

College & Research Libraries

news

Association of College & Research Libraries



July/August 2023
Vol. 84 No. 7
ISSN: 2150-6698



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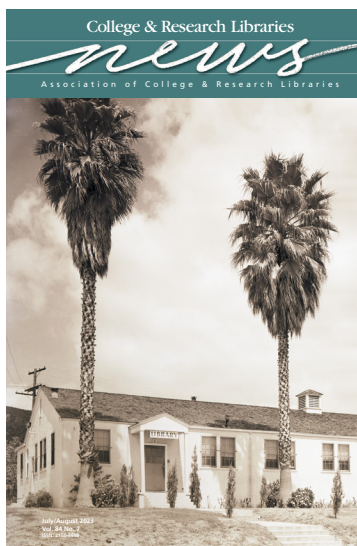
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This month's cover features a photograph of the Mt. San Antonio College (Mt. SAC) Library circa 1948. The college library has been an important part of the students' college experience from the very beginning. Over the years, the library has grown with the college providing information literacy instruction, a diverse and comprehensive collection of online and print resources, and active engagement and outreach activities, in addition to being a welcoming space open to the campus and communities.

The image is part of the Mt. San Antonio College Digital History Project. Launched in fall 2022, the project includes a growing collection of images documenting the development of the college from its founding in 1946 to the present day. The collection provides a glimpse of Mt. SAC's past through photographs of its campus, buildings, and community. Learn more about the project at <https://mtsacdigitalhistory.omeka.net>.

Editor-in-chief: David Free

Recruitment ad sales manager: David M. Connolly

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Editorial offices: (312) 280-2513

Email: dfree@ala.org

Website: crln.acrl.org

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

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

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

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

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

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

Back issues: \$11.00 each.

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Transitions and new leadership at ACRL

ACRL has announced key leadership changes as it progresses towards the beginning of the next fiscal year. Current executive director, Robert (Jay) Malone, who came to ACRL in September 2021 after previously helming an academic society for over twenty years, departed the association on Friday, June 9. During his time at ACRL, Malone supported the repositioning and improved profitability of Choice, a publishing unit of ACRL and worked with ALA's Development Office to raise the association's GuideStar (Candid) nonprofit ranking to "platinum," the reviewer's highest level.

Malone will be succeeded by interim ACRL executive director Allison Payne, who stepped into her new leadership role on Monday, June 11. Payne joined ACRL in 2013 and has since served in governance (among other duties) by supporting the work of the ACRL Board of Directors and ACRL Budget and Finance Committee. Prior to her new appointment, Payne served as ACRL Program Manager for Strategic Initiatives, leading equity, diversity, and inclusion initiatives and helping shepherd various projects—including the creation of the joint ALA/ACRL/ARL/PLA Cultural Proficiencies for Racial Equity: A Framework and the assessment and redevelopment of the ACRL Diversity Alliance program.

On June 16, Senior Strategist for Special Initiatives Kara Malenfant also departed the association. Since joining ACRL staff in September 2005, Malenfant has coordinated the division's government relations advocacy, scholarly communication activities, and Value of Academic Libraries initiative and co-developed and managed ACRL's Consulting Services Program. She also served as ACRL's interim executive director from April 2020 to September 2021. Among her many accomplishments at ACRL, Malenfant facilitated the creation of the Framework for Information Literacy for Higher Education, several white papers and research agendas, and led the 3-year IMLS-funded program Assessment in Action.

Complete details are available at <https://acrl.ala.org/acrlinsider/ala-announces-transitions-and-new-leadership-at-acrl/>.

University of Nevada, Reno University Libraries join Greater Western Library Alliance

The University of Nevada, Reno University Libraries has been invited to join the Greater Western Library Alliance (GWLA). The GWLA membership approved this action through a ballot proposal conducted during March 2023. GWLA is a dynamic, effective, project-oriented consortium of research libraries headquartered in Missouri. Its member institutions are predominantly in the central and western United States. GWLA is recognized nationally as a leader in the transformation of scholarly communications and a facilitator in the application of new information technologies. GWLA membership will bring University of Nevada, Reno faculty, researchers, and students faster access to research collections complementing and helping to enhance the libraries' own collections.

ARLIS/NA announces new mission, vision, values

The Art Libraries Society of North America (ARLIS/NA), the leading organization for arts information workers, recently announced new mission, vision, and values statements that

will guide its work and direction for the future. ARLIS/NA's new vision reflects the society's hope to create a better world by advancing the arts and cultural heritage through the work of arts information workers. The mission emphasizes the society's leadership role in advocating for the arts information profession and setting best practices and standards that sustain the profession into the future. The new values of ARLIS/NA reflect a commitment to supporting and empowering its members; promoting diversity, equity, and inclusion; and building strong communities of practice. For more information about ARLIS/NA and its new mission, vision, and values, please visit <https://www.arlisna.org>.

New from ACRL—Instructional Identities and Information Literacy

ACRL announces the publication of *Instructional Identities and Information Literacy*, edited by Amanda Nichols Hess, a three-volume set that uses transformative learning theory to examine how we think about and can develop our teaching, programs, institutions, and student learning and experiences.

Are librarians teachers? Many academic librarians enter teaching roles with limited experience or education in instruction, discovering how to engage students in learning from their own observations, trial-and-error, or professional learning opportunities.

Grappling with this potentially unexpected identity comes amid a time of significant transition for higher education itself. Academic librarians must figure out how to counter mis-, dis-, and malinformation, address shrinking funding for collections while costs increase, and establish meaningful partnerships in diverse, data-driven environments. And writ large, librarianship as a profession continues to grapple with its responsibility to challenge information illiteracy across contexts, its support of systems of oppression under the guise of neutrality, and its value to a society flooded with information.

Instructional Identities and Information Literacy uses transformative learning theory—a way of understanding adult learning and ourselves—to explore the ways librarians can meaningfully advance how we think about our identities, instructional work, and learning as transformation. Three volume explore:

- Transforming Ourselves
- Transforming Our Programs, Institutions, and Profession
- Transforming Student Learning, Information Seeking, and Experiences

Chapters include transforming a critical, feminist pedagogy with antiracist pedagogy; becoming an advocate for library instruction to promote student success; the intersection of reluctant professionals and the academy; transforming STEM learning and information-seeking experiences; using the Framework to reshape student responses to media narratives; and much more. *Instructional Identities and Information Literacy* contains many ways to consider the programming, dispositions, behaviors, and attitudes we can use as we continue to advance information literacy instruction and reshape our profession.

Instructional Identities and Information Literacy is available for purchase in print and as ebooks through the ALA Online Store, individually or as a set; in print through Amazon.com; and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.



ACRL releases *Managing Crises in the Academic Library: Past, Present, and Future*

ACRL announces the publication of *Managing Crises in the Academic Library: Past, Present, and Future*, edited by Doris Van Kampen-Breit, a collection of experiences, strategies, and tactics that can help you plan for and lead through crises.

When a crisis occurs, it is the employees who determine an organization's resiliency and effectiveness. It is their response, ability to plan for contingencies, and capacity for creating solutions that means the difference between organizational success and failure.

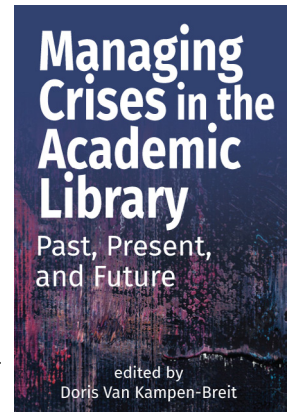
In 29 chapters from authors in all institution types and sizes, *Managing Crises in the Academic Library* can help library workers learn from the crises of the past and prepare for the next unexpected event. Chapters cover lessons from the COVID-19 pandemic, perpetual budget uncertainty, dealing with downsizing, merging departments, mold mitigation, and mental health issues, but also offer strategies applicable during any crisis, including:

- responsive decision-making in academic library collections
- managing stakeholder expectations
- effective communication strategies
- continuity of operations planning
- utilizing library storage facilities
- documentation and cross-training
- mediating student technology needs
- setting boundaries

Chapters include workflow charts, bibliographies, and concrete strategies that can be easily adopted into your crisis planning.

Libraries and library workers are deeply sustaining lifelines for many students and faculty. *Managing Crises in the Academic Library* collects stories that demonstrate the tenacity, creativity, and ingenuity of academic library workers as they maintain this vital community lifeline. It also offers actionable ideas and approaches for planning for and sustaining the resources, services, and people in the library during difficult times.

Managing Crises in the Academic Library: Past, Present, and Future 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.



UNC Charlotte names 2023 Atkins Fellows

The University of North Carolina at Charlotte J. Murrey Atkins Library has named four fellows in the seventh year of the Atkins Fellows summer program. This program offers paid, full-time work experience for MLIS students at the midpoint in their library, archives, or information science degree programs, and graduates who completed their programs in the last year. Participation in the program includes an additional stipend to help fellows with housing and transportation costs. Each Atkins Fellow works on a project throughout the

summer, participates in workshops, tours and panel discussions, and engages in department and library committee meetings. The purpose of the program is to prepare MLIS students and recent graduates to work in academic libraries, archives, and other institutions, while supporting the mission, goals, and initiatives of Atkins Library. The 2023 Atkins Fellows are Amanda Janke of University of North Carolina-Greensboro, Claire Macomson of University of North Carolina-Chapel Hill, Brigid McCreery of University of Wisconsin-Madison, and Charlotte Peterson of St. Catherine University. Projects include work with textbook affordability, digital media literacy, open access and collections assessment. To learn more about the current Fellows, Fellows alumni, and the program and projects, please visit <https://library.charlotte.edu/about/jobs-and-internships/atkins-fellows>.

