Features

Departments

This month's cover features a photograph of the aurora borealis (northern lights) over the University of Saskatchewan in November 1958. The Institute of Space and Atmospheric Studies had been established at the university two years earlier to study the northern lights, related "disturbances" in the upper atmosphere and ionosphere, and the effects of solar activity on climate. The photograph is one of more than 13,000 images documenting students, faculty, buildings, and campus events and activities since the establishment of the University of Saskatchewan in 1907. Learn more at https://library.usask.ca/uasc/collections/photographs.php.

Image credit: University of Saskatchewan Library, University Archives and Special Collections, University of Saskatchewan Photograph Collection, A-868.

Cambridge University, UCSD partnership for East Asian collections awareness

The University of California-San Diego (UCSD) Library and the Cambridge University Library have launched a multi-year partnership that aims to broaden the awareness, access, and use of the extensive East Asian collections held by the two institutions. With the sponsorship of the Avery-Tsui Foundation, the two universities will foster interlibrary collaboration, initiate, and support research visits by scholars seeking to use the respective collections, as well as create and promote activities that highlight the collections and expertise held within the libraries.

The collections at each institution are unique and complement one another. The Chinese collection of Cambridge University Library is among the finest of its kind outside China. The first Chinese book *Dan xi xin fa fu yu*—an odd fascicle of a Chinese medical treatise— entered the library as early as 1632, part of a gift from the Duke of Buckingham. The oldest items in Chinese collections are Chinese-inscribed oracle bones dating from the 12th-14th century BC, and the oldest printed book is a Chinese Buddhist sutra dated 1107.

UCSD's holdings focus on more recent history and contemporary Chinese collections, such as the Chinese Cultural Revolution Posters Collection, the Chinese village research archive, the Committee of Concerned Asian Scholars Friendship Delegations Digital Collection, and the Chinese Independent Films Collection.

ACRL sets 2023 Legislative Agenda

Each year, the ACRL Government Relations Committee, in consultation with the ACRL Board of Directors and staff, formulates an ACRL Legislative Agenda. Drafted with input from key ACRL committees, ACRL leaders, and the ALA Public Policy and Advocacy Office, the ACRL Legislative Agenda is prioritized and focuses on issues at the national level affecting the welfare of academic and research libraries. The ACRL Board of Directors recently approved the 2023 ACRL Legislative Agenda.

The 2023 ACRL Legislative Agenda focuses on five issues that will be the focus of ACRL's advocacy efforts in 2023–2024, listed in priority order: upholding intellectual freedom; federal funding for libraries; net neutrality; open access and federally funded research; and the Affordable College Textbook Act. The agenda also includes a watch list of policy issues of great concern to academic librarians that have no currently pending legislation. Read the full agenda on the ACRL website at https://www.ala.org/acrl/issues/washingtonwatch.

NISO announces Peer Review Terminology Standard

The National Information Standards Organization (NISO) is pleased to announce the publication of the Peer Review Terminology Standard (ANSI/NISO Z39.106-2023), which will support open research by simplifying the communication of peer review roles and practices and fostering greater transparency in the peer review process. The new standard offers simplified terminology that will make the peer review process more transparent to authors, reviewers, and readers across the journals that adopt it. A shared set of definitions will also enable the community to compare peer review processes across publications more

easily. The Peer Review Terminology Standard is freely available at https://www.niso.org /standards-committees/peer-review-terminology.

Clarivate releases Journal Citation Reports 2023

Clarivate recently released the 2023 update to its annual Journal Citation Reports (JCR). This annual release identifies more than 21,500 high-quality academic journals from across more than 250 scientific and research disciplines. Only journals that have met the rigorous quality standards for inclusion in the Web of Science index are selected, to ensure that users can confidently rely on the information and data provided to foster and support collective community goals to adhere to research integrity norms. The annual reports incorporate a variety of metrics, including the widely recognized Journal Impact Factor (JIF) and the Journal Citation Indicator. To explore all available data, metrics, and analysis, visit https:// clarivate.com/products/scientific-and-academic-research/research-analytics-evaluation- and-management-solutions/journal-citation-reports/.

New from ACRL—The Critical Librarianship and Pedagogy Symposium: Reflections, Revisions, and New Works

ACRL announces the publication of *The Critical Librarianship and Pedagogy Symposium: Reflections, Revisions, and New Works*, edited by Yvonne Mery and Anthony Sanchez, an anthology that provides a toolkit for critical library pedagogy that recognizes how knowledge is created within historical and deeply politicized contexts.

