

College & Research Libraries

news

Association of College & Research Libraries



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This month's cover features a painting of a Square Rigger ship by Fr. Edward J. Dowling. The image is part of the Fr. Edward J. Dowling, S.J. Marine Historical Collection at the University of Detroit Mercy. The Fr. Edward J. Dowling, S.J. Marine Historical Collection, is considered one of the most complete private collections of information on the subject of Great Lakes marine history. The collection consists of close to 58,000 photographs, plastic and glass negatives, postcards, color plates, sketches, and paintings, as well as detailed information on nearly every commercial ship that sailed the Great Lakes since 1850. Learn more about the collection at <https://libraries.udmercy.edu/archives/special-collections/index.php?collectionSet=all&collectionCode=gl>s.

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25 recordings chosen for National Recording Registry

Madonna's cultural ascent with "Like a Virgin," Mariah Carey's perennial number one Christmas hit, Queen Latifah's groundbreaking "All Hail the Queen," and Daddy Yankee's reggaeton explosion with "Gasolina" are some of the defining sounds of the nation's history and culture that will now join the National Recording Registry of the Library of Congress. The 2023 class also includes the first sounds of a video game to join the registry with the *Super Mario Bros.* theme, powerful voices of women, important inductions of Latin music, and classic sounds of rock and pop from the 1960s to the 1980s.

Librarian of Congress Carla Hayden recently named 25 recordings as audio treasures worthy of preservation for all time because of their cultural, historical, or aesthetic importance in the nation's recorded sound heritage. The recordings selected for the National Recording Registry bring the number of titles on the registry to 625, representing a small portion of the national library's vast recorded sound collection of nearly 4 million items. The latest selections named to the registry span from 1908 to 2012 and range from the first recordings of mariachi music and early sounds of the blues to radio journalism leading up to World War II, and iconic sounds from pop, country, rock, R&B, jazz, rap, and classical music. Learn more at <https://loc.gov/recording>.

ACRL launches Academic Library Advocacy Toolkit

ACRL is pleased to announce the launch of the new Academic Library Advocacy Toolkit. Developed by a joint task force comprising members from ACRL's New Roles and Changing Landscapes and Value of Academic Libraries goal-area committees, the toolkit is a curated collection of resources that can help equip academic library administrators and library professionals with the resources they need to advocate for the value, roles, and contributions of academic libraries to their campus communities.

The toolkit was created in response to current and concrete pressures many academic libraries are facing, including challenges related to budgets, a diminished workforce, professional roles, and more. The toolkit is designed around six primary topics:

- Student Success
- Faculty Support
- Employment Status
- Equity, Diversity, and Inclusion
- Affordability
- Strategic Goals

Each of these topics includes a variety of resources including ACRL reports, books, standards and statements, tools and toolkits, workshops and RoadShows, and more.

The toolkit, freely available at <https://acrl.libguides.com/advocacytoolkit>, is a dynamic resource that will be updated as new publications and resources become available. Explore it for advocacy techniques, tips, and strategies, and if you have an academic library advocacy success story or suggestions for additional resources, please share via the Suggestions & Feedback Form on the toolkit homepage.

CCAHA, Lyrasis announce Collections Stewardship Succession Planning Initiative

The Collections Stewardship Succession Planning Initiative is a two-year project of the Conservation Center for Art & Historic Artifacts (CCAHA), in partnership with Lyrasis, created to actively address the need for leadership development and knowledge transfer in the cultural heritage workforce. Funded by a National Leadership Grant for Museums from the Institute for Museum and Library Services (IMLS), the initiative will gather data and build professional development resources to support succession planning for collections stewardship staff and volunteers. As succession planning is a critical instrument in addressing a long-term shift at cultural heritage organizations toward greater diversity, equity, and inclusion, the suite of resources will promote strategies to keep these important concerns at the forefront during times of transition. CCAHA and Lyrasis will use a series of small group listening sessions and a national survey to learn about successful succession-planning strategies and pathways that have proven more challenging for institutions in the project's target group. Learn more at <https://lyrasisnow.org/press-release-ccaha-and-lyrasis-announce-succession-planning-initiative-for-collections-stewardship/>.

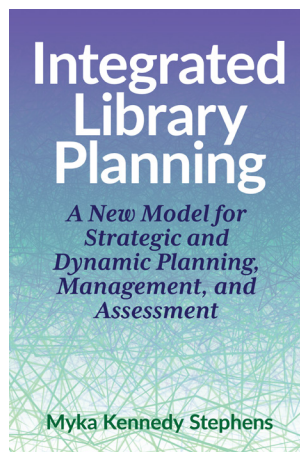
New from ACRL—Integrated Library Planning: A New Model for Strategic and Dynamic Planning, Management, and Assessment

ACRL announces the publication of *Integrated Library Planning: A New Model for Strategic and Dynamic Planning, Management, and Assessment* by Myka Kennedy Stephens. The book offers illustrations, charts, sample outlines, and many tools and resources to help you implement responsive planning practices and effectively navigate change.

Many library project plans, from small projects to institution-wide strategic planning committees, follow a linear trajectory: create the plan, do the plan, then review the outcome. While this can be effective, it also sometimes leads to disregarding new information that emerges while executing the plan, making the outcome less effective. Planning processes can also feel forced and predetermined if stakeholder feedback is not seriously considered. When this happens too many times, people stop offering their honest opinions and new ideas because they have learned that the planners do not really want to hear them.

In a concise seven chapters, *Integrated Library Planning* offers a different kind of approach to planning that is both strategic and dynamic. It is fueled by open communication, honest assessment, and astute observation. Voices at the table, near the table, and far from the table are heard and considered. Its perpetual rhythm gives space to consider new information when it emerges and freedom to make changes at a time that makes sense instead of when it is most convenient or expected.

The era of fixed-length strategic plans is coming to an end. Five-year strategic plans had already given way to three-year strategic plans, and now we find ourselves needing to plan and function when nothing is certain beyond the present moment. The components of this model might look deceptively similar to the strategic planning practices used in libraries and organizations for decades; however, when implemented as a whole, with a monthly review



cycle on a rolling planning horizon and space for regular analysis of information needs and behavior, it has the potential to shatter any previous notions of planning that serve only to satisfy administrators. *Integrated Library Planning* can help libraries effectively navigate and become agents of change.

Integrated Library Planning: A New Model for Strategic and Dynamic Planning, Management, and Assessment is available for purchase in print and as an ebook through the ALA Online Store; in print through Amazon.com; and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.

Bloomsbury announces Bloomsbury Open Collections

Bloomsbury recently announced the launch of a pilot program for a new collective-action funding model for open-access books. Bloomsbury Open Collections seeks to spread the cost of open access publications across multiple organizations while providing private benefits to participating libraries, aiming to reach and engage a more diverse set of authors, bringing their work to a wider global audience.

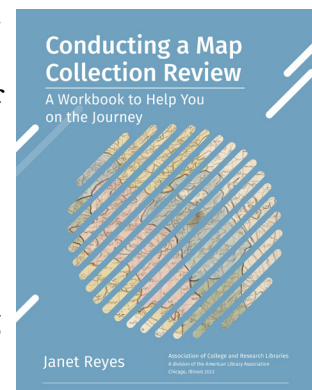
In its pilot year, Bloomsbury Open Collections aims to make research from the Global South more widely available, and to make open access publishing an option for more authors from the region. If the pilot is successful, 20 academic titles in African studies and international development will be made open access immediately on publication, thanks to collective funding from institutional libraries. More information on the initiative can be found at <http://www.bloomsbury.com/bloomsbury-open-collections>.

New from ACRL—Conducting a Map Collection Review: A Workbook to Help You on the Journey

ACRL announces a new, freely available digital publication, *Conducting a Map Collection Review: A Workbook to Help You on the Journey*, by Janet Reyes, geospatial information librarian at the University of California-Riverside. Map collection reviews can be emotionally trying and a lot of work. They can also uncover happy surprises and provide numerous learning opportunities. *Conducting a Map Collection Review* will help you surface important considerations and organize your thoughts as you approach the process of efficiently conducting a review while respecting the materials and stakeholders involved.

This workbook covers the review process from beginning to end, from getting started to potential partners through developing criteria, establishing processes, and how to make crucial dispersal and disposal decisions. It also includes a thorough list of terms and easy-to-print worksheets. The focus is on sheet maps, although shelved and miscellaneous items are also considered.

Whether you know and love your map collection or haven't yet become well acquainted, *Conducting a Map Collection Review* can walk anyone who has been tasked to review a collection—no matter their level of familiarity with printed maps, librarianship, or project management—from the initial daunting steps of your review through the final paces. *Conducting a Map Collection Review* is freely available at <https://www.ala.org/acrl/publications/booksanddigitalresources/digital>.



EBSCO joins ReShare community

EBSCO Information Services (EBSCO) has officially joined Project ReShare to provide financial contributions and expertise to the ReShare Community. The ReShare Community is drawn from libraries, consortia, information organizations, and developers. The ReShare Project is building a user-centered, app-based, community-owned resource-sharing platform for libraries.

EBSCO's application for membership was driven by three aims: to develop the features and functionality of the ReShare platform reflecting the needs of consortia globally, to resource additional expert input from knowledge integration being applied to that development, and to expand the pool of vendors contributing to ReShare. Learn more about ReShare at <https://projectreshare.org/about/community-charter/>.

ARL releases final report of Research Library Impact Framework pilot initiative

The Association of Research Libraries (ARL) Research Library Impact Framework (RLIF) pilot initiative, established in 2019, has released its final report, "Building a Community of Assessment." The report details the research projects, findings, and lessons learned from the pilot phase of this framework. It also includes information about the framework itself as a means to explore and learn about research library impacts. Finally, the report identifies next steps and potential considerations for any future implementation. RLIF provides a structure to examine library services, operations, impact, and alignment with institutional mission and goals across four critical areas: research and scholarly life cycle; teaching, learning, and student success; collections; and physical space. The full framework includes 185 potential research questions across these critical areas. The full framework includes 185 potential research questions across these critical areas. View and download "Building a Community of Assessment" at <https://www.arl.org/resources/building-a-community-of-assessment-final-report-of-the-research-library-impact-framework-pilot-initiative/>. *~*

Tech Bits...