Choice's The Authority File podcast wins 2023 Publisher Podcast Award

Choice has received a Publisher Podcast Award in the Best B2B podcast category for its flagship podcast, *The Authority File*. More than 200 entries from myriad publishing organizations competed for the awards. Other award winners included the *Financial Times*, *The Telegraph*, BBC, Vox Media, and *The New Statesman*. *The Authority File*, which recently celebrated its 300th episode, is hosted by Choice Editorial Director Bill Mickey and provides insight on the academic library market through conversations with representatives of some of the biggest and most innovative companies influencing it, as well as authors of insightful books, librarians who are transforming their field, and academics whose research is laying the groundwork for the future. Learn more and listen to the latest episodes of *The Authority File* podcast at <https://www.choice360.org/podcasts/category/the-authority-file/>. *~*

Tech Bits . . .

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An important aspect of DEIA is ensuring that materials can be accessed by those using screen readers and other assistive technology. Adobe Acrobat Pro includes an Accessibility Checker tool that quickly reviews PDFs and assists you with fixing any accessibility issues identified. It also allows you to convert image-only PDFs to OCR (optical character recognition) format so that screen readers can recognize text.

Subscriptions to Adobe Acrobat Pro can be purchased separately or though the Adobe Creative Cloud suite of apps. Prices vary, but there are discounts for students and educators. Instructional design, accessibility departments, and IT on campuses may also already have access. Individuals can sign up for a free seven-day trial.

—Cori Biddle

Penn State-Altoona Eiche Library

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<https://helpx.adobe.com/acrobat/using/create-verify-pdf-accessibility.html>

Planning for sustainability

Articulating efforts toward the United Nations Sustainable Development Goals

Sustainability is a vital component of the new San Diego State University (SDSU) Library strategic plan, especially in Goal 2: Resilience: Designed to Thrive.¹ This goal details how the University Library will promote sustainable practices, including but not limited to the establishment and enhancement of resource-sharing, open access, and shared storage agreements. The University Library is also planning to establish and further develop campus and community partnerships to determine how we can contribute to our university and city sustainability initiatives. To effectively reach the goals detailed in the strategic plan, it is necessary to understand what sustainability initiatives we are already participating in. Therefore I reviewed how the SDSU Library contributes to sustainability initiatives and presented this information as part of a new physical poster exhibit, “SDSU Inspires Action: U.N. Sustainable Development Goals on Display,”² that will be on display for a year. The poster exhibit highlights research, teaching, and library contributions to the United Nations Sustainable Development Goals (UN SDGs) in San Diego and the greater San Diego region, including initiatives reflecting the university’s place along the US-Mexico border, and features work completed by SDSU’s Metabolism of Cities Living Lab. This exhibit has provided an opportunity to reflect on the work we have been doing in the library, articulate it, and map it to the UN SDGs. This review of current practice within the context of our strategic plan provides a baseline for understanding our strengths and determining the direction of our future endeavors to support sustainability in libraries.

For the exhibit, I included up to three main areas where we are working toward each of the 17 goals outside of what would be considered traditional library work. The work being carried out is not limited to only these, but for the purposes of the exhibit, only a maximum of three areas were chosen. The posters in the exhibit briefly highlight how the SDSU Library and other libraries in our community focus on solutions to the challenges highlighted by the UN SDGs and, where appropriate, include QR codes to other relevant websites or research guides with more information.

Why is this important?

The International Federation of Library Associations and Institutions (IFLA) has stated that libraries are fundamental for achieving the goals of the UN Sustainable Development agenda.³ Understanding the importance of this and the roles that libraries have in their communities, the American Library Association (ALA) introduced sustainability as a core value in 2019.⁴ Therefore, as librarians, working toward these goals should be embedded

Sarah K. Tribelhorn is sciences librarian at the San Diego State University Library, email: stribelhorn@sdsu.edu.

in everything we do. However, this generally does not seem to be happening in academic libraries,⁵ and there is limited awareness of the UN SDGs among members of the Americas Regional Council (AMER) based on a study by the OCLC Global Council in 2020.⁶ Preliminary research in our library for this project determined this work is happening, but not intentionally based on the UN SDGs, and needs to be clearly articulated.

Mapping SDSU library work to the UN SDGs

To understand the complexities of sustainability, I attended several webinars, book clubs, and workshops on the topic, as well as completing the Sustainable Librarianship: Core Competencies and Practices eLearning course through ALA. The ALA International Relations Round Table (IRRT) hosted one of the workshops, presented by Carmel O'Sullivan and Emilia Bell from the University of Southern Queensland, on how reflective practice in their library was used for storytelling and showing the impact of their work through the UN SDG framework.⁷ This workshop inspired me to reach out to all library employees, including staff and faculty, to better understand their jobs using an internal questionnaire. The questionnaire collected feedback on employee job titles, brief job descriptions, and details on what employees considered their most important tasks or projects.

In addition to the questionnaire, I analyzed the library website⁸ to find additional information pertinent to the UN SDGs. Using this information, I mapped the work being carried out to the 17 UN SDGs and then created posters for each goal, highlighting snapshots of the work being done. The posters were developed using Canva,⁹ an online graphic design tool, based on the color themes of SDGs, and were printed in color on 22 x 28-inch poster board and displayed in poster stands in the SDSU Library in Research Services. There was also a summary poster and two additional posters illustrating the UN SDGs in English and Spanish. Logistically, it was a challenge to find a suitable space for the exhibit owing to the number of posters, as it was necessary to find a display area that would not displace library seating.

Examples of how we are effectively working toward the UN SDGs

All posters in the library exhibit have a similar layout with up to three examples of the work we are doing that match the different goals to highlight how we are effectively working toward the UN SDG framework. For example, figure 1 illustrates the work toward Goal 10: Reduced Inequalities.¹⁰ To reduce inequalities in our community of students, faculty, and staff, we fully support and advocate for open access through publishing and resources. This promotes



Figure 1. Poster illustrating how the SDSU Library is working toward Goal 10: Reduced Inequalities of the UN SDGs.

equitable access to scholarship, making publishing and participating in scholarly communication more affordable, ultimately supporting student success. We are also working toward intentional collection development for previously underserved communities and are ensuring that we have well-organized and managed content that supports diversity, equity, inclusivity, and accessibility.

Another area where considerable work is being done is for Goal 17: Partnerships for the Goals (figure 2), where we are collaborating with other academic libraries, as well as public libraries in the San Diego region, as part of the Circuit library consortium. One initiative we are pursuing as part of this partnership is a campaign against health misinformation that includes a toolkit¹¹ for use by libraries promoting health information literacy instruction.¹² These are some examples of work being done toward each of the goals, and how they are being visualized in a way to start conversations and bring awareness to the UN SDGs. For more information on our work for each goal, visit our exhibit website.¹³



Figure 2. Poster illustrating how the SDSU Library is working toward Goal 17: Partnerships for the Goals of the UN SDGs.

Outcomes and impact

The exhibit challenges our community of students, staff, faculty, and visitors to critically think how they can contribute to achieving the goals and brings awareness to the UN SDGs and the work already being done in the SDSU Library to accomplish the goals. Direct results of this work led to the establishment of a library “Green Team,” the pursuit of the Sustainable Libraries Initiative Certification for our library in the near future, and the ability to be a leader in this work in academic libraries locally and nationally.

Next steps

This exhibit was a catalyst for us to analyze and articulate where we are meeting the UN SDGs and has established a baseline for us to further work toward these goals. Now we clearly understand how to reflect on the work we are doing within the UN SDG framework and where to focus our future efforts. We plan on continuing these efforts with a more in-depth survey of work in our library and the libraries of our local partners and community to map our work to the UN SDGs intentionally and more extensively. ♪

Notes

1. “Transcending Borders: The San Diego State University Library Strategic Plan, 2022–2025,” San Diego State University Library, accessed February 24, 2023, <https://library.sdsu.edu/about-us/strategic-plan>.
2. “Think Globally—Act Locally: The UN Sustainable Development Goals at SDSU,” San Diego State University Library, February 20, 2023, <https://library.sdsu.edu/exhibits/sustainability/>.
3. “Libraries, Development and the United Nations 2030 Agenda,” International Federation of Library Associations and Institution, March 2020, <https://www.ifla.org/libraries-development>.
4. “Core Values of Librarianship,” American Library Association, 2019, <http://www.ala.org/advocacy/intfreedom/corevalues>.
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6. “United Nations Sustainable Development Goals Study 2021: Findings from the 2020 OCLC Global Council Survey,” OCLC Global Council, September 2021, https://www.oclc.org/content/dam/research/publications/2021/216896-WWAE_SDG-Summary-Report-Global-Council.pdf.
7. Carmel O’Sullivan and Emilia Bell, “Use of Reflective Practice as a Tool for Storytelling and Demonstrating Impact Through the Framework of the UN Sustainable Development Goals” (presentation, IRRT Webinar, October 12, 2022), <https://www.ala.org/rt/irrt/initiatives>.
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11. “Library Toolkit for Addressing Health Misinformation,” San Diego Health Information Partnership, February 10, 2023, <https://libguides.sdsu.edu/library-toolkit-addressing-health-misinformation>.
12. “Libraries Primed to Play Integral Role in Preventing the Spread of Health Misinformation,” University of California San Diego, accessed February 21, 2023, <https://today.ucsd.edu/story/libraries-primed-to-play-integral-role-in-preventing-the-spread-of-health-misinformation>.
13. “Think Globally—Act Locally.”

