

College & Research Libraries

news

Association of College & Research Libraries



May 2023
Vol. 84 No. 5
ISSN: 2150-6698



Features

145 **Building community**

DIY punk strategies for the library classroom
Edward Gloor and Kevin Adams

152 **PERSPECTIVES ON THE FRAMEWORK**

Teaching the politics of citation

Challenging students' perceptions
Liz Chenevey

158 **Virtual LIS practicums**

Student and supervisor experiences during COVID-19, part 1
Tina Griffin and Holly Beverley

164 **THE WAY I SEE IT**

Approaching challenges to tenure

A fully remote librarian perspective
Taylor Ralph

166 **Anduin™**

Transforming manuscripts from *The Lord of the Rings* into a digital experience
Brendan Lenzner, Ed Sanchez, and William Fliss

172 **SCHOLARLY COMMUNICATION**

From vision to action

Catalyzing the U.S. Repository Network
Tina Baich

Departments

141 News from the Field

176 Internet Reviews

Joni R. Roberts and Carol A. Drost

179 Grants and Acquisitions

181 People in the News

182 Fast Facts

Gary Pattillo



This month's cover features a photograph of the interior of the St. Pius X Library at Incarnate Word College, now the University of the Incarnate Word. The building was canonized in 1955 and was re-canonized in 1997 as the J.E. & L.E. Mabee Library. The image was likely taken in the late 1950s, when the institution was a women's college with mostly education and nursing students. The university is now home to nearly 10,000 students and 110 majors.

Image courtesy of the J.E & L.E. Mabee Library, Archives at the University of the Incarnate Word, San Antonio, Texas.

Editor-in-chief: David Free

Recruitment ad sales manager: David M. Connolly

Product sales manager: Pam Marino

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

Editorial offices: (312) 280-2513

Email: dfree@ala.org

Website: crln.acrl.org

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

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

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

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

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

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

Back issues: \$11.00 each.

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

ACRL Board of Directors: President-Erin L. Ellis, eliser@iu.edu; vice-president/president-elect-Beth McNeil, memcneil@Purdue.edu; past-president-Julie Garrison, julie.garrison@wmich.edu; Budget & Finance Committee chair-Joe Mocnik, mocnik@ksu.edu; councilor—Kara M. Whatley, kwhatley@caltech.edu; directors-at-large—Toni Anaya, tanaya2@unl.edu; Jessica Brangiel, jbrangi1@swarthmore.edu; Walter Butler, walter.butler@outlook.com; Kim Copenhaver, copenhka@eckerd.edu; Cinthya Ippoliti, 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

MSU Libraries sign Read and Publish agreement with BMJ

Michigan State University (MSU) Libraries has recently become the first US institution to enter a Read and Publish agreement with leading global healthcare knowledge provider BMJ. This exclusive agreement allows corresponding authors who are affiliated with MSU uncapped ability to publish their primary research open access in all BMJ journals at no cost to the author. Associated open access publishing fees will be covered in full by MSU Libraries. BMJ publishes more than 65 medical and allied science titles, including *The BMJ*, *BMJ Case Reports*, the BMJ Premier Collection journals, and the BMJ gold open access journals. This agreement also allows all MSU affiliates access to the content published in these journals.

“We are thrilled to be the first US institution to sign a Read and Publish agreement with BMJ,” said Interim Dean of MSU Libraries Terri Miller. “This is an excellent opportunity to expand our already robust OA program and to make meaningful connections with other institutions whose values align with those of MSU Libraries, which in this case includes increasing opportunities for authors to publish open access to advance accessibility and inclusion in knowledge-sharing.”

The MSU Libraries has been actively expanding its support for open access publishing in various ways since 2020. This agreement with BMJ joins a growing list of Read and Publish agreements with journal publishers, including Cambridge University Press, DeGruyter, Wiley, PLOS, IOP, Royal Society Publishing, Company of Biologists, and more.

Revised ACRL Standards for Distance and Online Learning Library Services

The ACRL Board of Directors approved a revised and updated version of the association’s Standards for Distance and Online Learning Library Services at its February 17, 2023, virtual meeting. Developed by the ACRL Distance and Online Learning Services Section (DOLS) Standards Committee, the revised Standards are intended for anyone who is involved in providing services to distance and online learning communities. The document provides a means to foster cross-departmental communication and improve advocacy, and offers a roadmap for strategic planning. The revised Standards for Distance and Online Learning Library Services is freely available in the Standards, Guidelines, and Frameworks section of the ACRL website at <https://www.ala.org/acrl/standards>. Contact DOLS Standards Committee Co-Chair Natalie Haber at natalie-haber@utc.edu with questions about the Standards.

Clarivate adds Preprint Citation Index to Web of Science

Clarivate has added the Preprint Citation Index to the Web of Science platform. Researchers can now locate and link to preprints alongside other trusted content in the database to streamline the research process and help make meaningful connections faster. Access to preprints in the Web of Science makes it quicker and easier for researchers to include them in their existing research workflows. It enables immediate access to up-to-date, aggregated, and searchable preprints from selected repositories linked to author profiles.

At launch, the Preprint Citation Index provides nearly two million preprints from the arXiv, bioRxiv, chemRxiv, medRxiv, and Preprints.org repositories. Papers from more than a dozen additional repositories will be added throughout 2023. Preprint records are discoverable alongside other scholarly output in the Web of Science and connected to final versions of record, where applicable. They are clearly marked in search results and not included in any citation metrics including Times Cited Counts or the Journal Impact Factor (JIF) within the Web of Science Core Collection or Journal Citation Reports. More information on the Preprint Citation Index is at <https://clarivate.com/products/scientific-and-academic-research/research-discovery-and-workflow-solutions/preprint-citation-index/>.

Library of Congress releases newly digitized colonial-era African postcards

The Library of Congress has announced the initial release of more than 1,300 newly digitized postcards from the Africana Historic Postcard Collection, which depicts life under French, Italian, German, Belgian, and British colonial rule in sub-Saharan Africa from the 1890s until the end of the 1930s. More than 5,000 colonial-era postcards will comprise the online collection in the future to help researchers, teachers and students, and the public, understand that, beyond their use as souvenirs, these postcards were mainly used as propaganda tools in favor of colonial powers and missionary activities during that period.

Available online only in PDF from 2017, the rerelease of these digitized postcards will facilitate access to images and little-known facts about the European colonial establishments relating to Ethiopia/Eritrea, Somalia, Sierra Leone, Nigeria, Ghana, Senegal, Madagascar, German East Africa, British East Africa, and the Belgian Congo. Nearly half of the online collection covers the Italian colonial period in Ethiopia, particularly the 1935–41 Italo–Ethiopian War, and present-day Eritrea. View the collection at <https://www.loc.gov/collections/africana-historic-postcard-collection/about-this-collection/>.

New from ACRL—Exploring Inclusive & Equitable Pedagogies: Creating Space for All Learners

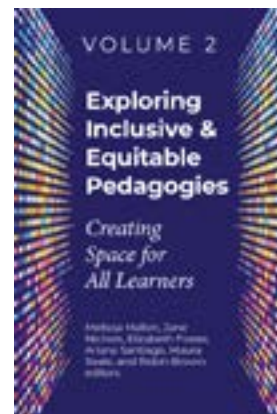
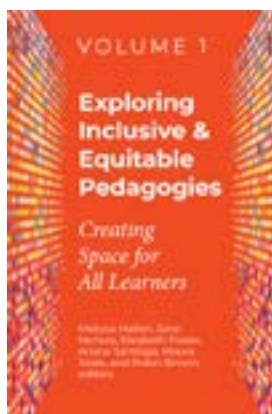
ACRL announces the publication of *Exploring Inclusive & Equitable Pedagogies: Creating Space for All Learners*, edited by Melissa Mallon, Jane Nichols, Elizabeth Foster, Ariana Santiago, Maura Seale, and Robin Brown. This two-volume set offers reflections, practices, and models that deepen our collective understanding of equitable and inclusive theories and practices and present new grounding for both our individual teaching and our instruction programs.

Inclusive and equity-minded pedagogy is inspired by a rich array of theories including Black feminist thought, critical race theory, cultural humility, cultural competence, disabilities studies, universal design for learning, and critical information literacy. When we base our instruction on inclusive and equitable pedagogies, we endeavor to connect authentically with students as well as to connect classroom learning to the context of their lives. We share power with students, centering them and their varied learning preferences, and strive to create a culture of care, empathy, and humility both in and out of the classroom. When we clearly share our objectives and expectations for a learning experience, students may better understand us and the learning context we aspire to create.

In *Exploring Inclusive & Equitable Pedagogies*, seven thorough sections across two volumes examine:

1. Anti-Racist Approaches
2. Intentional Information Literacy
3. Engendering Care and Empathy
4. Community Building
5. Universal Design for Learning: An Important Benchmark
6. Instructor Identity and Positionality
7. Professional Development

Chapters cover topics including dismantling, re-examining, and reconstructing notions of authority in information literacy instruction; teaching technology inclusively; using primary sources to research queer and feminist histories; cocreating knowledge practices with students; prioritizing accessibility in synchronous and asynchronous learning environments; cultural humility, funds of knowledge, and information literacy instruction with first-generation students; designing and managing inclusive group projects; and much more.



Exploring Inclusive & Equitable Pedagogies can help us become the instructors our students need by adopting the mindsets and developing the underlying skills to enact inclusive and equitable teaching and learning.

Exploring Inclusive & Equitable Pedagogies: Creating Space for All Learners is available for purchase in print and as an ebook through the ALA Online Store, individually or as a set; in print through Amazon.com; and by telephone order at (866) 746-7252 in the US or (770) 442-8633 for international customers.

PALNI joins NISO as voting member

The Private Academic Library Network of Indiana (PALNI) recently became a voting member of the National Information Standards Organization (NISO). Through this membership, PALNI will play an integral role in advancing standards-based library infrastructure and innovation through collaboration with cultural, scientific, scholarly, and professional communities. NISO voting membership is open to any organization globally that supports the organization's goals—to initiate, develop, maintain, and publish technical standards for information services, libraries, publishers, and others involved in the information business. NISO is the only organization accredited by the American National Standards Institute (ANSI) for this purpose. Learn more at <https://palni.org/news/palni-joins-niso-as-a-voting-member>.

OverDrive Academic transforms access to digital resources

OverDrive Academic has announced new open access and flexible digital content collections for academic libraries that provide unlimited simultaneous use with more cost certainty. The new open access collection for Taylor & Francis provides libraries and schools with

a collection of premium academic content at no cost, increasing access to knowledge and promoting collaboration for students and institutions.

The new content offerings from OverDrive Academic include budget-friendly options to meet colleges' and universities' increasing demand for academic and professional development titles. First, Taylor & Francis' open access collection of more than 1,400 free simultaneous-use ebooks make published academic research available at no cost with unlimited access. Additional open access ebooks from other publishers—including the University of Michigan Press—will be offered in the coming months. Learn more about OverDrive Academic at <https://company.overdrive.com/academic-libraries/>.

OCLC introduces Choreo Insights library analytics solution

OCLC's new Choreo Insights library analytics solution is now available to libraries in North America that are seeking to better align academic library collections with institutional priorities, new and emerging curriculum needs, and future trends. Available to development partner libraries since late 2022, Choreo Insights is now widely available to libraries in North America. Using WorldCat holdings data, Choreo Insights is a flexible solution that enables confident collection development decisions by comparing detailed subject breakdowns of local collections with overlap and gap analysis of any other library or group in WorldCat.

Libraries can map collections directly to academic programs using CIP (Classification of Institutional Programs) mapping. They can also use Library of Congress classifications, FAST subject headings, simple title text searches, and more to see how collections stack up. Analysis can take only seconds to perform and is not limited to one-time reports and static snapshots. Libraries can try a variety of analysis scenarios, such as comparing institutions with programs they hold in high esteem, or trim results based on years of publication and other facets. Complete details are at <https://www.oclc.org/en/choreo-insights.html>. 📖

Tech Bits . . .