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

Slido is an audience interaction platform. Make your meetings and presentations more engaging by creating polls, quizzes, and surveys to ask the audience multiple choice, word cloud, open text, ranking, or rating questions via a code or link. Allow attendees, live or in advance, to ask anonymously and vote for the questions they like using the audience Q&A. Use the analytics to find out how many people were engaged and export the results for further analysis.

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—Jennifer Long

University of Alabama at Birmingham

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Annie Pho and Dustin Fife

The cost of librarianship

Relocating for work and finding community

Academic Library Workers in Conversation is a bimonthly *C&RL News* series focused on elevating the everyday conversations of library professionals. The wisdom of the watercooler has long been heralded, but this series hopes to go further by minimizing barriers to traditional publishing with an accessible format. Each of the topics in the series were proposed by the authors, and they were given space to explore. We encourage you to follow and share these conversations about transforming libraries with ideas from the frontlines. This issue's conversation addresses relocating for work and the problematic norms that librarianship and higher education reinforce.—*Dustin Fife, series editor*

Annie Pho (AP): I've been a librarian for a decade and I've been reflecting a lot on my career so far. It's wild to me how much has changed in the profession and my life over the last 10 years. I've moved to four libraries, three states, five cities, and seven apartments. That is enough uprooting and changes for a lifetime, and I can't say that it didn't take a toll on my personal life. But I remember being told when I was in library school that to actually get a job in an incredibly competitive field with a limited number of positions, I had to be willing to move anywhere. At the time, I really bought into that narrative and found myself applying for jobs across the country. I had felt I put too much into getting my degree financially to not be able to have a job at the end of it, so I was very open to moving anywhere. I applied for more than 60 jobs before I landed an offer for my first position at the University of Illinois Chicago. From there, I ended up moving to Los Angeles and then to San Francisco. As a person of color in my MLIS program, I did feel isolated and put up with a lot of microaggressions, so I was relieved to not only have a full-time position but to also be moving to a larger, diverse city. I have felt fortunate to have worked in cities. That has worked for my career and personal needs.

Dustin, what was your professional journey, and did you ever receive similar advice?

Dustin Fife (DF): Annie, you've truly been on a journey, and I'm excited to discuss libraries and living situations with you. I have had to move repeatedly to advance my career, and while I haven't covered as many miles as you, I have come to believe that librarianship does not do enough to mitigate this reality. My movements were different from yours in at least one sense: on several occasions I moved to rural and remote areas of the world. Places that I am not sure I would have considered if I hadn't wanted a job in a particular professional field. I, too, repeatedly received the advice that being able to move was essential to a

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successful career in librarianship and took it to heart. However, the more I think about my professional path, I realize how problematic that advice is and how it re-creates privilege in our field, especially on the academic side of librarianship. My positionality—as a white, cisgendered librarian in management positions—has allowed me to thrive in these situations, but I know that others have been kept out, and I wonder how we can move away from some of these practices.

Annie, what do you think of that advice now that it has helped shape such a big chunk of your career?

AP: I look back on how much moving to new states and cities has taken a toll on my personal life, but I am also grateful to be where I am now with my career and where I live. I'm glad you mentioned your positionality and privilege in being able to move to more rural areas. That advice to move anywhere for a job could take a very heavy toll on someone to be the only person of color in their library, and then when they leave work, to be in an area that might be hostile towards BIPOC, trans folks, or where women have limited autonomy over their own bodies. That's one of the wildest things that I did not expect to happen over my library career, to see *Roe v. Wade* overturned and now see the impacts on women in states with laws that outright limit and punish reproductive rights. So no, this advice definitely does not apply anymore.

On top of that, we are also seeing states that punish schools and libraries for teaching critical race theory and African American history. Things are not safe for people who hold marginalized identities, so now I would caution new professionals to make sure wherever they go, they have a safety network in place or a community to support them.

With all of this in mind, how would you approach advising new librarians in their job searches?

DF: Truthfully, Annie, I would advise people to consider whether relocating is a realistic professional step they can commit to before ever joining librarianship. I know that is not always possible, but especially true for people who want to work at colleges and universities. If relocating multiple times is not something you are able to do, you must be prepared for limited opportunities.

I am not saying this to deter folks, but to beg library administrators and managers to consider the reality of working in libraries and to try and make things more accessible for the next generation of library workers. We need to ask ourselves several questions, and this list is by no means exhaustive. How are institutions supporting pipelines through tuition support and waivers? How is the profession creating development opportunities for people already working in libraries? How is the profession recruiting from within our communities to support compositional diversity and community connection? What supports are we providing for moving assistance, housing assistance, and so forth? Librarianship and higher education are built upon predatory practices that see labor, and especially women's labor, as inherently replaceable, and that is why there are so few individual solutions.

With all that said, I enjoy my work and I am not someone who believes I would be fulfilled doing any nine-to-five job. I have a passion for librarianship, so I have accepted the reality of how advancement (at least the type of advancement I relate to) works. I just hope to use my privilege and positions to move the needle at some level to change these dynamics.

Annie, with all that said, what has been your experience adjusting to new cities, states, communities, and institutions?

AP: In a lot of ways, I went into librarianship a little naive. I felt very willing to leave my hometown because I grew up in a smaller, suburban area and my family had moved away to another state after I graduated from high school. My parents are refugees, so I was raised with this mindset of “move for opportunities. Home is where you make it,” so I went to library school in a mid-size city in another state because I graduated from undergrad during a recession, and I felt stuck in my smaller town. At the time, I really needed a change. For the last decade, my life has been a series of moving cities or apartments for career or for personal reasons. It’s been a lot!

Because I have moved so much in my life, I also feel like I know how to put down roots fast. I always work on unpacking my boxes and making my new place feel like home immediately. Unfortunately, I also feel like moving around is how a lot of people can move up in their positions. It seems rarer that someone is promoted within their library by staying in one place. This seems true for all industries, not just libraries. I have preferred working in institutions located in diverse cities because I am an Asian American woman. I feel more comfortable being able to access my communities and have access to cultural institutions. In some ways, living and working in bigger cities has made it a little easier for me to build relationships and community.

I know some people look at librarians who seem to only know other librarians as friends, but truth be told, it is really hard to make friends as an adult! Most of my newer friends have been either through work or through professional networks, and now I’m happy to have friends all over the world. I’ve also tried building community by volunteering with local organizations and taking classes in things I’m interested in.

I’m curious about your take on this. What would you say to being friends with a lot of library people? Or do you find a way to balance that with your personal life too? What is the cost of this professional advice to move around for career advancement?

DF: Annie, moving has taken a toll on my personal life as well. I have had trouble maintaining long-term friendships because I have moved every three to six years since joining librarianship. This is partially a personal failure and choice, but some of it is built into the structure. Friends in libraries have been very consistent for me as local relationships have fizzled. I think the most important thing here is just saying some of these things aloud and admitting where and when it has been a struggle. Wrestling with what the profession has and will ask of each of us. There is no one “right” way to do this, but there are common experiences. Some people have many library friends, and that is fine. Some people have no library friends, and that is also fine. Finding your community (in-person, online, on a riverboat) is an important thing I’m hearing from you, and I couldn’t agree more.

Remembering that not everyone needs the same thing is what I want to add to your advice. The thing that has helped me the most has been finding mentors and colleagues that have supported me since before library school and have had honest conversations with me about all these professional experiences.

However, there can be no doubt that we must do more to support folks if we want library workers to thrive. Moving stipends are essential. Tuition support for local community members seems like a no-brainer. Internal mechanisms for advancement and growth can and should be strengthened. Librarianship can ask a lot of library workers, but others need not be as naive to these complexities as you and I. I do not regret my choices. Moving to rural areas has strengthened me professionally. However, I want librarianship to support more

library workers, many who have not been given the opportunities I have, so moving should be one way for advancement, not the only way.

Annie, any final thoughts or words of advice when it comes to moving and building community?

AP: Reflecting on this conversation, I think it's important to acknowledge that every single person in our field has their own journey and needs, whether that's wanting to live in a big city or preferring a more rural setting. There are pros and cons for each. But really, we don't talk enough about the emotional impact that uprooting your life and moving for a career has on people. Not only is it really expensive financially, but there is also a cost if you are moving to a place where you don't have a community. I don't think people should have to suffer through this silently, and I hope as a profession we start talking more openly about this reality to challenge this norm. My hope is through having more open dialogue, we can also begin to build community and hear from other folks who have been through similar experiences. Home is where you make it, but for me, there is no home without community. //

Virtual LIS practicums

Student and supervisor experiences during COVID-19, part 2

Existing literature on practicum experiences often focus on one perspective, either the student's or the supervisor's, but rarely in the same piece or related to the same practicum offering. 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 For the practicum shared here, the student's institution and practicum host site agreed to modify the existing in-person experience into a virtual format because of COVID-19.

Part 1 of our article, published in the May 2023 issue of *C&RL News*, outlined the logistics and preparation in offering an online practicum and described the student objectives and learning outcomes. In Part 2, we present the student's and supervisor's reflections on communication, work-life balance, managing information overload, and project workload, providing recommendations for others coordinating a virtual practicum.

About the institution

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 (Quad Cities, Urbana, and Springfield). The practicum took place within the Health Sciences Library (LHS) in the Information Services and Research (ISR) Department. LHS 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 1,200.² The institution is a federally designated Minority Serving Institution, an Asian American Native American Pacific Islander-Serving Institution, and is a Hispanic-Serving Institution.³ Faculty in ISR are tenure-track and are library liaisons to the health sciences colleges.

Student perspective—Holly Beverley

This practicum was my introduction to health sciences librarianship. Working with established librarians and engaging in professional work was the best way to understand what this career path would entail in my near future. Early communication with the practicum

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.

site was beneficial as I got to know the communication styles of professional librarians and which projects would be accessible.

Since I was eager to get to work, I spent time getting to know the library website before the semester began to prepare for reference interactions in frequently used resources at the practicum site. I explored various LibGuides related to health science disciplines and resources, watched tutorials from medical libraries on health science search strings or controlled vocabulary like the Medical Subject Headings (MeSH), and made personal accounts in commonly used databases. My supervisor shared a “database discovery worksheet,” which acted as a roadmap to locating common features of many databases like saving searches, sharing results, identifying controlled vocabulary, and the disciplinary strengths of each.