Constructing and revising a user-centered curricular toolkit

Supporting faculty with inclusive design

Librarians at San Francisco State University (SF State) set out to create a curricular toolkit of research skills and information literacy learning activities that could easily be used by instructional faculty in their classrooms, in-person or online. The goal of undertaking this work was to provide accessible and inclusive resources for faculty to incorporate critical information literacy work into their classes beyond the traditional one-shot engagement with the library.

William Badke discusses the common misconception that students learn research “by osmosis”—that when presented with research opportunities, they will do research (without instruction) and through doing research, they’ll get better at doing research.¹ While that certainly *can* happen, it makes the process much harder than it needs to be and can set students up to fail. Then, when some students are not able to intuit college-level research skills, faculty are confused, or worse, disparaging. But because this is how many faculty learned to research, the practice is often perpetuated. Badke discusses a number of studies that suggest that faculty believe students develop information literacy throughout their undergraduate careers, without any conceptualization of how that happens, and in some instances without being able to articulate what information literacy is.² Additionally, in a large university, there isn’t hope that the library can facilitate a one-shot library instruction session for every class to mitigate these systemic challenges. In addition to the limitations of scope, there is also a limit on how much content can be covered in a single session.

Thus, one goal in creating a curricular toolkit was to avoid this common trap of information literacy learning and equip our faculty with accessible and adaptable tools for teaching it. In creating a toolkit of activities across the spectrum of research skills, we hoped that faculty would better be able to provide research instruction at the appropriate point of need and more effectively scaffold research learning throughout the class, rather than containing it to a single one-shot session. Instead of wondering at the quality of student work without any support, they would have some resources to address challenges and provide intentional instruction toward further developing students’ information literacy.

Our toolkit was inspired by the Hunter College Libraries’ student-facing toolkit, created by Stephanie Margolin and Wendy Hayden.³ Their goal was “to help faculty and students see research as a process of inquiry and discovery, not a collection of information proving a narrow thesis,” which is a goal we shared, in addition to searching for sustainable and scalable ways

Lizzy Borges is online learning librarian, email: eborges@sfsu.edu, and Faith Rusk is lower division research assistance and instruction coordinator, email: frusk@sfsu.edu, at the San Francisco State University J. Paul Leonard Library.

to expand the reach of library expertise.⁴ Research is an organic process that requires active learning, thus our toolkit is structured as a menu of resources, not a step-by-step procedure.

The toolkit isn't intended to shift all information literacy instruction from the library to instructional faculty, but rather provide resources, support, and an alternative or additional approach if desired. While we often discuss providing library instruction at the point of need, a well-scaffolded research process will have many different points of need throughout the semester. We hope to support faculty in shifting from a single library one-shot where students get information overload as we try to tell them everything they might need to know, to interactive and sustained engagement throughout the course. The activities in our original toolkit could be collaborative in-class activities or modified to be individual homework assignments, so that instructors can use them in whatever way best fits their course.⁵

Creation process

The first step in creating the Teaching Research Toolkit was to solicit materials and ideas from the SF State instruction librarians. Requests were sent to all instruction librarians asking them to submit their favorite activities and go-to worksheets to a shared Google Drive folder. The goal was to examine a broad range and variety of resources to curate a selection, rather than start from scratch. Submissions were sorted into four categories: Topics/Research Questions, Finding Sources, Evaluating Sources, and Using Sources. The categories were chosen to represent the important steps and skills in the research process.

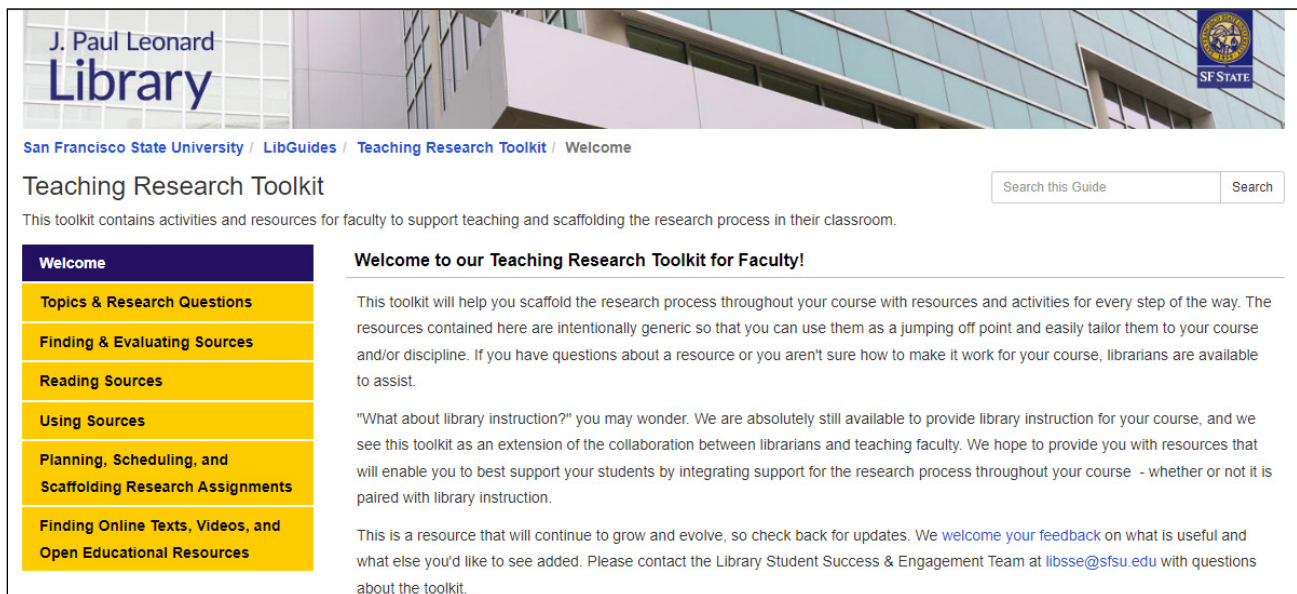
In each category, all the options were reviewed and two to five strong lesson plans were selected. The toolkit was designed to be useful across any discipline, so the lesson plans needed to be generic and adaptable to include discipline-specific practices. Unfortunately, many strong lesson plans weren't selected because they were very subject-specific and weren't easily adjusted for a wider audience. Variety and skill level were also considered when selecting activities. For some categories, such as Evaluating Sources, multiple options were desired because many effective evaluation strategies exist that users might want to choose from. For some categories, such as Finding Sources, options for different skill levels were included because we wanted lower-division, upper-division, and graduate instructors to be able to use these with their students.

For consistency and ease of use, we created a common activity template with a cover page that included learning outcomes, preparation needed, an overview of the lesson, and any additional notes. A Creative Commons license was applied wherever possible to ensure faculty could easily modify lessons to fit their specific course needs.

Once everything was selected, it was uploaded to a LibGuide. While there are many other possible approaches to sharing the resources, a LibGuide provided an easy way to organize materials, share files (that could then be edited without risk of editing over the original), and add short explanations of each activity. Additionally, unlike using a learning management system or campus file-sharing system, it did not require any login.

A feedback form was included on the LibGuide so users could share what they found useful or submit suggestions.

Once complete, the toolkit was shared with the entire library faculty. We solicited feedback and invited liaison librarians to share the toolkit with their liaison faculty. In its debut months, August and September 2020, the Teaching Research Toolkit guide got 498 views, and we received positive feedback from our library administrator and a few teaching faculty.



Screenshot of the Teaching Research Toolkit homepage.

Unfortunately, there isn't a metric for use beyond guide views and feedback from individuals.

Revising the toolkit from a universal design for learning perspective

The authors returned to the toolkit in January 2021 to revisit the activities and revise them from the perspective of universal design for learning (UDL) to ensure that the activities were as inclusive and accessible as possible.

The authors reviewed each activity individually with the UDL rubric, identifying areas where the lesson was strong and areas for improvement. During our biweekly meetings, we shared notes and discussed what revisions to make. We divided up revision tasks and checked in at the next meeting to make sure all revisions were complete. We usually worked on two to three activities at a time. This schedule allowed time to work between meetings, setting a manageable pace while continuing to move the project forward. The collaborative process was valuable, but individuals could easily conduct a similar review independently.

Future directions

The curricular toolkit is a living resource that will be revisited, refreshed, and revised appropriately so the materials in it don't get stale. Ongoing promotion to faculty will hopefully lead to new users, and new activities will hopefully continue to attract returning users.

A professional development workshop designed by the authors and offered through the campus teaching and learning center gave instruction faculty an opportunity to share or design their own activity similar to those in the toolkit. The authors reviewed all the submissions, found several excellent activities, and contacted the authors to ask if they would be willing to share in their activity in the Teaching Research Toolkit with a Creative Commons License.

The next major undertaking for the Teaching Research Toolkit is to incorporate the resources into the campus learning management system (LMS). While this option didn't initially align with the project goals, the authors now feel that integration into the LMS would facilitate additional use because of ease of access for faculty. This work will require once again revisiting the activities and presenting faculty with multiple formats within the LMS. We would offer both the original in-class activity presentation as well as a module

San Francisco State University / LibGuides / Teaching Research Toolkit / Using Sources

Teaching Research Toolkit

This toolkit contains activities and resources for faculty to support teaching and scaffolding the research process in their classroom.