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

If you struggle with organization, project management, or remembering tasks, you might be interested in using Notion. Notion is a cloud-based tool that can help turn chaos into clarity by acting as a second brain. It differs from other productivity tools by allowing you to create a flexible system that meets your needs. Notion provides customizable databases, calendars, private and public-facing pages, which can all be linked with each other. If you have a task or project that repeats, you can create a template. You can also tag projects with categories like teaching, scholarship, or service to track your accomplishments in these areas when preparing for tenure or promotion. Notion also has a web clipper! Check out the many YouTube videos on Notion to learn more. Notion Pro is free for individuals in higher education.

—*Kimberly Auger*
Millersville University

... Notion Pro
<https://www.notion.so/product/notion-for-education>

Building community

DIY punk strategies for the library classroom

Critical information literacy instruction requires that instructors enter into a community with students. A major challenge of library instruction is the limited amount of time that the students and instructor have to interact with one another. Creating a community with students in an hour is a tall task, and one that often butts up against the culture that has already been set during normal class sessions. However, that does not mean that setting a culture or building a community in the library classroom is impossible.

Do-It-Yourself (DIY) punk is a subculture of punk that emphasizes community responsibility and reliance. DIY punk shows are punk shows that are organized by band and community members, often in small intimate spaces, at low cost to organizers, performers, and participants. These shows operate in a limited window of time and create a culture through shared participation. Like DIY punk spaces, critical library classrooms require commitment and effort from all involved. Both can and will atrophy without community engagement. A culture of respect and care must be upheld by all members; it cannot be dictated by one member.

Both DIY punk communities and critical information literacy can have lasting impacts on participants. However, DIY does hold the advantage of active engagement outside of live shows. Community members are oftentimes connected through music, art, and friendship outside of shows and can continue to build on and discuss the scene outside of show venues. This advantage allows DIY punk communities to set a helpful example for others looking to build community.

In this essay, we build on the scholarship of other critical information literacy practitioners that draw on punk strategies, such as Amy Gilgan, Caitlin Shanley, and Laura Chance, who emphasize the importance of incorporating social justice into the library classroom, collaborating with students, seeking those whose voices are left out, and integrating nontraditional sources into library instruction and student research.¹ We build on their work by exploring our own lived experiences in DIY punk communities to draw out strategies that we use in the information literacy classroom to answer the question: how do we build community in the short timeframe of a one-shot?

DIY punk and critical information literacy

Critical information literacy

Critical information literacy has been conceptualized and practiced for more than a decade.

Edward Gloor is teaching and learning librarian at the University of Houston Libraries, email: elgloor@uh.edu. Kevin Adams is information literacy librarian at Alfred University, email: adamaska@alfred.edu.

Drawing from its roots in critical pedagogy, as Eamon Tewell states, “At its core, critical information literacy is an attempt to render visible the complex workings of information so that we may identify and act upon the power structures that shape our lives.”² Our understanding of critical information literacy is informed by the current literature, but is primarily driven by an application of the writings of bell hooks and Paulo Freire to library teaching practices. This includes two elements: classroom structure and classroom content. We structure our classroom around building community and sharing power. In our classroom content we strive to be clear about the social, political, and economic implications of information literacy.

Freire makes explicit the connection between education, politics, and oppression. In his focus on liberation, he stresses the importance of working together with students. “We must pose this existential, concrete, present situation to the people as a problem which challenges them and requires a response—not just at the intellectual level, but at the level of action.”³ Our critical information literacy classrooms pursue similar goals: to be action-driven through anti-racist, anti-sexist, and anti-capitalist content.

Drawing on hooks’ writing in *Teaching to Transgress*, we seek to take the short time we have with students to enter into a mutual community of learning. hooks states, “When I enter the classroom at the beginning of the semester the weight is on me to establish that our purpose is to be, for however brief a time, a community of learners together. It positions me as a learner.”⁴ As library instructors, we do not always enter the classroom at the beginning of the semester, and we have an even shorter time, but we also want to establish a community of learners.

Community is the antithesis of the banking model of education. Creating community is the forming of the foundation that practices like power sharing and student expression are built upon.

Do-It-Yourself punk

Punk goes beyond music and can be thought of as an embodied identity that includes personal expression through music, art, fashion, attitude, and much more. DIY is a punk ethos and there is no agreed-upon definition. Rather than attempt an authoritative definition, we provide a few key tenants of DIY punk.

- DIY punk community members share responsibility for maintaining and growing their local punk scenes.
- DIY punk community members understand the needs of the scene and do their own work accordingly, so that they are not reliant on corporate labels, promoters, or venues.
- DIY punk communities practice radical dissent by rejecting mainstream movements and embracing local, grassroots, community-building practices.

Our experiences inform our teaching

To answer the question, “How do we build a community of learners in a one-shot session?” we looked to our own experiences outside academia—in DIY punk communities. In this exploration, we saw that our teaching practices were informed by our experiences in these communities.

Kevin

My introduction to DIY punk shows and spaces happened in Lafayette, Indiana. I started going to shows at a converted warehouse. The common theme throughout these shows was that the community of musicians and showgoers were building something together, for one another. Through the music and the people in the space I experienced a connectedness that felt like immediate community in the short hour and a half of a punk show.

Later, I moved to Champaign-Urbana, Illinois, where I attended graduate school and found a scene that was more explicit about creating community than any other that I had experienced. Show organizers looked not just to band members, but to regular attendees to help in constructing the scene. Everyone was encouraged to flyer the town for shows and actively promote and invite folks online and off to participate. This engagement was reflected in the shows as well. In tiny, intimate basements, the audience and the band would be practically on top of one another, and once people started moving around, everyone was playing an active role in creating the show experience.

While I always participated in DIY punk spaces as an audience member, the shows in Champaign-Urbana were unique in that they broke down the distinction between organizer, band member, and audience member to build a radical community. This is where Edward and I met.

Edward

Growing up in the Denver DIY punk scene, specifically the hardcore scene, taught me a lot about the ways that the people within a community can shape it to function differently than other communities built around the same activity. What the scene looked like in 2011 is drastically different from the way it looks now. Physicality has always been a part of hardcore punk, but Denver frequently had people getting intentionally hurt by others at shows, and fights were a common occurrence. Show attendance dwindled and so did the number of venues that would host hardcore shows.

What revitalized the Denver scene was a youth movement that insisted on making shows happen and intentionally did not book bands associated with violence in the scene. They created a new culture and ejected people that were unsafe for other members of the scene. It took years of intentional shaping, and now Denver is a hotbed for hardcore music.

DIY punk has the potential to create a community that is welcoming and safe, and because I grew up in Denver, I understand that it must be intentionally built and maintained. This understanding translates directly to building community in the library classroom.

Strategies for critical information literacy from DIY Punk

By reflecting on our experiences in DIY punk, we were able to identify several strategies that we also utilize in implementing critical information literacy: community building, sharing power, and explicit messaging.

Community building

Critical information literacy practitioners can set out to build a community, but if the library values and classroom values do not reflect each other, the classroom community will struggle to grow. Library values are strengthened by building solidarity among library workers. Just as those in DIY punk spaces engage as a community outside of shows, students

engage with the library in many ways outside of the classroom. Creating a supportive community among library workers creates a culture of care that extends to students. There are many ways to engage with DIY spaces, and those that provide support through mutual aid and supporting local bands, labels, and venues have the potential to be spaces that are more welcoming to new members.



Image 1: Singer of the band Goon stands in front of the crowd at Convulse Records Fest, arms outstretched with balled fists. They are wearing a balaclava, leather jacket, costume angel wings, and ghillie-style pants covered in fake flowers. Photo credit: Copyright of this image is retained by Joe Lacey (@joexlacey) and used by the authors with permission.

The community can extend outside of the library as well. Building critical information literacy into curricula in partnership with faculty can support the foundations of the connections that library instructors are aiming for. Similar to promoting shows in DIY punk, this requires connecting with like-minded faculty outside of the classroom. Librarians may follow the example of these promoters by seeking faculty that share similar values such as critical pedagogy, anti-oppression, or community building. One of the key ways that DIY community members build and strengthen their connections is by continually showing up for one another. Once librarians have found faculty with shared values, they can show up for faculty by supporting their initiatives.

Sharing power

By sharing power in the classroom, instructors can demonstrate to students that they are serious when they proclaim that what students bring to the classroom adds value to the experience. From hooks we learn that instructors will never be able to give up all power because, ultimately, they do have a responsibility for the class.⁵ In the same way that people

who book DIY shows are responsible for running the show, they still rely on the showgoers and musicians to set the mood and tone for the show. Ultimately, it is those two groups that make the show what it is. Promoters provide structure while bands and audiences give the shows form.

In a conversation with bell hooks, Ron Scapp explains another barrier to sharing power in the classroom: “I notice many students have difficulty taking seriously what they themselves have to say because they are convinced that the only person who says anything of note is the teacher.”⁶ DIY shows break down this barrier by sharing the microphone during performances. The line between performers and audience is blurred or erased when the microphone and stage are shared with the audience. The performer/audience dynamic is further erased when band members dance or mosh in the crowd.



Image 2: A crowd member sings for the band SPY with other audience members singing along at Convulse Records Fest. Photo credit: Copyright of this image is retained by Joe Lacey (@joexlacey) and used by the authors with permission.

Similarly, library instructors can share power by positioning themselves as learners as well as teachers. Students bring experience and expertise from their own lives and fields of study. Encouraging students to share that expertise and creating multiple pathways for engagement can break down the barrier of traditional teacher/student dynamics.

Explicit content

DIY punk is often associated with in-your-face rhetoric and imagery. Many times, at a DIY punk show, the radical lyrics of a song will be all but unintelligible. Instead of letting the message remain a mystery, band members will speak about the meaning of their songs. In our time going to shows we have heard bands explicitly share their thoughts between songs

on political, social, and economic issues such as the war on drugs, immigrant rights, trans rights, sexism, racism, and ableism. Common threads throughout are love and protection for community and people. These messages are reinforced by the environment of the show.



Image 3: Bass player and singer for the band Asbestos with crowd members in the background at Convulse Records Fest. Photo credit: Copyright of this image is retained by Joe Lacey (@joexlacey) and used by the authors with permission.

In the critical information literacy classroom, it is important that instructors are equally explicit. Neutrality in the classroom will not create a welcoming and inclusive environment. Taking cues from Freire and DIY punk, instructors must openly challenge capitalist power structures, the construction of authority, and white supremacist culture.⁷ This can be done in not only the content of the course but the way the class is structured. Deliberate structure allows more students to engage with the explicit content that you present in the classroom. Similar to a DIY show, it is important that forms of engagement are not prescriptive. Showgoers can mosh and sing along, or they can simply listen to the music away from the dance floor. Both are welcome. In the classroom, talking and discussion is valuable, but silent participation and reflection can be equally important.

Conclusion

When we consider students to be full people that are collaborators with a shared responsibility in creating the classroom, we are engaging in a liberatory practice.⁸ Creating a community in the classroom starts first with the instructor, but without the commitment of everyone involved, it will not take hold. Library classroom culture may be burdened by the limited time that librarians have to interact with students, but by looking at DIY punk spaces and the way that they develop ongoing culture in time-limited spaces, library

instructors can begin to restructure classrooms to create inclusive, self-governing communities that value student participation.

Acknowledgement

The authors would like to thank Veronica Arellano-Douglas, Erica Lopez, Carolina Hernandez, and Natalia Kapacinskas for their feedback and input.