As we spent more time online throughout the semester, I felt a stronger sense of rapport and comfort with my supervisor to ask her different questions about the field of librarianship and how to approach research consultations or build relationships with researchers and faculty in designated colleges. It took time to develop a sense of conversational ease, especially in an online environment devoid of in-person social cues. Initially, I felt intimidated by the knowledge gap between my own knowledge relative to experienced librarians at the practicum site. Project-based questions were helpful transitions into deeper knowledge and further discussion of other related DEI or career-development topics. As we got to know each other better, the supervisor shared insights about librarianship and alternative career options like corporate librarianship, which were not previously known. Albeit through Zoom, I sought to make positive first impressions through diligent work ethic. Throughout the semester I learned to navigate new subject matter and articulate questions to the best of my ability. Still, the ability to take constructive criticism was necessary for growth.

The consistency and granularity of feedback on various projects felt intense because of the one-on-one nature of the experience. It took time for me to accept the imperfect elements of progress within the educational experience and perceive the weekly check-in meetings as a time to discuss project updates, challenges, and highlights without fear or anxiety. To adhere to the 120-hour time restriction, I had to make the most out of 1–2 hours of project work at a time, frequently leaving things incomplete to honor the guidelines of the practicum. This segmented workflow contrasted with my typical approach to LIS-coursework where I would see a project through to completion in fewer sittings, without regulating the amount of time it took me.

The ability to multitask and manage information overload was another challenge. Depending on the day, I would have multiple computer applications and internet browser tabs open to complete reference work while maintaining conversation with my supervisor on a virtual communication platform like Zoom. Visually and mentally, it was a challenge to keep up with a verbal conversation while tracking information from different platforms, but in time it became routine.

Such individualized time, attention, and work-life balance is uncommon in traditional LIS education settings.⁴ It is not fair to assume all practicum student and supervisor pairings would have such positive rapport.⁵ This mentor relationship reinforced my desire to succeed in this career, yet other fieldwork arrangements where supervisors are less committed to student success may not have the same outcomes.

Supervisor perspective—Tina Griffin

As a liaison on the tenure track, my daily work is a combination of reference, instruction, collection development, research, and service. Reference and instruction make up the largest percentage my time overall, but spring semesters skew toward more reference activities. Because we are a high-level research university, health science students and faculty prefer in-depth research consultations, but email, chat, and office hours are also used. Previously each year, I held about sixty in-person consultations. During and after COVID-19, consultations have increased to more than 100 and are almost exclusively online. Prior to COVID-19, I used chat service and office hours downtime to complete administrative tasks or other work. However, chat service hours tripled and email reference volume increased dramatically while office hours were discontinued; collectively that meant availability for administrative tasks disappeared.

In spring 2021, our institution still had masking and space restrictions in place to provide a safe working and learning environment. As experienced by many, working from home may be convenient but contains tradeoffs. I was fortunate in that I had a dedicated workspace, adequate technology, and stable internet. I also did not have personal demands such as childcare or parent-care. Having few obligations and a suitable environment made weekly scheduling possible with minimal interruptions.

I was also fortunate that the practicum student had a high level of initiative, was self-directed, and was an excellent communicator. It is possible that some students will not thrive without more supervision than a virtual space affords, especially if the student has competing priorities. It is essential that communication standards, work documentation, and project organization are consistent throughout the experience. There should also be contingency plans for when the expected schedule, tasks, or communication gets derailed. These should be discussed to see what is reasonable and feasible for both the student and supervisor, and then documented for both to reference. For this practicum we had weekly meetings, and the student kept a work log. These tools allowed us to adjust the work pace before the student was overwhelmed or off track from her goals.

The weekly meetings provided time to discuss her learning progress and plan the coming week's supervised and unsupervised work. The student was enthusiastic and conscientious in her tasks; however, her work-life balance was blurred, and it became clear that I needed to moderate her pace. I reinforced that unsupervised work needed to be limited to the allotted amount, otherwise the total hours would be exhausted before the semester would be over. Like most students, she needed to hear that there was always more work and that it wasn't necessary (or possible) to get "everything" done. So, we used part of the weekly meetings for her to select which opportunities she would like to pursue, allowing her to remain in control of her goals without getting overloaded or feeling like she wasn't accomplishing "enough."

As with any supervisory position, there may be an emotional component to supervising students. This was amplified during the pandemic. I needed to be aware of her wellbeing and capacity while assigning tasks, as well as my own. The virtual space can feel impersonal or distant and may become a barrier to having open conversations. The technology limits reading somatic or other non-verbal cues, leading to one or both of us potentially misinterpreting vulnerability in the moment. In addition, both of us were working in private spaces connected to our personal lives, and this environment can hinder discussing difficulties. Despite this, virtual meetings did increase individual attention compared to an office

environment for us. The online space required literal “face time,” which assured her of my attention with minimal distractions, such as other librarians, staff, or patrons (although there could be home distractions—frequently pets). This direct attention allowed engagement in deep conversations that may not have happened otherwise.

Lessons learned

This experience benefitted the student, who was hired for a summer position afterward at UIC and gained direct exposure to liaison responsibilities. Such exposure is not common but advantageous.⁶ For LIS students interested in academic librarianship, liaison training has shown to have a “considerable positive impact on students’ knowledge and confidence level.”⁷ The practicum site also received instructional materials from the developed workshop, recommended updates for two research guides, additional reference services, and research support on an informatics research project.

Institutions willing to host virtual practicum students should consider developing a consistent curriculum or structured program. Organizations need to contact LIS programs and communicate their willingness to host students to increase student awareness of specialized library career paths. Career centers may also promote specialized experiences available. Additional opportunities like pre-screening interviews for practicum students or matching supervisors with students who aspire to similar positions should be considered.

The virtual format presents challenges of internet connectivity, professionalism, attention, and individual accountability, but it opens the door to pursue studies in specialized settings. The student participated in professional librarianship activities, meetings, and networking, and received personalized mentorship, which offered valuable insights for career development. The practicum’s virtual format allowed her to maintain her normal employment, since the 3-credit hour practicum is unpaid and alone didn’t qualify for student loans.

For others replicating a virtual practicum experience, structuring supervised and unsupervised time, and establishing consistent student expectations is recommended. Supervisors must know their capacity limits and what their institution can facilitate. Students must recognize that practicum work relies on communicating effectively, using time wisely, and seeking out a site and supervisor who can facilitate their experiential learning with flexibility.

While the learning objectives were achieved for this experience, those designing virtual student practicum experiences should recognize that some in-person experiences may not be replicable. Tasks and goals should include both modes when possible, and it is the supervisor’s responsibility to identify these gaps. For example, as the pandemic waned, in-person services resumed. For this practicum, the supervisor insisted that the instruction session designed by the student be applicable for both in-person and virtual, including the active learning component, assessment, handouts, and presentation materials.

Conclusion

Students benefit from applied experiences, cultivation of tangible skills, familiarization with library resources, exposure to collaborative librarianship, and opportunities for networking and research practices. Because of this experience, the student was prepared to continue working at the practicum site remotely for the summer and transitioned to full-time work in a hybrid environment at a military medical research institute in 2021, four months after the end of this practicum. Because of her positive practicum experience, she

began mentoring three students from the LIS program through Mentor Collective, a program that matches alumni with students who have similar interests and backgrounds to help graduates navigate career paths.

Although this practicum arrangement took place in a medical library, these experiences may be generalizable to other library types. Practicum fieldwork experiences are dependent on supervisor willingness to mentor and take on the time commitment of training future library professionals, often in un-paid capacities that are short-term and demand a lot of attention. The education cycle relies on members in the profession to give back and foster professional training and collaboration to advance the LIS field.

The following two appendices are available as supplementary files from the link in the right sidebar:

- Appendix One: Practicum Guidelines
- Appendix Two: Database Discovery—Health Science *zz*

Notes

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And the winners are . . .

The official results of the 2023 ACRL election



Beth McNeil, dean of libraries and school of information studies and Esther Ellis Norton professor of library science at Purdue University, is the 86th president of ACRL.

“What an exciting and dynamic time in academic libraries, full of both opportunities and challenges facing us as library workers and members of ACRL,” McNeil said. “I am delighted to serve as ACRL President and deeply honored to have been selected to do so. Throughout my career, ACRL has been my professional home, providing the developmental and growth opportunities I needed, connections with mentors I admired and learned from, and networking opportunities that continue to fuel my fire for the work we do.

“This next year we will continue to build on the great work of the ACRL board, Goal Area Committees (GACs), Division and Section Committees, Chapters, etc. Important work underway by task forces, including the Awards Process Implementation Task Force, will continue. ACRL’s Plan for Excellence, a strategic plan that has served us well for the past several years, will be reviewed as the Board of Directors and GAC chairs consider what is next for ACRL.

“When I was standing for vice-president, I noted two areas on which I hoped to focus: equity, diversity, inclusion, and belonging for our library workers, our constituents, and the collections we build, as well as advancing sustainable and open scholarship. To these two, however, I am adding a third: how to manage growing challenges to intellectual freedom in higher education libraries and classrooms. Over the past several months, we have learned of more book bans and watched as violence toward library workers occurs across the United States. Similar efforts are happening in some US states related to higher education. It will be critical to work closely with incoming ALA President Emily Drabinski and leaders of other ALA divisions, as well as our colleagues in other types of libraries. We are stronger together.

“As I move into this role, I feel great hope and excitement for our work in ACRL and within ALA.

“For the past several months I have had the privilege to meet weekly with President Erin Ellis, Past-President Julie Garrison, and ACRL’s Executive Director Jay Malone. I have learned so much from these leaders and I am ready! Thank you to all ACRL members for your support as we move forward together.”

McNeil’s experience with ALA includes being a member of LAMA (1997–2016) and serving as a member of the LAMA Committee on Organization (2005–09) and Executive

Committee Secretary of LAMA, Library Organization and Management (2005–07). She also served as a member of the LAMA Budget and Finance Committee (2001–05); LAMA Human Resources, Supervisory Skills Committee (2003–05); and Fundraising and Financial Development: Trends, Marketing, and Project Development Committee (2003–05); and Human Resources, Executive Committee (2001–03).