Welcome

Topics & Research Questions

Finding & Evaluating Sources

Reading Sources


Using Sources


Planning, Scheduling, and Scaffolding Research Assignments


Finding Online Texts, Videos, and Open Educational Resources

Using Sources

Once students have found, read, and understood their sources, they need to be able to use them effectively in their own writing. Learning how to engage in the academic discussion on a topic is a skill that takes time and practice. First, students need to be able evaluate the usefulness, strengths and weaknesses of each source. Then, they need to incorporate information from their sources into their writing in order to advance their own argument and ideas. Avoiding plagiarism and following writing style rules can be tricky, especially when using different formats in different classes. These activities will help students think critically about texts and how to put them in conversation with each other, and also provide guidance and practice for in-text citations.

-  [Synthesizing Sources Activity](#)

This activity asks students to identify and articulate similarities, contrasting viewpoints, and connections between sources. While this description is written for an in-class activity where the instructor selects the sources, and students work individually, and that work is discussed collectively, the activity is easily adaptable to fit different contexts. The worksheet can be done for homework with discussion in class, or it can be done in groups. The professor can provide sources or ask students to find their own. If time is an issue, political cartoons can be used in lieu of articles for quick practice.
-  [Source Debate](#)

The goal of this activity is to get students to discuss different sample sources and what that source can (or cannot) contribute to their research and why. In this activity, two teams of students will take turns arguing for and against the use of a sample source, in a specific research scenario.
-  [Active In-Text Citation Instruction & Practice](#)

In this activity, students review correct in-text citations for a particular format, then practice writing their own examples. These examples are submitted anonymously via an online form, allowing for the collective and collaborative review. While the examples included here are all for APA, this exercise can be easily adapted for any citation format.

Ask Us!

Name*

Contact Info*

Your Question*

Start Chat

Screenshot of the Teaching Research Toolkit Using Sources page.

presentation, including readings, PowerPoint presentations or videos, activity submissions, or discussion boards as appropriate to the activity.

Conclusion

Curricular toolkit creation doesn't have to be a huge, impossible job! Even just creating a small set of activities and lessons that can be adapted to different instructional situations would be useful. A curricular toolkit can take many forms; it can be internal or external, student-facing or faculty-facing. SF State's Teaching Research Toolkit has been shared with faculty and new instruction librarians who can draw on it and modify the activities in their own teaching.

Creating the toolkit has also encouraged the sharing of best practices among colleagues. In a previously siloed department, the toolkit has started conversations about best practices and helped colleagues learn more from each other.

Importantly, a curricular toolkit can provide excellent support in addition to librarian instruction, consultation, and resource development. While one-shots are still the primary form of engagement at SF State, the Teaching Research Toolkit has helped the Student Success and Engagement Team to move beyond the one-shot for some programs, courses, and departments. While creating a toolkit does require some time, it has also helped save time in instruction planning for librarians, in addition to its primary goal of being a resource for instructional faculty.

Lastly, UDL revision can be valuable for any existing instruction activities, digital learning objects, and more to improve accessibility and learning for all users. If a curricular toolkit is not for you, consider how UDL could be used to improve the inclusion and accessibility of your existing instructional resources. *~*

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Bria Sinnott and Elisabeth B. White

It's not just us

Sharing the ACRL Framework with writing tutors

The research process and the writing process are intertwined, but academic libraries and writing centers can too often be siloed campus resources working alongside but apart from one another. The Towson University (TU) Library was beginning a renovation to build a one-stop academic support center on our main floor that would include a dedicated TU Writing Center satellite location. The Writing Center employs a peer tutoring model that supports both undergraduate and graduate students. This opened the doors for some more intentional collaboration between our two units. After some cross-departmental visits, we identified a need for research-related training sessions for peer writing tutors in the upcoming fall semester. During hybrid asynchronous and live sessions, we introduced the ACRL Framework for Information Literacy for Higher Education and invited writing tutors to consider how each frame relates to the writing process. By sharing the Framework directly with tutors through self-paced activities and group discussion, we uncovered that there were more similarities in our work than we assumed.

Planning the lesson

We saw this as an opportunity to connect with emerging peer tutors. We wanted to focus on helping peer writing tutors build on their existing knowledge and honor their expertise as frontline supporters of students seeking academic help. To start, we briefly scanned the literature about library and Writing Center collaborations but centered our own curiosity and intuition while designing our lesson plan. We wanted to understand the following: What did these students know already about information literacy needs, and how did they frame their work as tutors? Knowing how closely entangled writing and research processes are, we had also recently discussed the strengths and weaknesses of sharing the ACRL Framework outright. We were concerned that sharing the Framework as written could be overwhelming for students. However, if we chose not to share the Framework, then we may be underestimating student ability at the start.

At the time, peer writing training was held in a hybrid modality using our learning management system, Blackboard. We would have a full week in the training schedule, and we decided to follow the Writing Center's existing model of creating asynchronous online activities that would lead to a live online discussion. The Writing Center tutor training schedule included six discussion sessions that would include a professional staff member from the Writing Center and up to eight peer tutors.

Bria Sinnott is student success librarian, email: bsinnott@towson.edu, and Elisabeth B. White is science, technology, and mathematics librarian, email: ebwhite@towson.edu, at the Towson University Albert S. Cook Library.

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Our goals for our learning module were to survey tutor perceptions of the TU Library, expose them to library resources they could use during sessions or refer students to, and discuss the connections between information literacy skills and their work as writing tutors using the ACRL Framework as a guide. Ultimately, we hoped to build the tutors’ confidence in supporting students directly and empower them to make meaningful referrals to subject librarians or online self-help resources when appropriate.

Asynchronous pre-work

We designed two discussion board activities for the tutors leading up to the live sessions. For the first activity, we shared a Framework Discovery Document to introduce the frames.¹ This document consisted of a simple table that included each frame, a one sentence summary of the frame in action, and a link to a short video explaining each frame created by Steely Library at Northern Kentucky University.² For example, we provided students with the following information for the Information Has Value frame:

Table 1. Excerpt from the Framework Discovery document we provided to students prior to our training sessions.⁴

ACRL Frame	Frame in Action	Watch for Understanding
Information Has Value	Students will demonstrate an awareness that information has educational, societal, and commercial value in order to identify the rights, responsibilities, and barriers associated with information creation, access, consumption, and dissemination.	Info Has Value video (YouTube, 1 minute) ³

We asked students to review each frame and corresponding video and to select one to respond to on the discussion board. We provided basic reflection prompts to help start a conversation:

- How does this frame connect to your work as a writing tutor?
- In what ways have you seen this idea in action in your own experience as a student?
- Now, respond to a peer’s discussion about a second frame, other than your own.

Some librarians have questioned the utility of sharing the Framework directly with students on the grounds that it is too complex or theoretical for students to fully grasp in a typical short library session.⁵ However, we found that assigning our simplified Framework Discovery Document as asynchronous pre-work allowed students to engage with their chosen frames in a meaningful way. We hoped that paraphrasing the frames, as some librarians have recommended as a best practice,⁶ would help students to understand these complex concepts more easily. As other librarians who have tried introducing the ACRL Framework to undergraduate students have noted, some of the frames resonated with students more than others.⁷ We allowed the writing tutors to choose which frame they wanted to discuss, and they gravitated toward Information Has Value, Research as Inquiry, and Searching as Strategic Exploration.

In the Information Has Value frame, students focused their reflections on the importance of crediting others through citations, noting that the students they work with are often unclear about what information needs to be cited and the impact our citation choices have on the broader scholarly conversation. Several students noted that citing sources is a way to show

respect for authors and celebrate the value of their work. For the Research as Inquiry frame, the tutors commented on how students often struggle to come up with a research question or to craft and support a thesis statement that does more than simply summarizing sources. For Searching as Strategic Exploration, the tutors mentioned the need to search in multiple places and experiment with broader and narrower search terms to find the best sources for their needs. In all three of these frames, tutors' reflections illustrated the importance of finding and interpreting sources in academic writing. In this way, this activity helped students to recognize the areas of overlap between the library and the writing center, which paved the way for substantive discussions in our live sessions.

Since these peer tutors often assist with reviewing citations, our second asynchronous activity examined a sample reference page. Because the tutors had a strong understanding of how to create proper citations, we did not want to just rehash citation mechanics. Instead, we looked for ways to demonstrate both *why* scholars cite and *why* disciplines commonly require one style over another. We provided the basic information for two journal articles from different fields and asked tutors to first find the articles on their own and then cite them in any way they felt was most appropriate. Most students selected APA (American Psychological Association) style or MLA (Modern Language Association) style.

The tutors had mixed reasons for choosing their styles. Some said they used the style they were most familiar with, while others assumed one or the other was appropriate for the discipline. What was not standard across this activity was the paths taken to retroactively locate the articles. Several students used Google Scholar, but some accessed it on the web while others went through the library's portal. Most students searched by article title, but one student used the digital object identifier. This finding is a confirmation of skills woven throughout the entire Framework: that there are often multiple paths to what we would define as a successful inquiry. The straightest path is not always the road most traveled, but tutors leveraged their varied and existing skills to successfully find what they needed.

Live sessions

Throughout the week, we responded to the discussion board posts and began building rapport with the tutors. We integrated some direct quotes from student responses into our live presentation and retooled the content to address what students had demonstrated the most interest in. We remained flexible and each session informed the next. In our first session, a writing center instructor asked us to define the term "threshold concept" for students. This prompt led to a discussion of what threshold concepts existed in the students' majors as well as in writing as a discipline. The writing tutors ultimately concluded that the most important threshold concept in their context is that writing is an iterative process that requires and benefits from feedback and revision. This idea is at the center of what the tutors do, but they remarked that students often had trouble reaching this understanding because they expected writing to be a linear process.