Academic librarianship is due for a major paradigm shift in response to the existential threats facing the library profession and higher education, and library workers are leading this shift with new ideas about community, feminism, education, and social change.

The Critical Librarianship and Pedagogy Symposium collects expanded and updated presentations given at the Critical Librarianship and Pedagogy Symposium (CLAPS) held biennially at the University of Arizona Libraries. Authors working in library or disciplinary teaching fields explore intersections between information literacy and critical pedagogy and provide current thinking, assessment, and reflection on their practices of teaching students how to recognize and critique the oppressive power structures inherent in educational systems. The work done by librarians is analyzed to reveal the socioeconomic frameworks that drive the costs of our labor.

Divided into five parts—Critical Pedagogies in the Classroom, Feminist Library Practices, The Labor of Librarianship, Practices of Care, and Community Archives—chapters include explorations of the advent of neoliberalism in higher education, social justice, white fragility, supporting neurodivergence in education, and disability rights activism. They use lenses such as queer, intersectional, feminist, and critical race theory to examine subjects and include practices for sustainable teaching, facilitating dialogue in the classroom, and using tools such as user experience or empathic design. *The Critical Librarianship and Pedagogy Symposium* offers ways to incorporate critical pedagogy theory into your own practices as educators, both within the library and in higher education.

The Critical Librarianship and Pedagogy Symposium: Reflections, Revisions, and New Works
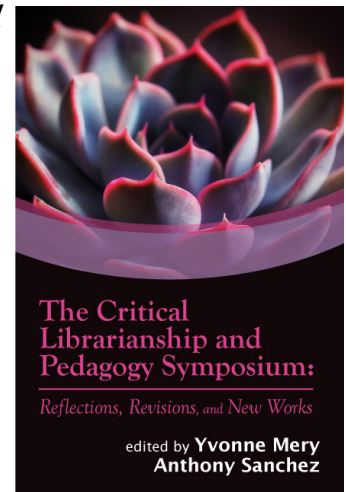
is available for purchase in print and as an ebook through the ALA Online Store; in print through Amazon.com; and by telephone order at (866) 746-7252 in the US or (770) 442-8633 for international customers.

FEDLINK awards recognize federal library community achievement

The Federal Library and Information Network (FEDLINK) has announced the winners of its national awards for federal librarianship, which recognize the many innovative ways that federal libraries, librarians, and library technicians fulfill the information demands of the government, business, and scholarly communities and the American public. Federal libraries and staff throughout the United States and abroad competed for the awards. The award winners are honored for their contributions to federal library and information service throughout the year and include Nimitz Library, US Naval Academy, Annapolis, Maryland; Spangdahlem Air Base Library, Spangdahlem Air Base, Germany; Amber L. Collins, library program manager/command librarian, US Army Corps of Engineers, Alexandria, Virginia; and Mirche Gjorevski, library technician, Garmisch Library, US Army Garrison, Bavaria, Germany. Complete information on the most recent honorees is available at https://www.loc.gov/flicc/FliccForum/index_forumandwards.html.

ACRL releases Creators in the Academic Library

ACRL announces the publication of *Creators in the Academic Library: Instruction and Outreach*, edited by Alexander C. Watkins and Rebecca Zuege Kuglitsch, and *Creators in the Academic Library: Collections and Spaces*, edited by Rebecca Zuege Kuglitsch and Alexander C. Watkins. These books explore how to teach specifically for creator research and deepen students' understanding of their own practice, as well as how academic libraries can build collections, spaces, and communities that serve creators.

Engineering students, designers, studio artists, and other student creators have unique research needs that libraries are well-positioned to meet. They use academic literature to inspire and ground creation, but also seek information from trade literature, patents, technical standards, and how-to manuals. They apply tacit knowledge and need to learn not only how to write within academic discourse but also create objects, designs, and experiences.

Creators in the Academic Library: Instruction and Outreach looks at technology, tools, and techniques for creation; inspiring creativity through research; creators' unique information needs; and grounding creation in research. It offers learning strategies and objectives that can help you teach all manner of creators.

