2O) model. First launched in 2021, D2O harnesses the collective power of libraries to support open and equitable access to vital, leading scholarship. So far this year, 240 libraries from around the world have signed on to participate in D2O. Institutions include Duke University Libraries, Rocky Mountain College, KU Leuven, EPFL Switzerland, Johns Hopkins University Libraries, University of Manchester, University of Toronto Libraries, Massey University Library, Southern Cross University, and more. To allow for expanded library participation, the D2O commitment window has been extended through June 30, 2023.

Thanks to these supporting institutions, more than 40 scholarly monographs and edited collections from 2023 will now be freely accessible worldwide. These new works join the collection of 80 monographs made freely available during the first year of the D2O model. Titles published via D2O are always accessible on the MIT Press Direct platform at <https://direct.mit.edu/books>.



Kanopy launches academic library subscription model

Kanopy has launched a new subscription model for academic libraries. Kanopy BASE (Bundled Academic Subscription for Education) provides unlimited access to a vast pre-curated collection of 10,000 titles at one fixed price. Combined with Kanopy's signature PDA models, this new subscription model provides the ideal critical mass of movies to efficiently introduce the Kanopy streaming catalog to academic institutions. Films and documentaries in the Kanopy BASE collection range from core curricular subjects like Race and Class Studies, Sociology and Education, to subjects that cater to the whole student like Mental Health, Psychology, and Health and Fitness. Learn more at <https://lib.kanopy.com/>.

ALA Public Policy and Advocacy Office names senior policy advisors

ALA has tapped Sara R. Benson and Kent Oliver as senior policy fellows for the Public Policy and Advocacy office to strengthen the association's involvement in policy discussions related to First Amendment freedoms and intellectual property. Oliver will mentor, coordinate, and partner with members of the ALA Policy Corps to advance ALA's advocacy on fighting book bans and to strengthen ALA's Unite Against Book Bans campaign, while Benson will provide strategic advice to ALA on federal copyright policy and digital licensing policy and advocacy.

The ALA Policy Fellows Program draws on nationally recognized researchers, practitioners, and policy advocates in library and information services (LIS) or allied areas to strengthen the ALA's involvement in national policy discussions in a wide range of core LIS and other relevant areas such as telecommunications, intellectual property law, computer science, economics, and sociology. Fellows work to increase the awareness and level of discourse on issues important to the LIS community by publishing issue papers and articles, and by participating in conference sessions, symposia, workshops, and interviews. **»**

Tech Bits ...

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

QGIS is free, open source geographic information system (GIS) software. The professional GIS system offers support for use via servers, web clients, desktops (Unix, Mac OSX, and Windows), and mobile devices. QGIS is an official project of the Open Source Geospatial Foundation (OSGeo). The community project's worldwide users share and modify the software. Some of the many features include support for visualization, data analyzation, and composition of printable maps. Users can create, edit, manage, and export numerous vector and raster layers in several formats. Additional capabilities allow for viewing combinations of vector and raster data in 2D or 3D formats. Tutorials, help, documentation, and courses are available.

—Ann Fuller
Georgia Southern University

... QGIS
<https://qgis.org/>

Christopher Cox and Elias Tzoc

ChatGPT

Implications for academic libraries

ChatGPT burst onto the scene in late November 2022 and immediately went viral, reaching one million users in one week. Built by OpenAI, which is also responsible for the breakthrough image generator, DALL-E, ChatGPT is an LLM (large language model) tool that uses deep learning techniques to generate text in response to questions posed to it. It can generate essays, email, song lyrics, recipes, computer code, webpages, even games and medical diagnoses. Rather than search the internet, ChatGPT has been trained on a large corpus of text, including news articles, books, websites, academic articles, and other sources. The current corpus includes data from multiple languages and computer codes. The generation of text is accomplished by predicting the next word in a series of words to produce sentences and then entire pages of content.

About two to three weeks after its launch, several groups began discussing ChatGPT's effect and implications for higher education. A blog post, "Resources for Exploring ChatGPT and Higher Education" by Bryan Alexander, listed more than 20 resources on the disruptive technology.¹ During the first week of January, the conversation made it into higher ed venues such as the *Chronicle of Higher Education* and *Inside Higher Ed*. Reactions to ChatGPT have ranged from praise for it as a potential digital assistant or research partner to schools banning it in classrooms fearing students will use it to generate research papers and exam answers. For librarians and information professionals, some of the questions are, What are the implications of AI tools like ChatGPT and DALL-E for academic libraries? How might it change what we do, and how might it help us better serve and meet the needs of twenty-first-century students? Below are some suggestions and predictions of how AI tools may change our work, and ways we can leverage them to enhance and improve it.

Discovery and search: ChatGPT offers an intriguing alternative to search engines like Google, which respond to queries with a list of links on a topic to help you learn more about it. ChatGPT's expertise lies in its ability to answer specific questions, providing an expert explanation of a topic, or factual answers—all without the user having to scroll through dozens of responses. Like Google, it can learn your information needs and preferences and provide personalized, relevant results. Currently, ChatGPT's knowledge is limited to 2021 and prior, though that will no doubt change.

One can envision a future where ChatGPT is offered as a complementary tool, enhancement to, or replacement of, current Google-like searching methods. You can see this right now at You.com, which offers both traditional search engine and AI chat results.² Google

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and Microsoft have both announced that they will be integrating ChatGPT into their tools in the next few months. Thanks to a recently released API, ChatGPT's technology can be integrated into library discovery tools, providing answers to questions as well as collection items on the topic. Consider the benefits of querying large corpuses of text like HathiTrust with ChatGPT. Will this fuel a renewed desire to include and search the full text of items in our catalogs? An arms race may develop between database companies as they work to quickly add ChatGPT functionality to their products.

Research: ChatGPT can be used to spark ideas or simplify aspects of the research process. It can help brainstorm topics, generate lists of keywords, and provide summaries of works. Soon, you'll be able to upload your own text into ChatGPT and ask it for an abstract. If ChatGPT can be connected to library discovery tools, it might also be able to create a bibliography of relevant resources on your topic. In the future, AI tools may serve as research assistants, conducting virtual experiments, analyzing data, copywriting and editing text, and generating citations.

Reference: Like ChatGPT, librarians have been trained to learn what people mean based on the questions they ask. AI chatbots are already being used by libraries to answer basic reference questions and refer harder ones to librarians. ChatGPT is simply an extension of that current service. Librarians can assist researchers by providing tips in asking the right questions to get the best results. These tools also free up librarian time to focus on more complex research queries or tasks. Additionally, they provide 24/7 service, fulfilling a need librarians can't always provide.

Teaching: The ease with which ChatGPT can answer research questions can change how we teach. Rather than rely on testing for factual understanding or assigning essays, more complex assignments connected specifically with the content of the course will be required. The current trend of embedding and integrating more active and experiential learning activities into the curriculum can also help, especially if assignments take other forms such as infographics, podcasts, or videos. Academic libraries already provide services and spaces for these types of creations and learning opportunities. Librarians can assist faculty in creating such assignments.

ChatGPT can also create syllabi, sample lesson plans, and the text for a LibGuide in seconds. Some have even suggested that ChatGPT could act as a graduate assistant to a class, providing tutoring support to students. Sites like the Sentient Syllabus³ and "Understanding AI Writing Tools and their Uses for Teaching and Learning" from the University of California-Berkeley,⁴ provide ideas for using ChatGPT in the classroom.

Textbooks: Academic libraries are deeply invested in supporting faculty in the creation of open educational resources (OER). Textbooks that once took a year to write can be written by ChatGPT in hours in response to a series of queries. Obviously, the resulting text will need to be reviewed and revised to ensure the information is accurate and ensure quality. If the time to create OERs is reduced, more free textbooks will be available to faculty, allowing them to choose and tailor them to specific courses, improving their teaching and saving students thousands of dollars.

Information literacy and digital literacy: AI tools like ChatGPT and DALL-E will make information literacy and digital literacy more important than ever. Librarians can assist faculty in teaching students critical thinking skills to validate facts and evaluate the quality of the answers provided by ChatGPT or determine whether a Matisse painting is

really a Matisse or AI-generated art in his style. While it may be difficult to identify a work written or created by a student vs. a bot, teaching students and faculty information literacy skills will help them make educated guesses through critical analysis of what is presented.

Writing and creation: Anand Rao, chair of the Department of Communications and Digital Studies at the University of Mary Washington in Virginia, believes ChatGPT and other AI tools will “change the nature of knowledge production itself.”⁵ Rather than start from scratch, ChatGPT can produce a rough draft of text that can be used as inspiration for your own work. DALL-E can create new, inspirational works of art that can be pulled into image creation tools like the Adobe Creative Suite and altered and tweaked to develop original creations. The same is the case with writing lyrics and music with ChatGPT. ChatGPT can also “assist developers in writing better code at a faster clip.”⁶

Plagiarism: Ethical dilemmas come into play when it comes to identifying authorship or monetizing the products of AI tool queries. Faculty say that students who turn in work from ChatGPT as their own are committing plagiarism. But are they? Plagiarism is defined as “presenting someone else’s work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement.” ChatGPT is not a “someone.” Should students be citing ChatGPT or crediting them as a co-author? Along with concerns about students turning in papers generated by ChatGPT, academic journals like *Nature* have concerns about how AI tools threaten transparent science. Scientists worry that “researchers could deceitfully pass off LLM written text as their own or use LLMs in a simplistic fashion and produce work that is unreliable.”⁷

Nature has already received several submissions with ChatGPT as a co-author. Scientists disagree on whether ChatGPT can fulfill this criterion, as the tool can’t take responsibility for the content it is creating or consent to a journal’s terms. What scientists do agree on is that policies are needed—and fast! Librarians can work with teachers, researchers, and publishers to facilitate these conversations and advocate for directions that ensure transparency and acknowledge authorship.

Copyright: There is lively debate around who owns copyright to an AI-created product. The news is full of stories of authors publishing books on Amazon that were created entirely with AI-generated text and illustrations. Entrepreneurs are asking DALL-E to create art and then adding it to web catalogs to be printed on canvas on demand for a profit. These “authors” claim that they queried the AI tool and thus they should own copyright to the resulting product. Others claim “fair use.” David Wiley, chief academic officer of Lumen Learning, queried the US Copyright Office “seeking to register [a] computer-generated work as a work-for-hire to the owner.”⁸ The Copyright Office responded that it “will not register works produced by a machine or mere mechanical process that operates without any creative input or intervention from a human author because, under the statute, ‘a work must be created by a human being.’” It remains to be seen if this is the final answer or if this subject will be fought in the courts. Librarians, already viewed as experts in copyright, should keep up with these discussions, providing faculty with the latest information and guidance as the rules become clearer.

Productivity: Librarians can maximize their productivity in other ways using AI tools. ChatGPT can write emails, such as a cold call encouraging a faculty member to use the library’s e-reserve service. It can generate a list of read-a-likes or books on topics for a thematic display. Drafts of marketing materials such as press releases and even event posters can be

created via AI queries. The ways that AI tools can make writing and image creation faster and easier appears limitless.

