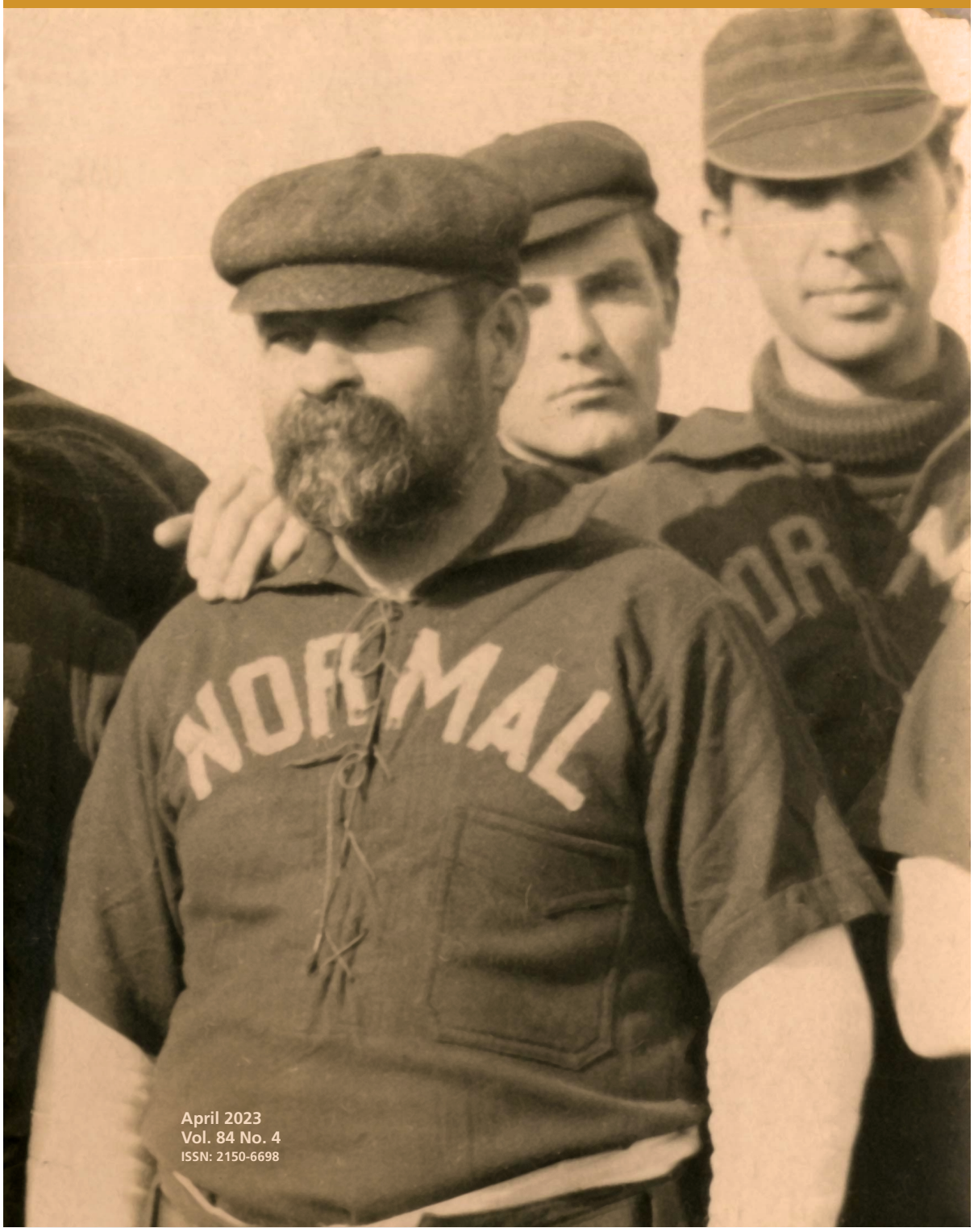
College & Research Libraries
news
Association of College & Research Libraries



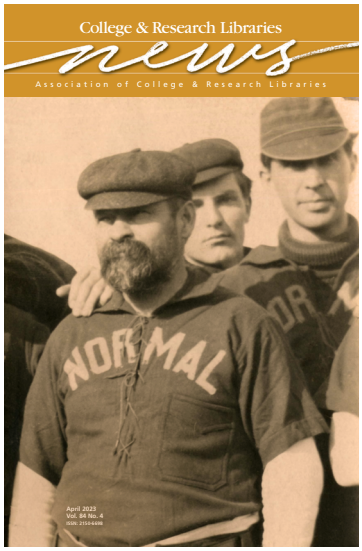
April 2023
Vol. 84 No. 4
ISSN: 2150-6698

College & Research Libraries news

April 2023
Vol. 84 No. 4

Features

Departments



This month's cover features a black-and-white photograph of members of the Western Branch of the Kansas Normal School town baseball team, circa 1910. A bearded man wearing a baseball cap has the word "Normal" printed across his jersey. Two men wearing similar baseball uniforms stand behind him. Fort Hays State University began as the Western Branch of the Kansas Normal School in 1902.

This photograph is part of the Tiger Baseball Photographic Collection from the University Archives at the Fort Hays State University Forsyth Library, in Hays, Kansas. This photograph, along with others, is available as part of the FHSU Scholars Repository Archives Online located at https://scholars.fhsu.edu/archives/.

Editor-in-chief: David Free

Recruitment ad sales manager: David M. Connolly

Product sales manager: Pam Marino

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

Editorial offices: (312) 280-2513

Email: dfree@ala.org

Website: crln.acrl.org

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

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

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

College & Research Libraries News (Online ISSN 2150-6698) is published by the Association of College & Research Libraries, a division of the American Library Association, as 11 monthly (combining July/August) online-only issues, at 225 N. Michigan Ave, Suite 1300, Chicago, IL 60601-7616. Submission guidelines are available on the *C&RL News* website. Inclusion of an article or an advertisement in *C&RL News* does not constitute official endorsement by ACRL or ALA.

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

Back issues: $11.00 each.

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

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

Choice podcasts named to Publisher Podcast Awards 2023 Shortlist

Two Choice podcasts—*The Authority File* and *Toward Inclusive Excellence*—have been named to the Publisher Podcast Awards 2023 Shortlist. Produced by Media Voices, a leading UK-based podcast broadcasting news, views, and interviews with key figures from around the media world, the Publisher Podcast Awards are a celebration of the best podcasts in the publishing and media industry. Award recipients will be announced in late April 2023.

Choice Editorial Director Bill Mickey remarked, "We're thrilled to be shortlisted and I couldn't be prouder of the teams behind Toward Inclusive Excellence and The Authority File. Many thanks to the judges and Media Voices for the initial nod."

The *Authority File* podcast, which recently celebrated its 300th episode, was shortlisted in two categories, Best Commercial Strategy and Best B2B Podcast. *Toward Inclusive Excellence*, the newest podcast from Choice, was shortlisted in the Best Hobbies & Special Interest category. Learn more and listen to the latest episodes of *The Authority File* and *Toward Inclusive Excellence* on the Choice 360 website at https://www.choice360.org/podcasts/.

LibAnswers Chatbot from Springshare

Springshare recently launched LibAnswers Chatbot functionality. LibAnswers Chatbot can serve as the first point of contact for chat patrons, guiding them through search options, assisting with finding common FAQs and general library information, and passing them off to live chat operators whenever needed. Chatbot functionality combined with 24/7/365 Chat Cooperative Coverage gives patrons an option for self-service while providing on-demand live help whenever they need it—at any time of day or night. With LibAnswers Chatbot, libraries create their own "flows" to guide patrons toward the answers and resources they're looking for, before they talk to a librarian. TheChatbot is rule-based, not AI, so libraries are in full control of the entire user experience. Chatbot analytics help libraries analyze the chatbot interactions so that they'll always be able to identify places for improvement.

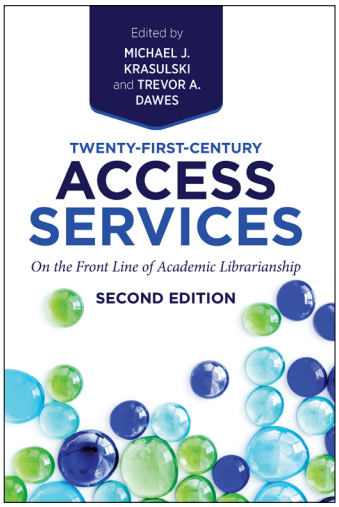
LibAnswers Chatbot can route questions to specific chat departments, prompt patrons to create a new LibAnswers ticket, and search the LibAnswers FAQ. In addition, Chatbot integrates with other Springshare tools to direct users to LibCal for event registration or equipment and space bookings, connect patrons to LibGuides information, and even send patrons to LibWizard forms or surveys. Learn more at https://buzz.springshare.com/springynews/news-56/chatbot.

PALNI, PALCI remove barriers to Hyku adoption with IMLS grant

The Private Academic Library Network of Indiana (PALNI) and the Partnership for Academic Library Collaboration and Innovation (PALCI) are midway through a two-year, $248,050 grant from the Institute of Museum and Library Services (IMLS) to support Hyku for Consortia: Removing Barriers to Adoption. With this award, granted in 2021 as part of the National Leadership Grants for Libraries Program, the partners are increasing the flexibility, accessibility, and usability of Hyku, the multi-tenant repository platform system. The first year of the project culminated with PALNI and PALCI making significant progress on their initial goals to produce a comprehensive gap assessment for Hyku, focusing on the barriers to adoption; complete user-focused development sprints tightly scoped around high-priority features of the system; and create a toolkit to share with other library groups considering collaborating on a repository. The project's next phases include continued UX research and data collection to identify and assign priority to other gaps in functionality, especially those that present a barrier to Hyku adoption. For more information on the project, visit https://www.hykuforconsortia.org/.

New from ACRL—Twenty-First-Century Access Services, Second Edition

ACRL announces the publication of *Twenty-First-Century Access Services: On the Front Line of Academic Librarianship, Second Edition* edited by Michael J. Krasulski and Trevor A. Dawes. This thoroughly revised and expanded edition captures the new and broadened roles of these departments, updated skills they need, and the myriad ways they contribute to institutional success.



Access services is the administrative umbrella typically found in academic libraries where the circulation, reserves, interlibrary loan, stacks maintenance, and related functions reside. These functions are central to daily operations and the staff are often seen as "the face" of the library. But while access services impact every user of the academic library, these functions can be unseen and often go unnoticed and uncelebrated.

This revised and expanded edition of 2013's seminal *Twenty-First-Century Access Services* highlights the expanded duties of these departments; the roles these services continue to play in the success of the library, students, and faculty; and the knowledge, skills, and abilities these library workers need. In four parts it explores

- facilitating access;
- leading access services;
- assessing access services; and
- developing access services professionals.

Chapters take in-depth looks at functions including circulation, stacks management, resource sharing, course reserve management and controlled digital lending, user experience, and assessing and benchmarking access services. The book also contains the full text of ACRL's A Framework for Access Services Librarianship and a look at how it was developed and approved.

Twenty-First-Century Access Services demonstrates access services' value, defines their responsibilities and necessary skills, and explores how access services departments are evolving new and traditional services to support the academic mission of their institutions. It is geared toward both access services practitioners and library and information science graduate students and faculty.

Twenty-First-Century Access Services, Second Edition 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.

LoC launches Protests Against Racism Web Archive

A new web archive collection from the Library of Congress documents the civil unrest sparked by the police murder of George Floyd on May 25, 2020. The Protests Against Racism Web Archive contains a selection of websites documenting protests against racism and police brutality against Black people, as well as grass roots movements and activism calling for police reform. The new web archive is a selective collection that partially documents websites between June 29 and August 7, 2020. It includes more than 200 web archives.

The collection covers Black Lives Matter protests and others with the same cause but not organized by the Black Lives Matter organization. In addition to coverage of the protests, the collection contains responses, reactions, and activism representing several sectors of society, including community organizations; local, state, and national governments; professional associations; trade groups; the business community; educational and religious institutions; national sports organizations; civil rights organizations; and others. More information is available at https://www.loc.gov/collections/protests-against-racism-web-archive/about-this-collection/.

GPO director to adopt recommendations for digital FDLP

US Government Publishing Office (GPO) Director Hugh Nathanial Halpern recently responded to the Feasibility of a Digital Federal Depository Library Program: Report of the GPO Director's Task Force. In his response, Halpern noted that he broadly intends to adopt the task force's recommendations to move to a digital Federal Depository Library Program (FDLP) and has accounted for those few areas where the agency may diverge from the recommendation as written. The Task Force on a Digital Federal Depository Library Program, which was appointed by Halpern in early 2022, released its report recommending a digital FDLP in December 2022. Halpern's full letter is available at https://www.fdlp.gov/file-repository-item/gpo-directors-response-final-report-task-force-digital-fdlp.

New EBSCO product focuses on financial literacy

EBSCO Information Services has launched FinancialFit, a new product focused on providing libraries, schools, colleges, and other institutions with resources for patrons and students looking to improve their financial literacy. This e-learning solution provides comprehensive, interactive resources to support each financial phase of a person's journey.

FinancialFit is designed by experts in the financial industry and offers short, easy-to-understand lessons, videos, and interactive tools to empower people to understand the fundamentals of personal finance and make sound financial decisions to achieve financial goals. With more than 160 microlessons, FinancialFit covers topics including how to borrow

money, budgeting basics, managing debt, building credit, setting long-term financial goals, and more. To learn more about FinancialFit, visit https://www.ebsco.com/products/research-databases/financialfit.

Gale Digital Scholar Lab adds collaboration features

Gale, part of Cengage Group, is bringing real-time team collaboration to the Gale Digital Scholar Lab platform to support project-based learning. The company has launched a new collaboration feature called Gale Digital Scholar Lab: Groups. Developed based on feedback from Lab users, this new functionality enables researchers, instructors, and students at the same institution to collaborate on digital humanities projects within the platform and explore Gale Primary Sources in new ways. This strengthens Gale Digital Scholar Lab's use in a classroom environment and helps students develop workplace skills they can use well beyond college. Gale Digital Scholar Lab: Groups consists of two features. Workspaces is a virtual shared workspace that expands the tool's use in a classroom environment, enabling students to work on projects together that better support the collaborative nature of digital humanities, and Notebook supports and encourages good research methodology and enables users to interact with each other within the platform. Learn more at https://www.gale.com/academic/digital-scholar-lab-groups.

Tech Bits . . .

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

If you are conducting qualitative research, Atlas.ti may be the software to streamline your needs. Atlas.ti can import a variety of formats, including text documents, PDFs, survey files, images, audio, and much more. Throughout the import process, the files will be managed and organized in the software to better assist with clean coding and analysis of the data. Analysis of the data is quick, easy, and insightful for users of all data-literacy levels and includes dynamic visuals to further illustrate the story of the data.