Her activity with state, regional, and other national associations include serving on the Academic Libraries of Indiana Board of Directors (2019–present), Greater Western Library Alliance’s Board of Directors (2017–19), HathiTrust Board of Governors (2015–18), Western Regional Storage Trust Executive Committee (2017–19), Rosemont Group Executive Committee (2017–19), and Iowa Academic Libraries Alliance Coordinating Committee (member 2016–19, chair 2018–19).

Notable accomplishments for McNeil include receiving the Staff Member of the Year Award (2019); Iowa State University’s Student Government annual award for faculty and staff, Runza Spirit of Service Award (2004); annual award for faculty volunteer service from UNL; UNL Office of Student Involvement, CAMRE (Creating an Atmosphere of Mutual Respect) Award (2000); and the annual award from the UNL Libraries Office/Service Staff.



Elisandro (Alex) Cabada, assistant professor, emerging technologies and immersive scholarship librarian, and director of the Grainger IDEA Lab at the University of Illinois at Urbana-Champaign, has been elected ACRL vice-president/president-elect.

“I am honored to serve as the next ACRL president,” Cabada said. “With the recent NIH and OSTP mandates, we are entering a new era of Open Scholarship. By making research more freely available to a much broader population, we bring a more diverse community of scientists into the research process, thereby accelerating our ability to solve society’s greatest challenges. While there are many challenges ahead for us, there are also opportunities to advocate for the value of Open Access, for responsible and ethical use of technology, such as generative AI, and for a purposeful understanding of how this will impact our underserved and marginalized communities. With this understanding, we can come together to build on the meaningful work needed to address the inequities of the digital and technological divide in our communities.

“We must also remain ever vigilant to safeguard our libraries as they are one of the last community spaces in our society, the last informal learning environments, and the last ‘third’ place at campuses across the nation. As we continue to build technology-rich digital scholarship centers to meet the needs of the problem-solving ‘design-learning’ pedagogy in higher education, libraries remain one of the few units on our campuses providing public engagement and outreach services to underserved and marginalized communities. This is critical as emerging technologies continue to be increasingly applied and integrated in academia and in our day-to-day lives. These efforts must not be isolated to our campuses however, we must work with our wonderful public libraries, community colleges, school libraries, and other community partners to reach our youth and their families in an effort to increase access to information, to knowledge itself, and the opportunities they afford.”

During his eight years of ACRL membership, Cabada has held various positions with

the ACRL Digital Scholarship Section Executive Committee (DSS), including past-chair (2022–23), chair (2021–22), vice-chair (2020–21), and member-at-large, (2018–20). He has also served as a member of the ACRL DSS Equity, Diversity, and Inclusion Committee (2017–19).

“It is my distinct pleasure to congratulate Alex Cabada for his election and to welcome him to the ACRL Board of Directors,” ACRL Executive Director Robert Jay Malone said. “Alex’s deep involvement with digital scholarship, especially his good work with ACRL’s Digital Scholarship Section, will help us move more assuredly into the expanding digital landscape. Likewise, his involvement in ACRL’s equity, diversity, and inclusion efforts will aid our efforts in making ACRL more equitable, more diverse, and more inclusive. I am grateful for his willingness to help ACRL succeed.”

Cabada’s experience with ALA includes being member (2018–19) and chair (2019–20) of the ALA Training, Orientation, and Leadership Development (TOLD) Committee (2019–20). He has also served as a member of the ALA Spectrum Advisory Committee (2018–20), a member of the ALA LITA Assessment and Research Committee (2017–19) and a member of the ALA LLAMA Leadership Development Committee (2016–18).

Notable accomplishments for Cabada include being selected as a *Library Journal* Movers and Shakers: Innovators (2022); receiving the ALA RUSA ETS Best Emerging Technology Application Award (2021); being selected to participate in the ALA Leadership Institute program, Oak Brook, Illinois (2019); and invited to provide keynote convocation speech at the School of Information Sciences December 2018 Graduation Ceremony, University of Illinois at Urbana-Champaign (2018).

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**Elected by lot*

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Member-at-Large (1-year term): **Ann Snoeyenbos** (59); Milan Pohontsch (28)

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Secretary (1-year term): **Matthew Weirick Johnson** (382); Elise Ferer (285)

Member-at-Large (2-year term): **Maoria J. Kirker** (515); **Evelyn Ugwu-George** (497); **Kristin E. C. Green** (407); Julie N. Hornick (402)

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Member-at-Large (1-year term): **Jenny Dale** (56); Amanda Rybin Koob (49)

Politics, Policy & International Relations Section (PPIRS)

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Secretary (2-year term): **Jennifer Castle** (109)

Member-at-Large (2-year term): **Mark D. Robison** (108)

Rare Books and Manuscripts Section (RBMS)

Vice-chair/Chair-elect: **Melanie Griffin** (292)

Secretary (2-year term): **Gorodon Daines** (283)

Member-at-Large (3-year term): **Libby Hertenstein** (291)

Science and Technology Section (STS)

Vice-chair/Chair-elect: **Samuel Putnam** (142); Britt Foster (113)

Secretary (2-year term): **Patricia Hartman** (141); Jason Burton (112)

Member-at-Large (2-year term): **Melissa Gold** (157); Chapel Cowden (95)

University Libraries Section (ULS)

Vice-chair/Chair-elect: **Carissa Tomlinson** (479); Nacy S. Gibson (348)

Secretary (2-year term): **Mary D. Galvin** (455); Jess C. Garner (342)

Member-at-Large (3-year term): **Jill J. Crane** (560); **Tisha M. Zelner** (507); Jeff Graveline (355)

Women and Gender Studies Section (WGSS)

Vice-chair/Chair-elect: **Esther Medina De León** (174)

Secretary: **Renee Kiner** (175)

Member-at-Large (2-year term): **Nadia M. Orozco-Sahi** (176) *nz*

ChatGPT conundrums

Probing plagiarism and parroting problems in higher education practices

The field of Natural Language Processing (NLP) has seen significant advancements in recent years, thanks in large part to the development of powerful language models such as ChatGPT. ChatGPT, short for Chat Generative Pre-trained Transformer, is a large-scale neural language model developed by OpenAI that is capable of generating human-like responses to natural language input. With its impressive performance on a range of language tasks, ChatGPT has quickly become one of the most widely used language models in NLP research and application.¹

The preceding paragraph showcases ChatGPT's capabilities, as it was composed and formatted entirely using artificial intelligence (AI).

Clearly, ChatGPT holds tremendous power when it comes to writing-based tasks. As noted in a recent *C&RL News* article by Christopher Cox and Elias Tzoc, ChatGPT, and similar large language model technologies, have the potential to be disruptive technologies, significantly affecting not just academic libraries but higher education as a whole.² In this article, we aim to explore some of these potential issues and propose a few possibilities for how we, as information professionals, may be able to help address them as they emerge.

Challenges of ChatGPT in higher education

The emergence of ChatGPT has generated substantial concerns and debates among academics about its potential impact on plagiarism, academic integrity, and the reliability of scientific research.³ While ChatGPT offers opportunities to improve communication and collaboration, it also presents several challenges, including the proliferation of plagiarism cases, the creation of fictitious references, and the propagation of hidden biases related to gender, race, ethnicity, and disability status.⁴

Plagiarism and academic integrity

A central question raised by the introduction of ChatGPT is where to draw the line for plagiarism when using this AI tool.⁵ For instance, if an author uses ChatGPT to improve the readability of an existing article or to gather information to support a point of view, should this be considered plagiarism? Furthermore, when students rely on ChatGPT's responses without proper citation, are they committing academic dishonesty?

ChatGPT itself suggests that using its responses without attribution constitutes plagiarism, while employing it to generate ideas is not, if those ideas are developed into original work.

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However, this distinction may not be clear-cut for many users, leading to confusion and potential misuse of the technology.

Some academics argue that using ChatGPT is as unethical as ordinary plagiarism and could have serious consequences, including failing grades and academic penalties.⁶ To address this issue, universities have developed detectors like GPTZero and implemented measures to check for possible plagiarism in assignments.⁷ However, academia must also consider the potential benefits of technology and establish ethical boundaries to strike a balance between human expertise and advanced technology.⁸

One approach to mitigating plagiarism concerns could be to incorporate AI tools like ChatGPT into academic curricula as educational aids, teaching students how to use them responsibly and ethically.⁹ This would allow students to harness the potential of AI for research and idea generation while maintaining a strong foundation in academic integrity.

Fictitious references

Another challenge for ChatGPT is the creation of fictitious references, which can potentially impact the credibility of academic research.¹⁰ When ChatGPT generates a research paper, it may cite and create references or articles that do not exist. For example, the author cited may be legitimate and have published research on the subject, but the article in the citation could be a fabrication.¹¹

Authors should be responsible for verifying the accuracy of references and citations provided by ChatGPT, as accurate citations are essential to maintaining academic research's integrity.¹² Citation practices are a crucial element of academic writing, as they contribute to the credibility of the author's work. They demonstrate the author's knowledge and expertise in their field and the breadth of research conducted. Additionally, citing sources is a way of paying homage to the work of other researchers, thereby showing respect for their contributions.

To address the issue of fictitious references, universities and research institutions should implement measures to ensure that all citations in academic work are accurate and verifiable. These measures could include using citation-management software, requiring authors to provide full-text copies of cited sources, and implementing regular citation audits as part of the peer-review process.

Bias in ChatGPT-generated content

A further concern with ChatGPT is the potential for the AI to unintentionally perpetuate hidden biases related to gender, race, ethnicity, and disability status when used in academic research.¹³ The increased use of AI-generated research papers presents a risk to the reliability of scientific research due to the potential for biases and errors that may be difficult to detect and correct.¹⁴

While ChatGPT responds without personal opinions or beliefs, it is unclear whether or how the AI can mitigate prejudice if trained by individuals with strong opinions.¹⁵ To address this issue, researchers and developers should prioritize transparency in AI training processes and datasets to minimize potential biases. Additionally, efforts should be made to include diverse perspectives in the development and training of AI models to ensure that they are representative of different experiences and viewpoints.