Equity and inclusion: Just like any creation, AI tools can be biased based on the pre-conceptions of their creators or the accuracy of their data sources. Librarians can encourage students to be aware of biases that may appear in ChatGPT's answers. OpenAI's current monetization of ChatGPT, offering a paid "pro" tier promising more reliable access and faster response time, raises red flags for the future of such product. Such a model could produce a knowledge trade with haves and have-nots depending on an individual's ability to foot the bill.

Conclusion

It's hard to predict how AI tools will impact librarianship. In many ways, ChatGPT reminds us of how society reacted to other innovative developments including the invention of calculators, cell phones, the World Wide Web, and Wikipedia. Perhaps the other set of questions we should be asking are, How can librarians integrate these new tools into what we do? How can we help reduce their biases and improve the output quality? How can we integrate them into the future of teaching and learning at different levels? While AI tools have the potential to improve our lives and the lives of those we serve, they are unable to replace the human interactions that set us apart from any technology. Libraries can embrace the AI revolution by evaluating these new tools and developing services to support their use. ²²

Notes

1. Bryan Alexander, "Resources for exploring ChatGPT and higher education," *Bryan Alexander* (blog), December 15, 2022, <https://bryanalexander.org/future-of-education/resources-for-exploring-chatgpt-and-higher-education/>.
2. On February 7, 2023, Microsoft integrated AI into its Bing search engine. In contrast to ChatGPT, Bing's AI can include results from the internet.
3. The Sentient Syllabus Project, <http://sentientsyllabus.org/>.
4. Berkeley Center for Teaching and Learning, "Understanding AI Writing Tools and their Uses for Teaching and Learning at UC Berkeley," accessed February 10, 2023, <https://teaching.berkeley.edu/understanding-ai-writing-tools-and-their-uses-teaching-and-learning-uc-berkeley>.
5. Douglas Belkin, "Professors Turn to ChatGPT to Teach Students a Lesson: The Powerful Paper-Writing Chatbot Presents an Educational Challenge: Ban It or Build On It?," *Wall Street Journal*, January 15, 2023, <https://www.wsj.com/articles/professors-turn-to-chatgpt-to-teach-students-a-lesson-11674657460>.
6. Hunter Johnson, "4 Ways Devs can Use ChatGPT to Be More Productive," *Educative* (blog), January 25, 2023, <https://www.educative.io/blog/chatgpt-how-it-can-help-devs-productivity>.
7. Nature, "Tools Such as ChatGPT Threaten Transparent Science; Here Are Our Ground Rules for Their Use," editorial, *Nature* 612, no. 7945 (January 26, 2023), <https://doi.org/10.1038/d41586-023-00191-1>.
8. David Wiley, "AI, Instructional Design, and OER," *Improving Learning* (blog), January 23, 2023, <https://opencontent.org/blog/archives/7129>.

Sara Davidson Squibb, Catherine Koehler, and Jerrold Shiroma

Engaging neglected histories

First-year students, archives, and Wikipedia

At the University of California (UC)-Merced, the General Education program recently introduced Spark seminars, a first-year experience that invites incoming undergraduate students into the knowledge-making activity of a research university with a goal of fostering students' intellectual curiosity, feelings of inclusion, and connections to place. To cultivate these dispositions, faculty are encouraged to create contexts for student research using campus and/or community resources. In spring 2020, Catherine Koehler, continuing lecturer in the Merritt Writing Program, approached University Archivist Jerrold Shiroma about the possibility of a pair of instructional sessions that would introduce students to archives and archival research through the UC-Merced Library Special Collections, in particular the library's digital collection of newsletters authored by Japanese Americans incarcerated in temporary detention centers in the Central Valley during World War II.¹ Koehler also wanted students to communicate their research to audiences beyond the classroom, which involved further collaboration with Shiroma to introduce students to Omeka, produce a digital exhibit, and, recently, partner with librarian Sara Davidson Squibb to develop a new Wikipedia page for the Merced Assembly Center. This article provides a description of these collaborations and outlines challenges, student learning, and future directions to integrate archival collections and library instructional projects with undergraduate teaching.

Introducing archives

The history of California's Central Valley is often overlooked in discussions of the state. Despite the important and complex histories of the region in areas such as agriculture, the prison industry, labor rights, and immigrant justice, the gravitational pull of the coastal regions dominate California narratives. For example, organizing by the Agricultural Workers Organizing Committee and the United Farm Workers in the 1950s onward is typically seen as singular and not part of a wider social and economic narrative of the region. The popular history of the incarceration of Japanese Americans during World War II also is largely absent of the significant role the Central Valley played. Of the twelve temporary detention centers (euphemistically named "Assembly Centers") constructed across California, seven were constructed in the Central Valley. Unlike those in Santa Anita and Pomona, both in Greater Los Angeles, none of the centers in the Central Valley have a dedicated Wikipedia entry. All other mentions of the centers are in passing when describing fairground sites or discussing the general history of the city or town.

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Collections /

WWII Japanese American Assembly Center newsletters

Owning Institution: UC Merced, Library and Special Collections
About this Collection

While Executive Order 9066 called for the forced internment of all persons of Japanese ancestry from the West Coast of the United States, there was no existing infrastructure in place for these Japanese-Americans to go. The eventual detention centers were not yet completed, or were not yet in a condition to house the vast numbers of internees needing shelter. Given this, the United States military established temporary detention centers across California, as well as centers in Arizona and Oregon, to act as stop-over locations until the larger detention centers were habitable. There were six such temporary detention centers (otherwise known as "Assembly Centers") constructed in the San Joaquin Valley—Fresno, Merced, Pinedale, Stockton, Tulare, and Turlock. This collection features the internee-produced newsletters for the temporary detention centers of Merced, Pinedale, Stockton, Tulare, and Turlock.

[View our statement on digital primary resources and historical description.](#)
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98 items found in this collection

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Figure 1: Landing page of WWII Japanese American Assembly Center newsletters at Calisphere.

The UC-Merced Library has made the history of the Central Valley a collecting focus in part to address these absences. Additionally, the library has looked to increase the number of instructional opportunities on archives, archival resources, and the library's own archival collections. The hope is that these opportunities will not only expose students to new research methodologies, but also engage students with unfamiliar histories. These instructional sessions can also provide students with insights into how and why these collections are acquired and the processes involved in their acquisition and arrangement. For Koehler's class, Shiroma designed instructional sessions to provoke interest in archives, and to encourage students to ask questions about archives, how they come to be, what archives include, and, perhaps just as important, what is excluded.

The first session offered a general overview of archives, how archives are physically constructed, and some practical concerns and considerations for working within archives. In addition, students were introduced to some key archival concepts, such as "enduring value," and were asked to think about what this concept might mean when encountering archival collections. Students were also introduced to finding aids and their various components, the differences between digital and physical collections, and a brief overview of metadata and its importance in describing digital objects. Finally, students were also encouraged to perform searches using two tools provided by UC's California Digital Library: the Online Archive of California

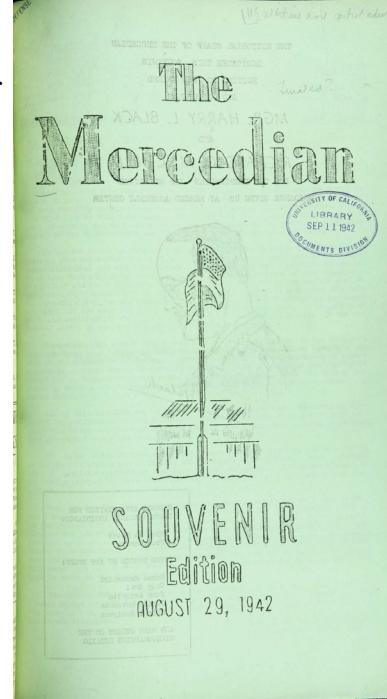


Figure 2: Cover of The Mercedian, a newsletter produced at the Merced Assembly Center.²

(OAC) and Calisphere. This first session closed with an overview of the various collections housed at the UC-Merced Library.

The second session offered a (hopefully) more imaginative take on thinking through and with archives. Concepts from the first session were recast to encourage a more critical take on archives. Metadata, for example, was shown to not only describe, but also potentially fix an object's meaning. We returned to the concept of "enduring value," and considered it in the context of how archives can further narratives of institutional power and exacerbate erasure within archival collections before discussing how to reimagine and build alternative archives as spaces for empowerment and recovery. Students were presented with the Densho project as an example of a community-driven archival project, which also fit with the students' engagement with the World War II Japanese American Assembly Center Newsletters.

Primary among the key goals of these introductory sessions is to try and empower students to engage critically and creatively with archives and primary sources, and to provide them with tools to recognize their own agency in the knowledge creation process. This is crucial given the demographics of UC-Merced's student body, who may come from historically marginalized populations, and whose stories have been largely absent from archival collections.

Introducing Wikipedia and students' contributions

To extend the concept of students as part of a knowledge-creation process, Koehler initially had students create a digital exhibit about the Merced Assembly Center, hosted on Omeka with support from Shiroma. However, because of the learning curve of both the Omeka platform and the concept of digital exhibits, she was seeking other venues where student work might be made available for public audiences. She pivoted to Wikipedia when our instruction librarians sought out faculty collaborators who wanted to introduce students to information creation and evaluation via Wikipedia, envisioning that students would create a Wikipedia article dedicated to the Merced Assembly Center. This project aligned with librarians' larger goals to increase the diversity of Wikipedia articles and to support knowledge co-created through student contributions.

To prepare students to create this Wikipedia article, UC-Merced librarians created an asynchronous Canvas module to introduce Wikipedia to students—highlighting its policies and pillars, the article classification system, editing basics, and criticisms about a lack of diversity in contributors and content. As part of the module activities, students created their own Wikipedia account to avoid triggering limits on account creation, which occurs when multiple users create account from the same location within a limited timeframe such as a class period.

Next, students met with Davidson Squibb for an in-person session that focused on information-finding for relevant resources on the topic, Wikipedia's policies regarding image use, and basic concepts related to image rights, including copyright, public domain, and Creative Commons (CC) licenses. To check students' understanding of these concepts, she provided students with images from digital repositories and asked them to determine if the rights information on the images allowed for their use in Wikipedia.

Before returning for their final library session, Koehler worked with students to map out and assign sections of the new Wikipedia article based on their observations of existing and related articles. They started drafting their work in a Google document because of potential user conflicts on the Wikipedia editing interface. In this third library interaction

with students, Davidson Squibb reviewed how to make Wikipedia article edits and upload images to the Wikimedia Commons. After this direct instruction, students made contributions to their class Google doc, later transferring their work to the draft Wikipedia article in the Sandbox.