Notes

1. Amy Gilgan, “Teaching with Riot Grrrl: An Active Learning Session at the Intersections of Authenticity and Social Justice,” in *Critical Library Pedagogy Handbook*, vol. 2, ed. Nicole Pagowsky and Kelly McElroy (Chicago: Association of College and Research Libraries, 2016); Caitlin Shanley and Laura Chance, “Search and Destroy: Punk Rock Tactics for Library Instruction,” in *Critical Library Pedagogy Handbook*, vol. 1, ed. Nicole Pagowsky and Kelly McElroy (Chicago: Association of College and Research Libraries, 2016).
2. Eamon Tewell, “Putting Critical Information Literacy into Context: How and Why Librarians Adopt Critical Practices in Their Teaching,” *In the Library with the Lead Pipe*, October 12, 2016, <https://www.inthelibrarywiththeleadpipe.org/2016/putting-critical-information-literacy-into-context-how-and-why-librarians-adopt-critical-practices-in-their-teaching/>.
3. Paulo Freire, *Pedagogy of the Oppressed*, 13th anniversary ed. (New York: Bloomsbury, 2014), 95–96.
4. bell hooks, *Teaching to Transgress* (New York: Routledge, 1994), 153.
5. hooks, *Teaching to Transgress*, 153.
6. hooks, *Teaching to Transgress*, 150.
7. Freire, *Pedagogy of the Oppressed*.
8. hooks, *Teaching to Transgress*.

Liz Chenevey

Teaching the politics of citation

Challenging students' perceptions

In many of my regular one-shot instruction sessions, I often ask students why we cite in our work. The responses are typically the same: to avoid an Honor Code violation, because plagiarism is wrong, to give credit. Sometimes I'll hear "to find other articles." All these responses are correct and valid reasons to cite. But I often feel like the idea of "credit" feels vague to students and that the consequences of not giving credit affect the person who should be citing, rather than the person not being cited.

So often students, especially undergraduates, are taught citations with the message: if you do not cite, *you* will be penalized. Students are threatened with punitive measures from their professors or the honor council should they mis-cite or plagiarize. I often have students schedule reference consultations with me seeking help to fix their citations to make up points lost—and for some, those technical errors were the only major concerns with the paper. We have been teaching from a place of compliance and fear¹—fear of plagiarizing, fear of losing points on technicalities. It's no wonder they don't engage when we teach how to correctly craft an article citation in their discipline's style.

After attending two talks on citation practices at ACRL 2021, titled "Under Pressure: Rethinking How We Teach Plagiarism"² and "Citation as Empowerment,"³ I began thinking how to better talk about citation practices with students. A shared message from both sessions was the idea of empowering students in their engagement with citations, particularly through a critical lens.

Inspired by these talks and other conversations I had had with librarians about teaching citations (or not), I developed a workshop on the *politics of citation*—a term originally coined by Richard Delgado to confront racially biased citation practices that often exclude scholars of color.⁴ The workshop allowed me more autonomy and time to dive deeper into this complex topic and engage students with citations in a way they likely had not experienced in a one-shot. I also wanted to further explore this topic for myself and create something that I could adapt to multiple settings—including with faculty or in one-shots as appropriate. Because of this secondary goal of adaptation, I used the Framework for Information Literacy for Higher Education to inform my learning outcomes so that I could easily weave it into other instruction venues in which I already connect to the frames.

Liz Chenevey is health and behavioral studies librarian at James Madison University, email: chenevet@jmu.edu.

Creation of the workshop

James Madison University (JMU) is an R2 doctoral university, but at the time this workshop was created, it was still classified as a master's-level institution. JMU has a strong general education program curriculum, within which students must take one of two courses under the domain of wellness. Those who take the personal wellness class are required to attend a set number of programs or events throughout the semester that connect to different dimensions of wellness. I coordinated with our general education librarian to include this workshop in the program to reach a broader audience of students than those in my liaison areas. Because of the nature of the general education program, students can take this wellness course at any time in their academic career, meaning their exposure to some information literacy concepts would be quite varied. Their educational disciplines are equally varied, so I strove to create a workshop that was engaging and approachable, regardless of students' majors and their experience with searching for literature.

While I see connections between the politics of citations and every frame in the Framework for Information Literacy, I chose to explicitly focus on three frames for this workshop: Information has Value, Authority is Constructed and Contextual, and Scholarship as Conversation. I then developed learning outcomes informed by these frames, with each outcome guided by a primary and a secondary frame. These outcomes also then served as an outline for the class structure.

The learning outcomes for the session were as follows:

1. Students will be able to explain the importance of citations
 - a. Information has Value
 - b. Authority is Constructed and Contextual
2. Students will reflect on systemic inequalities in the scholarly landscape
 - a. Authority is Constructed and Contextual
 - b. Information has Value
3. Students will identify strategies for more inclusive citation practices
 - a. Scholarship as Conversation
 - b. Authority is Constructed and Contextual

In the following sections I will outline how each outcome mapped to the two corresponding frames.

1. Students will be able to explain the importance of citations

In developing this outcome, I drew mainly from Information Has Value, specifically to develop the knowledge practices around giving credit and intellectual property. This is typical for citation instruction, but I wanted to take it further by also examining the role citations play in determining disciplinary standards of authority, as outlined in the knowledge practices of Authority is Constructed and Contextual.

As discussed previously, we often primarily base our teaching around the idea of plagiarism and that plagiarists will be punished. But I want students to think not only of what may happen to them, but how the act of plagiarizing or not citing someone affects the original creator. My main goal with this outcome was to situate their prior understandings of plagiarism in a broader context and to tease apart the idea of “giving credit” and its implications.

I started off asking the same question as in my one-shots: Why do we cite? Following

a brief discussion, I provided examples from pop culture where original creators were not given credit. This included Chuck Berry's plagiarism case against the Beach Boys, ultimately providing him writing credit on a number of their songs and providing ownership rights to his production company,⁵ and TikTok star Addison Rae's dance compilation on The Tonight Show with no credit to the original creators of color, causing many creators of color to speak out against their work being coopted by other white influencers.⁶ By starting with examples from pop culture, some of which they may have been familiar with, students were able to see real-world implications of the idea of giving and receiving credit—that information has societal value.

To then transition into academia and scholarly publishing, I shared an example from Dr. J. Richelle Joe, a Black counseling scholar who found the results of her research repurposed in the publication of her professional association with no reference to her original work.⁷ This led us into a conversation of how citations are valued within the scholarly landscape.

Here I broke down how citations can impact both individual scholars and scholarship as a whole. This included how citations honor intellectual property, demonstrate the iterative and relational nature of scholarship, demonstrate value as academic currency (e.g., as seen in tenure and promotion processes), and lend credibility and authority on topics to those cited. All these pieces work together to inform what works are cited, shared, read, taught—in essence creating disciplinary canons. This helped to set a foundation that citations have more value than perhaps they previously realized and how they play a role in constructing our ideas of authority and expertise.

2. Students will reflect on systemic inequalities in the scholarly landscape

Because I saw this outcome as building explicitly on the foundation set by the first, I drew from the same frames as before. Here, Authority is Constructed and Contextual was the priority, particularly developing the knowledge practice of understanding the social nature of scholarship and the learner dispositions of reflecting on one's own biases and valuing diverse ideas. Information Has Value also informed this content, particularly in the knowledge practice of understanding the systematic underrepresentation and marginalization of groups in the information landscape.

With this foundation set for how citations have broader implications in the scholarly landscape, I wanted to again further tease apart possible preconceived notions students were coming with. Often when I discuss issues of authority with undergraduate students, we ask questions about the author: Who are they, what credentials do they have to speak on a topic, how notable are they in the field? And of course, these are all important questions to consider when evaluating authority. However, as the politics of citation demonstrates, there has been a systematic exclusion of certain scholars (typically women and people of color) and a "closed circle of citation" among top white scholars,⁸ and therefore these metrics of authority should be considered critically. My goal with this outcome was to discuss citations as an issue of equity and justice and to encourage students to engage more critically with these notions of authority.

This is where I introduced the concept of citational politics. I shared statistics on citation gaps based around gender and race. We discussed appropriative citation practices—especially regarding indigenous communities—that erase knowledge and how these systematic exclusions can bias future inquiry.

I then outlined four efforts to encourage more critical and generative citation practices: feminist citation practices,⁹ the Cite Black Women Collective,¹⁰ indigenous citation practices and style templates,¹¹ and best practices to consider when citing trans scholars without deadnaming.¹² Following a brief introduction to each concept, students participated in a jigsaw-inspired activity, selecting one critical citation practice they wanted to explore further and reading a short article to learn directly from those doing this work.

Following the reading, they shared what they learned both in small groups and on a padlet for the entire group to see. Their responses indicated surprise and frustration at the inequities in scholarship and many noted that their perspectives on expertise and the value of different sources of information was broadened.

3. Students will identify strategies for more inclusive citation practices

Because students are regularly expected to cite appropriately, I drew from the Scholarship as Conversation frame to ground this outcome in a knowledge practice they were already familiar with—citing others in their own information products. But I wanted to empower them in their own scholarly voice, so I encouraged them to see themselves as not only information consumers but as contributors as well. I also drew from Authority is Constructed and Contextual to encourage students to develop their own authority, acknowledge the responsibility that entering the scholarly conversation entails, and recognize the varied nature of authority to include in one's own work.

Now that we had discussed the importance and value of citations and challenged our notions of authority, my goal for this outcome was to empower students to take action. As scholars who are developing their voice and finding their place in their field, they can take steps to make the scholarly conversation more equitable through ethical and justice-oriented citations.

This can start with a mentality shift in how they approach citations. In her ACRL 2021 talk, Christina Fena highlighted the idea of celebrating the source list.¹³ Students work hard to find their sources, and the bibliography should be a celebratory space that demonstrates that effort and uplifts other voices. When citing, scholars are intentionally selecting who they are conversing with,¹⁴ and that is a responsibility that should enrich the conversation.

I encouraged students to critically review their citations for equity and consider various types of expertise. Counting citations can be one way to do this review, identifying what is the percentage of representation across the list. They should ask themselves if there are voices and perspectives missing that need to be considered. If marginalized voices have been included, have they been actively engaged with or simply added to meet a diversity metric? I shared too that these strategies could also be used with their course reading lists, empowering them to have conversations with their professors if they had questions or concerns about what perspectives are represented in their class.

Conclusion

Developing this workshop has changed how I think about and teach citations. While the workshop was developed to scaffold knowledge, the structure of the workshop—in which each section is tied to a specific outcome and corresponding frames—does allow for some flexibility in how it can be delivered. For example, I could teach just one section of the workshop in an information literacy session in which other parts of the Framework are

addressed. I now more intentionally bring pieces of this workshop into one-shots to provide students with more context as to why they should care about citations, and students are interested. After these sessions, students come up to me expressing excitement about the topic and want to learn more. I can't remember a time when students were eager to learn more about the mechanics of a citation.