There are currently two modes of Atlas.ti—the PC/Mac and the web version. Some features may be on either version, but not necessarily on both. A free trial is available for either of these modes to test if a purchase or lease would be feasible for research needs. Several lease options are available, and a quote must be requested for campus-wide licenses.

—Chelsea H. Barrett
Seton Hall University

... Atlas.ti
https://atlasti.com/

Callan Bignoli, Natalia Estrada, and Kelly McElroy

Status in academic libraries

Seeking solidarity rather than binary

Academic Library Workers in Conversation is a bimonthly *C&RL News* series focused on elevating the everyday conversations of library professionals. The wisdom of the watercooler has long been heralded, but this series hopes to go further by minimizing barriers to traditional publishing with an accessible format. Each of the topics in the series were proposed by the authors, and they were given space to explore. We encourage you to follow and share these conversations about transforming libraries with ideas from the frontlines. This issue's conversation addresses the faculty-staff binary in academic libraries and how more solidarity is always the way forward.—*Dustin Fife, series editor*

Kelly McElroy (KM): Other academic workers are often surprised at the range of job categories in libraries, and yet we often end up discussing a binary of faculty or staff status for library workers. (In my own career, I've had a mix of job categories/ranks, from on-call staff to now being a tenured professor.) What have been your experiences with these oft juxtaposed categories?

Natalia Estrada (NE): I've spent almost 20 years working in libraries, starting from when I was an undergraduate, but I've only been a "librarian" for about 3 years. Most of my experience has been in library staff positions, so that's affected my perception of how academic institutions treat its workers. When I started out, I had the assumption that one could work their way up the ranks and eventually become a librarian or admin (a reflection of my understanding of American culture through pop-culture, I guess). I unfortunately realized that it wasn't the case, at least in academic libraries.

KM: Ah, the myth of meritocracy!

NE: In many of the places I worked, fellow staffers were told that they were not going to progress because they were staff (something that was brought up repeatedly when we interviewed current staff about morale).[1] Nevermind that we would be told that if we earned our MLIS (while working and paying out of pocket for many) it would be a career boost! Meanwhile, we would witness over and over people with no library experience but multiple degrees and PhDs become managing librarians (essentially our bosses), and remained ignorant of many of the workplace issues staff faced. It ended up creating this tension between the two groups, with staff ending up with less resources, less pay, and just generally less autonomy.

Callan Bignoli is director of the library and instructor at Olin College of Engineering, email: cbignoli@olin.edu, Natalia Estrada is the digital scholarship librarian at the University at Buffalo (SUNY), email: nestrada@buffalo.edu, and Kelly McElroy is the student engagement and community outreach librarian at Oregon State University, email: kelly.mcelroy@oregonstate.edu.

© Callan Bignoli, Natalia Estrada, and Kelly McElroy

KM: What mixed messages about credentialing and the value of work! How about you, Callan?

Callan Bignoli (CA): When I got to my job from outside academia, it seemed to me like the library staff's lack of faculty status was undermining our ability to do our work. It seemed like this was making it tough for us to participate in conversations about curriculum and to make sure faculty understood what we offer. I began to seek advice from other directors who had advocated for a staff-to-faculty status change at their own libraries. I heard similar stories, often featuring library workers not being treated with respect by faculty colleagues or not having a say in campus governance.

As I pursued a status change, it became clear that it would be a deeply political and fraught mission to seek faculty status. But since I started thinking about all of this, I've come to feel the "faculty vs. staff" conversation is a non-starter. It feels like an undermining of solidarity—a weird way that librarians have excluded themselves from a broader conversation about labor, disciplinary humility, and the importance of co-curricular learning in academia.

KM: Yes, and management, which sets those categories of employment, has largely shaped that—job classifications and categories are artificial groupings that can have a very real impact on working conditions, job duties, and so on. But when we all think our situation is unique, we fail to see our shared interests and struggles. So where did you and your colleagues go with the question of status?

CB: While I didn't gain faculty status at my institution, I worked with my supervisors to change my job title, description, and reporting structure to more accurately reflect my instructional and academic duties. This was a recent change, so I'm still seeing how things will go. My hope is that it will embed the library more concretely in the academic program; before I arrived, it felt like we had drifted very far away from that. It was important to me that this wasn't a change that would only go into effect for me based on my particular interests, but one that would impact the library's small staff and future people in my position. I hope to use my interstitial role to foster better connections and collegiality between faculty and staff; that might be a tall order, but the two groups are quite disconnected right now.

NE: Nice work! I think, though, that we need to look at how we label our own colleagues, and how that impacts our ability to share in the fight. When I think about my current titles (librarian, tenure-track faculty) versus my previous titles, the one main difference I see is that it's given me more autonomy and a sense of authority (especially compared to previous titles that ended with "assistant"). And that always frustrated me. If you think about current titles, staff positions mostly have "assistant" or "support" added to them. It just acts as a reminder that you don't get to have that sense of ownership or authority, even if you have years of knowledge and expertise. It just felt like more of a way to signal how little power you have in those positions. While now, I have more freedom over my workday, people take me seriously (give or take a disciplinary faculty), and I get more confidence from that. But why couldn't I have that *before becoming a "librarian"*?

KM: Totally. All workers deserve autonomy and respect. So other than these status distinctions, what strategies do we have for advocating for that?

NE: Staff autonomy is definitely the big piece here. I think another way is to actually understand what a staffer's day looks like. Do you know what their constant stressors are, especially if they're working with the public? How about their wages? When was the last time they received a cost-of-living adjustment? I once had to sit in a meeting writing a job

posting, and when the original salary was discussed, someone mentioned jokingly that the salary was too low to be comfortable in our high cost of living area. The problem? It was about 10K more than what I was making at the time. That was years ago, and I still remember it very well. Your colleagues are paying attention to these things! How are you going to claim yourself an ally if you're missing this info?

KM: Oh wow—those moments when the gap becomes clear are painful, but they're telling.

CB: I have limited experience in academia, but it seems consistent that many people on the staff side of higher education want opportunities for advancement and struggle to get them without taking on a significant financial or time burden—and that includes library workers. There is often no promotion; there is more often than not no tenure. My own path to development felt like advocating for faculty status at first, but in retrospect I'm realizing a lot of it was rooted in wanting to do more and try new things. I think the appearance of faculty development being prioritized over staff development (or the notion that "staff development" is not a thing) is one of those tricks that gets us creating a binary, and how much better things would be if only we were on the other side of it. And the binary continues to harm all academic workers, right?

NE: I would agree with that! There's an ethnography on tech work culture called *Engineering Culture* by Gideon Kunda that I'm going to reference.[2] He emphasizes that the workers who maintain the function of the company he's researching (the admin assistants, the facilities workers, security, and so on) get shafted in many ways because they're not the *image* of the company. The *image* is the engineers, the folks that do the work that you would imagine is done at a tech company if you think of nothing else.

So when I think of this question, I think of this assumption many in academia have of the stereotypical librarian, where the librarian's work is to protect books and information and thus is objectively good and precious and must be protected at all costs. The problem is that it's only a surface level of how a library is important to the institution, but it's easier to represent with a stock image person of librarian than having to try to explain how it was a team of people who got you that ILL request in less than a day.

KM: There's an interesting parallel when we consider academic faculty, too, right? In these conversations, it has struck me that library discourse around "faculty" generally compares ourselves to the archetypal tenured/tenure-track professor, rather than the reality that 75% of faculty are contingent, instructors or adjuncts who will never have access to the stability and benefits of tenure.[3]

CB: So what does solidarity look like in a world where we don't fixate so much on titles?

KM: We need to start by getting real about the landscape. Solidarity means recognizing that our struggles are linked: this is true for library workers across categories, but also for all academic workers. I always come back to the tangible—how do we allocate resources, and what are the policies and procedures that govern our work? Within a library, we can push for more equitable and inclusive policies for everyone. How do we create job descriptions that offer room for choice and growth, no matter the category or rank of the position? We can always organize across artificial job categories/ranks—issues often cross those lines, and so should we. When you think about tangible or structural changes we could make, what is one thing you'd like to see at your own institution?

NE: I think something along the lines of "offering more chances for advancement that aren't just management positions" might be a start. Because (1) not everyone wants to be a

manager. That requires actual skills and training. And (2) we've ended up with this system where people who are good at being librarians end up in management roles they're not prepared for. And not only does that set them up to fail, you've put this person in charge of staffers who probably have more experience and understanding of what's going on. They're now stuck with terrible management (let alone the terrible messaging given here) that will impact them greatly. Let's start there.

CB: In short, it starts and ends with more solidarity and opportunity for all, regardless of rank and title in academic libraries.

Notes

1. A. Glusker, C. Emmelhainz, N. Estrada, and B. Dyess, "'Viewed as Equals': The Impacts of Library Organizational Cultures and Management on Library Staff Morale," *Journal of Library Administration* 62, no. 2 (2022): 153–89, https://doi.org/10.1080/01930826.2022.2026119.
2. G. Kunda, *Engineering Culture: Control and Commitment in a High-Tech Corporation*, rev. ed. (Philadelphia: Temple University Press, 2006).
3. American Federation of Teachers, 2022 Contingent Faculty Survey.

Laura Rose Taylor

2021 ACRL Academic Library Trends and Statistics Survey

Highlights and key academic library instruction and group presentation findings

Each year, ACRL's Academic Library Trends and Statistics Survey provides data that can help us understand how academic libraries provide and demonstrate their impact and value to their users, institutions, and communities. Findings from the 2021 survey continued this tradition while also supplying additional insight into how library services and use continued to evolve during the COVID-19 pandemic.

The 2021 survey collected data from 1,533 academic libraries in two main areas:

- A standard set of questions related to:
  - Collections (including titles held, volumes, and electronic books)
  - Expenditures (library materials, salaries and wages, etc.)
  - Library services
  - Staffing
- A one-time set of survey questions focused on instruction-related and group presentation activities before, during, and after the pandemic

The highlights and insights below from each area are based on data from ACRL's Benchmark: Library Metrics and Trends tool (librarybenchmark.org). Academic libraries completing the survey have free access to their own survey responses and selected aggregate data. Benchmark subscribers can leverage data outputs to perform institution-specific analysis for benchmarking, self-studies, budgeting, strategic planning, annual reports, and grant applications.

The Academic Library Trends and Statistics Survey Editorial Board thanks the academic libraries that participated, including the 155 first-time contributors. The response rate was nearly 42%.

Standard questions during non-standard times

Each year the ACRL survey collects data for a standard set of questions related to expenditures, staffing, information and other services, collections, and more. This set includes all questions in the IPEDS Academic Library Component (https://nces.ed.gov/ipeds/report-your-data/resource-center-academic-libraries), with instructions and definitions completely aligned. Academic libraries' responses to these longitudinal questions can demonstrate consistency, disruption, or, in some cases, a surprising combination of the two.

Laura Rose Taylor is assistant dean at Northern Arizona University's Cline Library, email: laura.taylor@nau.edu, and a member of the ACRL Academic Library Trends and Statistics Survey Editorial Board.

© 2023 Laura Rose Taylor

Academic libraries' **total expenditures** decreased about 7% over the last three years (2019–2021). However, the proportion spent each year across the three main categories of expenditures (**salaries and wages**, **materials/services**, and **operations and maintenance**) remained very similar.

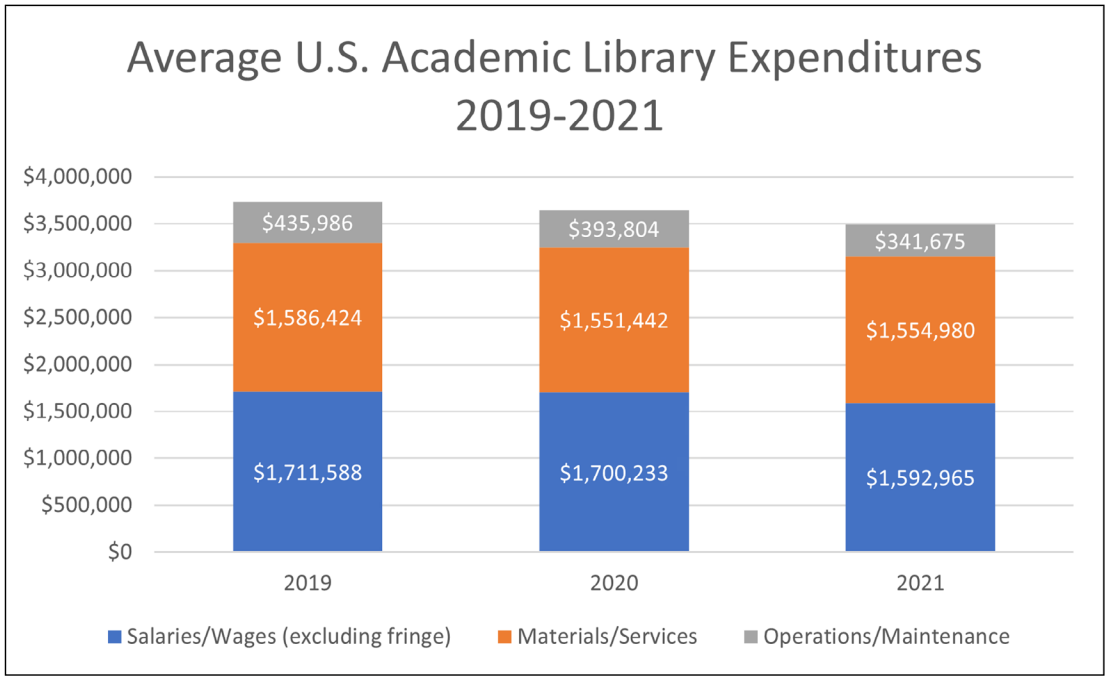


Chart 1: Average US Academic Library Expenditures 2019–2021.[1]

The average percentage of the budget committed to ongoing subscriptions has remained generally level over the past three years. However, it also demonstrates a small but steady increase across Carnegie classifications.