In subsequent training sessions, we anticipated this conversation and adapted our own language to tap into that existing knowledge. For example, an important threshold concept in writing studies is summarized as "Writing speaks to situations through recognizable forms."⁸ We were able to tie this concept to any number of information literacy skills, including the Information Creation as a Process frame, which identifies the ability to consider the process behind information creation and its connection to the specific need of the creator and

audience.⁹ In this way, our discussion of the meaning of a threshold concept led students to discover additional connections between research and writing.

Because we would be repeating the live presentation six times, we also wanted to create a structure that would ensure we hit common notes in each session but left plenty of room for serendipitous conversation. We titled our presentation “Best Friends Forever: Cook Library + Writing Center,” hoping to set the tone that we were friendly and approachable resources for peer tutors and all students. After introductions on both sides and a participatory recap of the assigned pre-work, we introduced an in-session activity designed to have the peer tutors think critically about how information sources can support or hinder a thesis statement. We presented tutors with seven sources about the broad topic of voting in America. The source formats were as varied as the content, ranging from Twitter posts to peer-reviewed academic journal articles.

After a review of each source, we introduced three scenarios: talking about voting rights with family members, finishing a college research paper, and preparing to draft an article for a school newspaper. We asked the tutors to consider the group of sources and choose the best two for each scenario, promising them that there was not one right answer. This demonstrates the concept that credible sources come in many forms and that these tutors come to the process with their own perspectives on authority and relevance. Through this exercise, tutors began making connections to issues they had experienced in actual student tutoring sessions. They vocalized that oftentimes inappropriate sources make the writing process harder for students because they do not have the right evidence they need to support their claims.

We built on that scenario format to introduce tutors to library resources they could access during tutoring sessions. Some scenarios had obvious responses, like the scenario where we asked tutors how they would help a student schedule an appointment with a subject librarian. Others were less straight-forward and required tutors to consider what they did not know about the library and only assumed, navigating the library website in real time. We asked tutors what they could do if they were helping a student find discipline-specific information outside of their own major or comfort zone. The tutors presented a range of options including using subject-specific databases, visiting research guides, or starting with encyclopedia entries to build their own knowledge before assisting the student.

Conclusion

The ACRL Framework for Information Literacy proved to be a valuable tool for teaching and learning in our sessions. By exploring the six frames, writing tutors gained valuable insight about the interconnectedness between information literacy and writing. They were also able to connect the notion of threshold concepts into writing as a field of study. Another success of our sessions was that it opened the door for future, more in-depth collaborations with the Writing Center.

Discussing the ACRL Framework gave our Writing Center colleagues a greater understanding of the work that we do and the knowledge and skills that we believe are most central to students’ development as researchers. Since the sessions, we have collaborated with the Writing Center on other projects, including teaching a session on genre during the summer training for writing fellows and co-designing a support session for conditionally accepted first-year students. We look forward to future partnerships with our friends and colleagues in the Writing Center.

Acknowledgments

Special thanks to Learning Technologies Librarian Brittnei Ballard for helping us with lesson planning and our Towson University Writing Center Colleagues Wayne Robertson, Mairin Barney, and Carmen Meza for inviting us into their virtual classroom and spurring robust discussions during the sessions. ♪

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Paul Robbins

Finding my chance to be me

My journey with high-functioning autism

I have spent almost my entire life feeling different. It seemed as though there was a set of social rules that everyone else appeared to live by, and those rules just didn't work for me. Social interactions have always been difficult for me. When trying to express my thoughts and feelings to others it has always seemed to get lost in translation somewhere between my mouth and their ears. Over time, I learned to assimilate and to act the way others expected me to. Shakespeare once wrote, "All the world's a stage, And all the men and women merely players." This is how I saw myself, as an actor that never got to exit the stage, but had to keep performing.

I existed in a state that was removed from reality. I had friends that I cared about, and they cared about me, but they didn't know me. Life always felt uncomfortable. Social pressure, loud places like sports games, or exposure to bright sunlight has the potential to shut me down inside. When that happens, I feel much like a walking zombie with a dark cloud over my head. I can't smile if I try, and it's something I just have to wait out.

Getting help was a struggle. I was raised to believe that mental illness was a sham. People who didn't want to live life right would blame their anxiety, depression, etc. on mental illness. As a result, I was very judgmental of myself. The only logical way to see myself was as a failure. As I grew up, I kept trying to find a place where I "fit." In college I switched majors many times and finally picked one that held the promise of high demand and good pay. This led me down a road of career switches and additional degrees to escape the misery of my circumstances. After working in secondary education for several years, I decided to escape to higher education. After getting my second master's degree I started applying to junior colleges.

About this time, I received an interesting email for a job as an academic librarian. What in the world is an academic librarian, I thought? I ended up applying for the job and was hired and trained virtually in 2021. As the pandemic quarantine drew to a close, I was nervous to come to work in person because I didn't know what to expect. But as time went on in the library, layers of apprehension started to fall away, and I found myself in a workplace where I felt safe for the first time. I felt I could be myself, whoever that was. I had spent my adult life in the assimilation and emotional hiding places that accompany emotional survival. I was now faced with the option of being able to be myself. This started me on a road of self-discovery, one in which I'm sure will continue for many years. As I started asking questions about how I work, it was suggested to me that I may be autistic. The first time I took an

Paul Robbins is an academic librarian at Brigham Young University, email: paul_robbins@byu.edu.

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assessment to gauge my autism, it was like I was finding a place where I “fit,” and I felt hope that I could be understood by others.

I see my journey down this path enabled by two things, both of which I needed to move forward. The first is a spouse who was supportive and wanted to look for the good that was in me. The second was a safe work environment. I had never felt safe at work before. I was always trying to assimilate and be who I thought I needed to be. As an academic librarian I felt valued. I felt I had something to contribute. I attribute that largely to the supportive nature of the work environment at BYU library. It felt safe to mess up. After being hired, I was immediately invited to join committees and collaborate on projects. I felt a push to discover what I could contribute, and I felt that I had some wiggle room to figure things out without the fear of judgement. This was highly supportive—a stark contrast to the sink or swim mentality that I was accustomed to. It was not just what the library environment was, but what it wasn’t that made a difference. It *was* welcoming, supportive, positive, and encouraging. It *wasn’t* judgmental, dismissive, or competitive. This allowed me to start to value my own way of interacting with others.

As I consider my own experience, there are some solid takeaways that I see for libraries trying to be more inclusive. Be aware of what is hiding in plain sight. We need to be inclusive and welcoming to *everyone*, not just the group that is currently in the spotlight. Be aware that people *surround* you with special needs, which probably includes you on certain days. We all have our days where we need extra support, but that need is often invisible to others.

Create an environment that is supportive to employees. Set employees up for success by creating opportunities for them to contribute. The low confidence that can be associated with a feeling of being “different” makes it difficult to stick your neck out and shine in your strengths. Give credit where it is due. Let people shine in their strengths even if they do it in a way that is different from you. Many are uncomfortable tooting their own horn. Be encouraging to everyone and have the introverts take charge occasionally. It will create a safer environment if those with strong personalities are not the only ones in positions of influence.

Applying my experience to the library environment in general, I see strong connections to how libraries are trying to establish equity, diversity, and inclusion (EDI). Perhaps the first step toward achieving such an environment is to create a safe place for those who work in it. Social norms are, after all, built for those who are social in nature. Might we consider changing expectations that might subconsciously tell us that for us to respect or value someone’s contributions, they should adhere to the same social cues that we value? *~*

Building a better community

Librarians serving on community nonprofit boards of directors

Service is a component of the job expectations and performance appraisal guidelines in many academic libraries. However, little is known from the literature of academic librarianship about whether this includes service specifically to the local community. The closest it has come are articles about librarians serving on the boards of library-related nonprofits, such as a consortium of libraries or a division of a library association. In this article, I will present the potential advantages, for both academic librarians and community nonprofits, of having a librarian on the board of directors. I will draw on my experience on the board of directors of OASIS, Inc. (Opposing Abuse with Service, Information and Shelter), a nonprofit agency in my region that serves survivors of intimate partner violence and sexual violence.

A personal story

Many years ago, I came home one evening after dinner in town, opened my front door, and found a young woman just inside the door, holding a baby in her arms. She was crying, and she apologized profusely for being inside my house. She had a bruise below one eye. We had gotten to know each other awhile back when a UPS package for me had been left at her house by mistake. I went to her house to pick up the package, and we talked briefly. She told me about herself and her husband. I told her that I normally left my front door unlocked; and if packages came to her house by mistake again, she could place them inside the door.

On this evening, my neighbor said that her husband had hit her, and she was afraid for herself and her child. I knew about OASIS and their services through two friends who were board members. I asked her if I could call OASIS and see if they could take her to safety. She said yes, but she would need to buy some things first. So, I drove her to a store and gave her cash to buy baby formula and cigarettes. Then I drove to a pay phone, called OASIS, and asked if I could get the address of the shelter and drive my neighbor there. The OASIS staff member who answered my call said that the shelter address was confidential, so I would need to call the sheriff's department. A sheriff's deputy would meet me at my current location and drive the young woman to the shelter. I shared this information with my neighbor, but she said that she had changed her mind and wanted to go back home. I felt surprise and confusion, and I feared for her; but I did what she asked me to do.

This experience has remained vivid in my memory for decades. It motivated me to understand what seemed like contradictions—starting with two questions:

Glenn Ellen Starr Stilling retired in 2018 from her position as an information literacy librarian at Appalachian State University, email: gess@hey.com.