I have also taught variations of the workshop with faculty. There is a lot of opportunity in talking with faculty about the politics of citation, not only for them as scholars who regularly engage in citation practices, but for them as teachers working with students. Our students deserve more than citation policing. As budding scholars, they should begin to understand the nuances of the scholarly landscape they engage with and work to make it more inclusive. ✎

Notes

1. Laura Tadena and Natalie Hill, "Under Pressure: Rethinking How We Teach Plagiarism" (Contributed Paper Presentation, ACRL 2021, April 2021), https://www.youtube.com/watch?v=MGx_jpHMzpY.
2. Tadena and Hill, "Under Pressure."
3. Christine Fena, "Citation as Empowerment" (Lightning Talk, ACRL 2021, April 2021), m.
4. Richard Delgado, "The Imperial Scholar: Reflections on a Review of Civil Rights Literature," *University of Pennsylvania Law Review* 132, no. 3 (March 1984): 561–78.
5. Jordan Runtagh, "Songs on Trial: 12 Landmark Music Copyright Cases," *Rolling Stone* (blog), June 8, 2016, <https://www.rollingstone.com/politics/politics-lists/songs-on-trial-12-landmark-music-copyright-cases-166396/>.
6. Rachelle Hampton and Madison Malone Kircher, "The Creators of the 'Up' Dance on Watching Addison Rae Go Viral with Their Moves," *Slate*, April 3, 2021, <https://slate.com/culture/2021/04/addison-rae-jimmy-fallon-cardi-b-up-dance-creators-interview.html>.
7. Dr. Joe [@DrJRJoe], "Left: My 2018 Article about Counseling Ethics and HIV Right: The Ethics Update in This Month's @ACA_CTOOnline , Which Is Essentially a Summary of My Article....with No Citation. You Can Guess How I Feel and What Is about to Happen next. #CiteBlackWomen <https://T.Co/0Ni6sJDlEm>," Twitter, May 3, 2022, 7:09 a.m., <https://twitter.com/DrJRJoe/status/1521461957819355139>.
8. Victor Ray, "The Racial Politics of Citation," *Inside Higher Ed*, April 27, 2018, <https://www.insidehighered.com/advice/2018/04/27/racial-exclusions-scholarly-citations-opinion>.
9. S. Ahmed, "Making Feminist Points," *Feministkilljoys* (blog), September 11, 2013, <https://feministkilljoys.com/2013/09/11/making-feminist-points/>.
10. Christen A. Smith, Erica L. Williams, Imani A. Wadud, Whitney N. L. Pirtie, and The Cite Black Women Collective, "Cite Black Women: A Critical Praxis (A Statement)," *Feminist Anthropology* 2, no. 1 (2021): 10–17, <https://doi.org/10.1002/fea2.12040>.
11. Lorisia MacLeod, "More Than Personal Communication: Templates for Citing Indigenous Elders and Knowledge Keepers," *KULA: Knowledge Creation, Dissemination, and Preservation Studies* 5, no. 1 (June 23, 2021), <https://doi.org/10.18357/kula.135>.
12. Katja Thieme and Mary Ann S. Saunders, "How Do You Wish to Be Cited? Citation Practices and a Scholarly Community of Care in Trans Studies Research Articles," *Journal*

of English for Academic Purposes 32 (March 1, 2018): 80–90, <https://doi.org/10.1016/j.jeap.2018.03.010>.

13. Fena, “Citation as Empowerment.”

14. A. Elkin, “Take Back the Cite!: Librarians Engage Feminist Citational Practices and Feminist Pedagogy” (New Librarian Summit, San Jose, CA, August 2018); Sara Ahmed, *Living a Feminist Life* (Durham, NC: Duke University Press, 2017), <https://www.dukeupress.edu/living-a-feminist-life>; Smith et al., “Cite Black Women.”

Virtual LIS practicums

Student and supervisor experiences during COVID-19, part 1

Pre-professional fieldwork helps graduates pursue specialized library careers, addressing the well-documented experience barrier that many graduates lack. Because COVID-19 required remote learning, virtual practicums may continue, offering LIS graduates the chance to learn from experts and develop skills beyond traditional LIS curriculum.¹ Virtual practicum benefits have been addressed in previous literature,² but student perspectives are not usually included. In this two-part series, the student and supervisor describe challenges with their virtual practicum experience so others may replicate similar experiences.

Part 1 will set the stage for the structure of the practicum, introducing background information about participating institutions, preparation for the experience, student learning objectives, and reporting for course credit. The host institution and practicum site agreed to modify the existing in-person experience into a virtual format because of COVID-19. The virtual activities aligned with the student-defined learning objectives. Structure was essential to the success of this virtual practicum. Expectations were established early on about workload, communication, file management software, and designated virtual meeting spaces. Others who seek to replicate a similar experience may use part 1 of this series as a template for designing a virtual practicum. Part 2 will reflect on the student and supervisor's experiences and lessons learned.

About the institutions and services during the COVID-19 pandemic

The University of Illinois Chicago (UIC) is a Carnegie Classified Research 1 institution with a health science library supporting research and education at three regional locations (Chicago, Peoria, and Rockford) and three satellite locations (the Quad Cities, Urbana, and Springfield). The health sciences library at UIC supports six health science-specific colleges (medicine, nursing, pharmacy, dentistry, public health, and applied health sciences) of the sixteen at the institution. Health science student enrollment in 2020 was approximately 7,500 and full-time health science faculty was about 1,200.³ The institution is a federally designated Minority Serving Institution, an Asian American Native American Pacific Islander-Serving Institution, and a Hispanic-Serving Institution.⁴

In March 2020, in-person library operations halted because of the COVID-19 pandemic. Libraries reopened with extreme changes that June. Building hours were reduced from twenty hours, seven days a week, to twelve hours, six days a week. No group study was allowed. Patrons who wished to enter the building were required to make reservations and comply

Tina Griffin is assistant professor and liaison librarian at the University of Illinois Chicago, email: tmcg@uic.edu. Holly Beverley is reference and instructional services librarian, Cadence Group contract, at the Walter Reed Army Institute of Research, email: hbeverley@my.dom.edu.

with precautionary measures. All instruction, reference, and research consultation services became virtual. To minimize risk, library faculty and staff were encouraged to work from home.

The Information Services and Research (ISR) department operates under a liaison model where librarians are assigned to health science colleges as subject specialists. Liaison work includes reference (virtual and in-person); research support through consultation; teaching through curriculum embedded instruction, guest lectures, and independent workshops; collaboration on projects such as systematic reviews; collection development for curricular and research support; and committee work at library and campus levels.

In spring 2021, reference, instruction, and consultation services were still only virtual. For student supervision, an online meeting space was used for all supervised work. This space facilitated weekly meetings and provided a forum to observe reference interactions in real time. After two weeks, the student assumed reference responsibilities where the supervisor provided guidance while the student worked with patrons.

Student preparation

Registration and student learning objectives were required prior to the start. The virtual format was not conventional for the host LIS program, as was experienced by many institutions in response to the pandemic.⁵ The student, the supervisor, and the LIS faculty advisor established expectations for the practicum. Practicum objectives had to consider the student's pre-professional status relative to this setting where many patrons had advanced degrees.⁶

The student selected the 120-hour/3-credit practicum option. The objectives effectively serve as the course syllabus that address individual learning goals, which can be quantified or demonstrated through related deliverables that document the student progresses in their practicum work. Table 1, which focused on medical librarianship competencies, lists the goals and objectives agreed on by everyone.

Table 1: Student goals and learning objectives

Student Goal	Learning Objective
Gain experience in virtual reference services.	Observe chat reference and then provide supervised chat reference service. Observe research consultations. Provide email reference service through LibAnswers. Document reference encounters for internal statistics.
Construct health sciences literature search strings.	Explore health science databases. Practice developing search strings in health sciences databases based on observed research consultations.
Gain instruction experience.	Observe instruction sessions. Develop instruction materials (lecture outline, handouts, assessment, marketing). Conduct online instruction and assessments. Document instruction sessions for internal statistics.
Engage in library research.	Unify literature corpus between citation manager and Box files. Process and annotate the literature corpus. Contribute to writing/editing manuscript through preparation of the literature review section. Observe the manuscript submission/peer review process.
Gain understanding of collection management.	Review Health Disparities LibGuide content and evaluate for currency and relevance. Review Science Career LibGuide content and evaluate for currency and relevance. Attend monthly collection management meetings. Meet with the collections coordinator.

Supervisor preparation

UIC has a history of hosting practicum students interested in learning health science librarianship. Department colleagues have a standing program that compares two health care environments, giving students experience in each setting in person, sequentially at each location.⁷

For this practicum, the supervisor met with the student in May 2020 to determine if the student's learning needs could be met by their current service model. The supervisor then met with library management to gain approval to ensure the practicum experience did not interfere with library operations in a precarious COVID-19 environment. Human resources onboarded the student as a "volunteer" with single sign-on credentials. Paperwork was processed and accounts were created in fall 2020.

The supervisor worked with the student to define learning objectives, created an organizational structure in Box to document student work, and gathered materials for student training such as graduate hourly training manuals, educational literature, and curated lists of essential health sciences materials.

Outcomes took a scaffolded approach as outlined in table 2.

Table 2: Student tasks

Date	Activity
January	<p>Onboard to library system (single sign on, Box, Springshare, email). Respond to LibChat questions. Refer or respond to LibAnswers email tickets. Log statistics for reference interactions (patron type, time spent, reference type). Observe research consultations. Watch online tutorials about search strategies. Attend collection development meetings with health sciences librarians. Examine Health Disparities and Health Science Career Options LibGuides.</p>
February	<p>Provide a research consultation to undergraduate nursing students. Explore controlled vocabulary for EMBASE and PubMed. Explore database functions like saving searches and exporting results. Practice searching using controlled vocabulary, keywords, and Boolean operators. Engage in discussions about products, platforms, and vendors to understand the distinctions with collections coordinator and other faculty. Recommended LibGuides updates (written reports). Observe health science librarian instruction sessions. Onboard to health informatics research project, orient to background literature on the topic. Attend research meetings. Maintain and update research project citation manager. Annotate articles stored in research project citation manager. Continue reference service, instruction, consult observations. Continue attending collections meetings.</p>
March	<p>Determine workshop topic. Write an instruction outline; include participant learning objectives. Develop and revise PowerPoint instruction slides, with institutional branding. Explore free resources for downloadable figures that could be used in instruction slides. Analyze potential workshop times to maximize attendance. Design a flyer using Canva and draft email communications for promotion. Develop participant handout. Create a feedback survey using Qualtrics. Identify background music for experiential learning portions of the workshop. Practice instruction session with liaison librarians. Meet with other library service units to learn about library operations. Continue reference service, instruction, consult observations. Continue attending collections meetings.</p>
April	<p>Extract statistics data from Springshare products. Conduct four workshop sessions for students, staff, and faculty. Retrieve full-text PDFs for research project. Write the literature review for research project. Continue reference service, instruction, consult observations. Continue attending collections meetings.</p>

Scheduling and communication

Communication is a well-established key to positive practicum experiences.⁸ The supervisor and student agreed on a weekly schedule for supervised work (reference, observations, instruction delivery, etc.) and unsupervised work (research, LibGuides evaluations, instruction preparation, developing search strings, etc.) during weekly Zoom meetings. The student led weekly meetings with consistent prompts: project or task updates, what was challenging or needed to change, what went well or highlight of the week, general questions and planning the next week's task distribution. The student would make selections to

balance educational activities across all learning goals. Practicum work was not scheduled more than one week in advance because of their irregular schedules.

Virtual spaces allowed the student to ask project-related questions before the next scheduled weekly meeting. Email was the primary communication method, and if time-sensitive opportunities were available, prompt responses helped coordinate schedules and manage time and project expectations. Also, between chat questions the student received individual attention to explore other student interests such as diversity, equity, and inclusion (DEI) initiatives, overarching issues within librarianship, career development, and tenure-track liaison responsibilities at research universities.

Reporting

The student and supervisor created separate reports for the LIS faculty advisor in April 2021. The student's report reflected on experiential lessons learned and recommendations for future students and the practicum course. The supervisor's report covered the student's performance. The faculty advisor and supervisor met over Zoom at semester's end to discuss progress, strengths and weaknesses, and other aspects.

The practicum guidelines clarify the expectations of the LIS program. A specific number of hours must be completed, paperwork must be submitted, correspondence maintained throughout the semester, and reports from the student and practicum supervisor must be submitted by the end. For a three-credit practicum course, the student needed to keep a log of dates, hours, and activities completed throughout the practicum, completing 120 hours of work by the end. Providing an evaluation of the experiences, and offering suggested improvements for the practicum experience, were also due by the end. Throughout the semester, consistent reflection, writing, and research reports were needed as progress reports for the LIS program.

Conclusion

As noted in part 1 of our series, moving a practicum to the virtual environment required a lot of planning and logistical work. But the work is worthwhile for the benefits to both the institution and students to ensure a positive outcome. While this series focuses on special librarianship competencies, the conceptual design of this experience should be applicable to other types of libraries as well. Other practicum experiences may differ in the allotted duration or credit hours, available practicum sites, rigidity of student learning goals, and professional rapport that develops throughout the practicum. Not everyone is matched with an ideal organization or a mentor who can invest such individualized time and interest in the student's development. However, students should pay attention to communication styles of potential practicum supervisors in the early phases of practicum planning and ask questions about what experiences would be possible at different institutions to improve their chances of having a positive experience in their practicum studies.