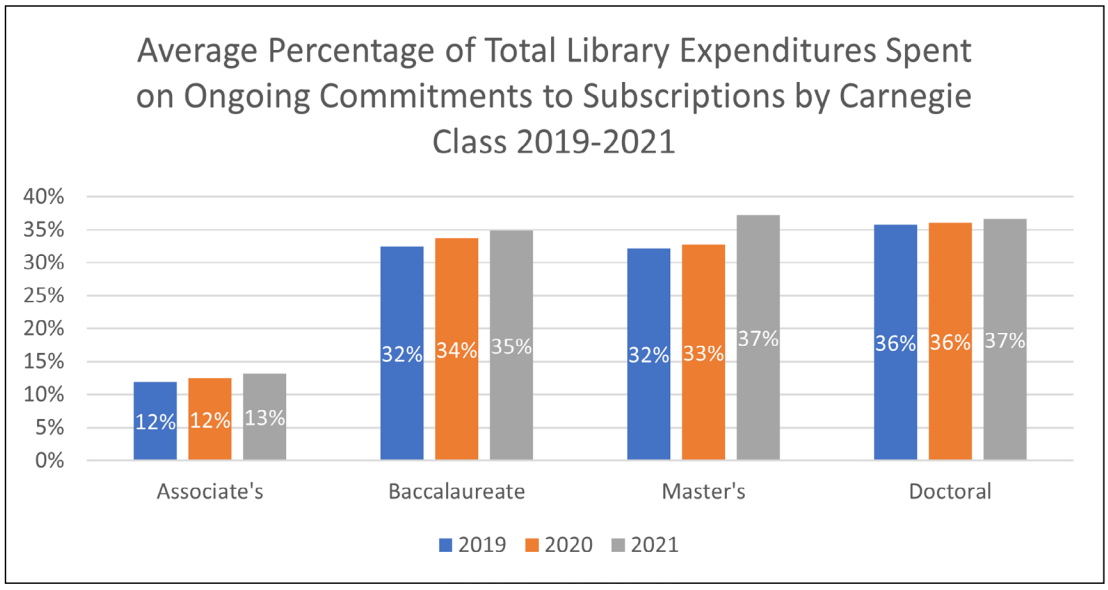


Chart 2. Average Percentage of Total Academic Library Expenditures Spent on Ongoing Commitments to Subscriptions by Carnegie Classification 2019–2021.[2]

Although the **average number of FTE librarians** remained constant over the past three surveys, the **average number of FTE student employees** dropped 40%. This likely reflects not only reduced need due to pandemic library closures and occupancy limitations but also

a reduction in the number of students enrolled and/or on campus, among other potential factors. Will this number return to its pre-pandemic level or demonstrate a permanent staffing shift? Only time—and responses to the future surveys—will tell.

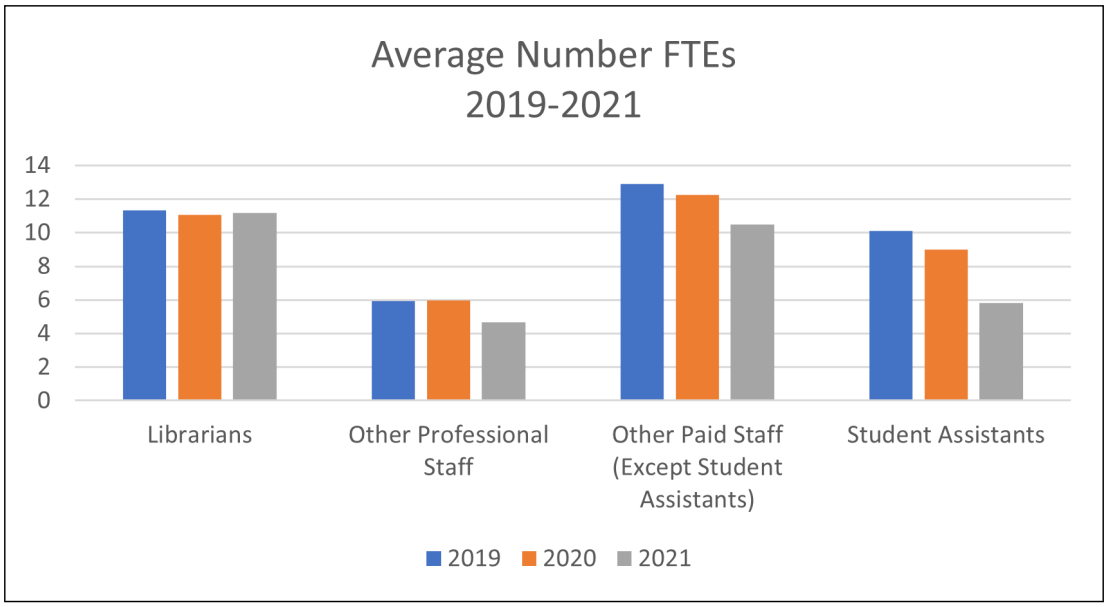


Chart 3: Average Number of FTEs 2019–2021.[3]

Transactions, consultations, and virtual reference services fall under the "Information Services to Individuals" umbrella. For the 2021 survey, respondents reported:

- **Transactions**: 3.9 million total. Transactions involve the knowledge, use, recommendation, interpretation, or instruction in the use of any information sources other than schedules, floor plans, handbooks, and policy statements. Carnegie doctoral institutions reported the highest average number of transactions (8,340), followed by master's (2,129), associate's (2,023), and baccalaureate (1,020).
- **Consultations**:493,000 total. Consultations are defined as one-on-one or small group appointments outside of the classroom or a service point. Carnegie doctoral institutions reported the highest average number of consultations (1,151), followed by master's (358), baccalaureate (233), and associate's (163).
- **Virtual Reference Services**: 2.4 million total. A virtual reference interaction is a question received and responded to in electronic format such as email, webform, chat, or other virtual reference options. Carnegie doctoral institutions reported the highest average number of consultations (5,547), followed by master's (1,446), associate's (1,044), and baccalaureate (584).

In the 2021 survey, 54% of transactions and consultations were provided virtually. In 2020 that amount equaled 24%, and in 2019 it was 16%.

A related chart shows a combination of elements with two falling and one rising. The **average number of transactions** and the **average number of consultations** continued to decline. However, the portion of these delivered as **virtual reference services** continued to rise.

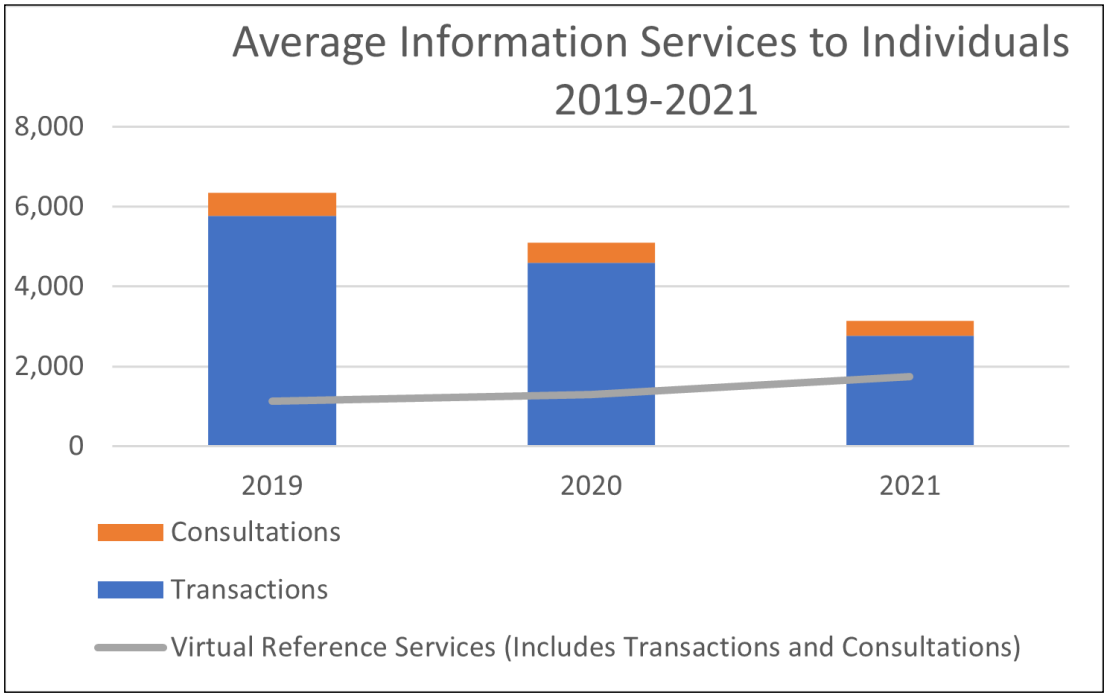


Chart 4: Average Information Services to Individuals 2019–2021.[4]

Group presentations planned, provided, or facilitated by library staff fall under the "Information to Groups" umbrella. For the 2021 survey respondents reported:

- **Group Presentations:** More than 295,000. These can include information literacy instruction as well as cultural, recreational, or other educational presentations. Carnegie doctoral institutions reported the highest average number of group presentations (455), followed by master's (204), associate's (144), and baccalaureate (87).
- **Attendees:** More than 4.6 million. Carnegie doctoral institutions reported the highest average number of total attendees (9,025), followed by master's (2,726), associate's (1,733), and baccalaureate (1,210).

Yes, these numbers are lower than those in the 2020 survey, when academic libraries reported more than 375,000 presentations and more than 7 million attendees. But how *did* libraries reach millions of group presentation attendees during a pandemic?

Academic libraries' reporting of delivery among three main modalities—synchronous in-person, synchronous online, and asynchronous online—showed significant shifting. In the 2020 survey, the survey introduced questions asking for the number of asynchronous presentations provided and the number of participants reached. Asynchronous presentations are defined as a recorded online session, tutorial, video, or other interactive educational module created in a digital/electronic format.

Respondents to the 2021 survey whose reporting allowed them to provide the number of asynchronous presentations—in addition to the more standard to synchronous in-person and synchronous online—reported significant shifts both within and between Carnegie classifications between 2020 and 2021. The most significant change for each classification:

- Associate's: In-person was 49% but fell to 5% in 2021.
- Baccalaureate: Synchronous online increased from 6% to 46%.
- Master's: Synchronous online increased from 9% to 23%.
- Doctoral: Asynchronous online increased from 5% to 31%.

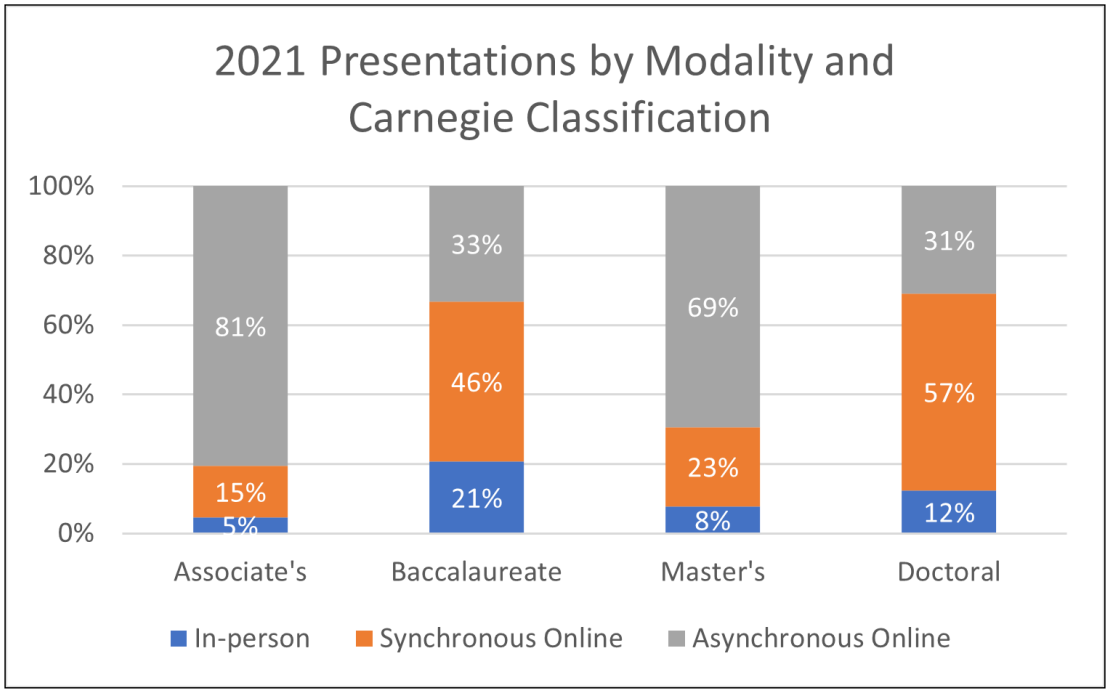


Chart 5: 2021 Presentations by Modality and Carnegie Classification.[5]

In 2020, more than 80% of participating libraries reported being closed for some period of time (15 weeks on average). In 2021, 58% of libraries reported being closed for some period of time (12 weeks on average). Nineteen percent of libraries reported being closed half the year or more, and 8% reported that the library was closed the entire year.

In 2020, 40% of participating libraries reported implementing limited occupancy practices for some period of time (7 weeks on average). In 2021, 46% of participating libraries reported limited occupancy practices (18 weeks on average), with 37% reporting limited occupancy practices in place for six months or more.

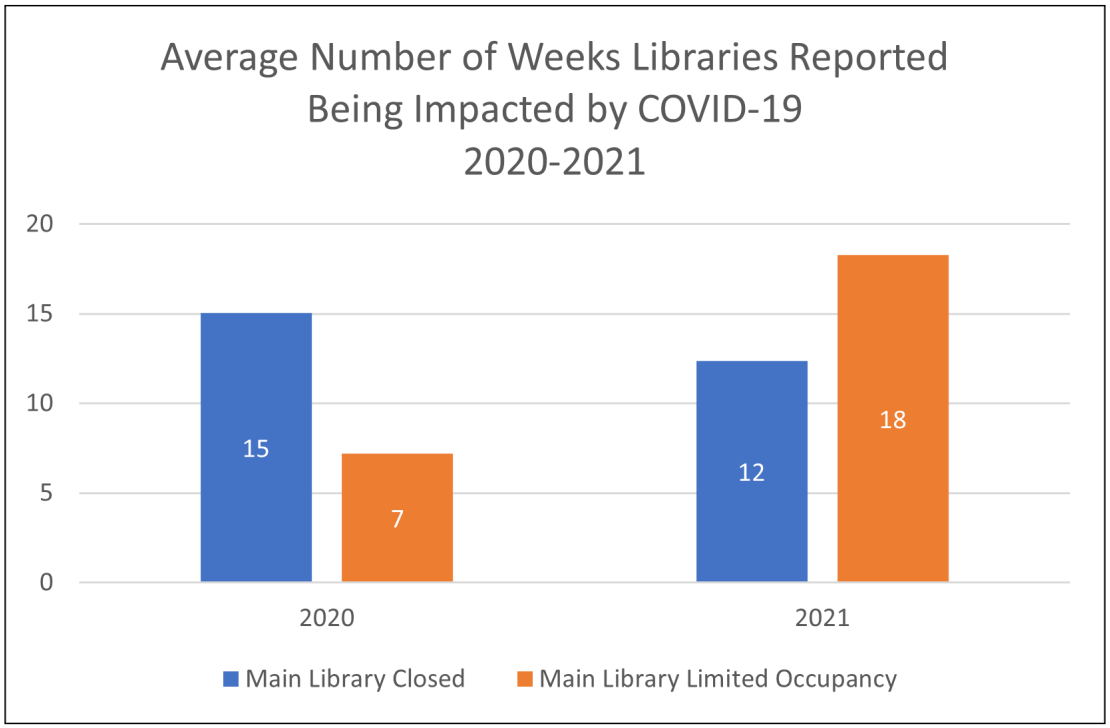


Chart 6: Average Number of Weeks Libraries Reported Being Impacted by COVID-19 2020–2021.[6]

2021 survey questions: Instruction and group presentations

The 2021 survey sought to identify the broad range of instruction-related activities undertaken by academic libraries as well as changes in delivery modes and types of educational activities offered before, during, and after the COVID-19 pandemic.