Use primary sources carefully

With the course's archives focus, we expected students to incorporate primary sources into the new Merced Assembly Center Wikipedia article. Yet we were keenly aware of Wikipedia's Core Content policies calling for a neutral point of view, verifiability, and no original research. Wikipedia's policies emphasize using reliable, published sources.³ While Wikipedia recognizes that primary sources can be appropriate and valuable, it calls for careful use of them. Wikipedia's states that "primary sources may only be used on Wikipedia to make straightforward, descriptive statements that any educated person—with access to the source but without specialist knowledge—will be able to verify are directly supported by the source."⁴

To avoid article deletion, we both encouraged students to use archival materials (in keeping with Wikipedia's policies) and to incorporate published secondary and tertiary sources about the Merced Assembly Center. During this process, we observed students' tendency to reference other Wikipedia articles and varied levels of accurate source summary. We regularly revisited student work to ensure ethical contributions from a variety of sources. We also reflected on Wikipedia's call for editors to refer to archival materials in a neutral way, which often felt incongruous with students' exposure to the value of archives and the internment of Japanese Americans in the Merced Assembly Center.

Know your licenses and tags

Students also wanted to include images along with article text, yet Wikipedia's use of images is more restrictive than we imagined as it does not permit users to upload images using CC licenses with the non-commercial designation. While CC BY-SA, CC BY, and CC0 are permitted, Wikipedia restricts use of noncommercial licenses in anticipation that Wikipedia articles could be used for commercial purposes, for example, use of Wikipedia article in a textbook.⁵ Wikipedia's policies considerably narrowed what images students could include in the Merced Assembly Center article.

While students did identify new images for the Wikipedia Commons, there were additional challenges in this uploading process. When adding rights information for items released or designated as public domain by a repository, students had to add a specific copyright tag. Without this tag, Wikipedia will delete uploaded items. For items with this designation, we instructed students to select "Another reason not selected above" at the rights release tab. Then they could apply the copyright tag of {{PD-author | Name of Entity}} and replace "Name of Entity" in the tag with the repository name. Students required some specialized knowledge to both identify allowable images and add the appropriate copyright tag. It proved much easier for students to use images already available in the Wikimedia Commons rather than uploading new ones.

Student reflections on learning

In their final reflections, students identified how this integrated project shifted their

relationship to archives and to Wikipedia, as well as their sense of inclusion in the research activity of the university and as knowledge producers. Most students reported little, if any, prior exposure to archives or archival research. At the end of the semester, students indicated increased awareness of our archival collections as a resource as well as curiosity about these collections and excitement about pursuing additional research opportunities in the archives. Students also described being more familiar with the role and work of an archivist along with its ethical complexities and noted that their assumptions about archival holdings had shifted from simply “old books” to more expansive material and digital artifacts. Students were also able to articulate the values and limitations of various primary source materials and the importance of relating and contextualizing these materials to make meaning from them. As student Vanessa Alvarez reflected, “I never realized how important archives are and how research gives them purpose.”

Students from the region especially appreciated the focus on Central Valley history, with most confirming that they were unaware of the temporary detention centers and the Central Valley’s significance to Japanese American internment. Students also related this local history to inclusion of Asian Americans in social justice curricula. Student Jenny Situ underscored this point, emphasizing that she “appreciated that you are mentioning the Japanese internment camps, especially the one in Merced. I had no idea that there used to be a Japanese internment camp here. A lot of classes, even classes focused on social justice/history, do not talk about the Asian American experience. I really appreciate you putting your time and research into finding these materials.” Involving students in bridging information gaps with the public was also meaningful to them, particularly for those with local ties. As student Alexa

Now tell us why you are sure you have the right to publish this work:

▼ **The copyright holder published this work with the right Creative Commons license**

Not all Creative Commons licenses are good for this site. Make sure the copyright holder used one of these licenses.

If the work is already published online, but not under that license online, or if you aren't the copyright holder of the work, please follow the steps described at [COM:VRT](#) (the copyright holder has to send an email with relevant permission) and add {{subst:PP}} to the “Source” field above.

Creative Commons Attribution ShareAlike 4.0 ([legal code](#)) ⓘ ⓘ

Creative Commons Attribution ShareAlike 3.0 ([legal code](#)) ⓘ ⓘ

Creative Commons Attribution ShareAlike 2.5 ([legal code](#)) ⓘ ⓘ

Creative Commons Attribution 4.0 ([legal code](#)) ⓘ

Creative Commons Attribution 3.0 ([legal code](#)) ⓘ

Creative Commons Attribution 2.5 ([legal code](#)) ⓘ

Creative Commons CC0 Waiver (release all rights, like public domain: [legal code](#)) ⓘ

▼ **The copyright holder published their photo or video on Flickr with the right license**

▼ **The copyright has definitely expired in the USA**

▼ **This work was made by the United States government**

▼ **Another reason not mentioned above**

▼ **I found it on the Internet — I'm not sure**

Figure 3: Release rights tab of the Wikimedia Commons Upload Wizard.

▼ **The copyright holder published their photo or video on Flickr with the right license**

▼ **The copyright has definitely expired in the USA**

▼ **This work was made by the United States government**

Original work of the US Federal Government

Original work of NASA

▼ **Another reason not mentioned above**

The license is described by the following wikitext (must contain a valid [copyright tag](#)):

→ {{PD-author | UC Merced, Library and Special Collections}}

[Preview](#)

This work has been released into the [public domain](#) by its author, UC Merced, Library and Special Collections. This applies worldwide.
In some countries this may not be legally possible: if so, UC Merced, Library and Special Collections grants anyone the right to use this work for **any purpose**, without any conditions, unless such conditions are required by law.

[Dismiss](#)

▼ **I found it on the Internet — I'm not sure**

Figure 4: Sample copyright tag at the Release rights tab of the Wikimedia Commons Upload Wizard.


 A screenshot of a Wikipedia article page for the Merced Assembly Center. The page has a standard layout with a sidebar on the left containing links to the main page, contents, current events, and other Wikipedia pages. The main content area starts with a brief summary of the center's history and then provides a detailed table of contents. The table of contents includes sections on the establishment, assembly center conditions and facilities, and life at the center, with further sub-sections for each.

The **Merced Assembly Center** was one of sixteen temporary assembly centers hastily constructed in the wake of [Executive Order 9066](#) to incarcerate those of Japanese ancestry beginning in the spring of 1942, following the [attack on Pearl Harbor](#) and prior to the construction of more permanent concentration camps to house those forcibly removed from the West Coast.^[1] The Merced Assembly Center was located at the [Merced County Fairgrounds](#) and operated for 133 days, from May 6, 1942 to September 15, 1942, with a peak population of 4,508.^[2] 4,669 Japanese Americans were ultimately incarcerated at the Merced Assembly Center.^[3]

Contents [hide]

- 1 Establishment of Merced Assembly Center
 - 1.1 Political Climate and Executive Order 9066
 - 1.2 Location of the Assembly Centers
 - 1.3 Forced Relocation to Merced
 - 1.3.1 Dorothea Lange's Censored Images
 - 1.3.2 Gallery of Lange's Images
- 2 Assembly Center Conditions & Facilities
 - 2.1 Security
 - 2.2 Medical
 - 2.3 Housing and Barracks
 - 2.4 Sanitation
 - 2.5 Food
 - 2.6 Climate
- 3 Life at Merced Assembly Center
 - 3.1 Government
 - 3.2 *The Mercedian* Newspaper
 - 3.3 Education / Schooling
 - 3.4 Employments / Jobs
 - 3.5 Family Life
 - 3.6 Recreation

Figure 5: Merced Assembly Center Wikipedia article.⁶

Ultreras explained, “I never would have thought in my life that I would have contributed to [Wikipedia], and especially a page of my hometown.”

Alexa echoed others who emphasized that they would not have considered themselves capable contributors to Wikipedia. No students reported having edited Wikipedia before, and most indicated either lack of knowledge about how to become a Wikipedian or, more frequently, their own self-perceived lack of authority and expertise to contribute. Through the Wikipedia project, students were able to revise these self-perceptions, and many indicated that they felt motivated and capable of making future edits. Many students moved from a limited view of Wikipedia’s usefulness to a deeper understanding of this co-created information source. Students had generally described Wikipedia as inappropriate for academic research and routinely disallowed by their instructors.

Fewer described using Wikipedia to identify secondary source material. When reflecting on the Wikipedia project at the end of the semester, however, students indicated improved understanding of how information is negotiated on Wikipedia through community standards and review, could assess and distinguish between more- and less-developed pages to evaluate information and identify information gaps, felt better equipped to make choices about source suitability within a given rhetorical context, and expressed heightened ethical responsibility to their sources, to one another, and to their audience.

Conclusion

The project had benefits for the instructors as well, and it will inform future instruction through spending more time with students focusing on primary source integration,

reflecting on Wikipedia's core content policies that can impact the inclusion of archival materials, and discussing with students to think about how power flows through the archives and how knowledge is constructed in the archives—by and for whom, and to what purposes. This instructional collaboration offers an example of how archival collections can be integrated with undergraduate teaching to advance inclusion of neglected local histories in the curricula and of underrepresented students in the knowledge-making activity of the university, and to improve representation and participation on Wikipedia. *xx*

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Shatha Baydoun and Ava M. Brillat

De-colonizing one-shots

Critical pedagogies and the ACRL Framework

Librarians with instructional duties, particularly information literacy instructors or subject specialists, often rely on the “one-shot” format of instruction as a primary method for information literacy skills training and development. While not the only method of instruction, one-shots remain a foundational tool in information literacy instruction, although instructors are exploring other instructional formats. As a result, one-shots are regularly critiqued by librarians, who cite difficulties with the transactional nature and questionable effectiveness of the format.¹ Many librarians cite concerns with the one-shot format based on time constraints, institutional culture, and discipline faculty discomfort with library instruction that is not directly and perceptibly tied to their own assignment requirements. More recently, conversations have highlighted the problematic nature of one-shots by uncovering the link between library instruction and faux neutrality, feminized labor, and campus power dynamics.²

Looking to experts outside of librarianship is necessary for clear and cogent exploration of where bias and prejudice can hide, particularly in information literacy instruction. While finding a direct corollary expert (i.e., an expert in a different field specializing in information literacy instruction) would be most helpful, there is an argument to be made for applying critical lenses from one field to another, since the difference between disciplinary practices can deepen analyses. For this column, Indigenous studies scholar Sandy Grande provides a particularly probing schema in her work *Red Pedagogy*. By applying her schema, The Deep Structures of Colonialist Consciousness, to librarianship and information literacy, in combination with the Authority is Constructed and Contextual frame, instructors can discover biases and identify places where intentional practice can push information literacy instruction sessions to be more accessible and inclusive. While some classroom practices or activities might remain similar, any classroom practice can be harmful unless coupled with self-evaluative and reflective practices based in an active, decolonial practice. This column seeks to provide an example of applying a decolonial lens from Indigenous studies to one-shots in the hopes of inspiring further conversation and exploration.

The authors acknowledge the ancestral homeland of the Seminole Tequesta, and Miccosukee tribes in South Florida, and seek to provide intentional exploration of how knowledge systems based in capitalism and colonialism precipitate, by their very nation, sexism, classism, and racism. The frame Authority is Constructed and Contextual is useful here because it encourages “informed skepticism” and recognizes that “unlikely voices” are equally authoritative.