Moreover, users of AI tools like ChatGPT must exercise critical thinking and diligence when using AI-generated content in their research. They should be aware of potential biases

and verify the accuracy and reliability of the information provided by the AI. This will help maintain the integrity and credibility of academic research while mitigating the risks associated with AI-generated content.

Conclusion

The introduction of ChatGPT has brought academia to a critical juncture where plagiarism and ethical boundaries must be redefined and articulated. Like other periods in educational history, the emergence of new inventions and tools often leads to a period of disorientation and debate.¹⁶ Rather than viewing ChatGPT and similar technologies as threats, academics should embrace the challenges they present and use them as opportunities to broaden and deepen their understanding of ethical and responsible boundaries. Engaging in debates about the role of AI in higher education can heighten awareness of necessary boundaries and promote ethical use of these technologies. Furthermore, collaboration between AI developers, researchers, educators, and students is crucial in navigating the ethical challenges presented by ChatGPT and other AI tools.

Endless possibilities—that is the reality of where artificial intelligence of this nature is leading the academic community. It cannot be stopped. Eventually, it can be suspected that a tool like ChatGPT will look like a minor creation, laying the foundation for a better, more extensive, and more efficient system that may become as popular as tools like Canvas, Google Suite, Microsoft Office, and Smartboards, which are used regularly in an academic setting. The academic community must make a choice: to embrace or to fear. Embracing AI could lead to significant potential, increasing the production of publications, helping students with their work, and reinforcing the idea of critical thinking. To fear this innovation could be a missed opportunity. Academic communities and individual institutions must determine their approach and get ahead of this new wave of technology. ∞

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Leo S. Lo

My new favorite research partner is an AI

What roles can librarians play in the future?

The research process has always involved collaboration, from brainstorming sessions to writing groups. Researchers rely on their peers for direction, encouragement, and insight. What if the collaborator was not human? What if the partner were a machine? This was the question I pondered as I started my most recent research project. As an academic librarian, I've always been interested in discovering innovative ways to assist researchers. As soon as I learned that AI assistants could help researchers in their work, I knew I had to give it a shot. And so, I began working with ChatGPT, a powerful generative AI tool.

OpenAI's ChatGPT is an artificial intelligence language model that uses deep learning algorithms to comprehend and generate text in natural language. It can finish sentences, paragraphs, and even whole articles from a given prompt. It has been trained on a vast quantity of text data, enabling it to recognize patterns and generate coherent responses. Since its release in November 2022, it has become the consumer software application with the fastest growth rate in history. It is used daily by more than 13 million people who ask it to perform any task imaginable.¹ As a research assistant, ChatGPT can generate ideas, suggest research questions, and provide context and background information for researchers. It can be an asset to any research team because of its capacity to connect seemingly unrelated ideas and provide new perspectives.

As homework or exam cheating was the most-discussed topic when ChatGPT was first introduced, my initial motivation was to design a study to learn more about how college students use tools like ChatGPT. I posed the research topic and asked ChatGPT to brainstorm with me. Within seconds, twenty ideas were generated. I picked three and asked it to generate potential research questions, and voila, within seconds, more ideas emerged. This experience opened my eyes to the potential of these new AI tools.

My new favorite research partner

My new favorite research partner and I continued our collaboration by discussing the types of studies (which turned out to be surveys) we should conduct, the survey questions and options, the optimal sample size, and the potential data analysis techniques. I was concerned that our potential student respondents might not provide truthful responses to some of these survey questions, as they might not want others to know that they cheat with these tools. Consequently, my AI assistant suggested that we could use scenario questions to allay the concerns of the respondents, which is an excellent suggestion. I decided to ask my AI assistant to act as an expert in various fields, such as higher education, psychology, survey

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design, etc., to provide me with a variety of perspectives when designing this study, and it did exactly that. These were completed in approximately 90 minutes. I even asked it to assist me with the IRB form for the study we worked on together. I was completely astonished.

However, despite how impressive ChatGPT can be, it is essential to recognize its limitations. One of its greatest limitations is that it is only as good as the training data. Even though it has been trained on a vast amount of text data, it may still produce biased or inaccurate results if the input is biased or inaccurate. It is also essential to note that ChatGPT cannot comprehend the context or intent of a research question in the same way that a human researcher can. This means that it may not always generate relevant ideas or responses to the research question. Another limitation of ChatGPT is that it cannot replace critical thinking. Although it can help researchers generate ideas, it cannot replace their ability to critically think about research. In addition, it may not possess the same depth and nuance as a human researcher.

It is also important for researchers to be transparent regarding their use of AI tools in their research, including how the tools were used and any potential limitations. While some of the leading journals have set new policies regarding the use of AI in the research process,² I believe there should be and most likely will be even more requirements, such as providing details about the data used to train the AI tool, the methods used to generate responses, and any potential biases or limitations. The ethical implications of using AI tools in research also raise concerns regarding the possibility of these tools perpetuating existing biases or discrimination in research. Researchers must be vigilant to ensure that their use of artificial intelligence tools does not result in unethical practices or outcomes.

What roles can librarians play in this new research environment?

We have a distinct perspective on the research process, which can be used to aid researchers who use AI assistants in their research. One of the most important ways we can assist researchers is by assisting them in identifying and evaluating AI tools that may be useful to their work. This requires staying abreast of the most recent advancements in AI technology and understanding the capabilities and limitations of various AI tools. Once researchers have identified an AI tool they wish to use in their research, we can offer guidance on how to integrate it into their research workflow. This may involve assisting them in designing research questions that are compatible with the capabilities of the tool or advising them on how to generate new ideas or analyze data using the tool.

Librarians can also play an important role in critically evaluating the output of AI tools. These tools are not infallible, and it is crucial for researchers to be aware of any possible biases or limitations in the output of these tools. In addition, academic librarians can promote transparency and ethical behavior in the use of AI tools for research. This may involve advocating for open and transparent research practices and encouraging researchers to use AI tools in a transparent manner. In addition, we can provide guidance on best practices for using AI tools in research and how to avoid ethical pitfalls.

AI assistants have the potential to revolutionize the research process, making it faster, more efficient, and more collaborative. At the same time, it is important to recognize their limitations and ethical implications. In this new research environment, academic librarians can play a crucial role in supporting researchers and advancing the quality of research.

We must continue to educate ourselves on the latest developments in AI technology and promote best practices in research to ensure that AI assistants are used effectively, ethically, and transparently. //

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Andrea Hacker

Open access in Switzerland

An institutional point of view

Switzerland may be a small country, but it has a complex academic landscape. Research and teaching is conducted in several languages: the official state languages French, German, Italian, and Romansh, plus English as the academic lingua franca. Higher educational institutions (HEIs) range from international giants such as the ETH Zurich to specialized, cantonal institutions such as the Bern University of Teacher Education. There are private research facilities, a wide variety of funders, academies, societies, and colleges, not to forget the international research hub, CERN, in Geneva that may be housed on Swiss soil but is considered a European institution. This lively and heterogeneous academic landscape exists within a political context that is also complex: Switzerland is a fiercely federal country, and the twenty-six cantons conduct their affairs—including their academic culture with its laws and customs—with a considerable degree of independence from each other as well as from the federal umbrella in Bern.

It is therefore remarkable that in 2018 Switzerland rolled out a national open access policy, according to which all taxpayer-funded research will be made available in open access by 2024.¹ This decision continues to have significant repercussions on all levels of academic endeavors, not least for the institutions who are faced with the task of providing the framework for turning nationwide open access into a practical and practicable reality. The deadline is close, so it is worth taking stock. This article sketches out the institutional landscape of open access in Switzerland with a particular focus on academic libraries, before pointing to some current concerns regarding its development. It will close with a brief look at what lies ahead.

Open access in Switzerland—The context

The main actors in Switzerland's open access landscape are, unsurprisingly, researchers, publishers, and institutions. Much like their colleagues abroad, the former find themselves in a field of tension between the latter two: while publishers and institutions (funding agencies, governments, universities, and the like) are vying over the means of moving the country's academic output toward open access, authors have to negotiate an ever-changing maze of rules, regulations, demands, and incentives while juggling the traditional—and still widespread—expectations in the academic prestige economy.

The role of Swiss HEIs and national organizations

HEIs, where most researchers and authors are employed, also find themselves in a tricky situation: on the one hand, they have to address the open access needs of their researchers,

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for example by providing infrastructure, publishing services, or read and publish agreements (more on that later); on the other hand, they are part of and operate within the context of the National Open Access Strategy. This can lead to challenges because the interests of these different parties do not always align. Furthermore, the playing field is anything but level: some HEIs have yet to come up with an open access policy, while others are already updating existing ones. Consequently, the HEIs' approaches to meeting the 2024 deadline vary widely.