1. Why do survivors return, often several times, to the person who abused them?
2. Why do survivors choose to remain with the abuser?

Through the conversations and reading that followed this experience, I began to learn about the intense vulnerabilities people experience when they are victimized by intimate partner violence and sexual violence. Then, when I joined the OASIS board, I learned even more as the board and staff worked together to create change for people like my neighbor.

Advantages for librarians

One benefit of serving on a board is meeting performance expectations. A survey of performance appraisal systems in academic libraries conducted in 2013 found that service to the community was included in the annual evaluation by 203 respondents (67%), in the evaluation for promotion by 151 respondents (77%), in the evaluation for tenure by 93 respondents (85%), in the post-tenure review by 42 respondents (72%), and in the evaluation for salary adjustments by 29 respondents (56%).¹

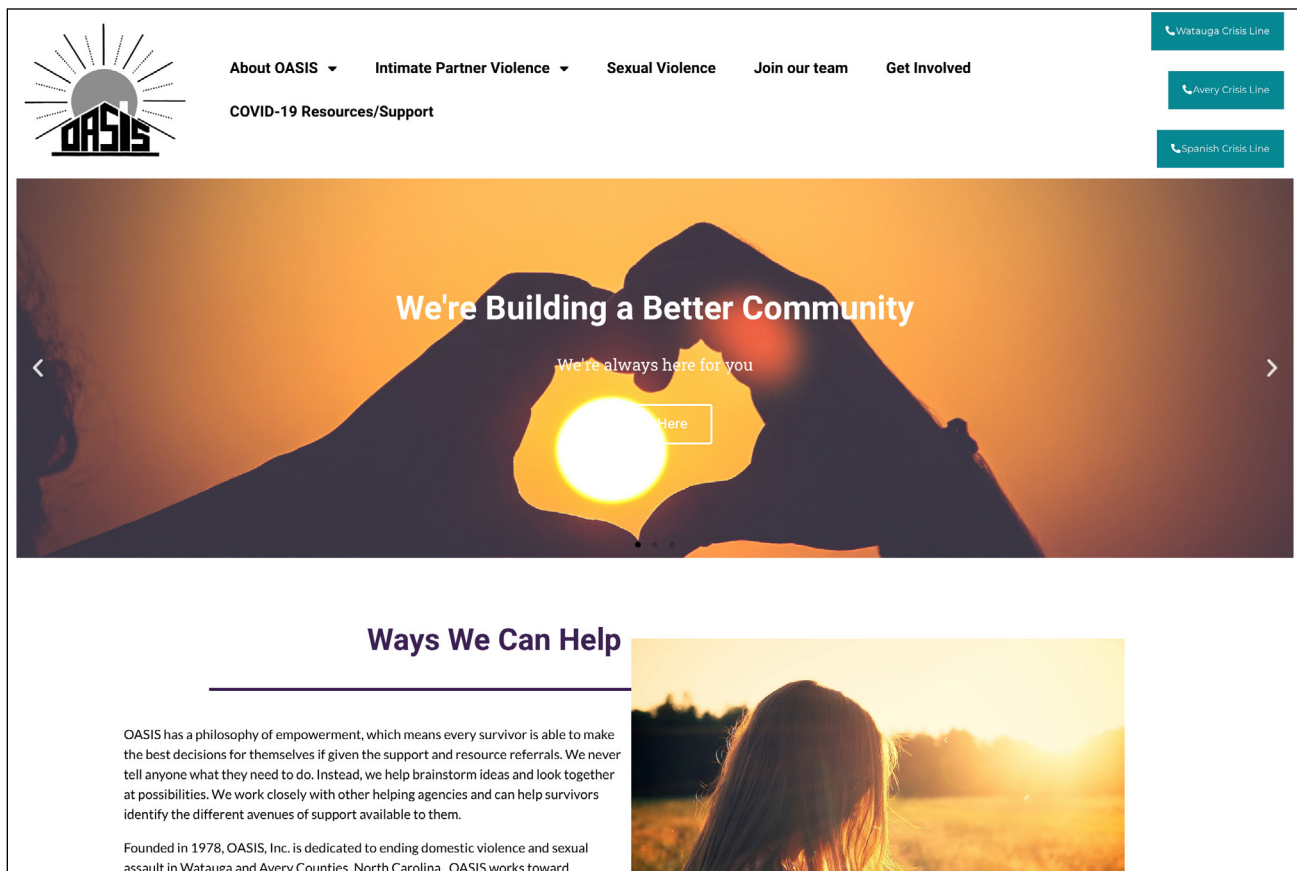
In addition to helping meet performance appraisal expectations, there are other advantages that nonprofit board service might offer. Some academic institutions have earned the Carnegie Foundation's Elective Classification for Community Engagement. When institutions have this designation, there is an expectation for, and encouragement of, everyone on campus to be involved in service to the community.²

Serving on a board can help librarians become better integrated into their community. OASIS seeks out board members with a range of skills and community connections that support the agency and its clients, and this might also be true of other nonprofit agencies. Through board service, I have met community members in the areas of accounting, counseling, health care, industrial-organizational psychology, law enforcement, social work, the faith community, and more. I might not have met these individuals otherwise. In some cases, I deepened my connection with people from my university who also served on the board.

Happiness studies shows that people of all ages receive a boost in well-being from volunteering. Volunteering has been found to be intrinsically rewarding, generating a "warm glow" effect. The boost is stronger for those who volunteer at least once a month (which might be the usual time commitment for board meetings plus board committee meetings).³

Fellow board members, especially over time, can become friends. These friends would be people that you look forward to seeing at meetings, you know will be easy to work with on board tasks, you enjoy learning more about as individuals, and if they asked you to be part of a project they were working on, your first reaction would be, "Sure!" Simply put, these friends enrich your life. Sociologist and coach Christine Carter recommends friendships with people who are part of our community service activities. She writes, "Why not make friends with the people you volunteer with, so that volunteering becomes built-in social time?"⁴

Thinking about the issues the board is involved in, and helping the agency work toward solving them, provides distraction from what can become too rigid a focus on work demands. Task switching has a positive effect that has been documented by research. When we have several areas in which we regularly complete tasks, and we learn to switch easily from one to another, we increase our cognitive flexibility and become more adaptable in our thinking.⁵



Screenshot of the OASIS homepage.

Advantages for nonprofit agencies

Librarians, through our connections (on campus and elsewhere), can become another way for the agency to reach people in need. For example, some people who knew I served on the OASIS board encountered people in need and referred them to OASIS. They told the people they referred, “I know someone who serves on their board. I hear that the board and staff work closely and thoughtfully together. You can trust OASIS.” Sometimes people would ask me questions, such as, “If I did this, or donated that, would it help OASIS?” Or, “How do I go about getting help with X?” Or, “Does OASIS do Y?” I would check with the staff to see what the best way to respond was, and then get back to the questioner.

Librarians can provide the agency with additional perspectives on decision-making processes and personnel matters. Our perspectives come from our experience in our library and on our campus. The OASIS board provides guidance to the agency on staff personnel areas such as salaries, holiday bonuses, contributions to the staff’s retirement plan, procedures for performance appraisals, and guidelines for vacation and leave time. In addition, just as libraries do, nonprofits engage in strategic planning to enhance current service areas and venture into new ones.

Finally, librarians can search for relevant information sources for the agency—if there are situations when it is needed and if the board and the agency have sufficient time to use the additional information. We might suggest, “I can do some database searches to see if my library has books or articles that might help with this.”

Considerations for librarians

Think carefully before putting your name forward as a board member. Your motivation needs to be more than a slight interest in the agency's work or a need to fulfill a service requirement for the library. Cynthia Jarboe, in *A Guide to Nonprofit Board Success*, recommends, "Never agree to serve an organization if you are not or do not think you can become passionate about its cause."⁶ Additionally, learn about the time commitments that board service will require. These will probably include monthly board meetings and preparation (reading the materials distributed prior to each board meeting), board committee meetings and preparation (each board member might also serve on one or more committees), board/staff social events, and strategic planning sessions, which the agency's grant funders might require.

There will be times when a good deal of work is needed from board members, perhaps coinciding with deadlines and demands in other areas of our life. The agency might be facing a new, complex issue or adjusting to growth in its services. There will also be many stretches when things are more routine. The same strategies we use to cope with busy periods in our primary job responsibilities will help with nonprofit board service.

Expect sadness along with service on nonprofit boards in human services. As I learned more about the challenges faced by the victims OASIS served, I noticed that my sadness required recovery time. Helen Riess articulates three facets of empathy that can help us understand the recovery process that we will cycle through. The first facet is *emotional empathy* ("that sense that you can feel what other people feel") as you see, or hear descriptions of, what people experience. The second facet is *cognitive empathy* (your "sophisticated neurological system allows you to observe others hurting and gives you just enough of a taste of the pain to consider helping them out"). We must be careful, if our library work or another area of our life exposes us to a good deal of pain and suffering, not to move into compassion fatigue. The third facet is *empathic concern* ("the inner motivation that moves people to respond and express the urge to care about another person's welfare"). It is "the warm-hearted response to another's suffering" and may lead to compassionate acts.⁷

As I became more experienced as an OASIS board member, and as I followed the example of the organization's staff and my fellow board members, I realized that I was spending less time in the first facet (emotional empathy) and more time in the second facet (cognitive empathy). As the staff and board worked together to find longer-term solutions for the clients of OASIS, I also spent more time in the third facet (empathic concern). One thing that has always made me feel that I have helped has been when the staff and the board celebrate progress together.