Delivery diverged

Before COVID-19, "entirely/mostly in person" was the primary mode for offering classes for both academic libraries (79%) and their parent institutions (51%). The second most common mode for both was a "mix of online, in person and hybrid," with libraries at 20% and their parent institutions at 48%. The least common mode, "entirely/mostly online," included both synchronous and asynchronous but accounted for only 1% among libraries and parent institutions alike.

Academic libraries reported a shift during the 2020–2021 academic year, with "entirely/mostly online" as the most prevalent instruction mode (56%), followed by a "mix of online, in person and hybrid" at 36% and "entirely/mostly in person" at 8%. In contrast, libraries' parent institutions reported "a mix of online, in person and hybrid" as their most common instruction mode (58%), followed by "entirely/mostly online" (37%) and "entirely/mostly in person" at 4%. The data suggest that while parent institutions were more likely to transition to a mix, libraries were more likely to move to entirely or to a mostly online instructional mode.

Participating libraries reported that before the pandemic "entirely/mostly in person" accounted for 79% of instruction or other group presentations. As they look to the future the same percentage (79%) anticipate offering instruction or other group presentations via "mix of online, in person and hybrid," signaling a significant shift for these activities.

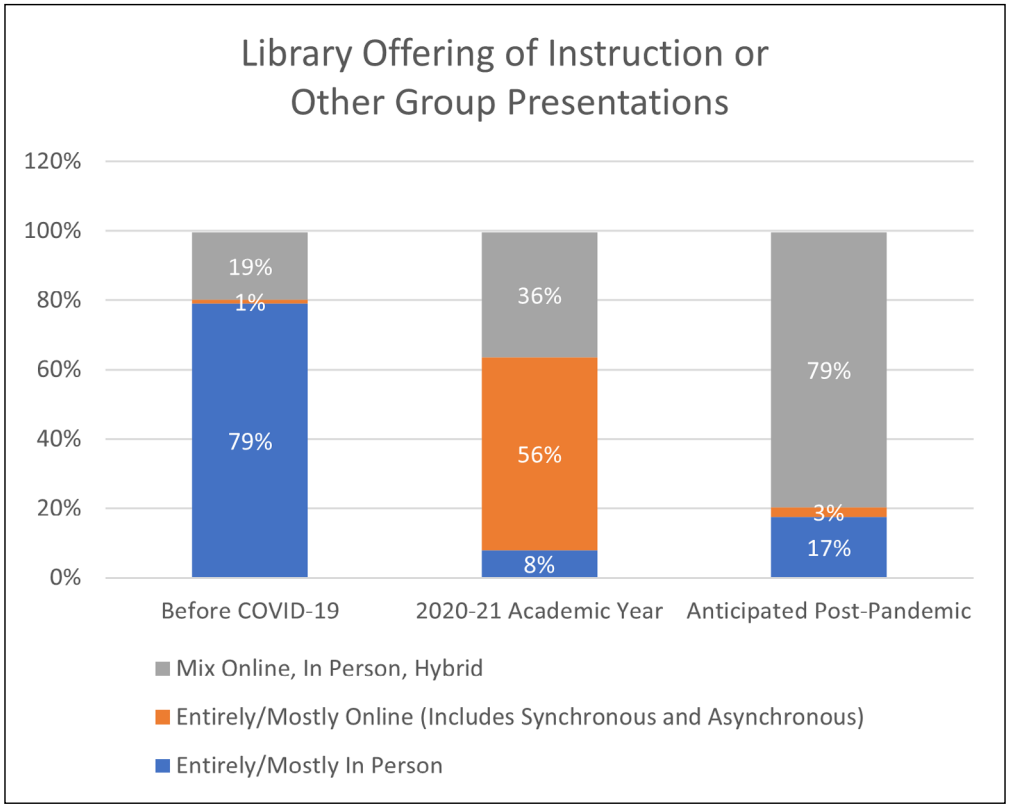


Chart 7: Academic Libraries: Instruction Modalities, 2019–2021.[7]

Library activities and resources before and during the pandemic

The four **most** common instructional activities dropped by approximately one-third during COVID-19:

- **Course-specific information literacy session**s: Offered by 86% of libraries before COVID-19 and 57% during it.
- **Course-related guides**: 81% before, 54% during.
- **Non-course-related guides**: 80% before, 54% during.
- **Online tutorials or videos**: 71% before, 49% during.

Only 21% of libraries reported offering credit-bearing library courses before COVID-19; this fell to 16% during COVID-19.

Less commonly offered activities were also the most impacted:

- **Tours:** Offered by 69% before COVID-19 and 18% during it.
- **Special events**: 65% before, 25% during.
- **Workshops:** 59% before, 29% during.

Academic libraries were most likely to collect numerical data for course-specific information literacy sessions (41%), course-related guides (33%), non-course-related guides (29%), and online videos/tutorials (24%). Thirteen percent of libraries reported collecting numerical data for credit-bearing library courses. Nineteen percent reported collecting numerical data for workshops, 15% for special events, and 8% for tours.

Instruction and presentation partners

While many libraries have staff with dedicated instruction and presentation responsibilities, academic libraries also collaborate within libraries and across their organizations to deliver instructional programs and services.

Library staff in many different roles actively engage in library instruction. The percentage of respondents reporting **active engagement of staff in other roles in the delivery of instructional programs and services** include:

- 94%: Library administrators
- 92%: Liaisons/subject specialists
- 91%: Public services staff
- 89%: Archives staff
- 83%: Educational technology/IT Staff
- 82%: Marketing/outreach staff
- 42% Other

Academic libraries also consult and coordinate **with other units on campus to deliver instruction and group presentations**. The most frequent partnerships include:

- 99%: Individual faculty members
- 98%: Academic departments/programs
- 93%: Composition or rhetoric programs; tutoring programs
- 92%: Teaching and learning staff/offices; distance learning staff/offices; academic advisors; community members

- 91%: Student affairs staff/office; K-12 instructors/staff; career services office
- 90%: International student office/study abroad program
- 42%: Other

Digital badges or credentials

The overwhelming majority—83% of academic libraries responding—did not offer digital badges/credentials nor do they plan to do so in the future. Only 6% currently offer digital badges or credentials, 9% plan to do so in the future, and 2% were unsure.

The 2022 survey questions focus on post-COVID-19 library service and workplace trends, and we look forward to learning more about how academic libraries continue to evolve in general and respond to COVID-19 during these dynamic times.

About the survey

The annual ACRL Academic Library Trends and Statistics Survey is the largest of its kind and offers the most comprehensive picture of academic library budgets, staffing, teaching, services, collections, and more. The data facilitates benchmarking, assessment of impact over time, tracking of new trends, and demonstration of academic library value. The survey is generally open from September through February each year to align with the Integrated Postsecondary Data System (IPEDS) collection. Libraries completing the survey can easily download their IPEDS responses to share with their local IPEDS keyholder. Libraries required to submit Academic Library Component data to IPEDS can download a file containing all the data required for the IPEDS Academic Library Component and share it with their campus IPEDS keyholder.

The survey is developed and administered annually by the ACRL Academic Library Trends and Statistics Survey Editorial Board (https://www.ala.org/acrl/aboutacrl/directoryofleadership/editorialboards/acr-stats) in collaboration with ACRL staff. The editorial board recognizes ACRL's Mary Jane Petrowski and Gena Parsons-Diamond for their collaboration and contributions. From the biggest picture to the smallest detail, they have demonstrated their commitment to the ongoing success of the Benchmark tool, which launched in 2021, and the ACRL survey.

Notes

1. Data source: Benchmark Survey Metrics Dashboard, 2021 Materials and Operations Expenditures Summary, US Libraries. Excludes fringe benefits.
2. Data source: Custom Benchmark Report, US Libraries. Responses to questions 21 and 31. Carnegie filters:
    - Associate's (16): Associate's Colleges: High Career & Technical-High Nontraditional, High Career & Technical-High Traditional, High Career & Technical-Mixed Traditional/Nontraditional, High Transfer-High Nontraditional, High Transfer-High Traditional, High Transfer-Mixed Traditional/Nontraditional, Mixed Transfer/Career & Technical-High Nontraditional, Mixed Transfer/Career & Technical-High Traditional, Mixed Transfer/Career & Technical-Mixed Traditional/Nontraditional, Mixed Transfer/Vocational & Technical-High Nontraditional. Baccalaureate/Associate's Colleges: Associate's Dominant, Mixed Baccalaureate/Associates. Special Focus

Two-Year: Arts & Design, Health Professions, Other Fields, Technical Professions.
    - Baccalaureate (14): Baccalaureate Colleges: Arts & Sciences Focus, Diverse Fields. Baccalaureate/Associates Colleges: Associates Dominant, Associate's Dominant, Mixed Baccalaureate, Mixed Baccalaureate/Associates. Special Focus Four-Year: Arts, Music & Design Schools, Business & Management Schools, Engineering Schools and Other Technology-Related Schools, Faith-Related Institutions, Medical Schools & Centers, Other Health Professions Schools, Other Special Focus Institutions. Tribal Colleges and Universities.
    - Master's (10): Master's Colleges & Universities: Blank, Larger Programs, Medium Programs, Small Programs. Master's/Professional: Blank; Master's Colleges & Universities Larger Programs, Medium Programs, Small Programs, Medium Programs; Masters/Professional.
    - Doctoral (3): Doctoral Universities: High Research Activity, Higher Research Activity, Highest Research Activity.

3. Data Source: Benchmark Survey Metrics Dashboard, 2021 FTE Staff Summary, US Libraries.

4. Data Source: Benchmark Survey Metrics Dashboard, 2021 Information Services Summary, US Libraries.

5. Data Source: Custom Benchmark Report, US Libraries. Responses to questions 70A, 70B, 72B. Carnegie filters as in note 3. This chart includes data from libraries able to report in-person, online synchronous, and asynchronous sessions separately.

6. Data Source: Custom Benchmark Report, US Libraries. Responses to questions 77, 78.

7. Data Source: Benchmark Survey Metrics Dashboard, 2021 Trends: Academic Library Instruction and Group Presentation.

Amy Deuink

Charged up

What I learned on a day without power

One morning, the power went out across the whole campus. It was a sunny fall day, so light poured through the open windows and it was comfortable to be inside without air conditioning or heat. It's not important why the power went out or why it was difficult to anticipate when it would be restored. It's more important to share what I learned about what students value about the library by staying in the building that day. As a librarian and an applied anthropologist, I have spent more than 25 years observing students in the library. Talking with, teaching, and watching students at points of need is the best way that I know how to engage in participant observation with students in the library. These are some things I learned about our students that day, but they also lead to a bigger question. With an aging infrastructure throughout much of the US and the extreme weather conditions associated with climate change that can bring disaster, are we as prepared as we could be?

Students want to be in the library

Despite some classes being canceled as the facilities department worked to restore electricity, some students still wanted to be inside the library. Students came to collaborate on projects, read in sunny spots by the windows, or just take quick naps. I was surprised by this. I figured students might see the situation as a "snow day," a free day to turn off the alarm and sleep in or socialize with friends. Instead, some saw it as an opportunity to work on mid-semester projects. I was surprised how long some stayed. Some were there for hours, immersed in course assignments or passing the time between classes. Foot traffic was on par with a typical day. Eventually, the library was given the option of closing, but as long as students wanted to be there, we stayed open.

It was deeply quiet

Without the hum of the fluorescent lights, beeps of the barcode scanners, whirs of the printers, whoosh of the HVAC system, without all the little sounds the machines make . . . it was quiet. Really quiet. It reminded me of a night when you find yourself somewhere truly dark, then look up and suddenly you can see all the stars and find yourself in awe of what you've been missing. You forget you can see the Milky Way, and our place in it. You are reminded we are just a small part of such a big thing but still interconnected. At the library, distractions melted away and it was easier to focus. People slowed down, lowered their expectations under the circumstances, and were grateful for anything we could provide.

Amy Deuink is head librarian for the Beaver and Shenango Libraries at Penn State University, email: ald120@psu.edu.

© 2023 Amy Deuink

Power of mobile technologies

Anything with a plug was now a brick. VoIP office phones, desktop computers, printers . . . all useless. There was no Wi-Fi. Thankfully, cordless, battery-powered devices offered some connection to campus and the internet. Students used their phones to create Wi-Fi hotspots for their group. Others just worked on their phones. The portable chargers were the most coveted piece of technology in the library.

For a place often associated with books, it's difficult to do the 21st-century version of our jobs without technology and power. As a Gen Xer who grew up with primitive versions of the technology we have today, I had a cache of alternative ways to accomplish some things without a computer. I knew our collection enough to get students to the books they wanted. We manually recorded checkouts. I did readers' advisory for a student who, unburdened by technology, just wanted to pick up a book for fun. Using my phone, I was able to email articles and links to books, answer logistical questions like whether a particular class was cancelled, and use my personal network to get information that was not online. Disconcertingly, my cell phone was the only way to get updates on the power situation—a terrible situation for a building manager.

Reflections

As the sun began to set, the building darkened and began to cool. Eventually, my phone and the portable chargers began to die. I had to alert the remaining students that we needed to close. Some were surprised—they wanted to stay longer.

While I drove home, I reflected on our aging infrastructure and the fragility of the systems we rely upon. Challenging days for our power grid and technology ecosystems may become more common with increases in extreme weather conditions due to climate change, as well as natural events like the volcanic eruption on the island of Tonga that led to a broken undersea cable affecting all communication in the wake of disaster.

I know the future of academic libraries is brighter than this, of course. One "powerless" day reminded me of the things that can make libraries a truly powerful place in the community. I know libraries provide access to group workspaces and all kinds of technology, but what students actually ask us for is a quiet place. A quiet place away from roommates, families, or whatever distractions students may have in their lives. It's worth fighting to protect the places that provide the quiet students want and need as hard as we fight for VR headsets and makerspaces.