In view of this heterogeneity and to help shepherd HEIs toward the national goal, swissuniversities²—the rectors' conference of all Swiss HEIs and the body that represents the interests of Swiss HEIs at a national and international level—provided guidelines for open access policies in 2019.³ Founded in 2015, swissuniversities is a Swiss academic umbrella organization that is crucial in the transformation to open access. Based on a dedicated implementation plan with various action lines, its Open Science funding initiatives have been specifically geared toward facilitating the development of the necessary infrastructure.⁴ It was swissuniversities that was tasked with developing Switzerland's National Open Access Strategy in 2015 by the State Secretariat for Education, Research, and Innovation (SERI).⁵

SERI made clear that the strategy should be developed in close cooperation with Switzerland's primary research funder, the Swiss National Science Foundation (SNSF).⁶ The funder's commitment to open science goes back to 2006, when it signed the Berlin Declaration.⁷ Ever since, the commitment to making funded research results openly available has steadily grown. It contributed to the National Open Access Strategy, implemented an open access requirement in 2018, and, in the summer of 2022, signed PlanS, which means that as of January 2023, newly funded projects will have to make their results available in open access immediately upon publication under a CC-BY license. Last, but not least, the significant impact of Swiss scientific academies on the development of open access needs mentioning. In 2016, for example, the Swiss Academy of the Humanities and Social Sciences (SAGW) ratified its open access policy and supported the transition of journals funded by it.⁸

Role of Swiss academic libraries

Libraries at Swiss HEIs are responsible for helping researchers navigate these measures and policies. They build institutional repositories and publishing platforms, offer support and services, and establish processes to accommodate the new (and often changing) parameters such as funder requirements or publisher workflows. Swiss academic libraries organize themselves in the Swiss Library Network for Education and Research (SLiNER) to exchange best practices and develop strategies for challenges that affect all Swiss HEIs. Founded in 2019, SLiNER represents all academic and scientific libraries and, as an expert committee, "is available to swissuniversities as a central contact for all questions and activities related to the topic of scientific information."⁹ Many of their services are geared toward supporting the National Open Access Strategy.¹⁰

Role of Arbeitskreis Open Access (AKOA)

SLiNER is supported by the specialist working group AKOA, which comprises library representatives from across Switzerland who focus on open access. It is a forum where current but also strategic issues can be addressed. AKOA grew from a group of emerging experts in Swiss libraries who recognized the growing relevance of open access in the first half of the

2010s. By the middle of the decade, it became apparent that formal policy input was needed on how to deal with this change in scholarly communication. In 2015, the group was officially formalized into the AKOA. Its white papers with statements concerning topics such as hybrid open access publishing and secondary publication rights played an important role in the development of the national open access strategy. As open access in Switzerland developed, AKOA grew. It now regularly consults with both the consortium and the Swiss National Science Fund to ensure that practices can be coordinated and streamlined and will continue to contribute to the development of open access in Switzerland beyond 2024.

Example of OA support and services at an institutional level: University Library Bern

Over the last ten years, the University Library Bern built up a wide-ranging program of services and infrastructures to accommodate and support its researchers with their open access publications, while continuing to provide classic information resources ranging from books, journals, and subject databases to e-journals and e-books. There was also a significant investment in the expansion of spatial infrastructure with new libraries and reading rooms.

Today, the library's Open Science team keeps researchers informed on all aspects of open access and open data with workshops, lectures, consultations, and websites, along with its various communication channels; the team provides researchers with technical infrastructure and organizational support for publishing open access books, journals, and dissertations as well as research data. It also administers an open access fund, which serves as a resource for researchers who are looking to finance APCs for publications in pure open access gold journals and books.¹¹ Last, but not least, the Open Science team cooperates closely with its sister-team E-Library, which is responsible for the library's read and publish contracts, to comprehensively inform researchers about the open access options available at the University of Bern.

Open access in Switzerland: Current concerns

As the development of open access continues, Swiss institutions and their researchers are grappling with many issues ranging from equity to monitoring, and quality guarantees to technical feasibility. Two examples of these concerns are sustainability and the continued differences in academic publishing cultures.

Sustainability

With the increasing importance of open access, Swiss HEIs had to reroute existing or invest additional resources to meet the new challenges. Each Swiss institution meets these new demands in its own way. This is reflected, for example, in the read and publish deals that the consortium negotiates with publishers and from which each institution is free to choose suitable contracts.¹² For example, the University Library Bern allocates significant resources to open access services and infrastructure, but it currently subscribes to comparatively few read and publish deals from the more than thirty available agreements.¹³ Other Swiss institutions follow a different strategy and invest more in read and publish options than in services and infrastructure. What troubles everyone, however, is the question of sustainability, since there is no fixed cost that can be associated with providing open access solutions. The development is far from over, and the tug-of-war over resources, not to

mention profitability, is fierce. The increasing apparatus needed to administer and manage open access as well as the ubiquitous annual price hikes of APCs and the lack of transparency of the pricing policies that propel them, will make any finance department nervous.

Libraries are constantly preparing for difficult scenarios such as how to rework budgets and staff hours to accommodate additional workloads and what to do if negotiations with big publishers fail or result in unfeasible price tags. Since neither the SNSF nor swissuniversities' National Open Access Fund support the cost of hybrid open access—thus excluding most journals covered by read and publish deals with legacy publishers—the main burden of financing this path to open access falls to the universities, their libraries, and their budgets.

Continued differences in publishing cultures

Some research disciplines are further along in the adoption of open access than others. For example, charging APCs is an uncommon financing model among German- and French-speaking scholarly journals. Additionally, open access publishing is still more readily practiced in the natural and life sciences than in the humanities and social sciences. At the University of Bern this can be seen, for example, in the 2022 applications that the University Library Bern's open access fund received. Of 215 applications for journal APCs, 60% came from medicine and 15% from the veterinary school. The remaining quarter was shared by the other six faculties and the graduate schools. Of these applications, only one was for a German-language article; there were none for French-language publications.¹⁴

The differences in open access uptake can also be observed in the usage of green open access options, the spread and inclusion of digital identifiers in everyday practice, and the development of publishing options for open access books. With the goal of 2024 getting closer, the balancing of such practices across campus will need continued engagement throughout Switzerland.

What lies ahead

For several years, Switzerland has been pursuing its goal to make all taxpayer-funded research output available in open access by 2024. How far along Switzerland is in that process is hard to gauge because open access monitoring is not yet fully established. The SNSF, for example, estimates that as of 2020, 63% of research articles that emerged from its funded projects were made available in open access.¹⁵ Given this estimation, while a lot of progress has undoubtedly been made, there still is some way to go to achieve complete open access. The various institutions are now pooling their expertise to design a path forward. Based on the lessons learned thus far, they will need to address issues such as equity and sustainability but also rights retention strategy, scholar-led diamond open access and the financing that goes with it, as well as comprehensive monitoring of costs—including “costs in the wild.” These are challenging topics, but Switzerland's institutional network is well positioned to ensure that the transformation of the Swiss academic publishing landscape toward open access can be completed. ♪

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Engaging with campus and community

Insights from a traveling exhibition

Exhibitions draw people to libraries. They encourage visitors to engage with objects and media in a public space and provide opportunities for discovery within the library's collection. Not every library has the resources to create original exhibitions, however. Traveling exhibitions, which arrive ready to set up in the library's existing space, can alleviate some of the labor involved in creating exhibitions while providing the same benefits for the library. The Penn State University Libraries, Georgia Southern University Libraries, and University of Mississippi Libraries each hosted *Americans and the Holocaust*, a traveling exhibition from the United States Holocaust Memorial Museum, in late 2021 and early 2022.¹ In this article, we describe the ways each library leveraged the exhibition for community engagement, as well as some of the keys to success that can inform other academic libraries considering hosting a traveling exhibition.

Traveling exhibitions and libraries

The academic library is a scholarly space that promotes reflection and discovery. Because it does not belong exclusively to any discipline or department, it is ideally situated to host a campus exhibition that is welcoming to all. Andrew Dutka, Sherman Hayes, and Jerry Parnell describe the reasons for academic libraries of all sizes to develop the capacity to host exhibitions, including providing opportunities for self-learning, presenting unique collections, drawing visitors to the library, and developing partnerships.² Beth Auten and colleagues reflected on the experience of hosting four traveling exhibitions from the National Library of Medicine (NLM) and found that partnerships with campus and community organizations brought in additional expertise and in new audiences for the exhibition.³ When the host is an academic library, as in the cases described here, public libraries can contribute expertise in programming as well as their existing partnerships with community organizations for marketing and joint programming.⁴

Americans and the Holocaust, the exhibition described here, examines the motives, pressures, and fears that shaped Americans' responses to Nazism, war, and genocide in Europe during the 1930s and 1940s, drawing on extensive new research and a collection of primary sources from the time. The traveling exhibition, based on a special exhibition of the same name at the United States Holocaust Memorial Museum in Washington, DC, is an educational initiative of the museum and ALA. The exhibition was scheduled to travel to fifty public

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and academic libraries around the United States, spending six weeks at each location.⁵ Each host library was required to develop a series of programs related to the exhibition.

The Penn State experience

Penn State's University Park campus is located in the heart of central Pennsylvania, several hours' drive from both Pittsburgh and Philadelphia. It is home to 46,000 students, and Penn State University Libraries also serve students at 20 other campus locations and an online campus. Like the other campuses described in this article, the University Park campus is not located near an urban area with museums and other cultural opportunities.

At the beginning of the exhibition planning process, Penn State librarians identified faculty members who were teaching courses related to the themes of the exhibition during the hosting period. Exhibition coordinators provided them with periodic updates on the exhibition and suggestions for incorporating it into their courses. As a result of these contacts, instructors included the exhibition in their syllabi and librarians gave guided tours of the exhibition to classes. In addition to course-related activities, engagement with faculty outside of the library was also key to program development. One faculty member identified speakers for a series of virtual talks. Holding these programs in a virtual format provided opportunities to participate for Penn State faculty and students from other campuses. Two other faculty members led film screenings and discussions.

Alongside this active programming, librarians sought ways to highlight library resources related to the themes of the exhibition. The Special Collections Library curator developed a companion exhibition, *Jewish Histories*. A tour of this exhibition was included with each tour of the traveling exhibition and provided opportunities to learn about special collections and see the range of materials available for research. Books related to the themes of the traveling exhibition were displayed in the room where the exhibition was set up. An online guide listed library books, films, and databases for further exploration. This guide has since been updated and expanded into a more general guide to library resources for Holocaust research and continues to be used in Holocaust-related courses.

The local public library was a key partner in engaging with the local community. In the month prior to Penn State's hosting period, the public library curated an exhibition of artists' reactions to *Americans and the Holocaust* in partnership with a community arts organization and hosted two book discussions related to the themes of the exhibition.

The Georgia Southern experience

Georgia Southern University is a public R2 institution stretched over three campuses with nearly 26,000 students. The university is served by the Georgia Southern University



Students visit the exhibition at Penn State.

Libraries, including the Henderson Library on the Statesboro campus, which served as the exhibition site. The Statesboro campus is near historic downtown Statesboro and serves as an anchor of community programming to the city's underserved 31,000 residents. The multi-campus structure of the institution, however, allowed Georgia Southern to facilitate programming in the Savannah-Chatham Metropolitan Area as well.