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Contextualizing authority in our knowledge systems

To begin the work of decolonialist critique of information literacy, it is necessary to first detect the colonialist and capitalist roots of librarianship. The historical origins of contemporary librarianship are directly tied to capitalism. In 1983, Michael F. Winter wrote a University of Illinois Occasional Paper tracing today's librarianship to the late nineteenth century—a time of widespread career professionalization across all fields in response to the rise of industrialization.³ As information cataloging, retrieval, and use changed to meet the demands of capitalism, colonialism, and massive industrialization, so too did the practices and training of librarianship. Contemporary librarianship must address directly these industrial and capitalist roots that undergird the foundational practices of systematizing cataloging, access, and evaluation of information by embracing de-colonialism as a lens for detecting and unraveling prejudices in practice. Multiple authors have traced the connections between colonialism, capitalism, and librarianship,⁴ and have called for de-colonial theoretical frameworks like queer, feminist, and critical race theory. For the purposes of this column, Sandy Grande's work, *Red Pedagogy*, is invaluable because of its clear and grounded scholarship. Grande makes explicit the colonialist assumptions that progress, particularly economic or technological change, is positive change, and that humans are separate from, and superior to, nature.⁵

Within the one-shot, it is possible to highlight the various ways authority and power shape Western knowledge systems. Grande cogently describes five tenets of the modern (and Western) worldview, coined structures of colonialist consciousness that highlight the impacts of global capitalism and education on Indigenous learning systems.⁶ While all decolonial and antiracist work is always in-progress, a possible first step is to implement Grande's critical approach as a model, and to share ways of combating these within one-shot instruction sessions. Grande's first tenet criticizes the Western belief that progress is positive change, which appears innocuous at first glance. However, knowledge systems built on capitalist tenets focus on limited information resources, which create ever-widening gaps between the information haves and have-nots. One possible way to initiate conversation around the link between capitalism and knowledge systems could lie within the database demonstration, a key component of library-based instruction. Database demonstrations provide an opportunity for discussing information privilege and the ethical components of information gatekeeping. While many instructors already use the database demonstration in this manner, explicitly linking databases with capitalism and contrasting with Indigenous knowledge systems allow our learners to consider the even broader ramifications of authority.

Grande's third tenet, that the binary of secular/material thinking conquers so-called primitive superstition, speaks to another way in which capitalism and the Western worldview denigrate and devalue Indigenous knowledge systems. The separation of faith from reason is simplistic and it hierarchizes the “objective” Western worldview from so-called “subjective” knowledge systems. The hierarchy created as a result values the knowledge holders, often instructors, over the learner, who still possess valuable experiential knowledge. The emphasis on independence and achievement in classrooms also promotes a colonialist mentality that emphasizes the individual over the collective and inducts students into a consumerist and materialistic culture. More importantly, this worldview negates student personal histories and funds of knowledge and creates a wedge between learners and their family, tribe, and community. In the context of libraries, these beliefs presume that library instructors possess

“objective” knowledge unknown to their constituents, thereby replicating many of the oppressive systems we fight to upend. Lastly, it censors other knowledge systems that are all equally valid.

Although impactful on their own, Grande’s tenets are magnified when coupled with the Authority is Constructed and Contextual frame. The Authority is Constructed and Contextual frame explicitly states that “authority is construction in that various communities may recognize different types of authority.” Applying Grande’s tenets to this statement, librarians recognize authority in terms of a credentialing system that is racist and exclusionary privileges information that has been ratified by systems of publication that reflect Western ideals of progress, and estimates secular/material thinking as the most precise form of knowledge manufacture. Changing the statement from “their creators’ expertise and credibility” to “information resources reflect their creators” is more accurate, particularly in the context of the impact of worldview, gender, and other influences that the frame explicitly names. For example, (White) instructors must practice self-awareness and self-reflection to counteract systems of oppression. The *Invisible Knapsack*, a term coined by feminist scholar Peggy McIntosh in the 1980s, describes how White privilege is often invisible to White people but highly perceptible to minoritized/BIPOC (Black, Indigenous, and People of Color) communities.⁷ Instructional assumptions and practices are shaped by individual and institutional norms of othering. As a result, being intentional in creating safe spaces where minoritized voices are valued and acknowledged is absolutely necessary.

As issues of racial injustices continue to surface, education professionals must understand how prejudice, racism, and faux neutrality influence professional praxis. Questioning the structures that codify our knowledge systems opens the space for other sources of authority, including Indigenous epistemologies and noncapitalist-focused systems, but this work remains absent in the Framework. Marcia Rapchak highlights the subtle irony that the Framework, which was created to teach criticality, lacks any mechanisms for scrutinizing the structural racism embedded in information literacy instruction.⁸ Rapchak provides deeper analysis on these shortcomings, and Grande’s work amplifies the call for more critical and decolonial analysis of the Framework. Library instructional sessions, whether or not in the one-shot format, unconsciously sustain White systems of knowledge production.

Critical engagement and classroom practices

While the conversation around decolonizing the Framework is (and should) be ongoing, examining how such biases can be exemplified in the one-shot can be helpful to identify where actionable change can occur. One way to transform the one-shot instructional session into an opportunity to practice decolonialism is through the critique of controlled vocabulary. Grande, again, provides guidance as to where critique can occur by highlighting the Western value that elevates the anthropocentric over the natural world. Problematizing controlled vocabularies can be one way to counter hierarchical assumptions in the one-shot environment. While instructors often teach students that subject headings aid in precise and relevant searches, they are not designed to handle collective or Indigenous worldviews. Controlled vocabularies, like the Library of Congress Classification, are deeply embedded in the evolutionary order and pseudo-scientific racism of the nineteenth century. This does not jeopardize student progress toward chosen majors; rather, it solidifies their growing expertise and practice of critical thinking skills.

Another example of where the one-shot can evolve is through an exploration of format and the information cycle. As a counter to over-emphasizing the “peer-review” process, discussing alternative formats such as zines and graphic novels in tandem with more formalized systems of publication can lead to larger explorations of how knowledge systems manufacture and distribute information within the context of their communities. Although much has been written about the negatives of the peer-review process, broadening the conversation to other formats can provide a more inclusive learning experience that resists the notion that a written article published in a scholarly journal is the ultimate and only research source for all undergraduate needs.⁹ Broadening the conversation to other formats can be grounded in Grande’s tenet discussing the privileged secular world view as more highly valued by explicitly discussing other formats that include artistic expression while simultaneously modeling for students the value of recognizing that “authoritative content may be packaged formally or informally,” as per the Authority is Constructed and Contextual frame.

There are many other areas where classroom activities can be reexamined and reconfigured using Grande’s tenets and the Framework. Grande is an excellent starting point for sussing out deep-seated biases in Western knowledge systems. Database demonstrations are ripe for discussions on economic power and information manufacture in contrast to non-Western knowledge systems. Citation tools can lead to the importance of ontological individualism in Western society.¹⁰ Search results can be analyzed from the lens of the superiority of humanity to nature, particularly in STEM research. While classroom activities may evolve only slightly, it is the intentionality of researching and applying a decolonial lens to the one-shot that will support inclusion within the library classroom in a perceptible way.

Conclusion

Overlooking the irony that comes from resisting linking librarianship to colonialism is especially salient in the classroom setting, particularly in the context of the correlation between information literacy and socioeconomic status. Natalie Greene Taylor and Paul T. Jaeger view information literacy as a form of power and means of control.¹¹ They are not the first to explicitly connect information literacy with economic status or governmental control. Deborah Brandt has argued that literacy is reflected in input, output, and the labor force, and has highlighted the endurance of literacy gaps in relation to race and economic status.¹²

The argument that libraries are neutral, ahistorical, and apolitical spaces that are immune to White privilege is not grounded in reality.¹³ During the 2021 Midwinter Meeting, the American Library Association (ALA) passed the “Resolution to Condemn White Supremacy and Fascism as Antithetical to Library Work.”¹⁴ This resolution made explicit the relationship between neutrality rhetoric, White supremacy, and fascism in librarianship. In the classroom specifically, encoded power dynamics are present in the didactic forms of presentation that exclude learner interaction. It is therefore incumbent upon all library personnel to interrogate these power dynamics in all areas of librarianship, but especially in the classroom setting.

Throughout this column, Grande’s tenets of colonialist consciousness combined with the Authority is Constructed and Contextual frame reveals areas where information literacy instruction in the one-shot format can evolve to espouse increased inclusion. Regardless of the limitations or critiques of the one-shot format or the increase of other types of instruction as vehicles for information literacy instruction, actively exploring biases within librarianship and information literacy using a decolonialist lens is a nonnegotiable for the future

of information literacy, regardless of format. Recognizing and applying Indigenous studies work is one of many ways to do this work. *»*

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Katie Strand and Pamela Martin

What about the books?

Valuing students' past library experiences

In 2019, the Utah State University Libraries' first-year student orientation took an unexpected blow when it was made optional in the new student orientation program after being required for more than a decade. We want to make sure that students know about the resources available to them through their library at the beginning of their college careers, and this change felt devastating.

In a strong push to prove our worth and gain some much-needed validation, we held focus groups with our first-year students to hear what they thought of their library and how the library orientation impacted them. Our secret motive was to reinstate the library workshop as a requirement for all first-year students. After doing our IRB diligence, we successfully recruited 48 students to participate and held four focus groups, two sessions with library orientation participants and two with nonparticipants.

The dominating topic of conversation for our students surprised and maybe even frustrated us. What was the topic on everyone's tongue? Books, books, and books! Sure, the focus groups of participants—students who took the library orientation—had a more nuanced and broader idea of what the library does. But about 30% of the responses in all groups to “what does the library do?” mentioned books, and 20% of total comments discussed books. It seemed like the only people who didn't want to talk about books were us librarians.

When planning our library orientations, we must be strategic and creative when we decide which library services to include. How do we decide what are the most essential library services to tell our students about in our first interactions with them? Personal experience? Statistics? Assessment? Do our egos come in to play at any point? As librarians, we can get offended when people assume we are “just books” or that we spend all our time reading and shelving. One way we fight against this stereotype is by exploring the library's other valuable services and resources with students, often leaving books by the wayside or mentioning them as an afterthought. But our focus groups consistently wanted to talk about books, often lamenting that they hadn't checked out books in the library and, indeed, didn't even know how to do it. So, not only did first-year students bring up books as if books are the essence of the library, they also said they had no idea how books worked in the library. This exacerbated the students' confusion; they seemed concerned that if they didn't know how to find books in the library, they really didn't understand the library at all.

Hearing from our students made us question if our quick dismissal of books was doing our students (and ourselves) a great disservice. Of course, we should continue to promote

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that our services go far beyond books. How to find books is often not the most relevant information for students to know right out of the gate, but what we want to do more than anything is lower our students' anxiety about the library. And our research showed that by ignoring books during orientations we may have been working against that ultimate goal.

Orientations shouldn't only focus on the services valued by librarians, and they shouldn't ignore what our students already know; we should connect to what they already know to ease their anxiety. During first-year orientation, students are introduced to so many new and unfamiliar things, but many first-year students probably went into the library orientation feeling comfortably confident, thinking, "Oh yes I know libraries, I've been going to libraries since I was a kid; I'm going to learn how to get books." But then the orientation starts, and we throw everything else at them: course reserves, open educational resources, study room reservations, research support. They leave feeling overwhelmed about all these new additional services while realizing they also don't know how to do the one thing they expected to learn: how to check out the books at their new library. We completely ignored an area of the library that may have been one of connection and familiarity. We managed to overwhelm our new students with extraneous information and make their one area of comfort an additional area of confusion. Ignoring student's past experiences and expectations is beneficial to no one.