At the same time, we need to prepare for potential effects due to our over-reliance on technology. For example, how well does your campus alert plan work when there's no power or internet? Electronic alert systems can stumble when the power fails. Dead zones in buildings and overburdened cell networks slow down the transmission of information. We have sirens for emergencies, but when stakes are lower, UHF walkie-talkies (two-way) or shortwave radios (one-way) have enough range to communicate the issue, level of danger, and plans to resume operations.

As library leaders empowered to create the vision of a 21st-century library, let's use our knowledge, experience, flexible practicality, and modern mobile technologies to remain a safe and helpful harbor when the usual bells and whistles become silenced.

Steve Ching and Wai Lok Richard Wong

Calligraphy art without boundaries

Reviving historical East Asian texts in the library

Run Run Shaw Library of City University of Hong Kong (CityU) is the first university library in Hong Kong to acquire the Collection of Korean Anthologies (CKA) (Hanja: 《韓國歷代文集叢書》; Hangul: 한국역대문집총서), a massive collection of more than 3,000 classic anthologies written by more than 3,000 Korean writers from 7th century to early 20th century in Chinese characters. In 2012, CityU, in collaboration with Jeju National University (Korea) and University of California, Berkeley (USA), launched a major digital index database that transcribed the essay-level titles of CKA into Chinese, Hangul, and Hangul Romanization. CityU Library has also shelved China's largest historical encyclopedic Chinese texts collection Siku Quanshu (SKQS) (Chinese: 《四庫全書》) together with a database.

Despite the huge effort in digitization, the reading rates of CKA and SKQS databases are low mainly because the knowledge system of ancient East Asia is different from the West. As such, the terminologies used in historical East Asian texts are largely different than the terminologies used today. Without sufficient guidance on contextual analysis, it is difficult for students to understand the historical East Asian texts, let alone conduct research on them. Historical manuscripts and rare books in other languages also present a similar problem to students and even researchers.[1]

Before the invention of typing devices, these historical East Asian texts were all handwritten with Calligraphy. Even though Koreans generally use phonetic Hangul nowadays, calligraphy practitioners still use Chinese characters in their artworks. In Hong Kong and Mainland China, it is mandatory for primary and junior secondary students to practice calligraphy arts with a traditional brush. Although most of them do not continue to practice it, they generally appreciate the unique beauty of calligraphy. Therefore, Chinese calligraphy is a common communicative art among East Asia nations.

It is not enough for an established academic library to offer the best possible collections and services, it must go a step further to ensure they are indeed used.[2] In response to the low reading rates of these historical East Asian texts, the Calligraphy Connections Project (CCP) designed a two-stage patron-engagement model that aims to provide students with an innovative extra-curricular pathway to improve their life-long information literacy abilities through creative works and active engagement with undervalued historical East Asian texts by leveraging their interest in calligraphy. CCP also emphasizes embracing and sharing

Steve Ching is special advisor at the City University of Hong Kong Run Run Shaw Library, email: hsching@cityu.edu.hk. Wai Lok Richard Wong is student, Faculty of Law, at the University of Hong Kong, email: wai.wong107@gmail.com.

© 2023 Steve Ching and Wai Lok Richard Wong

the cultural diversity of the Sinosphere beyond disciplines, institutions, borders, languages, senses, and technology.

The ACRL Framework for Information Literacy for Higher Education has been the CCP's guiding framework; the ways students practice information literacy skills through their creative process are reflected in a previous article.[3] The following section will outline the activities design of the two-stage patron-engagement model.

Two-stage patron-engagement model

Stage 1: Learning engagement through creative works

In the first stage of CCP's engagement model, the target group is students majoring in different disciplines. These students are cultivated to access and critically engage with the historical East Asian texts that are rarely encountered in their curriculum.

1. Tutorials. In collaboration with the CityU students' calligraphy club, students with limited knowledge in calligraphy and historical East Asian texts are engaged to participate in weekly small groups calligraphy and historical East Asian texts tutorials, supported by librarians and their peers who are good at calligraphy. Empowered by a text-mining application, students can directly search, explore, and critically assess the development of the variant Chinese characters and ancient scholarly works via library databases.

2. Calligraphy competitions. CCP hosts calligraphy competitions, which invite students from Korea, Hong Kong, and Mainland China to re-create poems or passages from historical East Asian texts in calligraphy and write reflective essays ("My Story of Creation"), which expand upon their thinking. The students' contributions will be selected by scholars and librarians and compiled in monographs to provide additional powerful incentives for students to participate.

3. Translation competitions. Mindful of the inherent language barrier of appreciating the historical East Asian texts, the CCP and CityU's Department of Linguistic and Translation (LT Department) established the JC Poetic Heritage Translation Awards and encourages students from CityU and secondary schools to explore and transmit the historical East Asian poetic heritage (in Chinese) to the world through their translation into English.[4]

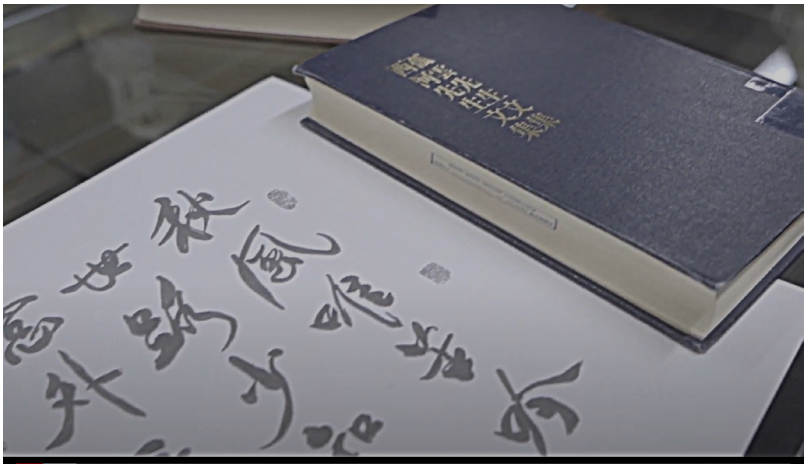
Stage 2: Cross-border community engagement

In CCP's second stage of engagement, the target groups are students and the community. Students' creative works with the historical East Asian texts are disseminated through student-led cross-border community engagement activities.

1. Workshops and seminars. CCP collaborates with overseas partner universities to conduct an online seminar where students can freely exchange their stories of creation for the joint exhibition. Students reflect that these cross-border cultural exchanges based on calligraphy and historical East Asian texts are rarely encountered in their undergraduate curriculum and are mutually beneficial to students of both countries.

2. Roving exhibitions. Collecting students' contributions in different formats from the stage 1 activities, academicians' calligraphy artworks, and selected texts from SKQS and CKA, CCP has co-organized with students to curate campus roving exhibitions held at universities within the Sinosphere and the United Kingdom that are open to public. Furthermore, students (those who were interested in cross-cultural studies) are encouraged to make short videos to express their research findings and perhaps even their emotions

related to the historical East Asian texts where the librarians' role is to couch their digital storytelling skills. Both sighted and visually impaired students partnered to become the docent of the guided tours for the exhibitions to facilitate a deeper cultural exchange and bond between themselves and the community.



Students' video titled "Korean classics alive in Hong Kong—Choe Chi-won," accessed at https://www.cityu.edu.hk/cityvod/video/play/LIB/Korean_documentary.aspx.

Furthermore, students are engaged to do the recitals in Chinese dialects and Korean (Hanja and Hangul), together with calligraphy artwork boards produced by laser-cutting and the corresponding audio description. Exhibits in different media with the aid of digital tools serve an important purpose to embrace diversity in spoken languages and inclusion in facilitating the need of visually impaired students to access and appreciate the historical East Asian poetic heritage through auditory and tactile senses. Similar outputs are expected in future exhibitions.

Calligraphy artwork board (laser-cut) with content: "Gilded Pleasure Boat in Waves of Midst" (English translation and audio description).

The second stage of the engagement model relies heavily on collaboration with external organizations. It is our hope that allowing students hands-on opportunities to engage with external organizations in real-world publication activities through CCP would increase students' sense of ownership and allow them to benefit from connections with scholars from other universities. The following section highlights how students benefitted from collaboration with external organizations.

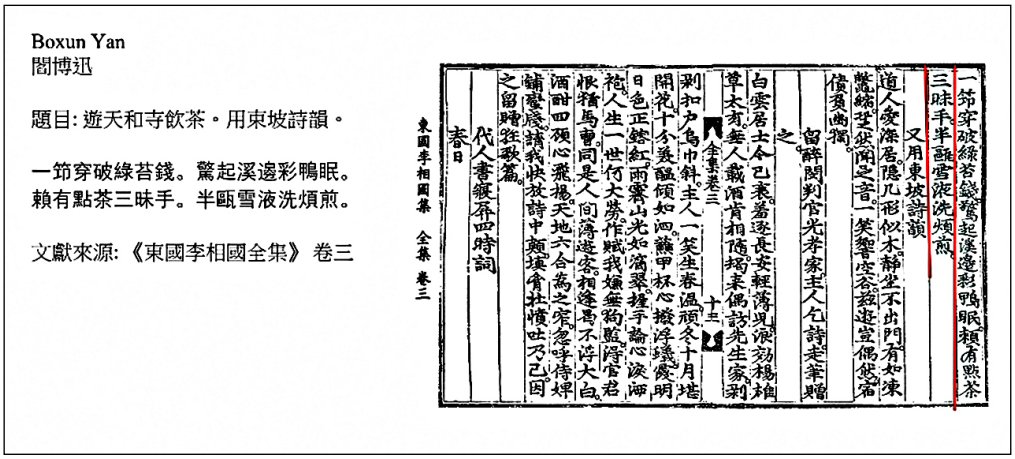
Cross-pollination of ideas and perspectives between Korea and Hong Kong

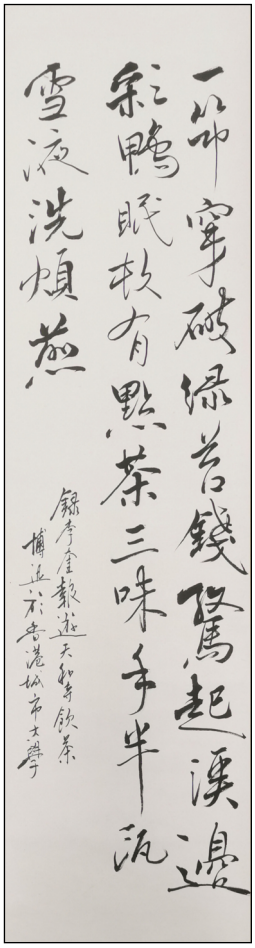
CityU students were supported to curate an exhibition at the Korean Cultural Centre in Hong Kong (KCC) featuring their calligraphy artworks (themed on any topic they choose but must be based on ancient East Asian texts), award-winning works of the translation competition, and historical East Asian texts.

An exhibition can be a tool of storytelling. With the guidance of the KCC professional curatorial team, student curators were able to learn how to curate an exhibition that would draw community members to the students' creative outputs they were exposed to and the perspectives that each creative work present.

Calligraphy exhibitions nowadays focus primarily on the visual aesthetics of calligraphy. To professional calligraphers, each character is considered less as a sign used in Chinese writing than as a miniature abstract painting brought into being by a brush. While students writing calligraphy in CPP exhibitions certainly emulated the artistic writing styles of past calligraphers, the design of calligraphy artworks should also respond to the sentiments conveyed in the works of ancient literati. Also, some of the literature works of ancient scholars have been disseminated in different versions for hundreds of years. So students were encouraged not only to blindly reproduce literature works, but also take a step further to refer to the original historical texts via databases while creating the calligraphy artworks and providing captions containing the book images that they selected in the exhibitions.

In effect, each calligraphy artwork underlies an ancient East Asian text, for example:



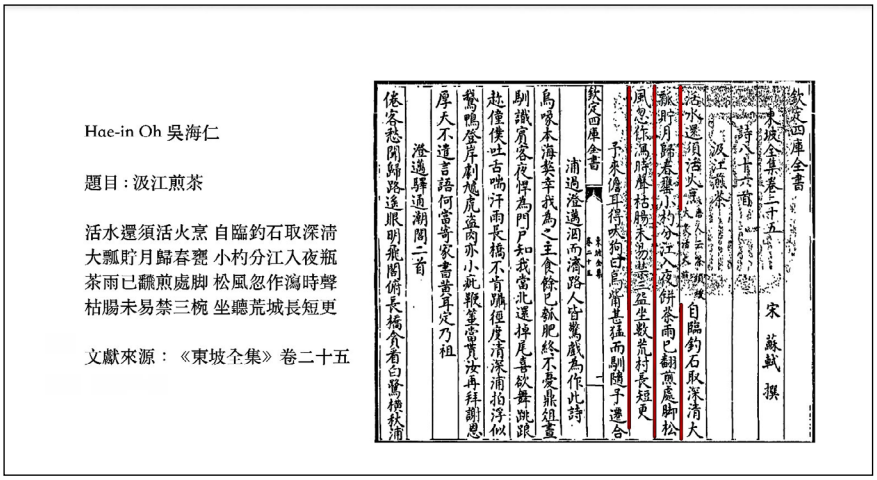


Top: The caption of the calligraphy artwork created by CityU student Boxun Yan, majoring in electrical engineering, with the original book image of CKA. Right: Calligraphy artwork created by CityU student Boxun Yan replicating a poem authored by ancient Korean literati Yi Gyobo (1168–1241), highlighted red in the caption.

The more the CPP collects students' calligraphy artworks, the more historical East Asian texts that were rediscovered, reinterpreted, and re-presented to other patrons who generally find these texts irrelevant to them (especially students majoring in Science and Engineering).

After the exhibition at KCC, Jigu Institute and Seoul National University (SNU) jointly curated a calligraphy exhibition at SNU Cultural Centre. Jigu Institute is an organization established mainly by renowned scholars and academicians in Hong Kong and China to promote the preservation of intangible cultural heritage such as calligraphy, and most of them specialize in various scientific fields. Recommended by the Jigu Institute, students and Jigu Institute scholars' calligraphy artworks and translation works themed on CKA were sent to SNU for the Gwan-ak Literati Calligraphy Exhibition.

The professors and students from SNU created calligraphy artworks themed on ancient Chinese scholar Su Shi's (1037–1101) poems. SNU compiled a catalogue of all the artworks and gave CCP participants a copy of the catalogue. To our surprise, some of the poems that they replicated are unfamiliar even to Hong Kong and Mainland Chinese students. CityU students were encouraged to compare the version of the poems replicated in the artworks with that of the poems recorded in SKQS. During this exercise, CityU students made some serendipitous findings that they have never thought of before.



Top: The caption of the calligraphy artwork created by SNU student Hae-in Oh with the original book image of SKQS. Right: Calligraphy Artwork created by SNU student Hae-in Oh, highlighted red in the caption.