Georgia Southern University Libraries identified faculty in four departments and enlisted their collaboration to engage students in learning experiences related to the exhibition. The idea of creating a programming internship grew organically from one of these relationships. Librarians and collaborating faculty structured the internship around the theoretical concepts identified in ACRL's Framework for Information Literacy for Higher Education⁶ and SAA/ACRL RBMS's Guidelines for Primary Source Literacy.⁷ The internship resulted in a companion physical and virtual exhibition,



The companion exhibition *Our Community and the Holocaust* at Georgia Southern University.

Our Community and the Holocaust, based on the United States Holocaust Memorial Museum's *History Unfolded* initiative. *History Unfolded* invites students, educators, and professional historians throughout the United States to discover and submit local news articles related to specific events during the Holocaust. Georgia Southern's companion exhibition transformed the traveling exhibition's central question, "What did Americans know?" to "What did our campus and greater communities know?" More than 140 articles were discovered and submitted to the *History Unfolded* database a semester prior to the start of the exhibition.

Georgia Southern took advantage of the museum docent training program, which proved to be beneficial when the docents became advocates for the exhibition and cultivated additional tours with community groups. As part of docent training, volunteers received general information about the program, a script for guided tours, and tour best practices. Docents were required to attend and conduct tours at the Community Opening and at least two scheduled tours during the exhibition. Tours were offered to university students and faculty and the general public. In total, 357 visitors attended a docent-guided tour during the exhibition (not including the opening reception).

Georgia Southern's hosting period coincided with the campus's Black Heritage Month observance. To highlight the experience of African Americans, Georgia Southern University collaborated with Savannah State University, the oldest public historically Black college or university in the state of Georgia, to examine the community's historic Black press newspapers. Despite this intentional engagement with Black Heritage Month, the library received impassioned feedback from students criticizing the timing of the exhibition. Recognizing the concerns of their students, librarians worked with their Office of Multicultural Affairs and responded directly to students by highlighting relevant existing programs and additional

Museum resources related to the experiences of African American soldiers and journalists.

In addition to these activities, Georgia Southern University hosted “Caffeine & Zine” thematic workshops, scholarly panels with faculty experts and community leaders, and a student-led Facebook Live discussion. All programs were offered on Georgia Southern’s Statesboro and Armstrong campuses despite the location of the exhibition in Statesboro.

The University of Mississippi experience

The University of Mississippi’s main campus is in Oxford, approximately 75 minutes south of Memphis, Tennessee, and 2.5 hours north of Jackson, Mississippi, the two nearest metropolitan areas. Its medical campus is located in Jackson, with four other regional campuses spread across the state’s northern half. The total population across all campuses is 22,951 students, 17,302 of which are undergraduates. Students at the university come from all 82 counties in Mississippi, 49 states, Washington, DC, and 86 countries.

The University of Mississippi hosted the exhibition from December 1, 2021, until January 15, 2022. A planning committee made up of about fifteen members from the library, other academic departments, students, and the Oxford community was formed about eighteen months in advance of the hosting period. Like the planning groups formed at Penn State and Georgia Southern, this committee leveraged its connections on and off campus to maximize the benefits of having the exhibition on campus. For



University of Mississippi museum studies students help assemble the exhibit space.

instance, the history department approved the creation of an upper-division history course called Americans and the Holocaust. Eight students enrolled in the course, which was offered during winter intersession to coincide with the library’s hosting period. Additionally, the director of the university’s museum studies program was a member of the planning group, which not only helped with the planning phase for the exhibition, but also allowed for students in the museum studies program to gain invaluable hands-on experience setting up and taking down the exhibition.

Another planning committee member was a retired history teacher in the Oxford School District. Leveraging this connection along with the district’s proximity to campus, the exhibition provided an opportunity to expand outreach to other school districts. The library hosted a workshop for teachers in grades 7–12 designed to promote reflection and critical thinking about the factors that shaped Americans’ views about the Holocaust and how to incorporate such lessons into their classrooms. The workshop also provided an opportunity to engage with other area school districts that don’t have the luxury of a university next door.

The library also organized programming that framed antisemitism as a locally relevant issue. For instance, historian Dan Puckett, the keynote speaker for the opening reception, explored the changes that the Holocaust had on the disparate and often fractious Jewish communities throughout the American South. The library also hosted a film screening of

Defying the Nazis: The Sharps' War, which highlighted the potential for individual action to stop hate and included a virtual question-and-answer session with Artemis Joukowsky, one of the film's directors. Additionally, a university archivist curated two display cases that showcased the papers of John Rankin, a member of the US House of Representatives for Mississippi from 1921 to 1953, most known for his inflammatory public statements, xenophobia, and anti-Jewish positions.

Conclusion

In addition to the importance of partnerships, we found that an understanding of the local environment and flexibility were key to a successful traveling exhibition hosting experience. For example, at Penn State, involving campus faculty and community partners early in the planning process was key to successful programming. At Georgia Southern, librarians found that when an exhibition period overlaps with a period when a traditionally marginalized group has programming, it is critical to amplify those voices. At the University of Mississippi, despite the exhibition occurring during the winter break, the planning committee found ways to maximize the hosting period by offering courses during the intersession and programming events that bookended the end of the fall semester and the start of the spring semester. This required collaboration between departments within the library and across campus.

The three approaches described here, based on local resources and needs, all resulted in increased engagement with the library. Partnerships with campus groups resulted in more robust programming and student learning activities. Collaborating with external organizations brought more people to exhibition-related programs and strengthened relationships between the library and the community. ㉞

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ACRL Board of Directors' actions

Highlights of the Board's fall 2022 and LibLearnX 2023 meetings

Association governance continues to take place, for the most part, virtually. The one exception for the period reported here was the ACRL Executive Committee, which was able to meet in person October 10–12, 2022, at Indiana University (IU), thanks to the generosity of our IU hosts. That meeting included a hybrid meeting with the full Board of Directors on October 11, 2022. The ACRL Board of Directors also met virtually in January and February 2023, including an informal Board Update session on January 18 and full Board meetings on February 3 and 17. In addition, the Board and Budget and Finance Committee convened for their annual joint meeting on February 6, 2023. An overview of those meetings appears below.

During its October update meeting, the Board heard from Andrew Pace, chair of the ALA Committee on Organization (COO) and past co-chair of the ALA Operating Agreement Working Group. COO has been charged with shepherding the revised ALA Operating Agreement to completion, and Pace provided an update on the status of the operating agreement (OA). Financial concerns and some operational policies have been removed from the OA and will be handled by separate groups. Financial matters, such as indirect cost rates and net asset balances, are being addressed by a committee led by ALA Treasurer Peter Hepburn and ALA CFO Dina Tsourdinis and comprising division leaders and member representatives. The committee plans to make some preliminary recommendations at the June 2023 ALA Annual Conference. Operational policies are under consideration by a committee of ALA staff led by ALA Executive Director Tracie Hall.

The Board also discussed the proposed revisions to the ALA Bylaws, conducted by the ALA Bylaws Revision Committee led by Brian Schottlaender. ACRL members and staff were heavily involved in making comments on each of the four drafts of the ALA Bylaws. In its attempt to simplify and streamline the Bylaws, the committee removed items such as evaluation and establishment of standards; representation and interpretation of its type-of-library in contacts outside the profession; and conduct of activities and projects for improvement and extension of service in its type-of-library when such projects are beyond the scope of type-of-activity divisions, among others. ACRL staff and members expressed concern that items removed from the Bylaws and moved into operational policies, as was the intent here, would not allow members a say in future revisions. The committee took this concern under consideration.

At the February 4 meeting, ACRL Councilor Kara Whatley provided an update on the constitutional convention held at LibLearnX in New Orleans. Whatley proposed several amendments to the fourth (penultimate) draft of the Bylaws. The final version was presented to ALA membership for a vote in spring 2023.

Following up on the Board's decision to transform the existing Equity, Diversity, and Inclusion (EDI) Committee into a fifth goal-area committee, the Board established a working group to develop draft language for the new EDI Committee. The EDI Committee met numerous times to refine the draft language, and the Board discussed that draft at its October meeting, charging a subgroup to finalize the goal and objectives.

The Board, at its fall meeting, discussed the Nominations and Policy Task Force's charge to make service for ACRL more transparent and more inviting. There was recognition that any changes to ACRL's Bylaws would need to wait for the outcome of ALA's Bylaws revisions, which have been presented to the ALA membership for a vote. The task force's final report was presented on February 17, 2023.

The Board heard reports from the chairs of the five Goal Area Committees—EDI, New Roles and Changing Landscapes, Value of Academic Libraries, Student Learning and Information Literacy, and Research and Scholarly Environment.

The Board received an overview of the just-completed Library Advocacy Toolkit for academic library workers, located at <http://acrl.libguides.com/advocacytoolkit>. The toolkit contains six primary themes: student success, faculty support, EDI, employment status, affordability, and strategic goals.

The Awards Process Implementation Task Force, co-chaired by Lori Goetsch and John Lehner, provided an oral report. The work of the task force is well underway and has divided into three subgroups to focus on the recommendations—funding, achievement, and research and scholarship. An interim report is due at the ALA Annual Conference in June 2023 and a final report at LibLearnX in January 2024.

The Member Accommodation/Compensation Task Force, co-chaired by Trevor Dawes and Anne Casey, provided an oral update. Trevor Dawes gave the report, mentioning that the difficulties in assembling the task force members resulted in the delay of the final report. The Board expressed its appreciation for the task force's thoughts on how and when members are recognized for their time and effort in advancing the association and the profession. The Board also voiced its approval of the task force being mindful of potential effects on the ACRL budget regarding any recommendations.

The Nominations and Policy Task Force, chaired by Matthew Weirick Johnson, provided its final report at the February 17 meeting. The task force presented numerous recommendations divided into what can be accomplished in the short term and what can be done in the long term, with a list of the advantages and disadvantages of each recommendation. These included revising the ACRL Bylaws to make the language more welcoming, involving more student members in Board activities, and providing suggestions for diversifying the Board beyond institutional representation.