Why do we fight misconceptions of the academic library rather than lean into them? If the library is a playful, creative space—and not just a book repository—why not be playful and creative about this rather than telling students they are wrong at one of their most vulnerable times in college? We should connect with students' experiences by embracing books rather than neglecting them. Even as professionals we can sometimes let our emotions take control of our work. We admittedly began a research study craving validation after we felt our work had been devalued. But we cannot let our feelings get in the way of hearing our students, and we should not let our frustrations about the misconceptions of our profession influence how we introduce our students to our work. It is possible to be both authentic to ourselves and our students' experiences, and books may actually be the perfect opportunity for us to connect. Afterall, aren't books what originally drew many of us to the field? //

Mark Sanders and Michael Reece

What do six questions and fourteen years reveal about librarians?

An analysis of ACRL's Members of the Week

The Association of College and Research Libraries (ACRL) was founded in 1940 and represents more than 8,000 academic and research librarians. Since 2008, the staff-produced *ACRL Insider* blog has provided information on ACRL activities, services, and programs. The blog features information on publications, events, conferences, and online learning opportunities, along with podcasts and other media. A regular feature of the *ACRL Insider* blog is the “Member of the Week” (MOTW),¹ a selection that has highlighted more than 650 academic librarians to present. The MOTW designation spotlights the diversity and accomplishments of the ACRL membership and serves to promote academic and research librarianship to those who may be considering academic librarianship as a career. Those profiled are primarily self-nominated, although some are occasionally selected by ACRL or nominated by a colleague. It’s a popular, easy, and effective way to virtually meet professional colleagues.

For the past fourteen years, ACRL has surveyed the MOTW with the same six questions. After stating their name, position, institution, and years of membership, the selected member responds to the following prompts:

1. Describe yourself in three words:
2. What are you reading (or listening to on your mobile device)?
3. Describe ACRL in three words:
4. What do you value about ACRL?
5. What do you as an academic librarian contribute to your campus?
6. In your own words:

The responses are informative and engaging, a quintessential example of human-interest stories. Although the members highlight the diversity of ACRL, they also share many similarities as would be expected in a professional blog.

Content analysis

Content analysis is a method of communication research that distills meaning and allows inferences about individuals or organizations, their culture, and their time. It has been used for nearly a century to examine literature, advertising, historical documents, and mass media. In librarianship, the method appears most often in the analysis of job advertisements

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to determine qualifications and skills.² It has also been used to analyze diversity, inclusion, and equity statements on library websites as well as social media posts to showcase library resources.³ Content analysis of the responses to the MOTW survey questions can reveal the individual characteristics, personalities, quirks, and values of academic librarians over the past decade and a half. It also reveals themes and trends among the membership and the profession of academic librarianship.

To conduct the analysis, data was scraped from the ACRL Insider MOTW section. The web scraping was done with a basic .NET Core web application using the Html Agility Pack (HAP), an HTML parser. The first step was to get a list of each blog posts URL so its content could be scraped from the page. This required scraping the 66 pages for the 10 blog post links on each page. Other than the initial page, the URL for each of these 66 pages was formatted in the same way, so generating them was easily done in Microsoft Excel by concatenating the URL prefix with an auto-incrementing integer. After scraping the URLs, well-structured links to each member's blog post were identified. With this list of 659 URLs, it was possible to scrap the HTML content from each blog post. The final step was to clean up the data by removing HTML tags and formatting it for a spreadsheet. This cleanup was done using a standard text editor with regular expression find/replace capability. Once the data was compiled into a spreadsheet and normalized, it was analyzed and coded through a combination of manual and software-based methods.

Demographics and employment

The overwhelming majority of respondents are from the United States, and all states are represented except for Hawaii and Rhode Island. The most popular state is New York with 68 appearances, followed by California (58) and Illinois (54). At the other end, Alaska, Kentucky, Maine, Montana, and North Dakota are only represented once.

The geographical region of the respondents from the United States is very evenly distributed. The range spans from a high of 27% from the Northeast to a low of 22% from the West. Twenty-six respondents (4%) are from outside the US. The most popular country is Canada (15), followed by Malaysia and the United Arab Emirates with two appearances each. The following countries round out the list, each appearing once—Australia, Barbados, Italy, Jamaica, Kazakhstan, Kuwait, and Singapore.

The professional descriptions of the MOTW reveal that approximately 84.5% work in four-year institutions. Librarians in 2-year associate colleges make up 6.5%, while library school students and faculty total 5%. The remaining 4% work in a mix of government and public libraries (e.g., Library of Congress, State Library, National Library of Medicine), nonprofit organizations (e.g., OCLC, historical societies, consortia), and private sector enterprises. Nearly one-third of the people in this smallest, mixed category work in New York City. Of the approximately 560 librarians working in four-year institutions, 11% work in primarily baccalaureate colleges, 24% at master's colleges or universities, and 65% in doctoral universities.

Librarians working in public services librarianship are most heavily represented. There are almost 350 members in this category (53%), which includes reference, instruction, access services, outreach, and student success, among many other job titles. It does not include administrators in middle or upper management. The administrator category, comprising deans and directors (82), AD/AULs (34), and department heads (79), totals 195 members.

The technical services positions including cataloging, acquisitions, digital, and electronic resources—but not administrators—total 44 members. Scholarly communication and special collections, which can include aspects of public and technical services, have 18 and 12 members, respectively—again, not including administrators. There are 13 library school faculty among the MOTWs, and the remaining members are a mix of specialized positions, for example, architect, housing specialist, and special projects. It's interesting to note that among all MOTWs are 55 people who have been named an “Emerging Leader,” ALA's leadership development program for newer library workers.

Personal descriptions, reading, and listening

The call to “describe yourself in three words” elicits some of the most interesting content in the MOTW feature. Normalizing the data was a minor challenge, for example, grouping similar nouns and adjectives. Thus lesser cited descriptors such as *collaborator*, *creator*, and *innovator* were grouped with the more popular *collaborative*, *creative*, and *innovative*. The most frequently mentioned self-descriptions were *curious* (128), *creative* (74), *dedicated* (60), *collaborative* (58), and *inquisitive* (52). Below are the top 50 self-descriptions.

adaptable adventurous ambitious analytical approachable caring **collaborative** committed
compassionate conscientious **creative** **curious** dedicated determined
driven empathetic energetic engaged enthusiastic flexible focused funny hardworking helpful
humorous innovative **inquisitive** intellectual learner learning librarian loyal **motivated** open
optimistic organized outgoing **passionate** persistent positive pragmatic reflective resilient
resourceful responsive strategic supportive teacher tenacious thoughtful

Some respondents interpret the prompt not as three discrete, separate words, but as a single phrase strung together. Thus the following fascinating phrases:

- dedicated information jedi
- human happiness agent
- terrific tutorial tamer
- je suis moi
- ancient language enthusiast
- data management evangelist
- curious questions asker
- backstage data manager
- outgoing canadian librarian
- learning common innovator
- quirky birder librarian

Even more fascinating are the plethora of responses to the question about the MOTW's current reading and listening. As one can imagine, librarians are considerable readers and aren't shy to share their recommendations. Also not surprisingly, fiction is the most popular genre, but nonfiction is well represented also. Professional reading in publications from ALA, ACRL, etc., is popular, in addition to blogs and major popular publications such as the *New York Times*. Nearly 100 titles appear in at least two responses. The following titles appear at least three times:

- *American Gods* (Neil Gaiman): 5
- *The Hunger Games Trilogy* (Suzanne Collins): 5

- *Americanah* (Chimamanda Ngozi Adichie): 4
- New York Times: 4
- *The Immortal Life of Henrietta Lacks* (Rebecca Skloot): 4
- *Becoming* (Michelle Obama): 3
- *Between the World and Me* (Ta-Nehisi Coates): 3
- *Everything I Never Told You* (Celeste Ng): 3
- Game of Thrones (George R. R. Martin): 3
- Harry Potter series (J. K. Rowling): 3
- Harvard Business Review: 3
- *How to be an Anti-Racist* (Ibram X Kendi): 3
- Millennium series (Stieg Larsson): 3
- *The Leadership Challenge* (Kouzes and Posner): 3
- *The Road* (Cormac McCarthy): 3
- *The Sympathizer* (Viet Thanh Nguyen): 3
- *Ulysses* (James Joyce): 3

As for current listening, it's probably no surprise that National Public Radio (NPR) is a very popular choice. It appears dozens of times in various forms of programming, with the NPR podcasts *Hidden Brain*, *TED Radio Hour*, and *This American Life* ranked highest. *RadioLab* and *Freakonomics Radio* also ranked highly. Musical artists that appear at least three include Adele, Gillian Welch, Janelle Monáe, Nina Simone, and The Black Keys. Describing ACRL in three words elicited a tremendous sentiment of vocational fellowship and opportunity. Words highlighting communal support, engagement, and professional development appear again and again. The most frequently mentioned descriptions were *community* (123), *collaborative* (102), *connection* (80), *supportive* (76), and *professional* (67). Below are the top 50 descriptions of ACRL.



Again, some of the most interesting and illustrative responses are those treating the prompt as a three-word phrase. These demonstrate a deep admiration for the association and its membership.

- Simply the best
- Community of Practice
- Rife for re-imagining
- My librarian peeps
- Academic librarians connected
- Librarians connecting librarians
- Best of ALA
- Connections that matter

- Enables many possibilities
- Not Just Universities
- Librarians better together
- The best association
- Knowing what's happening
- The Coolest Librarians
- Making better possible
- Smart librarian warehouse
- My kinda people
- My professional posse

Value, contributions, and “in your own words”

The final three questions are even more open-ended and focus on the members’ perception of ACRL’s value, their campus contributions as an academic librarian, and a response to the prompt “in your own words.” The things identified as most valued by MOTW can be categorized into four broad categories: professional development opportunities, networking with colleagues, leadership experience opportunities, and ACRL publications (e.g., blogs, journals, listservs, and toolkits). Elements from each category, and often multiple categories, are mentioned by at least one-third of all respondents. These categories of values align with the findings of the 2018 ACRL membership survey.⁴ Awards, funding, and scholarships combine to form a distant fifth category that appears in approximately 10% of all responses.

Literacy and access to information in all its forms is the most frequently cited contribution of academic librarians to campus. This includes a breadth of instruction, resources, and services in working with students and faculty. The information theme also appears frequently across the entire range of years. However, an interesting finding is that some of the words used to describe contributions to campus vary over the years in the number of sentences in which they occur. For instance, the words *find*, *help*, *librarianship*, *reference*, and *variety* appear more frequently in the early years of the blog. On the other hand, the words *data*, *mentor*, *research*, *support*, and *teaching* appear more frequently in recent years. There has also been a strong emergence of contributions in the realm of social justice and DEI starting around 2017.