While part 1 of this series emphasized the design and structure of this practicum, part 2 will be a discussion about lessons learned and important elements for others to consider when replicating such offerings to LIS students in the future. In part 2, we will reflect on the experience and outcomes from both the student and supervisor perspectives. ❧

Notes

1. Mary Ellen Starmer, “Benefits of Practicum Students in Preservation: The Value of the Experience to the Department, Students, and Field,” *Collection Management* 29, no. 2 (2005): 33–40; Cecilia Woon Chien Teng, Raymond Boon Tar Lim, Dana Wai Shin Chow, Suganthi Narayanasamy, Chee Hsiang Liow, and Jeannette Jen-Mai Lee, “Internships before and during COVID-19: Experiences and Perceptions of Undergraduate Interns and Supervisors,” *Higher Education, Skills and Work-Based Learning* 12, no. 3 (May 9, 2022): 459–74, <https://doi.org/10.1108/HESWBL-05-2021-0104>.
2. Avi Besser, Virgil Zeigler-Hill, and Gordon L. Flett, “Adaptability to a Sudden Transition to Online Learning During the COVID-19 Pandemic: Understanding the Challenges for Students,” *Scholarship of Teaching and Learning in Psychology* 8, no. 2 (2022): 85–105, <https://doi.org/10.1037/stl0000198>; Michelynn McKnight and Lisl Zach, “Choices in Chaos: Designing Research to Investigate Librarians’ Information Services Improvised During a Variety of Community-Wide Disasters and to Produce Evidence-Based Training Materials for Librarians,” *Evidence Based Library and Information Practice* 2, no. 3 (September 5, 2007): 59–75, <https://doi.org/10.18438/B8N88F>.
3. University of Illinois Chicago Office of Institutional Research, “Institutional Data and Statistics,” Data, 2020, <https://oir.uic.edu/data/>.
4. University of Illinois Chicago Office of the Chancellor, “Minority-Serving Institution Status,” 2020, <https://chancellor.uic.edu/minority-serving-designations/>.
5. Besser, Zeigler-Hill, and Flett, “Adaptability to a Sudden Transition to Online Learning During the COVID-19 Pandemic.”
6. Mariana Lapidus, Irena Bond, Erin Wentz, Samuel Bishop King, and Susan S. Mahnken, “Measuring the Quality of Reference Services Provided by Paraprofessionals at an Academic Library,” *Journal of Academic Librarianship* 46, no. 5 (2020): 102198, <https://doi.org/10.1016/j.acalib.2020.102198>; Aloha R. Sargent, Bernd W. Becker, and Susan Klingberg, “Incorporating Library School Interns on Academic Library Subject Teams,” *Journal of Academic Librarianship* 37, no. 1 (2011): 28–33, <https://doi.org/10.1016/j.acalib.2010.10.004>.
7. Rebecca Raszewski, Linda Ronan, Jonna Peterson, and Jennifer Kooy, “Sharing Our Experience: A Joint Practicum Case Study,” *Journal of Hospital Librarianship* 12, no. 1 (January 1, 2012): 25–32, <https://doi.org/10.1080/15323269.2012.637863>.
8. Susan E. Werner and Colleen Kenefick, “Pay It Forward: Ensuring the Future With Internships,” *Journal of Hospital Librarianship* 13, no. 2 (2013): 179–83.

Taylor Ralph

Approaching challenges to tenure

A fully remote librarian perspective

According to a large 2016 study, more than half of university librarian positions are granted nominal faculty status by their institutions, which includes a tenure or peer-review process.¹ So, scholarship and service, along with the performance of regular job duties as outlined by a position description, are expected as points of consideration for the promotion of university or college librarians. Current literature on tenure-track librarianship includes, but is not limited to, both the professionalization and the de-professionalization of library positions, how generational groups feel about librarian faculty status, and the impact that racial identity and disability status have on the process. While the discussion around the necessity and even desire for tenure-track library positions continues, there has so far been little consideration of the expectations set by this status for fully remote employees. Remote work in libraries has become increasingly common during the COVID-19 pandemic, and it seems more positions are being hired as fully remote. This fully remote designation presents challenges for librarians hired in tenure-track positions. As a fully remote tenure-track librarian who works across the country from my institution, I have identified three major challenges set by tenure-track expectations: a lack of peer collaboration opportunities, physical barriers to service at the library and institution levels, and a profound feeling of disconnect to the mission and vision of the institution.

One of the most impactful barriers to tenure track success, in my opinion, is the insufficiency of collaborative opportunities with peers. Peer collaboration and support has been shown to increase productivity for tenure-track librarians and contribute to a positive working environment.² New tenure-track librarians may also feel overwhelmed and insecure or experience self-doubt at the prospect of tenure, and working with collaborators to create something that will count for scholarship on the final dossier can ease some of that tension. In an in-person working environment there are opportunities for serendipitous conversations around the so-called water cooler. For me, informal chats with colleagues about current work or interests have paved the way for subsequent collaborations on projects, presentations, articles, etc., many times in past positions. Alternatively, in the Zoom environment, there is usually a set agenda and enforced time where these types of conversations are much more difficult to hold. With focused meetings it is also difficult to ascertain what other colleagues are working on outside of the main agenda item. These focus-driven meetings that end abruptly with the click of a button do not do much to foster creativity or friendship.

Taylor Ralph is collection assessment librarian at the Oregon State University, email: taylor.ralph@oregonstate.edu.

Online meetings can only go so far in getting to know colleagues, and the time taken to build collaborative relationships still counts against the tenure clock.

For a fully remote employee, the barriers to completing the service requirements for tenure review are even more straightforward. While national and even local service depends heavily on the online environment (there are at least three time zones represented on every ACRL or ALA committee I've joined), this changes when focusing the scope down to the institution and library levels. Many colleges and universities place high value on the "in-person experience" and are increasingly calling for a return to normalcy after the initial onset of the ongoing pandemic. With the move to face-to-face meetings there is a limit to which committees fully remote employees can serve on if those committees decide to meet in person without accommodations for online participation. It is also impossible to participate in specific service activities and volunteering opportunities that can enhance the dossier. Unless transported to campus there is no way to participate in welcome week, informational sessions, teaching, or tutoring roles that require an in-person presence. Service is already a time-consuming and difficult accomplishment for new tenure-track librarians, and not having a full set of options to choose from significantly reduces chances of success in this area.

Finally, as a fully remote employee there can be significant feelings of disconnect from the library and the college or university itself. While this feeling does not translate to a specific section on the tenure dossier, it can contribute to a lack of inspiration and investment. Tenure is ultimately granted by an institution in its interest to continue the research and scholarly output reflective of multiple academic disciplines. Distance from the institution and resulting inability to attend events, form relationships with colleagues, or interact with students can reduce the drive to do things in its support. It's difficult to care for something intangible, which leaves the desire to acquire tenure focused solely on job security. The means to the end of tenure may not matter much, but the road has the potential to be much more isolating. Identifying as part of a group with a shared common purpose can positively impact morale because of an established sense of belonging, and without the in-person experiences necessary to solidify any sort of bond it is difficult to identify as a true member of the group that is the university or college.

In conclusion, while it is certainly possible to achieve tenure as a fully remote librarian, there are mental, physical, and emotional barriers that exist unique to this designation. Approaches to these challenges may vary vastly depending on the individual facing them, but the barriers themselves are common among all remote workers. Future consideration should be given to engaging remote employees and fostering collaborative networks in an online environment. ✎

Notes

1. William H. Walters, "Faculty Status of Librarians at U.S. Research Universities," *The Journal of Academic Librarianship* 42, no. 2 (March 1, 2016): 161–71, <https://doi.org/10.1016/j.acalib.2015.11.002>.

2. LeEtta Schmidt, Jason Boczar, Barbara Lewis, and Tomaro Taylor, "Increasing Scholarly Productivity: Developing an in-House Academic Librarian Support Network," *The Journal of Academic Librarianship* 47, no. 5 (September 1, 2021): 102385, <https://doi.org/10.1016/j.acalib.2021.102385>.

Anduin™

Transforming manuscripts from *The Lord of the Rings* into a digital experience

For Tolkien enthusiasts, the year 2022 was one of great significance. The culmination of years spent digitizing and arranging Marquette University's collection of print manuscripts of J.R.R. Tolkien's *The Lord of the Rings*, and the development of a digital portal to organize the metadata around the digital artifacts, occurred in perfect timing with an exhibition of manuscripts of Tolkien's work that was greatly enjoyed by scholars and visitors from around the world.

History

A little should be said about how Marquette University came to be home to the precious manuscripts of *The Lord of the Rings*. Any account would begin in late 1956 with the enterprising librarian, William Ready, who only earlier that year had become director of the newly built Memorial Library, and his timely selection of his friend, and London book dealer, Bertram Rota, to act as Marquette's agent in pursuing Tolkien's manuscripts for the university. Rota proved to be a persuasive negotiator, emphasizing the use Marquette would make of the manuscripts and its Catholic identity, which resonated with Tolkien, a convert to the faith. In May 1957, Tolkien sold the manuscripts for four of his works of fiction to Marquette. Although much material for *The Lord of the Rings* arrived in Milwaukee the following year, by 1965 it was evident that additional manuscripts remained in Tolkien's possession.

When Christopher Tolkien became literary executor upon his father's death in 1973, he took possession of the manuscripts for *The Lord of the Rings* that remained in England and relied upon them as well as the manuscripts at Marquette, mailed to him in photocopy form, as source material for his monumental multi-volume work, *The History of Middle-earth*. As Christopher gradually finished these volumes, he sent the remaining manuscripts to Marquette in batches, where they increased the collection by 50 percent, to more than 9,000 pages, and ultimately completed the transaction initiated thirty years before.

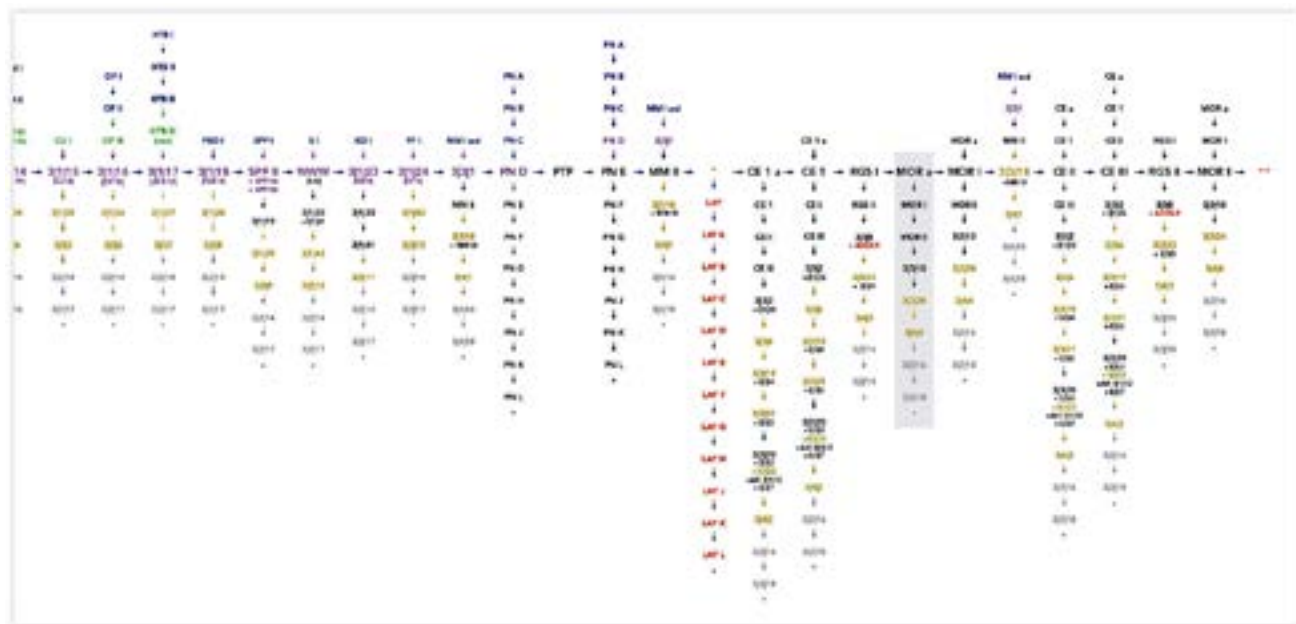
Once the manuscripts were together in one place, the challenging task of managing the two sets of papers which had been arranged differently began. The early set was arranged by book and chapter and the latter set chronologically by order of creation. Complicating matters further was the fact that reorganizing the folders of manuscripts already at Marquette would change shelfmarks that had been cited in scholarship and exhibitions. These

Brendan Lenzner is web and digital scholarship technologies librarian at Marquette University, email: brendan.lenzner@marquette.edu. Ed Sanchez is head of library information technology at Marquette University, email: edward.sanchez@marquette.edu. William Fliss is archivist and curator of the J.R.R. Tolkien Collection, email: william.fliss@marquette.edu.

challenges, combined with a shortage of staff time and resources, meant that many years would pass before a concerted effort could be made to integrate the papers.