Curating a calligraphy exhibition with SNU was also an opportunity for Chinese professors and students to recollect the lost memories of ancient Chinese characters. In their poster of the joint calligraphy exhibition, the Chinese Character "𡭴" was written. It is difficult even for Chinese to identify this Chinese character. Research with dictionaries unveiled that this is the ancient variant form of the Chinese Character "展," which means "exhibition." Due to standardization of Chinese characters, we have lost the opportunities to learn their variant text forms. This is a wake-up call for us to be more open-minded of the forms and evolution of Chinese characters.

Poster of the Gwan-ak Literati Calligraphy Exhibition and Science and Arts: Calligraphy Arts without Boundaries at the SNU Cultural Centre.

Looking ahead

The visibility of CKA and SKQS databases are low, but these collections are the irreplaceable testimonials of our cultural past and shaped our East Asian identity. The barrier of students accessing these historical texts is the perceived lack of relevancy to them. Bearing in mind the already heavy workload and stress of students in their curriculum, CCP was deliberately designed as an extra-curricular engagement activity through a combination of arts and historical texts without any grading assignments.

Without any commitment, we are glad to see that students—more than half of which come from science and engineering disciplines—have been actively contributing throughout the two stages of CCP learning engagement activities. Students' creative works were not limited to calligraphy art, gradually extending to other art forms such as translation, recitals, and videos. The two-stage engagement model was designed to mimic a complete research cycle to provide students opportunities to practice information literacy skills throughout the cycle and more importantly to function as real scholars through publications. Publishing students' creative works has the effect of critically engaging both students

and community members with historical texts that a simple database demonstration or a book display does not have.

CCP's two-stage engagement model has proven to be an effective way to coach students' information literacy skills through a combination of arts and historical East Asian texts.[5] This model is replicable in historical texts of other languages because of the unique duality of calligraphy arts as both a practical means of communication and artistic expression. Collaboration with external institutions has played a significant role in the implementation of CCP. Our hope is that this project will continue to create an environment amenable to a cross-pollination of ideas and perspectives between patrons from different disciplines and backgrounds through ongoing engagement with arts and historical East Asian texts.

Notes

1. Danielle Mihram and Melissa L. Miller, "USC Illuminated Medieval Manuscripts: A Second Polymathic Multimodal Digital Project," *College & Research Libraries News* 82, no. 9 (October 2021): 420.
2. Loanne Snavely, "Engaging Undergraduates with the Academic Library," in *Student Engagement and the Academic Library* (Santa Barbara, CA: Libraries Unlimited, 2012), 1–10.
3. Steve H. Ching, Richard W. L. Wong, and Brad C. New, "The Calligraphy Connections Project: Engaged Scholarship of Historical East Asian Texts," *The Journal of Academic Librarianship* 46, no. 5 (2020): 102194.
4. "JC Poetic Heritage Translation Awards," City University of Hong Kong Department of Linguistics and Translation, accessed November 2, 2022, https://lt.cityu.edu.hk/StudentLife/scholarships/JCPHTA/2022/.
5. Sallyann Price, "2022 International Innovators," *American Libraries* (July/August 2022): 22-23, https://digital.americanlibrariesmagazine.org/html5/reader/production/default.aspx?pubname=&edid=9d32d285-77ae-48b0-8e0c-77ed019ab777.

Laura A. Sheets

A change of art

Learning research strategies in a new subject area through a LibGuide redesign

In the spring of 2020, the art librarian left my institution for another position. As a member of the Humanities team, I volunteered to take on the instruction responsibilities of Art and Design in addition to my other instructional duties. The previous art librarian had a master's degree in art history and a strong relationship with the School of Art. My departing colleague and I had a brief conversation regarding art history research strategies. While I was nervous and mostly on my own (because none of my colleagues had a deep knowledge of art research practices), I knew that my generalist background would guide me.

Pedagogy vs. pathfinder

For every librarian you meet, you'll probably encounter an equal number of opinions about LibGuides, the software libraries use to create webpages. Personally, I don't have a problem with the platform itself. It's convenient, accessible (meaning both readable by assistive technology and easy to use for individuals with little web design experience), and the company behind LibGuides (SpringShare) is responsive to its customers' ideas, has a robust training program, and excellent customer service.

The issues lie with how LibGuides are created. Librarians create them like librarians, with pages for types of sources like journals or periodicals and long lists of links to databases, websites, or books without context (i.e., the "pathfinder" style). Research experts understand why one might search for a journal over a trade publication, or what they would do with an index to folk literature. But without clear instruction, research novices don't.

After completing a graduate certificate in instructional design and technology, I noticed poor design in many LibGuides. During their presentation "When All You Have Is a Hammer, Everything Looks Like a LibGuide" at the 2022 LOEX Annual Conference in Ypsilanti, Michigan,[1] Urszula Lechtenburg and Helene Gold asked specific questions about what was lacking in the pathfinder style of LibGuides: Where's the pedagogy? Where's the student in all of this? What are the best practices? I left the session feeling inspired to update at least a few of my LibGuides to be more focused on the process of research, rather than the cataloging of the internet.

The discussion of the pedagogical versus mechanics model in library instruction (and the teaching of writing) is not new. In 1987, Carmen B. Schemersahl, a writing instructor at Mount Saint Mary's College, wrote "Teaching Library Research: Process, Not Product,"[2] which advocated for shifting the focus of first-year composition courses to the research

Laura A. Sheets is assistant professor/reference and instruction librarian at Bowling Green State University, email: sheetsl@bgsu.edu.

© 2023 Laura A. Sheets

process as opposed to the product of the research paper. Barbara Fister was also concerned with teaching mechanics in library instruction in her 1993 article "Teaching the Rhetorical Dimensions of Research," emphasizing that the skill of "retriev[ing] information does not necessarily make for good research."[3]

For instruction librarians, the sea change from the mechanics-based teaching model to the pedagogical model played out during the adoption of the Framework for Information Literacy for Higher Education by ACRL in 2015 (almost 30 years after Schemersahl's article). The Framework replaced the ACRL Information Literacy Competency Standards for Higher Education, a mechanics-based checklist of skills students needed to be considered "information literate."

Despite the shift to the Framework, the "teach them where to click" model in library instruction persists. However, the blame cannot be placed fully on instruction librarians. Many teaching faculty request this from librarians, thinking the knowledge their students lack is where to find the information, not what to do with it once they find it. Since librarians are invited into classrooms, librarians lack the agency to advocate for change. Perhaps we are afraid that if we push back, our instruction requests may dwindle. Unfortunately, the mechanics model has creeped into our asynchronous materials as well (e.g.., LibGuides). In the classroom, librarians can sprinkle pedagogy in with database demonstrations. But when students are using point-of-need resources (like LibGuides), the instruction must be explicit for them to walk away with new knowledge.

What guided me

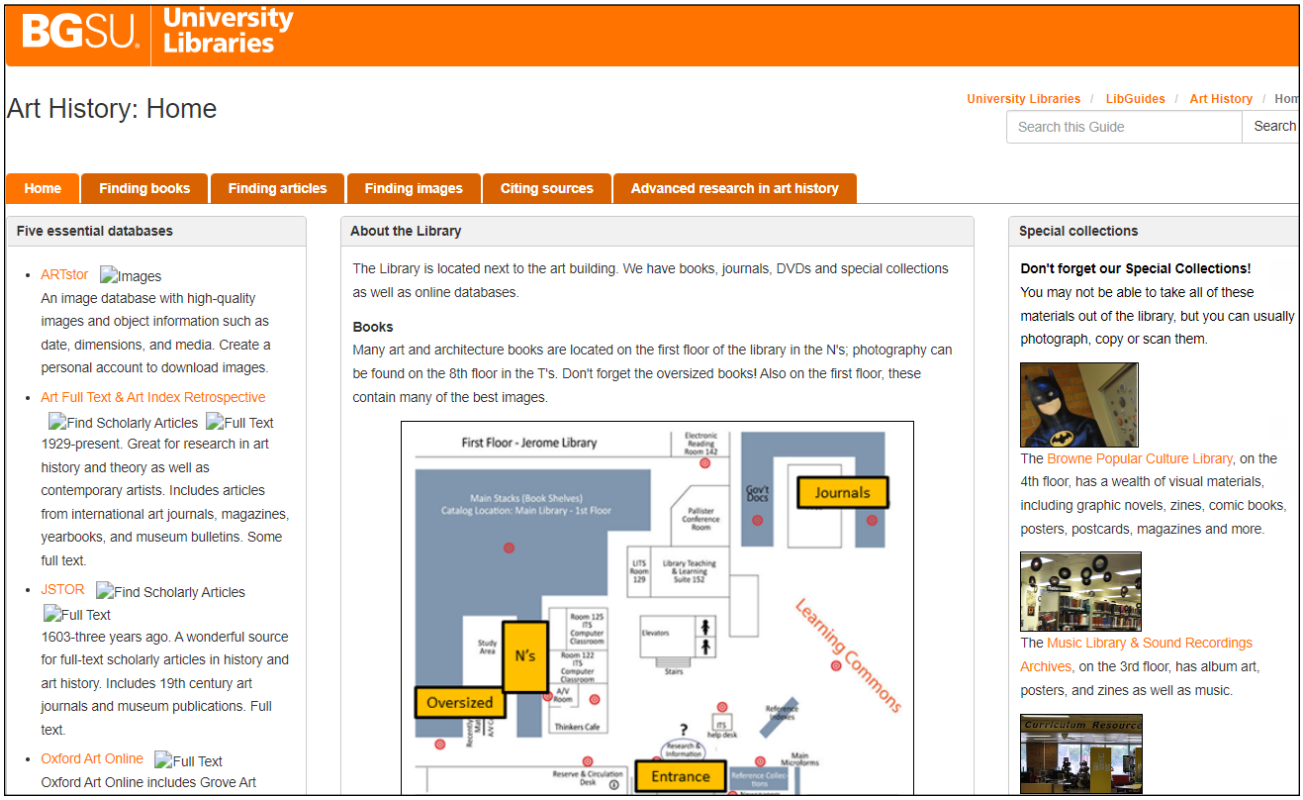
Because I was new to the discipline, the Art History LibGuide was a good place to start. I could learn more about research practices in my new subject area and revise a guide to be user-centered and pedagogical in nature. I searched for foundational and introductory sources since the audience for this guide was undergraduate Art and Design majors and minors and non-Art and Design students taking art history courses as part of their core liberal arts curriculum. My initial search was for existing LibGuides on art history. Although I found suggestions on books to read and websites to peruse, I didn't find examples of Art History LibGuides focused on the research process. Three sites initially guided the LibGuide revision:

- Purdue OWL's "Writing Essays in Art History"[4]
- The Writing Center at The University of North Carolina (UNC)-Chapel Hill's "Art History" Handout[5]
- How to Do a Visual Analysis by Curtis Newbold (Associate Professor of Communication at Westminster College)[6]

The art history handout from UNC-Chapel Hill led me to the four titles below, which greatly informed my foundational knowledge about research and theory in art history. Did I read the entirety of all four books? Absolutely not! I selected chapters to read, such as "Getting Ideas: Asking Questions to Get Answers" and "Art Historical Research" in Barnet and "Formalism and Style" and "Iconography" in Adams.

- Barnet, Sylvan. 2015. *A Short Guide to Writing about Art*, 11th ed. Upper Saddle River, NJ: Prentice Hall.

- Adams, Laurie. 1996. *The Methodologies of Art: An Introduction*. New York: IconEditions.
- Adams, Laurie. 2003. *Looking at Art*. Upper Saddle River, NJ: Prentice Hall.
- Emerling, Jae. 2005. *Theory for Art History*. New York: Routledge.



Screenshot of the Art History LibGuide before updating.

The new guide

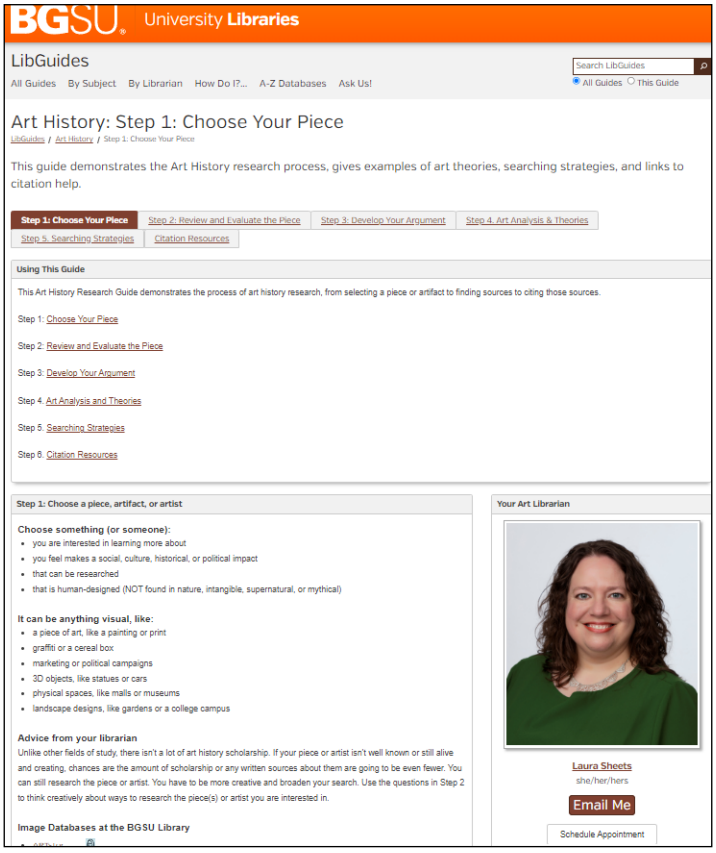
As I began to work with the faculty in the School of Art, teach with their research assignments, and meet with students for research consultations, I saw where students struggled with the research process in the discipline of art history.

The pitfalls of research in art history can be the exact opposite of research pitfalls in other disciplines and courses. Let's look at two popular research topics for a first-year composition course as examples: the legalization of marijuana or how anxiety affects college students. Those topics are extremely broad and would be difficult to research. Librarians (and writing instructors) would advise the students to narrow these topics to make them fit the scope for a short paper. Depending on the artist and piece you are researching, the exact opposite might be true for art research. As humanities departments shrink at institutions of higher education, so does the number of humanities faculty, and the body of scholarship. If the piece a student is researching was created decades or centuries ago and it is well-known (e.g., the Mona Lisa, American Gothic, etc.), finding scholarship may not be a problem. However, if the piece is obscure, if the medium is not "accepted" as high art (think jewelry, textiles, or mixed media), or if your artist is not well-known or still alive and creating, it can be very hard to find scholarship about them or their art.