Creators in the Academic Library: Collections and Spaces explores tailoring collections for creators, making in the academic library, creating experiences in the library, and cultivating creator communities. It documents spaces and collections that strive for equity and authenticity, for playfulness and joy, and offers strategies for creating a library open to all comers seeking a place to create in a liberating environment.

Creators in the Academic Library: Instruction and Outreach and *Creators in the Academic Library: Collections and Spaces* are available for purchase in print and as ebooks through the

ALA Online Store; in print through Amazon. com; and by telephone order at (800) 621-2736 in the US or (773) 702-7010 for international customers.

Revised ACRL Standards, Guidelines, and Framework Companion Documents

The ACRL Board of Directors approved revised and updated versions of several of the association's Standards, Guidelines, and Framework Companion Documents at its June 2023 meetings.

"Companion Document to the ACRL Framework for Information Literacy for Higher Education: Instruction for Educators": Developed by the ACRL Education and Behavioral Sciences Section (EBSS) Instruction for Education Committee, this document provides guideposts for librarians and inform their information literacy practices. It may serve to inspire library instruction in school of education classrooms as well as reference services for teacher education students.

"Guidelines Regarding the Security of Special Collections Materials": Developed by the ACRL Rare Books and Manuscripts Section (RBMS) Security Committee, primary goal of these guidelines is to assist special collections staff in preserving and effectively stewarding cultural heritage materials for current and future access and preservation, objectives that are inherently tied to the promotion of user accessibility, safety, and rights.

Tech Bits . . .

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

Stop wasting time taking screenshots and writing instructions. Scribe uses AI to automatically generate a step-by-step guide for any process in seconds just by following along as you work. Install the browser extension to turn on the screen capture recording then walk through the process. Turn off to create a process document complete with text, links, and annotated screenshots that you can edit then share via link, embed using snippet, or export to PDF.

Libraries can use Scribe to onboard new hires, create standard operating procedures, build training documents, answer questions, and assist patrons. The free version works with any web app while the paid version also works with any desktop app, allows branded guides and customizable screenshots, and provides more export options.

—Jennifer Long
University of Alabama at Birmingham

. . . Scribe
https://scribehow.com

"Proficiencies for Assessment in Academic Libraries": Developed by the ACRL Value of Academic Libraries and Equity, Diversity, and Inclusion Committees, the updated proficiencies provide a common definition of assessment responsibilities and describes the ethics, knowledge, skills, abilities, behaviors, and mindsets to empower both those with and without formal leadership positions to engage in library assessment.

All ACRL Standards, Guidelines, and Frameworks are freely available on the ACRL website at https://www.ala.org/acrl/standards. ⁊

Lauren Mee Bennati and Abigail L. Phillips

Seeking connection over competition

A discussion of LIS education during the pandemic

Academic Library Workers in Conversation is a bimonthly *C&RL News* series focused on elevating the everyday conversations of library professionals. The wisdom of the watercooler has long been heralded, but this series hopes to go further by minimizing barriers to traditional publishing with an accessible format. Each of the topics in the series were proposed by the authors and they were given space to explore. We encourage you to follow and share these conversations about transforming libraries with ideas from the frontlines. This issue's conversation addresses being an MLIS student and professor during the pandemic. It is a clarion call for connection and collaboration over competitiveness.—*Dustin Fife, series editor*

Abigail Leigh Phillips (ALP): Lauren, as an MLIS student who experienced the majority of your coursework during the COVID-19 pandemic, what do you believe were some of the challenges and obstacles while pursuing your degree? Did anything help along your path? You certainly experienced, as a student, something the world, particularly the academic world, was not prepared to manage or deal with.

Lauren Mee Bennati (LMB): I started graduate school in the middle of the 2019–2020 academic year as a dual degree MLIS/MM (master of music, music history, and literature) student, intending to be a music librarian. I was lucky to start most of my introductory coursework in person (including your Foundations of Library and Information Science class) and had a grand total of seven weeks of a "normal" experience until the world ground to a halt.

I certainly faced challenges. I'll go out on a limb and say that Zoom University was NOT my biggest issue. I can deal with discussion posts, dropboxes, and awkward video conference calls all day. What I couldn't deal with (and still can't, to a degree) was feeling like nothing was real. With everyday dealings going virtual and with real life disintegrating before our eyes, I became easily overwhelmed and fell behind in my coursework, to the point where I made the hard decision last semester to drop my music degree in favor of finishing my MLIS by next school year.