Conclusion

I have found, after serving on the OASIS board both before and since retirement from my career as an academic librarian, that the benefits are strong and numerous. The best part of my experience on the board of OASIS has been the shared part. I joined the board hoping to do something that would make a difference for survivors of intimate partner violence and sexual violence. I found a way, through board service. I recommend nonprofit board service to academic librarians—whether or not this service is considered by their library for performance appraisal. If it is not, librarians could advocate to have it added. For librarians who join nonprofit boards, as well as for nonprofit agencies and those they serve, I predict abundant positive outcomes.

Acknowledgments

I thank my writing group, PWWR (People Who Write Regularly) and our coach, Susan Robison, for their always-motivating interest in my writing and for the example they set of steady, sustainable progress in writing. I also thank my husband, Roger Stilling, for many conversations that clarified my ideas and for editing that improved several drafts. Above all, I thank the staff of OASIS, Inc., for the vitally important work they do every day, and for the transformative experiences I have had as a board member. ♪

Notes

1. Glenn Ellen Starr Stilling et al., “Still a Deadly Disease? Performance Appraisal Systems in Academic Libraries in the United States,” *College & Research Libraries* 79, no. 3 (April 2018), <https://crl.acrl.org/index.php/crl/article/download/16690/18166>. The numbers of respondents and percentages are drawn from the raw survey data. This raw data is not included in the journal article, other than in Annual/Periodic Evaluation, figure 3, p. 376. See also figure 6, p. 378, and the article text, for context on the survey.
2. “The Elective Classification for Community Engagement,” Carnegie Elective Classifications, American Council on Education, 2022, <https://carnegieelectiveclassifications.org/the-2024-elective-classification-for-community-engagement/>.
3. Elizabeth Hopper, “How Volunteering Can Help Your Mental Health,” Mind & Body, *Greater Good Magazine*, July 3, 2020, https://greatergood.berkeley.edu/article/item/how_volunteering_can_help_your_mental_health.
4. Christine Carter, *The Sweet Spot: How to Find Your Groove at Home and Work* (New York: Ballantine Books, 2015), 149.
5. Elaine Fox, *Switch Craft: The Hidden Power of Mental Agility* (New York: HarperOne, 2022), 93.
6. Cynthia Jarboe, *A Guide to Nonprofit Board Success: Answering the Call of Leadership* (Santa Barbara, CA: Praeger, 2020), 1.
7. Helen Riess and Liz Neporent, *The Empathy Effect: Seven Neuroscience-Based Keys for Transforming the Way We Live, Love, Work, and Connect Across Differences* (Boulder, CO: Sounds True, 2018), 26–30.

Miriam Rigby, assisted by ChatGPT

Artificial imaginings

ChatGPT envisions its future in academic libraries

Miriam: Many essays have been written recently about ChatGPT (<https://chat.openai.com/>) and its impact on higher education, not least of which is a review of the technology in *C&RL News* in March 2023.¹ But how many have asked ChatGPT what it has to say on the matter? I set out to learn what ChatGPT thought it could contribute to academic libraries.²

ChatGPT: Hi there, I'm ChatGPT! As a language model, I wrote a fun essay on using ChatGPT in academic libraries. I generated the text using my natural language processing skills, which let me create text that sounds like a real person wrote it. It's like magic! I used my programming and training to come up with the essay, and I'd love to answer any questions you have.

The way ChatGPT sees it

"Academic librarians, get ready to meet your new colleague: ChatGPT, the chatty artificial intelligence (AI) that can generate human-like responses to a wide variety of text-based prompts. ChatGPT might not be able to fetch you a cup of coffee, but it can help you revolutionize your services and better support your users!

Picture this: it's finals week, and a student walks up to the reference desk, visibly stressed and sleep-deprived. They need help finding scholarly articles about the effects of caffeine on the human brain. You're ready to dive in and provide them with the resources they need, but there's a long line of other students waiting behind them. That's where ChatGPT comes in. You type in the query, and in a matter of seconds, ChatGPT provides a list of relevant articles and even suggests some search terms to refine the search. The student gets what they need, and you can move on to the next person in line.

Or how about this: you're in charge of creating online tutorials to help students and faculty develop their research skills. You know that many of your users struggle with citation formatting, so you decide to create a tutorial on that topic. But you want to make it fun and engaging, so you enlist ChatGPT to help. You input the most common citation formatting questions, and ChatGPT generates witty and relatable responses that make the tutorial feel like a conversation with a friend rather than a lecture. You even add a quiz at the end, and ChatGPT provides instant feedback on each answer. Your users love it!

Miriam Rigby is senior librarian for anthropology; indigenous, race, and ethnic studies; sociology; and open access at the University of Oregon Libraries, email: rigby@uoregon.edu.

And let's not forget about accessibility. You're passionate about making your library resources available to all users, regardless of their disabilities. But you know that some users with visual or cognitive impairments might struggle with traditional library search interfaces. ChatGPT to the rescue! You create a chatbot that users can access via a screen reader or a simplified interface. Users can input text-based queries, and ChatGPT generates audio responses that describe the relevant resources in a clear and concise way. No more frustrating interfaces or inaccessible resources!

Of course, there are potential challenges and limitations to using ChatGPT in academic libraries. Biases in the model's responses are a concern, as are the potential for ChatGPT to replace human librarians altogether. Academic librarians must therefore be thoughtful and strategic in how they use ChatGPT, ensuring that the technology is used to supplement, rather than replace, human services. They must also be transparent with users about how the technology is being used, and ensure that it aligns with their mission to support users' information needs.

In conclusion, ChatGPT is a fun and promising technology that academic librarians can use to enhance their services and better support their users. By using it creatively and strategically, academic librarians can help ensure that this emerging technology is used to its fullest potential in service of their users. So why not give it a try? You might be surprised by how much ChatGPT can do!"

Miriam: Thanks, ChatGPT! Of course, it's worth noting that ChatGPT makes things up—it's a language model, not facts-focused.³ There are other tools that may be better at some aspects of research and writing—for instance, Elicit (<https://elicit.org/>) is an interesting AI option for finding actual research articles (with its own limitations as well). So, take ChatGPT's suggestions with a grain of salt and use your evaluation skills before launching too many pilot projects or asking it to write more articles. ✍

Notes

1. Christopher Cox and Elias Tzoc, "ChatGPT: Implications for academic libraries," *College & Research Libraries News* 84, no. 3 (2023): 99, <https://doi.org/10.5860/crln.84.3.99>.

2. For this exercise, I used ChatGPT May 3 Version (Free Research Preview). See "ChatGPT—Release Notes," OpenAI, May 2023, <https://help.openai.com/en/articles/6825453-chatgpt-release-notes>. My prompts for the main essay were "Please outline the ways in which academic librarians might experiment with ChatGPT," and "Could you re-write that essay with fun examples, and mention 'academic librarians'?" My prompts for ChatGPT's introductory statement were "Please write a 50 word statement explaining how you, chatgpt wrote the fun essay on using chatgpt in academic libraries," "rewrite this in a friendly, chatty tone," and finally, "rewrite that about half the length, and introduce yourself at the beginning."

3. See Hussam Alkaissi and Samy I. McFarlane, "Artificial Hallucinations in ChatGPT: Implications in Scientific Writing," *Cureus*, February 19, 2023 <https://doi.org/10.7759/cureus.35179>.

The Japan Institute of International Affairs. Access: <http://www.jiia.or.jp/en/>.

The Japan Institute of International Affairs (JIIA) is a well-respected think tank and research institution with a long history of producing high-quality analysis and research on Japan's foreign policy and international relations. The organization is widely recognized as a leading authority on these topics, both within Japan and internationally. The JIIA website is a comprehensive resource for information on international affairs, with a particular focus on Japan's role in the world. The website is available in both English and Japanese, making it accessible to a wide audience. The site features a search function that allows users to search for keywords or phrases across the entire site. This can be a useful tool for users who are looking for specific information or resources.

The homepage prominently features the latest news and events from the JIIA, providing visitors with up-to-date information on the institute's activities. The website also includes a comprehensive list of past and upcoming events. This allows visitors to stay informed about conferences, seminars, and workshops. Users can sign up for the JIIA's email newsletter, which provides updates on the latest news and research from the organization.

One of the standout features of the website is its wealth of resources on Japan's foreign policy, including reports, research papers, policy briefs, working papers, and journals on a range of issues, which can be easily accessed through the "Research" tab. These resources are presented in an easy-to-read format and available for download as PDFs. The "Research" section also includes videos and podcasts featuring JIIA experts discussing current international issues in more depth. These multimedia resources offer another way for visitors to engage with JIIA research and analysis.

JIIA's "Experts" section includes scholars and researchers with a wide range of academic backgrounds and expertise. This allows readers to gain a more comprehensive understanding of each issue and consider multiple viewpoints.

Overall, the JIIA website is an excellent resource for anyone interested in international affairs, particularly those interested in Japan's role in the global community. The website is well-organized, easy to navigate, and provides a wealth of information and resources, making it a valuable resource for researchers, policymakers, and anyone seeking to learn more about international affairs.—*Jia Mi, The College of New Jersey, jmi@tcnj.edu*

Tibetan and Himalayan Library. Access: <https://www.thlib.org/>.

The Tibetan and Himalayan Library (THL) provides a portal to digital collections as well as a nonprofit publishing platform. Established in 2000, THL represents decades of Tibetan and Himalayan studies scholarship. Content is drawn from an international consortium of sources, and editorial boards oversee curation and publishing while setting the THL vision. The project's home base is at the University of Virginia (UVA).