Responses to the final prompt “in your own words” frequently reiterate or blend sentiments expressed in the previous two prompts. The responses express a love of their work and libraries in general, as well as the overall joy and sense of personal and professional fulfillment in working with their colleagues and patrons.

Conclusion

The MOTW section of *ACRL Insider* is a great tool to get to know other ACRL members. It highlights the diversity of membership and range of perspectives and tastes. It also brings out the wide variety of work that contributes to the field of academic librarianship. Libraries fulfill their mission of information access and professional development through a greater number of resources, services, processes, and workflows than almost any other area of campus. Libraries and librarians are both the academic and the cultural heart of higher education. //

Notes

1. “Member of the Week,” *ACRL Insider* (blog), last updated January 23, 2023, <https://acrl.ala.org/acrlinsider/category/member-of-the-week/>.

2. Melissa L. Gold and Margaret G. Grotti, “Do Job Advertisements Reflect ACRL’s Standards for Proficiencies for Instruction Librarians and Coordinators?: A Content Analysis,” *Journal of Academic Librarianship* 39, no. 6 (2013): 558–65.; Triumph, Therese F. Triumph and Penny M. Beile, “The Trending Academic Library Job Market: An Analysis of Library Position Announcements from 2011 with Comparisons to 1996 and 1988,” *College & Research Libraries* 76, no. 6 (2015): 716–39; Yadav, Akhilesh K. S. Yadav, “Key Skills and Competencies of LIS Professionals in the Digital Library Environment: A Content Analysis of Job Advertisements,” *Library Management* 43, no. 1 (2022): 50–65.
3. Erica Ely, “Diversity, Equity & Inclusion Statements on Academic Library Websites,” *Information Technology & Libraries* 40, no. 4 (2021): 1–22; Jylisa Doney, Olivia Wikle, and Jessica Martinez, “Likes, Comments, Views: A Content Analysis of Academic Library Instagram Posts,” *Information Technology & Libraries* 39, no. 3 (2020): 1–15.
4. Sheri Jacobs et al., Association of College and Research Libraries (ACRL) 2018 Membership Survey, Avenue M Group (2018): 13.

Brandon Locke

Library publishing workflows

Three big lessons learned from cohort-based documentation

Over the past three decades, library publishing has moved from a niche activity to a regular part of many academic and research libraries' services to their communities. Communities of practice have also grown up and matured around this work, including the Library Publishing Coalition. While the Library Publishing Forum, library publishing listservs, and other professional spaces are lively and active spaces for discussion, publishing workflows—depictions of all the functions performed by a library publisher as part of its regular operations—are generally undocumented. This makes cross-comparison across publishers difficult, leading to missed opportunities for peer learning and sharing of emerging good practices. It also makes it more challenging for individual publishers to evaluate their processes and identify crucial steps they may be omitting, such as contributing metadata to aggregators (essential for discovery and impact) and depositing content in preservation repositories (necessary for a stable scholarly record).

Running from 2019 to 2022 and supported by a National Leadership Grant from the Institute of Museum and Library Services (LG-36-19-0133-19), Library Publishing Workflows sought to fill the crucial gap in workflow documentation and knowledge exchange.¹ The project, a collaboration between Educopia Institute, the Library Publishing Coalition, and 12 partner libraries, sought to investigate and model a range of journal publishing workflows used by library publishers and foster greater conversation about workflows throughout the library publishing community.

Project design

The Library Publishing Workflows project sought to capture as diverse a range of library publishers as possible. The cohort of 12 US and Canadian partner libraries included public research universities (Wayne State University, University of Michigan, University of Pittsburgh, and University of Alberta); private research and liberal arts universities of all sizes (Columbia University, Illinois Wesleyan University, Pacific University, and University of Redlands); consortia representing public research universities (California Digital Library) and private liberal arts colleges (Claremont Colleges); and historically black colleges (Atlanta University Center). These institutions included library publishing programs whose publications ranged from a few to several hundred. Some programs were among the first library publishers, and some were just getting started; some programs were heavily involved in the editing process, while others mainly provided resources and expertise.

To develop the workflow documentation, we asked each of our partner library publishers

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to describe the processes they took, starting from when the library first began working with an article or issue, when they stopped actively working with the article or issue, all the major phases, and the steps that made up each phase. We also asked them to describe their biggest pain points and gaps in the process that could be improved. Soon after, the project team wrote up draft documentation for each partner publisher, kicking off an intensive review and revision process that spanned much of the first two years of the project.

In addition to creating workflow documentation, we spent many of our monthly partner meetings digging deeper into topics like specific challenges, platforms, and types of journals, and the impact those had on workflows. We also disseminated a steady flow of information to the community, including blog posts,² community calls, and conference presentations. These conversations had a huge impact on our deliverables and helped everyone think more deeply about their own workflows and challenges.

Lessons learned

Workflows are diverse, but share many of the same challenges

Coming into the project, we knew there was a lot of variance in the workflows employed by library publishers, and we sought partners that were very different to try to capture as much of that variance as possible. Even so, we were surprised to see the level of variation between partners, and even variations between different journals published by the same program.

One of the major variations is in the role library publishers see themselves playing in their library, on their campus, and within the broader scholarly communications ecosystem. Some primarily see their roles as publishing scholarship that has been neglected by commercial publishers, and some as providing a space for new methods of review and publication, while others see themselves as providing a business model that counters commercial publishing and can “flip” journals to open. These bigger-picture differences filter down to ways they approach workflows, the services they provide, and the level of individual attention library staff can give a journal.

Within programs, we learned that most of our partners employed multiple workflows in their publishing programs, sometimes with stark differences and even different platforms. For the project, our partners often extrapolated a meta-workflow or model that is representative of several others, and half of our partners ended up documenting more than one workflow. Programs employed multiple workflows for a variety of reasons—different genres of journals (like undergraduate journals) or disciplines may have very different practices and needs; some journals required or preferred services not offered by the library, like proofreading of XML transformation; or historical practices and editor preferences.

While there was a great deal of diversity in the library publisher’s mission, roles librarians played in the process, staffing models, and software and publishing platforms employed; we found that nearly all the issues our partners described came back to one of a few primary sources. We noticed that many people discussed challenges around areas of the workflows that require detailed, manual work. These manual processes, like typesetting and layout, quality control (particularly when it comes to cleaning up automated processes), and downloading and emailing article drafts, make it difficult to scale up publishing programs or maintain regular publishing schedules. A closely related source of challenges was staffing, including inadequate number of staff, training of new personnel, and difficulties replacing or maintaining production when people leave. Inadequate staffing exacerbated the difficulties of

detailed manual work, limited the scale or level of service the library could provide, and made staff turnover especially difficult.

The final common source of frustration was the library's lack of control over the publishing process. Library publishing is a necessarily collaborative process that relies heavily on journal editors, authors, vendors, publishing platform(s), and library personnel. Because of shared responsibilities and a generally high level of journal autonomy, it can be difficult for library publishers to institute changes to workflows or normalize processes across their different journals. Many of our partners also noted that because articles often come in large batches (sometimes as issues, or sometimes because the academic calendar impacts editors' available time), it can be difficult to handle such irregular workloads.

The only constant is change

Workflows are the product of countless moving parts, including editorial staff, publishing staff, libraries, authors and readers, and technological infrastructure. Each of these parts is subject to both expected and unexpected change—rotation of editorial and publishing staff, mission changes to library programs, evolving author and reader needs and expectations, and need for libraries to switch infrastructure. Workflow documentation is just a snapshot in time—in the nearly two years between the beginning of our interviews and our documentation release, we had to make several updates because our partners' workflows had changed. In one case, we repeated the interview and documentation process to capture a new workflow on a new publishing platform.

As we moved through the project and had more conversations between partners, we began to value the stories behind the workflows even more. The more we looked across the different workflows we collected, the more context we wanted to analyze and understand them. We also recognized the importance of sharing with the community the expectation that workflows can and will change. We followed our documentation release with a Workflow Evolution blog series—an opportunity for our partners to discuss how their workflows came to be or share more insights into challenges they've encountered along the way.³

But change is not the enemy of workflow documentation. Many people we've spoken with have been putting off creating documentation for years because they are always anticipating changes or feel like their process isn't quite refined yet. Stepping into the documentation process acknowledging its impermanence can be freeing, and it makes later updates far less daunting. We have also found that the process of creating documentation, critically reflecting on why the workflow exists the way it does, and discussing all these topics with the community can help programs work through the changes they need to make.

Documentation is meant to be used

In one of our documentation review sessions, we asked our partners to look at another program's documentation and answer questions about what the workflow says about how the library sees its role in the publishing process, what impact the library is trying to have, and what the library is seen as being the source for. These conversations were incredibly fruitful, and helped everyone begin to think about the documentation not just as a factual account of how journals are published, but as a representation of how and where the program's values and priorities are carried out—which didn't always match expectations and stated values.

These conversations, along with some further conversations with partners about how they had been using their documentation, helped us think more deeply about the various uses workflow documentation could have. Can documentation be used to advocate for more resources for the publishing program? Could it be used to evaluate where resources are allocated? Could it help determine what the program's capacity is, or how they might be able to scale up or down?

We knew from the start of the project that we wanted to release documentation tools—resources to help other members of the community create their own documentation. But as the project went on, we realized that we also wanted to help people *use* their documentation. We spent considerable time with our partners brainstorming how documentation could be used and what resources we could release to help members of the community put their own documentation to work.

Our last major release for the project was a set of Documentation and Reflection Tools.⁴ The Documentation Tools—Documenting Your Journal Publishing Workflow and Diagramming Your Journal Publishing Workflow—were the type of documentation creation resources we had imagined from the outset. The Reflection Tools are the result of these conversations about putting your documentation to productive use and include: Are Our Values Reflected in Our Workflow?, a tool for reflecting on your publishing program's values and how they are reflected in your publishing workflows; Is Our Work Sustainable and Scalable?, a tool for reflecting on capacity and costs; What Standards and Policies Are We Using?, a tool for identifying where standards and policies are enacted and where others could be added; and What Other Documentation Do We Need?, a tool for helping you identify where you may benefit from additional documentation.

The value of a cohort

Documentation can be incredibly difficult to do in libraries because library workers have many responsibilities, and creating documentation is not always prioritized. The structure and expectations for the project helped our partners make time for documentation, and the cohort model provided the camaraderie and accountability of peers to help things along. But more importantly, our amazing group of partners and advisors played a huge role in shaping the project. The project benefited immensely from having so much time together to talk through these workflow topics. Our monthly meetings provided the time and space for everyone to reflect on the work and led to many of our biggest breakthroughs, including the lessons learned above. //

Notes

1. Read more about the project and view all the deliverables at <https://educopia.org/library-publishing-workflows/>.
2. *LPC Blog*, Workflows, Library Publishing Coalition, accessed February 2, 2023, <https://librarypublishing.org/category/blog/workflows/>.
3. All the Workflow Evolution blog posts can be found on the *LPC Blog* at <https://librarypublishing.org/category/blog/workflow-evolution/>.
4. These tools can be found at “Documentation and Reflection Tools,” Educopia, March 31, 2022, <https://educopia.org/documentation-and-reflection-tools/>.