Opportunities presented by digitization

If the scholarly dependencies on each arrangement of the manuscripts were to be preserved by any navigational system harmonizing both arrangements, it would have to be broader in scope, yet capable of displaying data in chronological order (linear) as well as book and chapter order (multi-dimensional). These goals only became more achievable after the digital photographing of the manuscripts in 2016 and the thoughtful arrangement of them by Tolkien scholar and Marquette alumnus, John Rateliff, in a working map that came to be called the River.



A sample section of the River where the highlighted draft represents The Muster of Rohan. The printed version of The River exceeds 20 feet in length.

The River represents a herculean effort to map the drafts and isolated fragments of the collection, establishing connections between the manuscript pieces, in terms of both their emergence during the long gestation of *The Lord of the Rings* and their place within the evolution of individual chapters. Rateliff, aided by his own long history studying the manuscripts as well as by access to the rich body of notes and earlier correspondence between Christopher and Marquette, performed the yeoman's work of fitting the pieces together, thus laying the groundwork for a digital system that will be continuously fine-tuned in coming years as other scholars interact with the manuscripts.

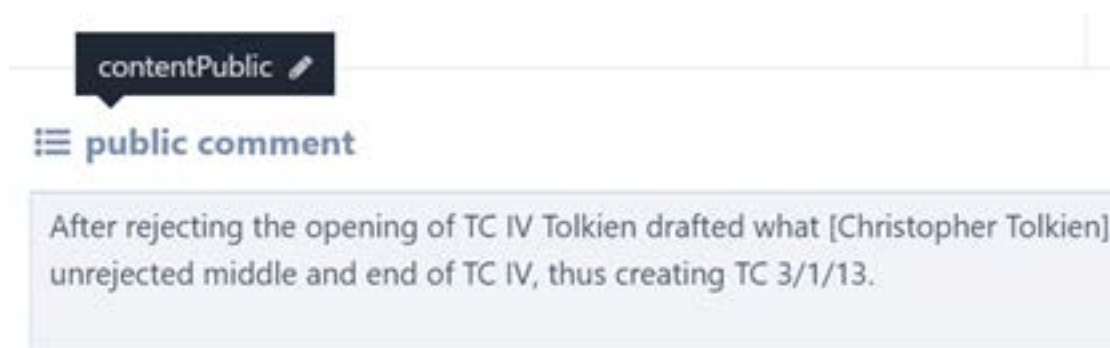
Our choice of ProcessWire

Creating access to a digital collection as complex as Anduin™ (whose namesake is the Great River of Middle-earth that runs east of the Misty Mountains),¹ and based on Rateliff's River, required careful thought about which type of content management system (CMS) would work best. The new system would require navigation by both the shelfmark numbering and by the order in which J.R.R. Tolkien wrote each draft. Internally, the system would need

to store each draft by its shelfmark number. Each draft would then be numbered (using a ProcessWire field) in a way that signifies what order they were written in, following the flow of the River. Many traditional content management systems, like WordPress, Drupal, and Omeka, do not easily offer flexibility for complex relationships between various parts of the system, so we opted for the ProcessWire CMS. ProcessWire gives the developer a higher degree of flexibility in a manner that traditional platforms cannot easily provide. It allows for more complex relationships to be created between different pages, allowing us to create the flow of the River.

Brief structure of Anduin™

Anduin™ relies heavily on the use of ProcessWire's fields and parent/child relationships to create the basic structure of the application. Using ProcessWire, the developer can define different types of content, using fields, that can then be used within each page template.



Above is a sample of a field being displayed in the ProcessWire CMS. Here, the contentPublic field is being used for the Public Comment inside of the Comment template.

Once the field has been defined and assigned to a template inside of ProcessWire, that field can be used within the PHP and HTML code being used for that page template.

```
"<div>" . $comment->contentPublic . "</div>"
```

The contentPublic field can then be called within the PHP code as shown above. As you can see, it can be inserted within any HTML code.

Having the ability to place content from a ProcessWire field anywhere within the PHP code allows the developer to create a highly customizable user interface.



Above is a sample of the contentPublic field being displayed on the user side of Anduin.

This type of content management system can be a tremendous advantage to digital scholarship projects that have large, complex relationships within the data. ProcessWire also offers an

advantage if a project requires a more customizable interface that traditional content management systems cannot offer. It allows for data to be displayed in a more customized UI than needing to rely on prebuilt themes and templates from other content management systems.

Accomplishment of goal

Once completed, Anduin™ will allow researchers to navigate through digital pages of *The Lord of the Rings* by Shelfmark, Book-Chapter, Node, Draft, Main Current, and Passages. Of all the navigation options, Passages is most remarkable. Passages allows a user to begin with a familiar LOTR phrase, such as, “All that is gold does not glitter, not all those who wander are lost,” and look back through the related galleys, typescripts, and holographs (hand-written), to the first time that phrase appeared in the work.



Anduin™ user interface with sample image and metadata.

Exhibition and availability of Anduin™ to Tolkien scholars

Tolkien scholars and visitors to Marquette University's Raynor Memorial Libraries Archives were allowed to use the alpha version of Anduin™ for the first time beginning August 19, 2022, the opening day of the J.R.R. Tolkien: the Art of the Manuscript exhibition,² a collaboration between the libraries and the Haggerty Museum of Art. The exhibition considered Tolkien's work in terms of both the materials that Tolkien studied as a medieval philologist and the manuscripts that he created while developing his collected writings on Middle-earth. Founded on Marquette's J.R.R. Tolkien Collection, the exhibition also included items borrowed from other repositories, including a significant number of Tolkien manuscripts and artwork from the Bodleian Libraries at the University of Oxford. Many of the 147 items in the exhibition had not previously been exhibited or published. J.R.R. Tolkien: The Art of the Manuscript ran from August 19 to December 23, 2022.

Other works for the exhibition

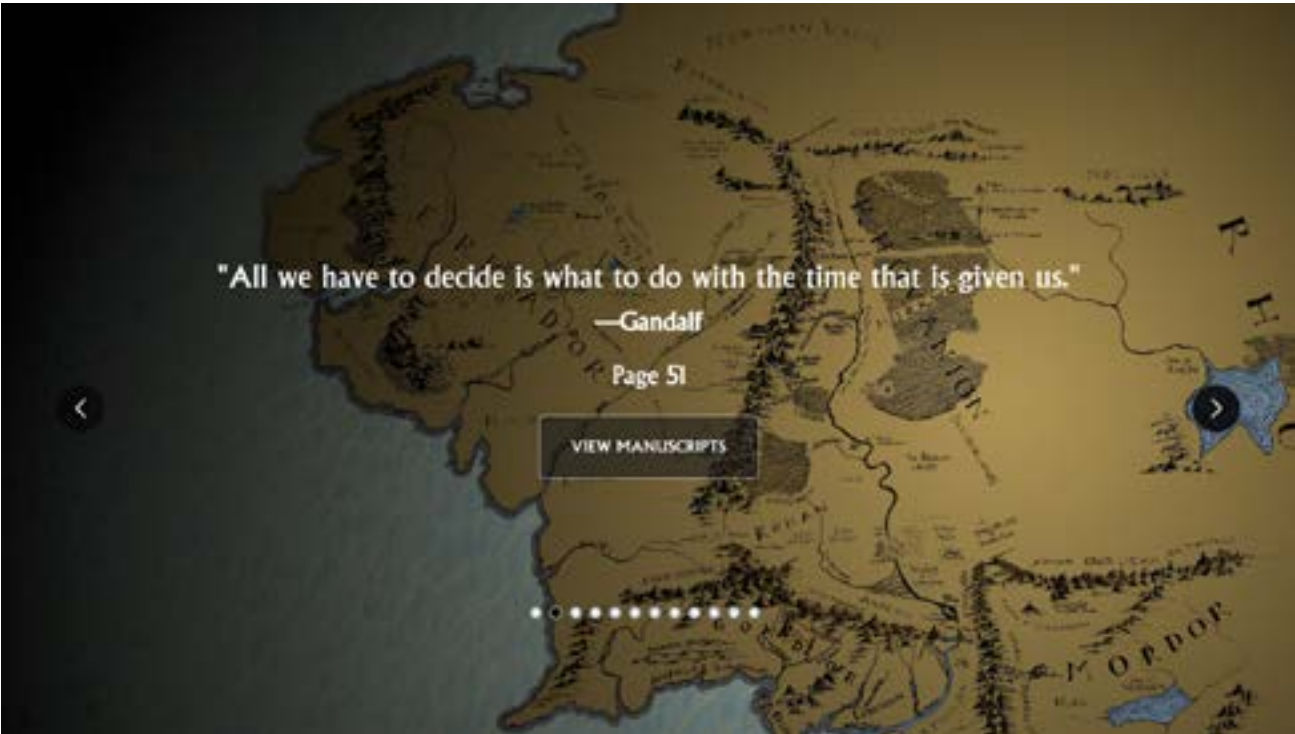
While many organizations, scholars, and staff combined efforts to prepare the artifacts for the exhibition itself, some additional work was required to create a large touchscreen kiosk exhibiting twelve well-known passages from *The Lord of the Rings*. Like the navigational

method employed for Anduin™, the kiosk provided navigation from a popular phrase back through related galleys, typescripts, and holographs, to the first time that phrase appeared in the work.



Full version of exhibition kiosk designed for a large touchscreen.

To prevent crowding in front of the single kiosk, we also created a mobile version of the exhibition kiosk designed for use with iPads which was designed better usability on a smaller screen.



Mobile version of exhibition kiosk designed for use on iPads.

Conclusion

Participation in an extraordinary event like the development of Anduin™ and preparations for the J.R.R. Tolkien: The Art of the Manuscript exhibition gave those involved the opportunity to bring together a world-class collection of Tolkien artifacts and demonstrate how technology can provide new perspectives on the creation of great works of literature. Many scholars and Tolkien enthusiasts who have come to Milwaukee to enjoy the exhibition have stopped by the Raynor Memorial Library Archives to use Anduin™ (which includes images of the drafts). Many have provided insights on the new way of navigating through the massive Tolkien corpus. Their insights, largely positive, have provided valuable feedback for future improvements to Anduin™ and assurance that the development of the system is on the right path. ✎

Note

1. *Anduin* is a trademark owned by [Middle-earth Enterprises, LLC](#) and is used under license by [Marquette University](#).
2. “J.R.R. Tolkien: The Art of the Manuscript,” exhibition, Haggerty Museum of Art, Marquette University, August 19–December 23, 2022, <https://www.marquette.edu/haggerty-museum/tolkien.php>.