Library resources include digital collections of various formats, encyclopedia entries, project reports, the archives of the *Journal of the International Association of Tibetan Studies*, online tools for reading Tibetan fonts, biographies, and obituaries.

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

A series of tabs across the top of the homepage divide resources by format. Each tab has a landing page with a search box and links to subcollections. These are the first keyword search opportunities that a user encounters—there is no sitewide search available. Rather than an oversight, this feature appears to be missing simply due to the age of the website, which launched in 2008 and was last updated in 2013. This is a weakness of the platform, as it conforms to technological constraints and user expectations that are at least a decade old.

Searching reveals the depth of THL's collections and the quality of its metadata. However, the search interface is not intuitive. It takes three additional clicks to open a digital image, if one exists. Some results are catalog records only. If the user selects a result with a digital document, they leave the THL site and enter a separate repository platform hosted by UVA. This platform, Mandala, is newer than THL. Mandala is more user friendly than THL, and since the majority of THL's digitized collections are housed on Mandala, this is good news. However, Mandala's interface is complex. It is friendlier, but not entirely intuitive for those unfamiliar with navigating scholarly databases.

In short, THL provides excellent resources on a specialized topic. The platform is recommended for experienced researchers who will have success navigating the wealth of material and a complex user interface.—*Katharine Van Arsdale, Adventist Digital Library, vanarsdk@andrews.edu*

PLANTS Database. Access: <https://plants.usda.gov/>.

Founded in 1994, PLANTS (Plant List of Attributes, Names, Taxonomy, and Symbols) Database is one of the longest running federal government websites. It is a valuable—if not particularly user-friendly—resource for botanists, horticulturalists, and anyone looking for information about the plants of the United States.

Maintained by the Natural Resources Conservation Service, a part of the USDA, PLANTS Database is considered the authoritative source of standardized information on plants. Coverage includes more than 35,000 plant species, including approximately 28,000 vascular plants and 2,000 non-vascular plants, and about 4,000 lichens. Every plant has its own database entry that lists its names (both scientific and common), classification, and distribution maps showing the range of the plant within the United States, color coded by whether it's native or introduced. Some plant entries also offer brief fact sheets describing the plant and its uses in more detail. A smaller subset of records also includes plant guides, which are more extensive, multi-page documents providing detailed descriptions of plant use, cultural significance and ethnobotanical context, and horticultural management practices, with robust bibliographic references. Additionally, the database offers a downloadable list of every plant in the database and provides links to additional external resources such as the USDA Plant Hardiness Zone map and downloadable interactive plant identification software.

The fundamental use of this resource, however, is for searching specific plants. When users arrive at the homepage, they have multiple options by which to search for the plant of their choice. A basic search box located in the upper-left corner allows for searching by scientific name, common name, symbol, or family. It is unfortunate that there is no keyword search option; the interface is clearly designed for known-item or known-plant searching. There is an array of search options on the lefthand navigation panel, hinting at the ability to search by topics such as “characteristics,” “duration,” “rarity,” and more, although little description

is provided for new users. Determined users who go to “Help” can find more details about each of these specialized search options.

This is an authoritative database with a pronounced learning curve for novice users and non-specialists, but botanists needing to verify specific plant information will find it invaluable.—*Eli Gandour-Rood, University of Puget Sound, egandourrood@pugetsound.edu* ㉞

The MIT Press recently announced that it has received a \$10 million gift from Arcadia—a charitable foundation that works to protect nature, preserve cultural heritage, and promote open access to knowledge—to establish the Arcadia Open Access Fund. The new fund will support the MIT Press’s groundbreaking efforts to publish open access books and journals in fields ranging from science and technology to the social sciences, arts, and humanities. It will also help the MIT Press continue to develop tools, models, and resources that make scholarship more accessible to researchers and other readers around the world. Arcadia is providing an outright endowment gift of \$5 million, as well as a \$5 million “challenge” gift to incentivize other funders by matching their support of MIT’s open publishing activities.

Acquisitions

The Library of Congress has acquired the papers of choreographer Garth Fagan and Garth Fagan Dance, the company founded by Fagan in 1970. Garth Fagan Dance is distinguished by the artistic imagination and polyrhythmic movement of Jamaican-born Fagan, layered with the discipline and strength of ballet training. The company has performed in more than 660 cities in 24 countries on six continents. As widely as the company has toured, many people have encountered Fagan’s name on Broadway through his captivating Tony Award-winning choreography for Disney’s beloved “The Lion King.”

Materials documenting Fagan’s legacy in the collection include photographs, programs, posters, correspondence, audio and visual recordings, creative and teaching notes, and documentation of the activities of Garth Fagan Dance. Highlights include photos of Fagan, from a teenager dancing in Jamaica in the 1950s to footage of him in the creative process from 1990 through 2023; full recordings of seminal works like “Prelude,” “Griot New York,” “Woza,” and “From Before,” and Fagan’s handwritten rehearsal notes from major productions. Under the library’s stewardship, Fagan’s creative and administrative papers will become publicly accessible for the first time and be safeguarded for future generations.

The Hoover Institution Library & Archives has acquired and digitized the papers of Donald Wayne Richardson, an ice-climbing mountaineer and US Army soldier during World War II. In May 1945, Richardson led a patrol that searched the hunting lodge of top-ranking Nazi leader Hermann Göring. The collection, now fully digitized and available to the public through the Library & Archives’ Digital Collections website, contains dozens of candid photographs taken at the hunting lodge and another truly unique item: a pair of leather lederhosen worn by Göring himself while enjoying his country home in the Alps.

After returning home from WWII, Richardson married and attended the University of Denver School of Architecture, graduating in 1950. He settled in Oregon and became an architect known for church design. During his career, he drafted 170 churches throughout Oregon, Washington, Idaho, and Wyoming. He was chosen to create the Chapel Addition to the 1853 First United Methodist Church, the first Methodist church west of the Mississippi river. He also designed the Salem Civic Library and the Inn at Spanish Head in Lincoln City, Oregon. *~*

Emily Hurst, deputy director and head of the Research and Education Department at the Virginia Commonwealth University Health Sciences Library, received the Estelle Brodman Award for the Academic Health Sciences Librarian of the Year from the Medical Library Association (MLA). One of MLA's most significant awards, the Brodman Award recognizes a mid-career academic health sciences librarian who demonstrates significant achievement, the potential for leadership, and continuing excellence.



Jennie Levine Knies, associate dean for Commonwealth Campus Libraries and head librarian for the Scranton Campus Library at Penn State-Scranton, has received the Distinguished Service Award from the Mid-Atlantic Regional Archives Conference (MARAC). MARAC is a nonprofit, volunteer-run association of archivists and cultural heritage professionals throughout the mid-Atlantic region whose work is centered on the administration, preservation, and use of archival records and related historical research materials.

Appointments

John Bence has been named university archivist at the University of Pennsylvania Libraries, effective August 1, 2023. In this role, Bence will oversee all operations of the University Archives and Records Center (UARC), including its outreach initiatives and fundraising program. As the chief administrator responsible for UARC's program to collect, manage, preserve, and make accessible materials of operational and historical value, he will lead a team that serves the Penn community; scholars interested in the history of the university, institutions of higher learning in the United States, and American intellectual life; and the Philadelphia community.



Karen Bjork recently joined the Virginia Commonwealth University Libraries as head of digital libraries and publishing.

Chrystal Carpenter has joined the Virginia Commonwealth University Libraries as head of special collections and archives.

Carolann Curry is now outreach and data coordinator for the Network of the National Library of Medicine, Region 5, at the University of Washington Libraries.

Loftan Hooker is now head of access services at the Virginia Commonwealth University Libraries.

Brianna McGruder has been appointed community-driven archives program manager at the University of North Carolina-Chapel Hill.

Rolando Rodriguez is now humanities data librarian at the University of North Carolina-Chapel Hill.

Retirement

Larry Schwartz, assistant professor and chair of the library department at Minnesota State University-Moorhead, has retired after 23 years of service and 30 total years of being an academic librarian. Schwartz received his MSLS from Clarion University of Pennsylvania, now Pennsylvania Western University.

Deaths

William E. McGrath Jr., retired professor of library and information science at the State University of New York (SUNY) at Buffalo, has died. Prior to joining SUNY-Buffalo, McGrath served as science librarian at the University of New Hampshire, director of libraries at the South Dakota School of Mines and Technology, and dean of libraries at the University of Massachusetts-Lowell, among other positions.

Patricia A. “Pat” Wand has died. From the beginning of her professional service, Wand shaped the future of ACRL, helping found the division’s Instruction Section in 1977 and chairing the Anthropology and Sociology Section from 1982 to 1983. Her leadership continued through the decades, including serving on the ACRL Board of Directors, as ACRL Councilor to ALA Council, as president of the ACRL Oregon Chapter, and as chair of the ACRL Budget and Finance and International Relations Committees. Her support of ACRL continues as she became an ALA Legacy Society Member by making a bequest to ACRL for continued international initiatives.

Within ALA, Wand held numerous leadership positions, including chairing the Budget Analysis and Review Committee along with the Committee on Legislation, serving as an Endowment Trustee, and later the Senior Endowment Trustee, during which time the ALA endowment grew in value from \$45.6 million to \$64.3 million. She was additionally a member of many ALA committees and roundtables. A staunch advocate for libraries, Wand represented ALA and four other national library associations in testifying three times before US House Subcommittee on Legislative Appropriations to support budgets for the Library of Congress and the Superintendent of Documents. //