Meet the candidates for ALA President

Vote in the election this spring



Cindy Hohl



Eric Suess

The ACRL Board of Directors posed the following questions to the candidates for ALA president, and *C&RL News* is pleased to publish their responses. Each candidate was given 1,500 words to respond to six questions and contribute an optional opening statement. The responses are identified under each question.

Opening statements

Cindy Hohl: Cindy Hohl, MBA, MLIS, is the Director of Policy Analysis and Operational Support at the Kansas City Public Library and works with several member organizations across the library and information field. Cindy has worked in management for 27 years and she is passionate about leadership. She is a candidate for ALA President 2024–25 and her full profile can be viewed at cindyforlibraries.com.

Cindy holds a Bachelor of Science degree from Friends University, a Master of Business Administration degree from Baker University, and a Master of Library and Information Science degree from Wayne State University. Go Warriors!

Eric Suess: I am honored to stand as a candidate for the ALA Presidency. Having served the association for thirty-five years, including twelve years on Council, I have a strong understanding of the workings of our organization, a history of leadership, and a dedication to serving our profession. Although I have been a public library director for the past twenty-seven years, I started my career in academic library acquisitions at the University of Illinois at Chicago and at what is now Texas A&M at Corpus Christi. I also worked for a vendor (EBSCO). This varied experience helps inform my decision-making. I am a member of four divisions and four round tables as well as the Freedom to Read Foundation and am an elected delegate to OCLC's Global Council.

I stand strongly in support of our core values, especially equity, diversity, inclusion, and intellectual freedom. I intend to focus on member engagement, especially affordability and communication. I hope to lead “One ALA” through structural integrity. I will fight censorship efforts and promote fiscal responsibility.

1. As the future ALA president, share specific ideas you have to partner with ACRL (and other divisions) to advance equity and inclusion and grow the diversity of our membership?

Hohl: As an ALA Spectrum Scholar representing the Santee Sioux Nation, my goal is to increase equity through my daily work, and I would use the platform to advance inclusion by showing how we utilize feedback, research, and apply lifelong learning as library practitioners utilizing shared goals and core values. This collaboration begins with communicating with transparency to build trust and create safe spaces where everyone feels welcomed, so I would reach out to the leadership to offer my support and request alignment of strategic plans as applicable. As storytellers, we can share member success stories or offer referral programs to recruit our colleagues to join us by showing how everyone is welcome and that their work is valued here. We are stronger when working together and a robust member engagement campaign will put those plans into motion to reflect the diversity of our membership groups. Collaboration is key and I would offer my support to the ACRL President to scale up on initiatives to recognize and celebrate the value of diversity. It would be transformative for every tribal college to be a member of ACRL and have their own special interest group to share resources and ideas.

Suess: While equity and diversity is critical at all levels (including divisions) throughout ALA, it's important to understand that this effort must start earlier in the process. Recruitment of BIPOC students into the profession has to be a priority. The Spectrum Scholarship (which I have supported for a number of years) is a step in that direction but is only one avenue. Former ALA President Dr. E. J. Josey, while at Pittsburgh, personally sought students he thought could be valuable members of our profession and actively recruited them. By normalizing that sort of effort, we can make a very significant difference in the diversity of librarianship as a whole and within the association specifically. Dr. Josey knew that one determined person could have a great effect. A concerted campaign to seek the most talented, passionate individuals from among the diverse undergraduates in our institutions and concordedly strive to bring them into our profession could have a long-lasting impact. I would seek specific support from ACRL in this effort, based on the likelihood of its members having direct access to potential professionals, but other divisions and round tables would be encouraged to participate.

2. What opportunities do you see for collaborating with the divisions to increase ALA's overall financial stability and budgetary health?

Hohl: ALA has been reviewing every area of the operation for several years now and we should all remain cognizant of the operational costs that support future growth. Reviewing reinvestment models to determine which percentage of revenues are supporting the operational structure using the Pareto principle helps divisions see where they are receiving the biggest impact on their expenditures versus revenues. It would be helpful to regularly conduct a market scan to identify competitors and consolidate operational costs to reduce

waste, identify and share resources, toolkits, and guides to avoid duplication of efforts and use standard practices that are already available.

It is worth conducting a comparative analysis studying membership tiers across associations in the field to consider if benefit pricing could work and let the members decide what level they wish to be involved. Using the current standard cafeteria model is one approach and we could consider a rate structure for add-on services up to comprehensive all-access packages at a premium price. Members want the best value for their investment and will choose quality services for the long-term benefits, so there is flexibility with this entry point. When reviewing current practices for conference services, the hybrid model seems desirable, but the production and streaming costs can be prohibitive, so we need to remain cognizant of needs, wishes, and what the operational budget will allow. We could consider subsidizing events through corporate sponsorship or combining conference themes to avoid overlap. There are also smaller virtual meetings that could be offered more frequently to sustain loyalty and create top of mind awareness. Most importantly, we need to increase efforts to build revenue streams so that we are not upside down when performing the budget reconciliation.

Suess: Divisions are critical to the financial success of the association, enough so that ALA's budget is dependent on whether it is a one or two major conference year. Divisions are where many if not most members find their "home"—where they can be active and contribute to our profession. There is an interdependence between divisions and "Big ALA." Divisions are strongest when ALA is financially robust, and ALA is strongest when divisions are active and healthy. It's important to maintain a mindset of mutual dependence. The current effort to encourage multiple stakeholders in programming efforts, for example, helps to reduce a silo-centric mindset and creates shared outcomes at a reduction in costs—eliminating expenditures on duplicative efforts.

3. Please share your thoughts about what you would like to accomplish with the divisions during your presidential year.

Hohl: I like to build community by supporting leaders as they implement sustainable work plans as this is vital to the combined success of our groups along with identifying shared visions as we move through growing pains together. With a coaching management style, I share my intentions to maximize positive impacts with the goal of helping everyone flourish. While contributing to a greater cause requires our full participation and commitment to ensure that everyone has an equal opportunity to succeed in this field using standards, specialization, certifications, and sound practices for a multimodal approach, we also need to celebrate our wins, and a little recognition goes a long way. Building relationships is key to creating a strong culture of belonging based in trust and welcoming spaces, and we are worth it. The change management model is a 36-month process, so my role over a year would be to support leaders through challenges and success.

Suess: The ability to communicate with our members is fairly strong. We have a variety of ways to "get the word out" to practically any set or subset of members. The true challenge lies not in the medium but the message. It's fairly simple to broadcast the advantages of membership within any division or other ALA unit. Most associations rely on getting out information on "what your association can do for you." What seems far less clear is how to inform members and potential members as to how they can contribute to the association. How does someone new wade through what can be seen as a monolithic organization and

find a place within it where they can be passionate about their interests? Understanding how to find one's niche, and how to be actively involved, can be challenging.

The New Members Round Table is an excellent first home, and a good jumping-off point. As a director in a public library, however, I am fortunate to employ a number of library school students and help them begin their personal professional journeys. I've successfully helped them demystify the wealth of possibilities within ALA and they have found specific areas wherein they can contribute. I would call on divisions and other units to help determine the best way to do this on a larger scale, create vibrant opportunities for those new to the profession, and hopefully bring them into a lifelong connection within ALA.

4. ALA and ACRL must demonstrate their value to recruit, engage, and retain their membership. How can ALA remain a relevant, vital, and financially sustainable association to academic and research librarians? To those new to the profession?

Hohl: The KPI acronym is being rebranded as “keep people informed,” and that is a great starting point to recruit members to join the association by showing the value of membership in a forward-thinking organization. My suggestion is to meet people where they are at and provide equal efforts to engage members both online and in-person through training, resources on-demand, volunteer opportunities, networking, and recognition programs. It is necessary to be proactive when providing members with added value services so they can level up in their careers, and when you let your mission align with your operational values this shows that you care about their continued success.

Professionals want solutions to maximize performance and show incremental growth in their careers, and implementing a research approach strategy will reinforce those values and encourage loyalty. We can always determine the price point of our membership services by offering a tiered approach with price points for every budget, but we need to show the high value of those options as a career investment model. The market will show you what members are willing to pay to access your services and using a comprehensive market review will provide us with current information to make informed decisions about our valuation model. Members will decide what information is vital to their success, how long they value the offerings, and provide feedback if information is not relevant to their work. A nice welcome for students is to provide them with full access so that they experience all of the benefits of belonging and to help them build their networks. You could even ask members to sponsor a student membership when they renew their membership.

Suess: To be successful, ALA and its divisions need to be relevant not only to those with library degrees who can afford to attend a conference or two, and in fact not even only to its dues-paying members, but to libraries as a whole and their related interests. As has been said before, we are not the American *Librarian* Association but the American *Library* Association. The “Libraries Transform” campaign was spot-on. We need to focus on how involvement with ALA brings positive change to our communities, to really broadcast our successes in helping with financially supportive legislation, to let the average library worker, trustee, or supporter know how we’ve made their library and community stronger. The wider the positive result of ALA’s efforts to build community is well-known, the greater the level of support will be for our efforts not only as “big ALA” but within its component parts, including divisions. We are having an effect. Again, it’s communication that needs attention.

In addition, we need to make it clear that it’s not just one sector of our community which

benefits from a strong ALA. We need to continue to share a strong message of support for diverse populations and stress that the library is a welcoming home for all—an equal opportunity for any member of our community.

5. What does “One ALA” mean to you? How do you see ACRL and other divisions working together to advance ALA’s future, especially considering the proposed changes to the ALA Bylaws and Operating Agreement?

Hohl: In Dakota, we say Mitakuye Oyasin and that means We Are All Related. Using that recognition as a touchstone, I am purpose-driven on a daily basis to make thoughtful decisions and remain cognizant of the impact of my actions. As we see ourselves in One ALA, this is a supportive community here to provide everyone with opportunities for learning, growth, and development where you are only limited by your capacity. In my daily work as Director of Policy Analysis at the Kansas City Public Library, I review and compare our operational policies and procedures to ensure that we are providing our staff and public with the support they need to use the library effectively. The Bylaws revision is a prudent and necessary update to show how responsive the organization is for members to be able to transform with ALA through modernization. The Operating Agreement is a standard business model to maximize revenue streams, increase member engagement, and gain advocacy while building awareness for operational effectiveness. This plan should be considered the blueprint to future success for every unit to support and every division would benefit by including a unified diversity goal in their strategic plan for implementation to show deliberative action. By working together on this focus area, we can achieve a strong One ALA culture and build on that community of care.

Suess: As mentioned above, ALA as a whole and its units are interconnected. A strong ALA allows ACRL and other units to be more creative, offer more opportunities, and raise greater income through programs, publications, and conferences. The ability for units to create such opportunities brings ALA the opportunity to support the units as a whole. Much like football and basketball are often the college sports which bring in significant income to a university, and thus allow generous support of other activities, a few strong divisions can allow the whole organization to succeed. The bylaws have been passed by Council (not yet voted by membership) and are generally supportive of ALA’s sub-units. The Operating Agreement is still a work in progress, but generally supports the big picture idea of ALA. While the concept of not having one’s own individual pot of money is troublesome to many, in the end, it’s still the success of the association as a whole which can ensure success of its parts. //

ACRL members running for ALA Council in the spring 2023 election

The following ACRL members are either nominated or petition candidates for ALA councilor. ACRL members are encouraged to vote for these candidates to increase ACRL's voice in ALA affairs.