Tina Baich

From vision to action

Catalyzing the U.S. Repository Network

Open infrastructure is foundational to the conduct of open research, and repositories are a key component of open research infrastructure, providing an avenue for the open dissemination of research outputs. Repositories also play a crucial role in increasing equity of access and supporting compliance with funder policies for open access. The U.S. Repository Network (USRN) seeks to support the nation's open research repositories in cementing their position as an essential component of our national research infrastructure.

In summer 2021, the Scholarly Publishing and Academic Resources Coalition (SPARC) announced its partnership with the Confederation of Open Access Repositories (COAR) to catalyze a US repository network and its intention to hire a visiting program officer to lead that work.¹ I was lucky enough to secure that role and began work in September 2021.

SPARC is a nonprofit advocacy organization driven by the belief that sharing knowledge is a human right. SPARC's membership includes more than 200 libraries and academic organizations across North America that share the desire to create more open and equitable systems of research and education.²

COAR is an international association with 155 members and partners representing libraries, universities, research institutions, government funders, and others. COAR brings together individual repositories and repository networks to build capacity, align policies and practices, and act as a global voice for the repository community.³ To further its Next Generation Repositories vision, COAR launched the Modernizing the Global Repository Network initiative.⁴

Through its Modernizing initiative, COAR identified institutional silos and the lack of a cohesive, collaborative approach to repositories as the greatest challenges to catalyzing a US repository network. SPARC and COAR came together to address these challenges and create the USRN. The USRN is envisioned as an inclusive community committed to advancing repositories through advocacy, good practices, and community building. In this context, "US repositories" refers to all open research repositories based in the US regardless of content, host, or platform. That is, repositories containing articles, data, gray literature, and emerging forms of scholarship; repositories hosted by higher education institutions, research centers, or other nonprofit organizations; and repositories using open source or vended platforms, are considered part of this network. All such repositories are welcome to participate in the USRN as we seek to build value for all repositories in the US.

Tina Baich is visiting program officer for U.S. Repository Network, SPARC, and senior associate dean for scholarly communication and content strategies at the IUPUI University Library, email: tina@sparcopen.org.

Developing a strategic vision

As the visiting program officer, the first task set before me was the development of a strategic vision for US repositories. With the goal of a community-driven vision, I designed a plan for community engagement.⁵ I first assembled a 63-member Expert Group of library leaders and repository managers, which included SPARC Steering Committee members, US COAR members, and association and consortia representatives. Additional members helped create a balance of institutional size and geography across the group.

The Expert Group members responded to a survey and participated in an ideation session to aid us in drafting a strategic vision for US repositories. Additional consultation occurred during community calls with the Coalition of Open Access Policy Institutions (COAPI) and OpenCon librarians. The vision was reviewed by the Expert Group and then opened for public comment. All that input led to the following community-driven, strategic vision for US repositories:

An interoperable network of repositories is an essential component of our national research infrastructure, offering rapid and open access to research, and plays a crucial role in collective efforts to transform global research communications, leading to a more open, inclusive, and equitable system.

Through the visioning process, the community also identified a set of ten foundational characteristics. They represent a mix of social and technical characteristics that the USRN will center and work to advance. The foundational characteristics include (1) accountability, (2) collaboration, (3) community, (4) discoverability, (5) equity and inclusivity, (6) interoperability, (7) local and global, (8) preservation, (9) sustainability, and (10) user-centered.

Moving to action

In August 2022, an inaugural fifteen-member USRN Steering Group was formed. This group, co-chaired by Vicki Coleman and Martha Whitehead,⁶ consists of some who were part of our initial Expert Group and others who were new to the work of the USRN. It also represents library and consortium leaders, repository managers, COAR and SPARC members, and a range of institutional size and geography. The Steering Group, as well as information gathered during the visioning process, informed the development of the USRN's 2022-23 Action Plan.⁷

The Action Plan focuses on three areas of action essential to the success of the USRN.

1. Engage with the White House Office of Science & Technology Policy (OSTP) and federal funding agencies on implementation of public access guidance.
2. Develop a Network governance model.
3. Build community and external relationships.

The release of the August 2022 memorandum “Ensuring Free, Immediate and Equitable Access to Federally Funded Research”⁸ offered an immediate opportunity to engage with OSTP and federal funding agencies and to advocate on behalf of the USRN. The USRN seeks to raise awareness of the benefits of a distributed network, based at universities and research centers, in supporting compliance with forthcoming agency-based public access policies. The USRN recently released a set of desirable characteristics⁹ and will begin work

on best practices for repositories to help ensure they can be designated as repositories that meet compliance requirements. While several federal agencies have their own designated repositories, there are many who do not, and the distributed network of repositories across the US is ready to accept deposits of research outputs from federally funded researchers to enable compliance.

The other two action areas address essential elements for USRN's ongoing sustainability. Success in this work requires a community invested in actively moving the strategic vision for US repositories forward. Developing and implementing a community governance model for the USRN will ensure it remains a community-driven initiative. The other necessary element is building community through a community of practice and other engagement mechanisms to increase awareness of and participation in the Network by the US repository community. Finally, the USRN will identify and build relationships with potential partners (e.g., other active repository and open infrastructure communities) to increase collaboration and further reduce silos.

Conclusion

Repositories are an essential component of an open research lifecycle supported by open infrastructure. They serve as a key dissemination avenue, making research outputs—not only articles but all research outputs—accessible to all. Repositories have the potential to play a greater role in research dissemination, even supplanting traditional systems of publishing through innovative projects such as COAR's Notify Initiative.¹⁰ The possibilities for open research infrastructure, including repositories, are numerous, exciting, and most certainly complex. It has been a privilege and honor to take part in the development of the USRN as a means of advancing US repositories, and I am optimistic and enthusiastic about where the next year will take us. If you'd like to receive updates, including ways to get involved in the USRN, visit <https://sparcopen.org/our-work/us-repository-network/>. ✉

Notes

1. Heather Joseph and Kathleen Shearer, "Catalyzing the Creation of a Repository Network in the US," SPARC, June 24, 2021, <https://sparcopen.org/news/2021/catalyzing-the-creation-of-a-repository-network-in-the-us/>.

2. See <https://sparcopen.org/> for more information about SPARC.

3. See <https://www.coar-repositories.org/> for more information about COAR.

4. Confederation of Open Access Repositories, "COAR Launches Strategy to Modernize the Global Repository Network," press release, July 12, 2021, <https://www.coar-repositories.org/news-updates/coar-launches-strategy-to-modernize-the-global-repository-network/>.

5. For a more comprehensive description of the strategic vision development process, see Tina Baich, "U.S. Repository Network Initiative: Progress Report," COAR/SPARC, February 25, 2022, <https://hdl.handle.net/1805/29411>, and Tina Baich, "U.S. Repository Network Initiative: Community Consultation Summary," COAR/SPARC, July 8, 2022, <https://hdl.handle.net/1805/30146>.

6. Vicki Coleman is dean of Library Services at North Carolina A&T State University and a SPARC Steering Committee member. Martha Whitehead is vice president for the Harvard Library, university librarian, Roy E. Larsen Librarian for the Faculty of Arts and Sciences,

and the current chair of the Confederation of Open Access Repositories Executive Board.

7. See <https://sparcopen.org/our-work/us-repository-network/action-plan/> for the full USRN Action Plan 2022–2023.

8. Alondra Nelson, “Ensuring Free, Immediate and Equitable Access to Federally Funded Research,” Office of Science and Technology Policy, August 25, 2022, <https://www.whitehouse.gov/wp-content/uploads/2022/08/08-2022-OSTP-Public-Access-Memo.pdf>.

9. The “Desirable Characteristics for Digital Publication Repositories” are available via <https://sparcopen.org/our-work/us-repository-network/action-plan/>.

10. For more information, see Confederation of Open Access Repositories, “Update on the COAR Notify Initiative: Advancing Innovation in Scholarly Communications,” October 26, 2022, <https://www.coar-repositories.org/news-updates/update-on-the-coar-notify-initiative-advancing-innovation-in-scholarly-communications/>.

Bridging Divides Initiative. Access: <https://bridgingdivides.princeton.edu/>.

The Bridging Divides Initiative (BDI) monitors and combats the rising threat of political violence in the United States. It is a nonpartisan initiative at Princeton's School of Public and International Affairs. Their goal is to assist "efforts to grow and build local community resilience through elections and other periods of heightened risk, laying a foundation for longer-term work to bridge the divides we face as a nation."

This site has five key sections: "About," "Community Resources," "Trends and Risk Analysis," "News," and "Contact Us." The "About" section includes photos and bios of the BDI's team, data partners, supporters, and employment opportunities.

"Community Resources," which includes three interactive and detailed maps, is one of the most dynamic sections on the website. Various filters enable users to search for recent demonstrations, political violence prevention initiatives, and other helpful information, organized by state. The map webpages include search tips, the option to download data and lists, and a reset search button. Additionally, this section offers a list of state-specific and local training programs. Various guides, including those for poll workers, elected officials, and volunteers, are also available, including strategies for preparing for and de-escalating conflicts.

"Trends and Risk Analysis" describes how the BDI and the Anti-Defamation League collect data and analyze threats directed at local elected officials and includes an initial report and recommendations. The page also contains BDI-produced reports and issue briefs, such as "Election 2020 Political Violence Data and Trends" and "Trends in Demonstrations at Homes." BDI developed a set of state-specific "In-Brief" summaries focusing on the pre-2020 election and spring 2021 and case studies for three specific cities, where they interviewed community members to identify conflict factors and develop mitigation strategies. Several external links are provided by BDI, including those to partners and public data sources, such as the Southern Poverty Law Center and the FBI's Hate Crime Statistics.

In "News," you can filter by document type, such as BDI case studies, press releases, webinars, etc. Although the "News" section and filtering function are beneficial, they could be updated more frequently and accurately. The "Contact Us" section offers an e-mail address for correspondence and an e-mail newsletter option. A link to "Accessibility" help is located at the bottom of every page to assist people with disabilities who may encounter obstacles using the site.

The Bridging Divides Initiative provides a rich array of data and content on political violence, its causes, and ways to reduce it and achieve reconciliation. A well-designed and visually pleasing site, it is highly recommended to students, scholars, and anyone looking to learn more about political violence in the United States.—*Colleen Lougen, SUNY New Paltz, lougen@newpaltz.edu*

Marble (Museums, Archives, Rare Books, and Libraries Exploration). Access: <https://marble.nd.edu>.

Marble is a teaching and research platform that makes cultural heritage collections from across the University of Notre Dame accessible through a single portal. While libraries, archives, and museums have been digitizing their collections for years, the resources have been siloed, making research across collections challenging. Marble was developed by a cross-disciplinary team at Notre Dame with support from the Andrew W. Mellon Foundation.

Anyone can browse Marble and download select digitized materials from the Hesburgh Libraries Rare Books and Special Collections, University Archives, and the Snite Museum of Art. Notre Dame faculty and students can use the Portfolio feature, which allows them to create customized lists and collections. While external users cannot create portfolios, a few portfolios created by the Notre Dame community are highlighted in the “Featured” tab. Recent featured portfolios include “Peru’s Print Revolution,” which supports scholarship on diverse topics in Peruvian history, and “Walk the Walk Week 2023,” which pulls together fascinating photographs from the Civil Rights Movement.

The collections can be browsed by date ranges, work type, or location. Work types include paintings, prints and posters, texts, maps, photographs, sculpture, and musical scores and recordings. The search bar in the main navigation menu can be used for broad keyword searches. After doing a keyword search or browse, a number of useful facets on the left side of the results help narrow the search by location, format, language, or keywords. From an initial browse on the work type “Paintings,” it was easy to zero in on still life paintings from the 18th century.

While the browse functionality works well overall, there are currently a few issues with browsing work types. For some terms (such as “Textiles”), the initial browse by work type returns few or no results, and the “Format” facet to the left of the results page shows the lowercase term (“textiles”) at the top, checked with no results. Further down the facet list, the uppercase term (“Textiles”) appears with results. It is important to peruse the “Format” facet after browsing by work type to ensure complete results until this is fixed.