Therefore students researching obscure pieces and artists will need to broaden their searches to include other contexts, theories, or perspectives about their chosen piece. For example, researching the time period in which the piece was created, the artist's culture

and background, or a specific theory in which to analyze the piece are some of the ways to research an art piece when there are limited scholarly sources available. But most students I've met (with in my short time as an art librarian) do not understand this approach. When they see "a minimum of six scholarly sources required" on an assignment prompt, they assume those sources must be about the piece they've chosen to write about. Students search the discovery layer (or Google or Google Scholar), find two or three sources at best, and schedule a research appointment with me because they are panicking about finding enough resources to be able write this paper. Once I explained how to broaden their scope (and that this is accepted practice for this type of research), the students immediately relaxed, engaged in the research process, and became excited about their chosen piece or artist again.

This research process, combined with the foundational art analysis and theory from my initial research, became the foundation for my revised pedagogical art history research guide. The guide was embedded in all art history courses in Canvas (the campus learning management system) using the LibGuide LTI (learning tool interoperability) Tool. I plan to incorporate the guide in relevant classroom instruction during the upcoming academic year.



Screenshot of the new Art History LibGuide.

Best practices incorporated

Lechtenburg and Gold's presentation included several best practices for pedagogical LibGuides and led me to additional literature. The best practices I incorporated into my guide from these sources were the following:

- Embed guides at the students' point of need (LMS, instruction).
- Use a one- or two-column layout.

- Include a maximum of six tabs/pages.
- Reduce the number of sources listed.
- Label sources as "Best bets" (or similar language).
- Use bulleted lists to break up large blocks of text.
- Use navigational signals to create clear paths for students (e.g., Step 1., Start Here, etc.).
- Be consistent with labeling and minimize the use of library jargon.

Future steps and recommendations

I plan to include additional best practices in the future, including intentional collaboration with the Art History faculty, gathering feedback from students about the usefulness of the LibGuide, and gathering statistics from the LTI Tool.

Collaborating with the Art History faculty on the maintenance and revisions of the LibGuide will intentionally connect the guide to the curriculum, making it more relevant to the students' courses and research assignments. One cannot create a user-centered resource without gathering feedback from the users themselves. For the initial revision, I was able to collect feedback from an Art History student who worked at the library, but feedback needs to be collected on a larger scale. I intend to include a survey link on the guide for feedback and ask for formative feedback from students in class and research appointments. As a LibGuides administrator, I can track statistics of the LibGuide LTI Tool to see which classes have high use of the guide. Encouraging faculty to direct students to the LibGuide in Canvas is now a part of my departmental outreach.

As I redesigned the Art History LibGuide, I learned research strategies in a new subject area, made connections with the Art History faculty and students, and created a list of best practices for pedagogical LibGuides. I highly recommend the pedagogical and user centered LibGuides sources I used during this process and the approach of learning a new subject area by creating or revising a subject or course LibGuide.

Suggested readings

Barker, Amy E. G., and Ashley T. Hoffman. "Student-Centered Design: Creating LibGuides Students Can Actually Use." *College & Research Libraries* 82, no. 1 (2021): 75–91.

Barker, Eleanor, and Veronica Phillips. "Learning How to Teach Unfamiliar Subjects: Developing Training on Writing for Publication and Presentation of Research for Health Libraries." *Health Information and Libraries Journal* 37, no. 2 (2020): 163–67.

Bergstrom-Lynch, Yolanda. "LibGuides by Design: Using Instructional Design Principles and User-Centered Studies to Develop Best Practices." *Public Services Quarterly* 15, no. 3 (2019): 205–23.

Fister, Barbara. "Teaching the Rhetorical Dimensions of Research." *Research Strategies* 11, no. 4 (1993): 211.

German, Elizabeth. "LibGuides for Instruction: A Service Design Point of View from an Academic Library." *Reference and User Services Quarterly* 56, no. 3 (2017): 162–67.

Hintz, Kimberley, Paula Farrar, Shirin Eshghi, Barbara Sobol, Jo-Anne Naslund, Teresa Lee, Tara Stephens, and Aleha McCauley. "Letting Students Take the Lead: A User-Centred Approach to Evaluating Subject Guides." *Evidence Based Library and Information Practice* 5, no. 4 (2010): 39–52.

Johnson, Anna Marie. "Connections, Conversations, and Visibility: How the Work of Academic Reference and Liaison Librarians is Evolving." *Reference and User Services Quarterly* 58, no. 2 (2018): 91–102.
Lee, Yoo Young, and M. Sara Lowe. "Building Positive Learning Experiences through Pedagogical Research Guide Design." *Journal of Web Librarianship* 12, no. 4 (2018): 205–31.
Luca, Edward Joseph. "Reflections on an Embedded Librarianship Approach: The Challenge of Developing Disciplinary Expertise in a New Subject Area." *Journal of the Australian Library and Information Association* 68, no. 1 (2019): 78–85.
Pothier, Wendy Girven, Heather Howard, and Paul Campbell. "Pathways to Becoming an Academic Subject Specialist: Insights from Three Librarians." *Partnership* 14, no. 1 (2019): 1–9.
Staley, Shannon M. "Academic Subject Guides: A Case Study of use at San Jose' State University." *College & Research Libraries* 68, no. 2 (2007): 119–39.
Stone, Sean M., M. Sara Lowe, and Bronwen K. Maxson. "Does Course Guide Design Impact Student Learning?" *College & Undergraduate Libraries* 25, no. 3 (2018): 280–96.

Notes

1. Urszula Lechtenberg and Helene Gold, "When All You Have Is a Hammer, Everything Looks Like a LibGuide: Strengths, Limitations, and Opportunities of the Teaching Tool" (presentation, Annual LOEX Conference, Ypsilanti, MI, May 6, 2022).
2. Carmen B. Schemersahl, "Teaching Library Research: Process, Not Product," *Journal of Teaching Writing* 6, no. 2 (1987): 231–37
3. Barbara Fister, "Teaching the Rhetorical Dimensions of Research," *Research Strategies* 11, no. 4 (1993): 211.
4. "Writing Essays in Art History," Purdue OWL, Purdue University, accessed August 23, 2022, https://owl.purdue.edu/owl/subject_specific_writing/writing_in_art_history/art_history_essays.html.
5. "Art History," The Writing Center, University of North Carolina at Chapel Hill, accessed August 23, 2022, https://writingcenter.unc.edu/tips-and-tools/art-history/.
6. Curtis Newbold, "How to Do a Visual Analysis," The Visual Communication Guy, January 12, 2015, https://thevisualcommunicationguy.com/2015/01/12/how-to-do-a-visual-analysis-a-five-step-process/.

Meg Wacha, Michael Kirby, jean amaral, Elizabeth Jardine, Meagan Lacy, and Catherine Lyons

What's missing?

The role of community colleges in building a more inclusive institutional repository landscape

In 2003, the executive director of the Coalition for Networked Information, Clifford A. Lynch, declared institutional repositories "essential infrastructure for scholarship in the digital age."[1] More than twenty years later, many colleges and universities do not maintain an institutional repository (IR), and their students and faculty do not have access to one. Community colleges—the original open access institutions[2]—are integral to the higher education ecosystem, educating 31% of undergraduates in the United States.[3] However, only a handful of these institutions have an IR. At the time of publication, a mere ten community colleges were listed in either the Directory of Open Access Repositories (DOAR) or the Registry of Open Access Repositories (ROAR).

The precise number of community college communities with access to an IR is unknown and certainly higher than ten, but uptake is low. As a result, the rich intellectual outputs generated at these institutions are not openly shared. Repositories provide community college communities with the ability to read content they would not otherwise have access to, but to fulfill the original purposes of open access to "share the learning of the rich with the poor and the poor with the rich," it's imperative that the faculty and students at community colleges are recognized as contributors to the scholarly communications landscape and empowered to disseminate their works, via repositories, to the larger knowledge ecosystem.[4]

If the academic research landscape in the United States is going to join the wave of diversity, equity, and inclusion initiatives in higher education, academic librarians and other scholarly communications professionals must recognize the contributions of community college faculty scholars, including the need to preserve and distribute their work via IRs. While community college faculty make up almost 19% of all faculty in degree-granting postsecondary institutions, these instructors and professors teach a disproportionately higher number of students in comparison to their colleagues at four-year institutions.[5] In 2015–2016, 49% of all students who completed a bachelor's degree had been enrolled at a two-year public college at some point in the previous ten years.[6] Community college students are more ethnically diverse than undergraduates at four-year colleges, primarily in having fewer white students (47% versus 53%) and more Hispanic students (27% vs. 18%).[7] And contrary to popular thought, community college graduates in 2021 were twice as likely to graduate from an academic program rather than a vocational one.[8] While community college faculty are less

Meg Wacha is the University Scholarly Communications Librarian at the CUNY Central Office of Library Services, email: megan.wacha@gmail.com. Michael Kirby is the Reader Services Librarian at CUNY Kingsborough Community College, email: michael.kirby@kbcc.cuny.edu. jean amaral is the Open Knowledge Librarian at CUNY Borough of Manhattan Community College, email: jamaral@bmcc.cuny.edu. Elizabeth Jardine is the Metadata Librarian at CUNY LaGuardia Community College, email: ejardine@lagcc.cuny.edu. Meagan Lacy is the Chief Librarian at CUNY Guttkmcuman Community College, email: meagan.lacy@guttman.cuny.edu. Catherine Lyons is the Head of Reference and Library Technology at CUNY Hostos Community College, email: clyons@hostos.cuny.edu.

© Meg Wacha, Michael Kirby, jean amaral, Elizabeth Jardine, Meagan Lacy, and Catherine Lyons

ethnically diverse than faculty at four-year schools, there is greater representation of female versus male faculty at community colleges—55% versus 50%.[9] The percentage of public community colleges with a tenure system is 58%,[10] and while smaller than the percentage of four year colleges, it is still a significant number with close to 550 community colleges in this category.[11]

The purpose of IRs at community colleges is no different than at four-year colleges: they organize, preserve, and showcase the intellectual life of an institution. The typical mission of community colleges is focused on teaching—to provide access to education to local students. Thus IRs possess the unique potential to expand access to the scholarship of teaching and learning (SoTL) and open educational resources (OER). In showcasing a college's innovative, student-centered and culturally responsive pedagogy, these collections work to improve student learning experiences beyond the college and, as a result, raise its profile. The IR is key in sharing instructional materials, especially when openly licensed, ranging from syllabi to assignments to topic presentations and overviews. With the OER community's focus on creating equitable, inclusive materials, where many commercial publishers have fallen short, an IR provides the opportunity to share materials created through an anti-racist,[12] culturally relevant/sustaining,[13,14] trauma-informed lens.[15] An increasing number of faculty also engage students in creating OER. Given the diversity of the student body at most community colleges, the IR then plays an invaluable role in providing access to materials created by marginalized community members, providing a platform for their voices.

The community college faculty who teach almost half of all undergraduates may not have multi-million-dollar grants (though some do[16]) or a team of graduate students running lab experiments, but they are often experts in teaching, usually carrying a greater teaching load than colleagues at four-year schools. Most community college faculty teach a five-five load, with a lucky few, like the City University of New York (CUNY), teaching four-four.[17] While community college faculty publish various types of research, their work around SoTL tends to be shared informally rather than in peer-reviewed journal articles. One study found that more than half of community college faculty surveyed produced three to five forms of unpublished, SoTL scholarship in the three years prior to the study, including presentations to colleagues about new pedagogical techniques and developing assignments to teach the most challenging course material.[18] Institutional repositories can provide the platform for ensuring that this less formal community college scholarship reaches a wide audience.

With heavy teaching loads and limited time, community college faculty may choose to forego traditional publications for some of their scholarly work, and the IR plays an important role in providing access to this knowledge. For some community colleges, the dissemination of OER may be a primary objective of their IR. Following LOCKSS principles, preserving OER and other instructional materials in an IR, as well as through complementary repositories (e.g., MERLOT, OER Commons, Humanities Commons), helps to ensure long-term access for both the local and global communities.

Additionally, while community colleges often serve students seeking to transfer to four-year colleges, they also offer technical and trade programs that prepare students for direct employment. Such programs present opportunities to attract new kinds of content to IRs. For example, community colleges with programs in the culinary arts, apparel design, or carpentry can contribute knowledge in fields typically not represented in traditional academia.

IRs also support myriad less traditional scholarly works, which can include presentations, blog posts, and faculty institutional publications, among other formats.

To succeed in the current climate of shrinking library budgets, especially in the face of continuing enrollment declines, library leaders at community colleges may need to look to consortial agreements to initiate and grow an IR.[19] In a 2021 Ithaka survey by Melissa Blankstein and Christine Wolff-Eisenberg, 45% of community college library leaders indicated they had experienced budget cuts.[20] The resources required to support an IR are significant, but a repository meets multiple institutional and individual needs, paving a path to open when one is not otherwise available. Collaboration and consortial agreements can help defray costs. The academic libraries in Utah, for example, modeled this when they created a shared repository.[21] When CUNY launched its institutional repository in 2015, it was determined that a platform controlled by the Central Office of Library Services and managed by coordinators at each of its campuses would best ensure the long-term success of the repository across its twenty-four colleges, including its seven community colleges. The ability to search across the institutions' collections in a single repository is another benefit both for users, who can search using a single interface, and for creators, whose works reach an ever-broader audience.

The futures of open access and institutional repositories are unknown, but they are at a juncture. Infrastructure conversations continue in response to mandates from the federal government and funder coalitions, "transformative agreements" increasingly embed themselves within the budgets and strategy documents of well-resourced institutions, and the United States Repository Network has launched to support an "equitable and sustainable" research infrastructure.[22] However, community colleges are not represented in these conversations and thus are absent from this vision of an open future. If the scholarly communications ecosystem is to shift, those shifts must include all who contribute to it.

Notes

1. Clifford A. Lynch, "Institutional Repositories: Essential Infrastructure for Scholarship in the Digital Age," *ARL Bimonthly Report* 226 (February 2003): 2–7, https://www.cni.org/wp-content/uploads/2003/02/arl-br-226-Lynch-IRs-2003.pdf.

2. According to a 2008 study conducted by the National Center for Education Statistics, around 95% of community colleges have open access enrollment. This means they accept any student who applies, regardless of academic achievement. Stephen Provasnik and Michael Planty, "Community Colleges: Special Supplement to The Condition of Education 2008 (NCES 2008-033)," August 2008.

3. National Center for Education Statistics, "Digest of Education Statistics: Table 306.50," 2020, https://nces.ed.gov/programs/digest/d21/tables/dt21_306.50.asp.

4. Leslie Chan, Darius Cuplinkskas, Michael Eisen, Fred Friend, Yana Genova, Jean-Claude Guédon, Melissa Hagemann, et al., "Budapest Open Access Declaration," February 14, 2002. https://www.budapestopenaccessinitiative.org/read/.