Caitlin Bagley, Instruction Librarian, Chair Foley Librarians, Gonzaga University

Jennifer Boettcher, Business Librarian, Georgetown University

Steve Borrelli, Head of Library Assessment, Penn State University Libraries

Elizabeth Burns, Associate Professor, Old Dominion University

Kate Cummings, Research and Instruction Librarian, University of Scranton

LaKeshia Darden, Associate Librarian, Palm Beach Atlantic University

Jim DelRosso, Assistant Director, Catherwood Library, Cornell University

Mihoko Hosoi, Associate Dean for Collections, Research, and Scholarly Communications, Pennsylvania State University

Aubrey Iglesias, Cataloging Librarian, New Mexico State University

Stephen Lajoie, Assistant Library Director and Technology Librarian, Ipswich Public Library

Nicole LaMoreaux, Assistant Director, Research and Instructional Services, The New School

Binh Le, Interim Head Librarian, Penn State University

Sandra McCarthy, Professional Faculty Librarian, Washtenaw Community College

Derek Mosley, Archivist, Fulton County Library System

Nadia Orozco-Sahi, Library Information Specialist III, University of New Mexico

Andrew Pace, Executive Director, University System of Maryland and Affiliated Institutions

Brenda Pruitt-Annisette, Chair, Coretta Scott King Book Awards Round Table; K-12 Educator; Researcher, DeKalb County School District

Leah Richardson, Special Collections Librarian, George Washington University

Alexandra Rivera, Associate Dean for Diversity, Inclusion, and Organizational Development, Michigan State University Libraries

Edward Sanchez, Head, Library Information Technology, Marquette University

Matthew Shaw, Dean of University Libraries, Ball State University

Jahala Simuel, High School Librarian, District of Columbia Public Schools

David Stokes, PhD Candidate and Teaching Assistant, University of California-Los Angeles

James Teliba, Dean of the Library and Learning Commons, Utica University

Janice Welburn, Dean Emerita, Raynor Memorial Libraries, Marquette University

Harriet Wintermute, Head, Metadata Services, Iowa State University Library

Ning Zou, Associate Director for Student Academic Services and Learning Design/Research Librarian, Harvard Graduate School of Education

Civil Rights Digital Library. Access: <https://crdl.usg.edu/>.

The Civil Rights Digital Library (CRDL) is a treasure trove of primary sources and educational content about the Civil Rights Movement created by a nationwide network of partnerships. Spearheaded by the University of Georgia Libraries with support from a National Leadership Grant from the Institute of Museum and Library Services, the CRDL partners with institutions across the country to gather digitized historical artifacts in one place. First launched in 2008, CRDL was newly expanded in 2022 and now consists of more than 350 collections containing 60,000 items related to the Civil Rights Movement.

The CRDL is made up of three core components. The centerpiece of the website is an extensive collection of unedited footage from Georgia news stations WSB (Atlanta) and WALB (Albany) provided by the Walter J. Brown Media Archives and Peabody Awards Collection at the University of Georgia Libraries. More than 1,500 video clips span events from 1956 to 1980, bringing key moments of the Civil Rights Movement to life. The website also provides a portal to a wide variety of digital collections from institutions across the country, including public and academic libraries, archives, museums, and historical societies. Materials include photographs, oral histories, letters and other archival documents, and newspapers, to name a few. Educator resources such as teaching guides and lesson plans provide curricular support while web-based secondary resources such as online encyclopedia articles deliver contextual information to complement the digitized collections. The New Georgia Encyclopedia is particularly noteworthy not only for its articles, but also for related media content and virtual exhibitions.

Visitors to the CRDL have multiple options for searching and browsing items and collections. An advanced search page and faceted navigation permit users to fine-tune their search by attributes such as type (moving image, still image, text, etc.), creator, subject, people, event, location, year, medium, copyright status, and contributing institution. Users can also browse by “Collections,” “Events” (displayed in timeline format with short summaries of each key event), “People” (with brief biographical information provided for each one), “Places” (shown as an interactive map), “Educator Resources,” and “Contributing Institutions.”

As an easy-to-use website providing access to countless historical artifacts, the CRDL is an invaluable resource for anyone teaching or researching the Civil Rights Movement, as well as anyone interested in learning more about this important topic in American history.—*Katie Maxfield, Wittenberg University, maxfieldk@wittenberg.edu*

OpenCorporates. Access: <https://opencorporates.com/>.

OpenCorporates, “The Open Database of The Corporate World,” provides company information that is publicly searchable on their website. The information for the more than 200 million companies included in this resource all comes from public and official government sources. OpenCorporates is a good starting point for company information searches because of the inclusion of so many jurisdictions worldwide and the emphasis on the provenance of

the information. A user does not need to know in which country or US state the company is registered to find information. Typing only the company name into the simple search box returns results. All company records identify the original data source and provide a link to it.

From the homepage, a user can also select “browse all jurisdictions” to find a list of all 144 included jurisdictions and links to the associated registers. Data quality alert icons link to notes about the limitations of some of the company registers. This page also provides an openness score for each jurisdiction from the Open Company Data Index, a project of the Open Government Partnership meeting in Brasilia, Brazil, in 2012 that is now maintained by OpenCorporates and the World Bank Institute. This provides valuable context that is often lacking when searching for datasets online.

In addition to the free web search interface, there are paid plans that grant access to their API (for JSON or XML format) or bulk quantities of data. Prices for these plans are determined by the number of API calls in a day or month. A designation for “Public Benefit Projects” exists and implies these listed prices may not apply to journalists, academics, or NGOs.

While business students may be the most obvious audience for this resource, it can also benefit journalism students. For example, a case study on the OpenCorporates blog highlights a recent data journalism project: an investigation published in the *Miami Herald* used OpenCorporates’ API to identify 75 companies that claimed loans from the Paycheck Protection Program despite not meeting the eligibility criteria. Beyond coursework, as college students prepare for life after they graduate this resource can help them learn about their potential employers.—*Lucy Rosenbloom, Xavier University of Louisiana, lrosenbl@xula.edu*

The Art Story. Access: <https://www.theartstory.org>.

The Art Story is an introductory resource for students seeking a basic overview of artists and art movements. The site’s stated audience is the “general public,” and it cautions that those coming to the site with “advanced understanding of Modern Art may find the breakdowns too general.” The “Useful Resources” section at the bottom of content pages includes suggested further reading, additional articles, websites, and video clips to explore. The sources for the articles are listed in the “Useful Resources” section, but users should note the lack of citations throughout. The Site Notes page states, “citations take away from the reader’s experience” as a reason for the lack of scholarly citations. Though the site does claim to cover “every style of art,” heaviest attention is paid to modern art.

Information is organized via four main sections, “Movements” (e.g., Surrealism), “Artists” (e.g., Jean-Michel Basquiat), “Timelines” by theme (e.g., Jewish Achievements), and “Ideas” (e.g., Gesamtkunstwerk). After choosing one of these headings, relevant facets appear for further refinement, like artist nationality or LGBTQ art. Facet choices are limited and functionality for searching by medium is weak. Some mediums are noticeably underdeveloped with few profiles for artists working with glass, ceramics, or video. The interactive timelines are strong and allow user to overlay artistic achievements with timelines of major historic political, cultural, and technological milestones.

Launched in 2009, The Art Story is regularly expanded with more than 19,000 pages of content written by art historians and experts in the field. The latest page additions are linked on the homepage. It is more difficult to determine how often particular entries are updated. The original publication date of a particular page is only visible by selecting the (not so

prominent) “Cite Article” link at the bottom of the page. The link provides the necessary information to create a citation, but it does not provide a formatted citation. This is the only place a user can see the name of a page’s author(s) and the publication date. After the original publication date is the vague note “updated and modified regularly.”

This site is a nonprofit 501(c)(3) ad-supported tool; an ad-free subscription is available for educators. Users might want to disable their ad-blocker to avoid being inundated with pop-up requests to do so. The Art Story would be useful for high school and undergraduate art and art history courses as a starting point for further exploration.—*Mechele Romanchock, Alfred University, romanchockm@alfred.edu*



Fast Facts



World languages

Indigenous people make up less than six per cent of the global population but speak more than 4,000 of the world's roughly 6,700 languages, according to the UN Department of Economic and Social Affairs. Conservative estimates indicate that more than half of all languages will become extinct by the end of this century."

"UN Launches 10-Year Survival Plan for Endangered Indigenous Languages," UN News, December 16, 2022, <https://news.un.org/en/story/2022/12/1131807> (retrieved January 19, 2023).



Patents

Global intellectual property filings for patents, trademarks, and designs reached new highs in 2021. "Innovators around the world filed 3.4 million patent applications in 2021, up 3.6 percent from the previous year with offices in Asia receiving 67.6 percent of all applications worldwide."

"Worldwide IP Filings Reached New All-Time Highs in 2021, Asia Drives Growth," World Intellectual Property Organization, November 21, 2022, https://www.wipo.int/pressroom/en/articles/2022/article_0013.html.



Research funding

"Academic institutions spent \$89.9 billion on research and development in the 2021 fiscal year, up 4 percent from the year before. Nearly all of the \$3.4-billion increase in research spending was funded by the federal government." Johns Hopkins University spent the largest amount on research in 2021 at \$3,181,385,000.

Audrey Williams June, "Which Universities Spend the Most Money on Research?" *The Chronicle of Higher Education*, December 20, 2022, <https://www.chronicle.com/article/which-universities-spent-the-most-money-on-research-last-year>.



Volume of data

"The total amount of data created, captured, copied, and consumed globally is forecast to increase rapidly, (having reached) 64.2 zettabytes in 2020. Over the next . . . years up to 2025, global data creation is projected to grow to more than 180 zettabytes. In 2020, the amount of data created and replicated reached a new high. The growth was higher than previously expected caused by the increased demand due to the COVID-19 pandemic, as more people worked and learned from home and used home entertainment options more

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often. Just two percent of the data produced and consumed in 2020 was saved and retained into 2021.”

Petroc Taylor, “Total Data Volume Worldwide 2010-2025,” Statista, September 8, 2022, <https://www.statista.com/statistics/871513/worldwide-data-created>.



Mobile phone and internet users

“More than two-thirds (67.1 percent) of the world’s population now uses a mobile phone, with unique users reaching 5.31 billion by the start of 2022. The global total has grown by 1.8 percent over the past year, with 95 million new mobile users since this time last year. Global internet users have climbed to 4.95 billion at the start of 2022, with internet penetration now standing at 62.5 percent of the world’s total population.”

Simon Kemp, “Digital 2022: Global Overview Report,” DataReportal—Global Digital Insights, January 26, 2022, <https://datareportal.com/reports/digital-2022-global-overview-report>.