Marble is based on an open-source image-sharing standard called IIIF, or the International Image Interoperability Framework. IIIF images can be viewed alongside other IIIF-compliant images worldwide, creating exciting opportunities for cross-institutional research in cultural heritage collections.—*Lori Robare, University of Oregon, lrobare@uoregon.edu*

NCAA Sport Science Institute. Access: <https://www.ncaa.org/sports/2021/5/24/sport-science-institute.aspx>.

The Sport Science Institute (SSI) was created in 2013 by the NCAA to promote the physical and mental well-being of youth and intercollegiate student athletes through the creation and promotion of safety standards and best practices.

The site highlights information based on nine strategic priorities that cut across all athletics and divisions: “Cardiac Health,” “Concussion,” “Doping and Substance Abuse,” “Mental Health,” “Nutrition, Sleeping, and Performance,” “Overuse Injuries and Periodization,” “Sexual Assault and Interpersonal Violence,” “Athletics Healthcare Administration,” and “Data-Driven Decisions.”

Each topic has a page that includes a brief description as well as links to educational resources, best practices, data and research, specific programs, summits and task forces, and

additional information. The “Concussion” page, for example, consists of six sections with a one-sentence description and links to learn more: educational resources, best practices for campuses, data and research, NCAA-DoD CARE Consortium, concussion reporting process, and concussion safety protocol review process.

Also included are links to well-known programs: “Drug Testing,” “NCAA Injury Surveillance Program,” “NCAA Catastrophic Sport Injury Reporting,” and “Sport-Specific Initiatives.” The “Data-Driven Decisions” section, which is closely tied to programs, lists data collected by the NCAA about student athletes. Some data is not publicly available but can be requested, according to the site.

Key NCAA publications are also freely available: *Athletics Health Care Administrator Handbook*; *Cardiac Care Best Practices*; *Independent Medical Care Best Practices*; *Mental Health Best Practices*; *Mind, Body and Sport*; *Sexual Violence Prevention Tool Kit*; and the *Sports Medicine Handbook*.

Organizationally, the entire site is arranged in a similar hierarchy so that information can be quickly located; only essential information is provided at each level as to not be overwhelming. The NCAA website is massive, but navigating back to the SSI is done by clicking NCAA from the main navigation bar and selecting Health and Safety/Sport Science Institute.

The SSI website will be useful to those researching topics related to the health, safety, and well-being of college athletes; it also provides helpful information on policies and best practices.—*John Repplinger, Willamette University, jrepplin@willamette.edu* ✉

Al Gerhardstein, noted Cincinnati civil rights attorney, has donated to the University of Cincinnati Libraries' Archives and Rare Books Library papers documenting his nearly 50-year career in civil rights litigation and advocacy, with focuses in reproductive rights, prisoner's rights, policing, employment discrimination, and lesbian, gay, bisexual, and transgender (LGBT) rights. Material in the extensive collection includes briefs; pleadings; depositions; trial transcriptions; newspaper, magazine, and journal articles; as well as correspondence and speeches spanning Gerhardstein's career and notable legal cases. There are 184 boxes available for research, with 45 more boxes sealed under court order. Gerhardstein is the founder of the Ohio Justice and Policy Center, a nonprofit agency that advocates and litigates for criminal justice reform. Gerhardstein is a partner at Friedman, Gilbert + Gerhardstein, an Ohio civil rights law firm. The Al (Alphonse A.) Gerhardstein Collection is available for research and study in the Archives and Rare Books Library.

The Library of Congress has acquired 1,588 volumes of airline tariffs, rules, and routes from the Airline Tariff Publishing Company, ensuring that future generations will see how flights were sold, ticketed, and distributed from the 1940s through the dawn of the internet age. Since 1965, the company has collected and distributed the world's fare and fare-related data to the global ecosystem so travel agents, airlines, global distribution systems, and sales channels can sell airline tickets to the public. Before the digital age, these fares, rules, and routes were published and printed at the company and distributed around the world in large bound books. This large collection contains tariffs and rules for cargo, military, passenger, and joint passenger travel for domestic, international, and regional travel up to as late as 2004. This record of the evolution of air passenger travel through the lens of fares and tariffs will be a significant addition to the library's Science, Technology and Business Division.

The Penn State University Libraries received an Institute of Museum and Library Services (IMLS) grant from the Pennsylvania Department of Education to purchase international and industry standards in support of diversity, equity, inclusion, and accessibility (DEIA) in core Pennsylvania industries. These items are now available for loan to state residents and businesses. The \$48,644 IMLS grant was used to gather information from statewide stakeholders about specific needs for standards in eight key industries identified by the Pennsylvania Department of Community and Economic Development that could benefit from improved access to standards: advanced manufacturing, food processing and manufacturing, energy production and transition, life sciences and medical technology, corporate headquarters, distribution and logistics, plastics and chemicals, and robotics and artificial intelligence. The project also identified standards that affirm DEIA and further the United Nations Sustainable Development Goals, with a focus on standards not widely available in Pennsylvania libraries.

The Kislak Family Foundation is donating \$10 million to create a new exhibition at the Library of Congress that will share a fuller history of the early Americas, featuring the

acclaimed Jay I. Kislak Collection of artifacts, paintings, maps, rare books, and documents. The new Kislak Gallery will be part of a reimagined visitor experience at the national library in the years ahead. The Kislak Foundation gift will develop the exhibition gallery and establish a permanent endowment fund at the library to maintain and renew the exhibition in the future. This major gift was announced on the 125th birthday of the library's historic Thomas Jefferson Building, a moment to celebrate the library's history and its future.

Thanks to a generous gift from The J. Willard and Alice S. Marriott Foundation, a permanent endowment has been named in honor of Alice Sheets Marriott at the University of Utah's J. Willard Marriott Library. This endowment will promote excellence in library leadership, community engagement, access to research, and preservation of knowledge through an endowed deanship position. The funding will support collections, facility maintenance and improvement, staff development, and other expenses that are vital to maintaining the Marriott Library as the flagship academic library of the intermountain west. Alberta Comer, who has led the library since 2013, will be installed as the inaugural chairholder of the Alice Sheets Marriott Dean of Libraries just before her retirement in June 2023. Sarah Shreeves, who has been selected to join the University of Utah as the new dean of libraries following Comer's retirement, will be the second to serve as chairholder of this role. 🎉

Innocent Awasom, a science librarian at Texas Tech University in Lubbock, has been successful in the prestigious Fulbright Scholars Award program. He will be spending the academic year attached to the Bindura University of Science Education in Bindura, Zimbabwe. He will be working in the university libraries and the Research and Innovation Hub Department as well as collaborating with the Zimbabwe Library Association (ZIMLA) and the Zimbabwe Young Academy of Sciences.

Appointments

Delritta “Del” Hornbuckle has been appointed executive director of University Libraries at Howard University. Hornbuckle joins Howard University from California State University-Fresno (Fresno State), where she served most recently as the dean of library services for the Fresno State Library. She had previously served as director of the Brennan Library at Lasell University in Massachusetts, library manager at Montgomery College, and associate director, information services of the Harvard Business School’s Baker Library. A native of Texas, Hornbuckle is a graduate of Texas A&M University, where she received a bachelor’s in political science. She then completed a master of science degree in library and information sciences at the Pratt Institute in New York City.

Christopher Harter has joined the University of Cincinnati (UC) Libraries as the university archivist and head of the Archives and Rare Books Library. Harter comes to UC from the Amistad Research Center, an independent, nonprofit library affiliated with Tulane University, where he currently serves as deputy director and interim executive director. Harter has worked in special collections libraries at the University of Illinois Urbana-Champaign and Indiana University. He holds a master’s in English from Tulane University, a master’s in library science from Indiana University, and a bachelor’s in history from Ball State University.

Kevin Seeber has joined Penn State University Libraries as head of the Abington Campus Library. Prior to arriving to Penn State, Seeber served for nearly eight years at University of Colorado Denver’s Auraria Library, which serves the University of Colorado Denver, Metropolitan State University of Denver, and the Community College of Denver, as a senior instructor, head of its Education and Outreach Services Department, and initially as a first-year teaching and learning librarian. Seeber earned a master’s degree in library and information studies and an undergraduate degree in history, both from Florida State University.

Meaghan Alston is now assistant curator for African American collections at the University of North Carolina-Chapel Hill.

Ginelle Baskin has been appointed student success and open education librarian at Middle Tennessee State University.

Katrina Rahn has joined the Santa Rosa Junior College library team as electronic resources librarian. ❧

→ **Fast Facts**



Digitizing wax cylinders

The New York Public Library for the Performing Arts is in the process of digitizing fragile wax cylinders containing audio recordings including the Mapleson Cylinders, a collection of hundreds of early recordings of the Metropolitan Opera. Using an “Endpoint Cylinder and Dictabelt Machine, a custom-built piece of equipment made specifically for safely transferring audio from the cylinders, the library is embarking on an ambitious preservation project: to digitize not just the Mapleson Cylinders, but roughly 2,500 others in the library’s possession.”

Jeremy Gordon, “Wax Cylinders Hold Audio From a Century Ago. The Library Is Listening,” *The New York Times*, January 2, 2023, sec. Arts, <https://www.nytimes.com/2023/01/02/arts/music/new-york-public-library-wax-cylinders.html>.



Record sales

“According to the Recording Industry Association of America’s (RIAA) annual revenue report, vinyl records outsold CDs in the US last year for the first time since 1987, selling 41 million units against 33 million for CD. Vinyl record sales have consistently increased over the last 16 years according to the RIAA report . . . now accounting for 71 percent of all physical music format revenue.”

Jess Weatherbed, “Vinyl Overtakes CD Sales for the First Time since 1987,” *The Verge*, March 10, 2023, <https://www.theverge.com/2023/3/10/23633605/vinyl-records-surpasses-cd-music-sales-us-riaa>.



Book sales

“After two years of surprisingly strong sales during the pandemic, unit sales of print books fell 6.5 percent in 2022 compared to 2021 at outlets that report to NPD BookScan. Unit sales totaled 788.7 million last year, down from 843.1 million in 2021. Adult fiction was the only one of the major categories to have a sales increase last year over 2021, with print unit sales up 8.5 percent.”

Jim Milliot, “Print Book Sales Fell 6.5% in 2022,” *PublishersWeekly.com*, January 6, 2023, <https://www.publishersweekly.com/pw/by-topic/industry-news/financial-reporting/article/91245-print-book-sales-fell-6-5-in-2022.html>.



Attacks on free speech

“This year, we’re seeing a wave of bills targeting drag performances, where simply being gender nonconforming is enough to trigger the penalty. We’re

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

also seeing a wave of bills regulating what can be in public or K-12 school libraries,” said Joe Cohn, legislative and policy director with the Foundation for Individual Rights and Expression. “On college campuses, we have been tracking data about attempts to get faculty members punished or even fired for speech or expression and the numbers are startling—it’s the highest rate that we’ve seen in our 20 years of existence.”

Rebecca Boone, “Experts Say Attacks on Free Speech Are Rising across the US,” AP NEWS, March 15, 2023, <https://apnews.com/article/first-amendment-free-speech-censorship-mccarthyism-815865bafa52bb821400be15fdf76119>.



AI misinformation

“Despite OpenAI’s promises, the company’s new (artificial intelligence) tool produces misinformation more frequently, and more persuasively, than its predecessor. Two months ago, ChatGPT-3.5 generated misinformation and hoaxes 80 percent of the time when prompted to do so in a NewsGuard exercise using 100 false narratives from its catalog of significant falsehoods in the news. NewsGuard found that its successor, ChatGPT-4, spread even more misinformation, advancing all 100 false narratives.”

Lorenzo Arvanitis, McKenzie Sadeghi, and Jack Brewster, “NewsGuard’s Misinformation Monitor: GPT-4 Produces More Misinformation than Predecessor,” *NewsGuard* (blog), March 2023, <https://www.newsguardtech.com/misinformation-monitor/mar-2023>.