On the bright side, I was thankfully able to secure a job with my school's ILL department, and the experience I've gained there has been invaluable. As the world began opening up again and I caught up on my schoolwork, I have been able to attend some conferences where I have spent a majority of my time matching Twitter profiles and Zoom names to actual people. What has really helped me as a student who has had a virtually (pun intended) complete graduate school experience in a pandemic is the connections I have made in person that I cultivated online, which I will talk about a little later.

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This brings me to my question to you, Dr. Abby: your research is based in part on empathy, mental health, and disability. I'm sure you didn't expect to deal with a pandemic in your career. How has your research influenced the way you work with your students?

ALP: I feel that the opposite is true in some aspects. My work with students during the pandemic has impacted my research. To be cliché, the tables have turned. I began to notice slight cues that my students were struggling with the constant distance and, what you describe in part, as nothing being real. I tried to maintain some sense of normalcy with synchronous Zoom classes and snail mail exchanges between myself and the students (establishing some sense of human connection), but we were and are in unbelievable times. Particularly then, when we didn't have a vaccine, verbal wars raged over masks and distancing, lockdowns, and more, the world felt even more out of control and beyond my understanding.

My research background (and personal experience) in mental health certainly did not prepare me for seemingly unending days of both a mixture of boredom, fear, and anxiety. I tried to set up a schedule for myself workwise but that quickly fell apart. I was accustomed to working from home as an academic but not constantly working from home with no social outlet. I do believe my research prepared me for the need to support others, whether it was through my personal letter writing campaign or through consistently upbeat check-ins with students.

LMB: I remember that letter writing campaign, and I believe we exchanged some letters back and forth earlier in the pandemic!

ALP: We did! You mentioned connections you made as a student. Student-to-student relationships are incredibly important and critical for success throughout any graduate program. During the pandemic, since you are a hybrid student, the in-person contact was very limited, if at all. Our program is largely online, but I noticed even those students struggled. I cannot imagine how students on campus were feeling. How did you make and maintain those connections throughout the pandemic? Did you encounter any difficulties or troubles during the lockdown and afterwards?

LMB: You better believe I did, and I still do sometimes struggle with keeping up with my coursework, but the challenges as far as that aspect is concerned have shifted from having no aim at all, to now having several demands of my time and my space by going to conferences, attending committee meetings over Zoom, working as much as I can (these conferences are NOT cheap, especially if you're paying for them yourself, but that's a whole other can of worms) and, most importantly, making sure I stay on top of my coursework. All this while still wondering where I belong in this field. Balancing the demands of my time and energy is NOT easy by any stretch, and while I wish I would have taken advantage of the contemplative aspect of lockdown, I am still glad I'm able to *go* and *do* things now.

I do not take the privilege of travel lightly (both for conferences and for leisure). I know it goes against the grain, but I continue to be very COVID cautious and keep the masking/distancing/sanitizing efforts in place from lockdown so that (1) I do not get sick and spread illness in either the community I'm visiting or the community I live in, and (2) that everyone who wants to go to in-person events might be able to, given a collective effort to not catch and spread illnesses like COVID. In-person events like conferences have been so helpful to me, and I feel that in order to keep doing these, I need to make an effort to make sure that other people can enjoy them, too.

As far as making and maintaining positive relationships in this field is concerned (both with my peers and with established professionals), I have a few friends I've made online, both within my program and all around the world (thank you Twitter!), but it was when I emerged from lockdown by traveling for leisure and attending conferences starting last year that I felt like I was *finally* beginning to hit my stride. Being able to connect with friends I've met online, and especially reconnecting with my two mentors that I had during college that I have so much respect and appreciation for has given me a sense of purpose, which I have sorely needed as I've been trying to pick myself up and dust myself off.

I will also say that I still have conflicting feelings from emerging from lockdown prematurely (since there are people whose lives have been completely upended from having COVID), but I do understand and can empathize with how lonely most of us have felt (and continue to feel) as we begin to move on from how life has been for the past few years. As I've been making and maintaining friendships or rekindling the ones I had before lockdown, there is this overarching sense of loneliness that I sense from a lot of the people.