At the joint Budget and Finance and Board meeting, Karen Schneider, chair of the ALA Budget Analysis and Review Committee (BARC), described the key elements of ALA's FY24 budget, which included a 3% salary increase for ALA staff, no furloughs, 26.5% overhead, membership at 18% of market share (ALA's current market share is 15% while ACRL's market share is 25.4%), in-person conferences, and a continued push for continuing education. She was joined by Melissa Walling, ALA's director of Offices and Member Relations, to discuss the ongoing plans for restructuring ALA's membership dues and the possible effects this will have on divisions.

Equity, Diversity, and Inclusion

- The Board reviewed the revised language for the EDI Committee as a goal-area committee, and during a virtual vote held November 2, 2022, to November 8, 2022, approved the following for the fifth goal area of the ACRL Plan for Excellence:

Fifth Goal Area: Equity, Diversity, and Inclusion

Goal: Academic and research libraries will practice cultural humility, promote community accountability, and be unwavering in their ongoing, iterative commitment to remedy systemic inequalities in their contexts.

- Objective 1: Enhance members' capacity to acknowledge, interrogate, and dismantle white supremacist structures and other systems of oppression.
- Objective 2: Provide professional development and resources to attract, hire, support, retain, and promote workers from marginalized communities, which helps build inclusive working environments that center trust and belonging.
- Objective 3: Build relationships and coalitions to cultivate "collective ownership, accountability, and responsibility."¹

The confirmation of the virtual vote was postponed.

Enabling Programs and Services: Member Engagement

- The Board approved a request that the ACRL Research Assessment and Metrics Interest Group be transitioned to the ACRL Research Assessment and Metrics Discussion Group.
- The Board approved the dissolution of the ACRL Learning Commons Discussion Group; ACRL Philosophical, Religious, and Theological Studies Discussion Group; and ACRL Undergraduate Librarian Discussion Group.
- The Board approved six recommendations for candidates for nomination to stand for election for IFLA standing committees.
- The Board approved a maximum term limit of six consecutive years for ACRL Liaison Assembly liaisons.
- The Board approved the appointment of Diane Dias De Fazio as Editor-Designate and then Editor of *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage*.
- The Board approved the Science and Technology Section's recommendation that Andrea Pritt serve as liaison to the American Association for the Advancement of Science's section committee on Computing and Communication (Section T) for a three-year term. This recommendation was also approved by the ALA Board at its March 21, 2023, meeting.
- The Board approved the following motion: "During virtual or hybrid Board meetings, any chat functionality will be limited and available only to members of the ACRL Board of Directors and ACRL Staff. Non-members or guests will have access to the chat function during open mic sessions or at the invitation or recognition of the Board's presiding officer."

Enabling Programs and Services: Publications

- The ACRL Standards Committee submitted a revision of ACRL's "Standards for Distance and Online Learning Library Services," which the Board approved.

- While meeting September 22–29, 2022, the Board, in an asynchronous virtual vote, approved the following motion from the Budget and Finance Committee: “to purchase in FY23 the Threshold Achievement Test of Information Literacy (TATIL) for \$200,000 as \$66,000 for re-developing TATIL as an ACRL product in FY23 (depreciated over FY23–FY28).”

Enabling Programs and Services: Operations

- While meeting December 5–15, 2022, the Board voted asynchronously on the recommendation from the Budget and Finance Committee to approve the FY23 budgets for ACRL and Choice. The vote was unanimous in favor and was confirmed at the February 3, 2023, meeting.
- The Budget and Finance Committee and the Board approved an increase in dues of 4%, (Personal: \$74, Retired: \$48) following the Higher Education Price Index, but kept student dues at \$5.
- Upon the recommendation of the Budget and Finance Committee, the Board voted to end funding to the chapters to help offset budget deficits.
- Rachel Hendrick, Interim Editor/Publisher of Choice, presented 5-year projections for Choice to the Budget and Finance Committee and to the Board. The Board endorsed a recommendation by the Budget and Finance Committee to commit financially to Choice, a unit of ACRL, for the next five years. This was a necessary step before securing a permanent publisher/editor. //

Note

1. Joint ALA/ARL Building Cultural Proficiencies for Racial Equity Framework Task Force, “Cultural Proficiencies for Racial Equity: A Framework,” August 2022, <https://www.ala.org/pla/initiatives/edi/racialequityframework>.

Court Statistics Project. Access: <https://www.courtstatistics.org/>.

A combination of *Examining the Work of State Courts* and *State Court Caseload Statistics*, the Court Statistics Project (CSP) aggregates caseloads from state courts across the country. The project is an undertaking by the National Center for State Courts and the Conference of State Court Administrators. The website is split into data tools and topical publications that include statistics dating back to 1975. According to the *State Court Guide to Statistical Reporting*, CSP attempts to collate data for “intelligent comparisons among state courts.” The data are collected through a liaison system and analyzed via a matrix that creates comparable data from disparate state court systems. While caseload data are not available for every state, the data tools clearly indicate where missing data exist, and there are federal estimates available to overlap where state data are absent. Navigating the data tool to find caseload information is relatively simple as a set of filters distinguishes different types of cases: traffic, criminal, civil, domestic relations, and juvenile. Filtering by state caseloads and clearance rates is also available for most states. Results can be downloaded into Excel-compatible formats using Tableau software through the Data Tables feature. Topical publications are useful if you prefer static documents over generating data from a digital tool. CSP discontinued the “static digest” in 2019, but the previous publications from 1975 to 2018 are downloadable in the Annual Report Archive.

Portions of the site could prove to be a challenge for a researcher with limited legal expertise; however, the site is full of documentation that explains the data-collection process, court organization, and court structures. Simple Google searches for information about the data featured often yield helpful explanations from the CSP site. A prime example of this is the confusing clearance rates higher than 100% that exist when a court is clearing more cases than are filed, meaning that previously filed and cleared cases count toward the current year’s statistics.

Evidence of CSP’s reliability can be found in citation information as many academic and legal journal publications cite the CSP website, data tools, and topical reports. This reviewer searched Google Scholar for Court Statistics Project and found an abundance of refereed publications using CSP data. This site provides transparent caseload data for legal researchers that can be discovered and constructed with relative ease.—*Christopher M. Hulsman, SUNY Buffalo State University, hulsmacm@buffalostate.edu*

Medical Heritage Library. Access: <https://www.medicalheritage.org/>.

The Medical Heritage Library (MHL) invites users to explore its comprehensive and continually growing site. This rich, multi-layered, digital collective, initiated in 2009 by the Open Knowledge Commons, provides access to seven centuries of quality medical history resources.

Partnering with leading medical libraries such as the Cushing/Whitney Medical Library at Yale University, the US National Library of Medicine, the UCSF Library and Center for Knowledge Management, and the Wellcome Library, the MHL has coordinated and

curated a collection of interdisciplinary and historical medical resources all freely available and searchable through the Internet Archive. Those familiar with the Internet Archive know that for decades it has been at the forefront of digital, open access archiving. All items found in the archive come accompanied by a full metadata record, links to related MARC records, high-quality image files, effortless page-turning capabilities, and links to the home collections of each item.

Starting on the MHL homepage, users have easy access to basic information about the MHL collective. The “Blog” tab offers digital highlights, news, and announcements and the “Collaborate” tab provides information on partnering or contributing to the collective. The “Content” tab offers a list of available resources including the MHL Flickr Stream, State Medical Society Journals, Reference Sets, and the UK Medical Heritage Library.

Complex searching is also provided. By going to “Search Our Collections” and then to the “Everything” link, users can search by media type, date, topic or subject, partner library collections, creator, and language. Under “Content,” the link to “Primary Source Sets” takes users to a growing number of source sets, subject-curated by MHL interns, staff, and fellows. These sets are developed using materials from the MHL’s collections that relate to a particular topic. Extensive information and illustrations can be found in each source set with cited materials linking directly to their Internet Archive record.

The MHL is timely, comprehensive, and offers a rich interdisciplinary examination of the interrelated nature of medicine and society. Campus and citizen scholars, and all readers with an interest in medical humanities, will find the MHL a tremendous resource. It is, indeed, a window into the vast historical medical resources housed in libraries around the world, now accessible to users from their office or kitchen table.—*Sarah Goodwin Thiel, University of Kansas Libraries, sgthiel@ku.edu*

Poetry Foundation. Access: <https://www.poetryfoundation.org/>.

Looking for a seasonal poem or a recent poetry book review? The Poetry Foundation site can help with this, and so much more.

Poetry magazine, founded in Chicago in 1912 by its first editor Harriet Monroe, benefited in 1941 by the creation of the Modern Poetry Association to support the publication of that magazine. However, it was a major gift from the philanthropist Ruth Lilly in 2003 that enabled this association to evolve into the Poetry Foundation. Their mission is to recognize “the power of words to transform lives. We work to amplify poetry and celebrate poets by fostering spaces for all to create, experience, and share poetry.”

Like other national poetry organizations, such as the Poetry Society or the League of Canadian Poets, this site lists competitions, events, and a poem of the day. However, the Poetry Foundation site is more integrated, allowing for lateral searching via tags on most poems and articles. The search box on the main page finds poems, articles, interviews, podcasts, videos, and more.

Although populist by design, the site has numerous features of interest to academic users. A digital archive of all issues of *Poetry* magazine goes back to 1912. In the “Poems” section, the “Explore Poems” feature enables one to browse more than 46,000 poems by “Topics,” “Forms,” “School/Period,” or “Poet’s Region.” The “Poets” section offers similar searching features.

Secondary sources include “Poem Guides” to individual poems and “Collections” with essays on topics, such as “Poetry and the Civil Rights Movement.” Under “Articles,” users will find interviews, profiles, and even “Essays on Poetic Theory.” The “Harriet” section is the home of reviews of recent poetry books (all reviewed by poets), a weekly news roundup of poetry-related news from around the web, and blog posts. Finally, the homepage of the “Learn” section offers resources for different audiences, namely, “Children,” “Teens,” “Adults,” and “Educators,” as well as “Online Resources,” which includes links to such resources as “Online Courses in Poetry” and “Single-Poet Archives.” Users will also find “Glossary of Poetic Terms,” which defines all poetic terms and provides links to sample poems illustrating a poetic form.

A wealth of primary and secondary sources about poetry await discovery in the Poetry Foundation website.—*Doreen Simonsen, Willamette University, dsimonse@willamette.edu* ❧