5. National Center for Education Statistics, "Digest of Education Statistics: Table 303.70," 2021, https://nces.ed.gov/programs/digest/d21/tables/dt21_303.70.asp.

6. National Student Clearinghouse Research Center, "Two-Year Contributions to Four-Year Completions 2017," March 29, 2017, https://nscresearchcenter.org/snapshotreport-twoyearcontributionfouryearcompletions26/.

7. National Center for Education Statistics, "Digest of Education Statistics: Table 306.50," 2020, https://nces.ed.gov/programs/digest/d21/tables/dt21_306.50.asp.

8. U.S. Bureau of Labor Statistics, "College Enrollment and Work Activity of Recent High School and College Graduates Summary – 2021," April 26, 2022, https://www.bls.gov/news.release/hsgec.nr0.htm.

9. National Center for Education Statistics, "Digest of Education Statistics: Table 314.30," n.d., https://nces.ed.gov/programs/digest/d18/tables/dt18_314.30.asp.

10. National Center for Education Statistics, "Digest of Education Statistics: Table 316.80," 2021, https://nces.ed.gov/programs/digest/d21/tables/dt21_316.80.asp.

11. American Association of Community Colleges, "AACC Fast Facts 2022," 2022, https://www.aacc.nche.edu/wp-content/uploads/2022/05/AACC_2022_Fact_Sheet-Rev-5-11-22.pdf.

12. Community College Consortium for OER, "Open for Antiracism Program," n.d., https://www.cccoer.org/ofar/.

13. Ji Kim and Grace Pai, "Applied Math in Introductory Chemistry," CUNY Academic Works, 2022, https://academicworks.cuny.edu/nc_oers/27.

14. jean amaral, "Culturally Sustaining Pedagogies Reading and Reflection," OER/ZTC Course Redesign Seminar (Summer 2021), https://openlab.bmcc.cuny.edu/oer-summer-2021/2021/05/31/culturally-sustaining-pedagogies-reading-and-reflection/.

15. Open Education Network, "Office Hours: Trauma Informed Pedagogy in Open Education," 2022, YouTube video, 57:49, https://www.youtube.com/watch?v=tqJ-5M-fkMM.

16. At the City University of New York, community college faculty regularly receive federal funding to support their research and training activities. Research Foundation CUNY, "RFCUNY 2021 Award Statistics," 2021, https://www.rfcuny.org/annualreport.

17. Rob Jenkins, "Community College FAQ: You Teach How Many Classes?" *The Chronicle of Higher Education*, October 25, 2016, https://www.chronicle.com/article/community-college-faq-you-teach-how-many-classes.

18. John M. Braxton, William R. Doyle, and Dawn Lyken-Segosebe, "Tweaking the Culture of the Community College," *New Directions for Community Colleges* 171 (2015): 77–85, https://doi.org/10.1002/cc.20156.

19. Liam Knox, "Despite Hopes for a Rebound, Enrollment Falls Again," *Inside Higher Ed*, October 20, 2022, https://www.insidehighered.com/news/2022/10/20/enrollment-declines-continue-slower-rate.

20. Melissa Blankstein and Christine Wolff-Eisenberg, "Library Strategy and Collaboration Across the College Ecosystem," *Ithaka S+R* (blog), September 9, 2021. https://doi.org/10.18665/sr.315922.

21. Karen Estlund and Anna Neatrour, "Utah Digital Repository Initiative: Building a Support System for Institutional Repositories," *D-Lib Magazine* 13, no. 11/12 (2007), https://doi.org/10.1045/november2007-neatrour.

22. SPARC, "U.S. Repository Network Launches to Meet Critical Research Infrastructure Need," October 27, 2022, https://sparcopen.org/news/2022/u-s-repository-network-launches-to-meet-critical-research-infrastructure-need/.

The American Constitution Society. *Access:* https://www.acslaw.org/.

The American Constitution Society (ACS) website is an outlet for legal experts to address a general audience through podcasts, videos, and short- to medium-length texts. Since 2001, the ACS self-identifies as a "national progressive legal network" in response to *Bush v. Gore*, to counter the "conservative legal movement's mounting influence."

The website's banner menu lists blogs, issues, and analysis, "Projects," "Media," "About Us," and "Get Involved." The blogs are "Expert Forum" for longform analysis of policy or law published one to four times per month, and "In Brief" for eloquent weekly summaries on current topics. They are presented in reverse chronological order, or you can select from a list of ten subjects: "Supreme Court," "Criminal Justice," "Federal Courts," "Equality and Liberty," "Voting Rights," "Democracy and Voting," "Executive Power," "Importance of the Courts," "Racial Equity," and "Access to Justice." Each link opens the next part of the banner menu.

"Issues and Analysis" opens a menu listing thirteen issues and a column of analysis by format. The issues expand on the list above and include "First Amendment," "Immigration," "National Security and Civil Liberties," "Regulation and Administrative State," "Separation of Powers and Federalism," "Technology Law and Intellectual Property," "Workers' Rights," and "Constitutional Interpretation." Each Issue's page starts with a short description then links to relevant recent blogs, upcoming events, issue briefs, videos, press releases, and past events. Further scrolling leads to a list of sub-issues.

"Projects" is less predictable and may list statements, publications, videos, an overview, publications, news releases, audio, or recent events. "Projects" focuses on a variety of topics such as "Article V of the U.S. Constitution," "Death Penalty in America," "Judicial Nominations," "Protecting Reproductive Rights," "Voting Rights Project," and "Truth, Racial Healing and Transformation." One particularly interesting new project under "Judicial Nominations" is "Diversity of the Federal Bench," which offers animated charts, interactive maps, and an archive of statistics (static charts) since March 2020.

Students interested in history and political science will find a wealth of information at the ACS website.—*Jennifer Stubbs, Bradley University, jastubbs@bradley.edu*

European Parliament. *Access:* https://www.europarl.europa.eu/portal/en.

The European Parliament (EP) is the legislative body of the European Union (EU), a political and economic union of twenty-seven member states. Founded in 1952, the European Parliament is composed of 705 members (MEPs) directly elected by voters in every EU member state. The EP makes laws, approves the EU budget, and supervises the work of the EU. It shares power with the Council of the EU and the European Commission. The website of the European Parliament is a portal to a vast array of information about the work—and the inner workings—of the EP.

The website is organized into a primary site containing basic information about the EP,

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

as well as ten secondary websites (all under the same domain name and with a similar look and feel) that allow visitors to delve into specific aspects of the EP. The primary site's top navigation includes menu items for "News," "MEPs," "About Parliament," "Plenary," "Committees," "Delegations," and "Other Websites." This navigation bar displays at the top of each subsite, giving an instant way to return to the primary site. Secondary and tertiary navigation menus drill deeper into each category. Secondary sites include "Multimedia Centre," "Think Tank," and "Legislative Train," which uses railway visuals and vocabulary (departed, arrived, derailed, etc.) to report on legislation. While this plethora of nested menus and sites may daunt first-time visitors, the multilayered structure befits the EP's complexity and its democratic imperative to share information with EU citizens.

The website is highly accessible. It largely conforms to level AA of the Web Content Accessibility Guidelines 2.1 from the World Wide Web Consortium (W3C), though many of the recordings of parliamentary speeches lack closed captions. The site also makes content easy to understand for visitors with diverse reading levels and learning styles. Animations and infographics recap topics entertainingly. A button on all pages allows visitors to toggle seamlessly between twenty-four European languages. "Easy-to-read" page versions use plain language to describe how the EP works and what it does. All content is free to read without registration or payment.

This website provides free global access to the doings of the European Parliament and does so in an accessible and well-organized way. Scholars, students, policymakers, and citizens doing research or seeking to learn more about the EP will appreciate this resource's depth, design, and transparency.—*Michael Rodriguez, Lyrasis, topshelvr@gmail.com*

National Council on Aging. *Access:* https://www.ncoa.org/.

The National Council on Aging (NCOA) is a nonprofit organization seeking to "improve the lives of millions of older adults, especially those who are struggling." Based in Arlington, Virginia, and formed in 1950, the NCOA focuses on health and financial security for older adults, particularly those who may face societal inequities. The audience of the website is older adults, caregivers, professionals, and advocates with content devoted to each group, with most content being most relevant to older adults and their caregivers. The website provides a combination of news, best practices, personalized tools, and other resources geared to the needs of this demographic.

Content on healthy living includes prevention, physical and behavioral health, and aging mastery. Financial information centers on budgeting, job skills, retirement, and benefits enrollment. Information on falls prevention and COVID-19, notable sources of concern for the elderly, is prominently available across the site. Professionals will find guidance on best practices and organizations focused on seniors, and advocates will discover information on public policy, grants, and upcoming events. The bulk of the content is articles and tools (such as the AgeWell Planner and BenefitsCheckUp), with a few videos and infographics. Although not a scholarly source, academic librarians may find the NCOA website a resource to recommend for areas of study that serve older adults, such as the health sciences and allied health sciences.

The website is intuitive to navigate with a blend of visuals and text; however, the volume of information can be overwhelming. Specialized tools would benefit from being organized in one category as these can be difficult to locate other than by serendipitous browsing. There is

no sitemap, but a keyword search box is located at the header. There are two font sizes to aid visibility. Information is organized by audience with additional choices available at the site's header and footer. The site states that the NCOA "believes every American deserves to age well—regardless of gender, color, sexuality, income, or ZIP code." However, information is only available in English. Although the site would benefit from greater diversity in language and tweaks to enhance discoverability, it is a robust health and financial literacy resource specific to older adults that academic librarians supporting programs serving this population will be sure to find useful.—*Dawn Behrend, Lenoir-Rhyne University, dawn.behrend@lr.edu*

Larry P. Alford, university chief librarian at the University of Toronto, has been awarded the MacDonald Award by the Canadian Research Knowledge Network (CRKN) Board of Directors.

Innocent Awasom, science librarian at Texas Tech University, is participating in the Fulbright Scholars Award program. He will be spending the academic year attached to the Bindura University of Science Education in Bindura, Zimbabwe, as well as collaborating with the Zimbabwe Library Association (ZIMLA) and the Zimbabwe Young Academy of Sciences.

Tyler Walters, university libraries dean at Virginia Tech, was recently appointed governing board chair of Academic Preservation Trust (APTrust), a consortium of colleges and universities across the country committed to providing a preservation repository for digital content and developing related services.

Appointments

María R. Estorino has been appointed vice provost for University Libraries and university librarian at the University of North Carolina-Chapel Hill. She joined the University Libraries in 2017 as associate university librarian for special collections and director of the Louis Round Wilson Special Collections Library. In that role, she was a member of the University Libraries' leadership team, with a focus on expanding and advancing the work of the university's outstanding special collections. Estorino is a strong advocate for accessibility in libraries and has worked to build expansive and inclusive collaborations with North Carolina communities. She has helped special collections units refine their vision for rare and archival collections to broaden representation of the many cultures and communities that make up the state.

María R. Estorino (Photo by Jon Gardiner/ UNC-Chapel Hill.)

Sarah Shreeves has been named the new dean of libraries at the University of Utah, beginning in June 2023. Shreeves is currently the vice dean of libraries at the University of Arizona, where she serves as chief operating officer, providing leadership and support to the departments of Access and Information Services, Special Collections, Technology Strategy and Services, and Research Engagement. Before joining the University of Arizona, Shreeves served as associate dean for digital strategies and faculty affairs at University of Miami Libraries, co-coordinator of the Scholarly Commons and associate professor of library administration at University of Illinois at Urbana-Champaign Libraries, and project manager for integrated library system migration at Massachusetts Institute of Technology Libraries.

Sarah Shreeves

Jack Ahern is now director of annual giving at the University of North Carolina-Chapel Hill.

Regina Gong has joined the University of San Diego Copley Library as associate dean for student success and diversity.

Hannah Sommers is now associate librarian for researcher and collections services in the Library Collections and Services Group at the Library of Congress.

Fast Facts

Intellectual property

Global intellectual property (IP) filings for patents, trademarks, and designs reached new highs in 2021 (the latest data available) despite the COVID-19 pandemic. Patent offices received 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. Local patenting activity declined in 2021 in the US (-1.2 percent), Japan (-1.7 percent), and Germany (-3.9 percent).

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

Extreme numbers

Prolific generation of data has driven the need for new prefix names for large number magnitudes. "By the 2030s, the world will generate around a yottabyte of data per year—that's 10^{24} bytes, or the amount that would fit on DVDs stacked all the way to Mars. Four new prefixes [were added] to the International System of Units (SI). The prefixes *ronna* and *quetta* represent 10^{27} and 10^{30}, and *ronto* and *quecto* signify 10^{-27} and 10^{-30}. Earth's mass is on the order of a ronnagram, and an electron's mass is about one rontogram."

Elizabeth Gibney, "How Many Yottabytes in a Quettabyte? Extreme Numbers Get New Names," *Nature*, November 18, 2022. https://doi.org/10.1038/d41586-022-03747-9.

New public domain works

Works copyrighted in 1927 have now entered the public domain. Books, periodicals, and movies from that year are now available to copy, share, translate, and adapt. This includes the film *Metropolis* by Fritz Lang, the books *Death Comes for the Archbishop* by Willa Cather and *Mosquitoes* by William Faulkner, and thousands of issues of periodicals from 1927. Many of these are available freely on the Internet Archive.

Alexis Rossi, "Welcoming 1927 to the Public Domain," *Internet Archive Blogs*, January 1, 2023, https://blog.archive.org/2023/01/01/welcoming-1927-to-the-public-domain.

News deserts

"The United States continues to lose newspapers at a rate of two per week, further dividing the nation into wealthier, faster growing communities with access to local news, and struggling areas without. A fifth of the country's

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

population—70 million people—now live in an area with no local news organizations, or one at risk, with only one local news outlet and very limited access to critical news and information. Since 2005, the country has lost more than one-fourth of its newspapers and is on track to lose a third by 2025."
Erin Karter, "As Newspapers Close, Struggling Communities Are Hit Hardest by the Decline in Local Journalism," Northwestern Now, June 29, 2022. https://news.northwestern.edu/stories/2022/06/newspapers-close-decline-in-local-journalism.

Master's Degree in AI

"The University of Texas at Austin … (is) starting a large-scale, low cost online Master of Science degree program in artificial intelligence. Amid a boom in new tools like ChatGPT, the Austin campus plans to train thousands of students in sought-after skills in artificial intelligence starting in the spring of 2024." The approximately $10,000 tuition is intended to make AI education more affordable compared to, for example, Johns Hopkins University, which offers an online master's degree in AI for more than $45,000.
Natasha Singer, "University of Texas Will Offer Large-Scale Online Master's Degree in A.I.," *The New York Times*, January 26, 2023, sec. Technology. https://www.nytimes.com/2023/01/26/technology/ai-masters-degree-texas.html.