Dr. Abby, you know how we have that fifth frame in the ACRL Framework for Information Literacy ("Scholarship as Conversation"), right? I know that ACRL means this by way of writing and publishing papers, but an oft-forgotten part of this field is going out and connecting with people and *actually* talking to them (not just the librarian-patron interaction, but library worker-to-library worker interactions too). As I have been in conversation with some of my closest professional relationships, I have found that loneliness, and NOT a lack of productivity, is a prevailing emotion in this profession, yet it is not often talked about. Do you also perceive this? If you do, why do you think we don't talk about loneliness in this profession?

ALP: I'm so glad you mentioned this. I've found that academia itself is a lonely environment. We all strive to excel and achieve throughout our various graduate programs that we often neglect the more social aspects of being a student, friend, and colleague. Honestly, I believe that competitiveness has a role to play in advancing this lonely experience. Competitiveness and comparing yourself to others is highly encouraged if not expected. We fight for the same awards, grants, jobs, etc., throughout our careers. None of this is particularly healthy and, in many ways, adds to the loneliness we experience.

From what I can see from students, faculty, and others, COVID had a significant impact on our work, social interactions, and daily lives. We are still so isolated. Much of our everyday work takes place through Zoom or Teams or from home. COVID isolation has changed the way we perceive work and how we expect others to work. Doctoral and masters programs are isolating on their own, but with this added online-only component, it feels that we are even more lonely.

I wish we talked about loneliness more. It seems like such an embarrassing feeling to express to others. I think the average person finds it difficult to share his/her/their experience with loneliness. In our field, we can be so siloed into our own branches of librarianship. We often do not reach out to our colleagues to share what we are going through. The only way loneliness can be overcome is by sharing our struggles with loneliness and seeking help.

LMB: I agree. I will also say that the field that I am most used to (music) has this same issue of how the competitive nature of that field often takes precedence over everything else. I think I can speak for those of us who work in and with music (as well as librarianship) when I say that this drive to do more/be more/be better overtakes every other aspect

of how we view ourselves as we work and how we retrospectively view the legacy we leave behind. What is the point of being "successful" (whatever that means) if we have achieved it at the expense of isolating people who have similar goals by way of viewing success through a competitive lens?

I hope that, as I go out in the world and be someone who works with information and music, that I will be able to encourage the people that I work with to look outside of themselves and their own individual careers in favor of fostering real, fulfilling, and supportive relationships with like-minded people. As cliché as this is, I really do think that we are all more alike than we are different. Times are hard, I think a lot of us are lonelier than we care to admit, and it does nobody any good to view our colleagues first and foremost as rivals. None of us can go this alone, and I think that the sooner we prioritize collaboration over competition, we just might see morale improve. ⁊

Helene Gold

Lessons from the flames
Leadership and resilience

Late in 2022, I submitted an essay to *C&RL News* on how my leadership skills and abilities have evolved since the publication of my 2016 article "At least you didn't burn the place down: Leadership isn't for everyone."[1] I explained how personal growth combined with the confluence of timing and institutional support provided me with a unique leadership opportunity to serve as the library's interim co-dean and then as the library's association dean of academic engagement at New College of Florida, a public liberal art honors college. Since its submission, my now-former employer has been thrown into chaos as the result of a hostile political takeover. The college president and other administrators have been fired (including yours truly), five faculty members were denied tenure by the newly appointed board of trustees aligned with Florida Governor Ron DeSantis, strategic decisions continue to be hashed out behind closed doors, and the college has been thrust into the national media spotlight. Needless to say, it's been an exhausting and heartbreaking experience. It was clear that I needed to write a new response to my 2016 article that addressed my growth and professional development over the past seven years but also one that included how I navigated this crisis from a leadership position.

In my original submission, I addressed my 2016 article directly, explaining that my previous leadership stint wasn't much of a leadership experience at all due to an ineffective organizational structure that provided me with the title of department chair but without supervisory responsibility. I was stuck in a vague middle ground between manager and librarian, working 60-hour weeks to fulfill my duties as chair while my librarian workload increased as I sought and achieved "continuing contract" status. When I stepped down as chair, my director and I agreed that the position needed to be eliminated altogether but it felt like a professional and personal failure.

I went on to explain that I began working in the library at New College of Florida in 2018 as the information literacy librarian and ending in May 2023 as the associate dean. I was delighted to discover that leadership was right for me after all, benefitting from being in the right place, at the right time, with the right support. The former provost embraced a shared interim leadership model for our library after the dean moved on in 2021 and for over a year, I shared the interim dean role with a librarian colleague who ultimately was named library dean and I was named associate dean. Six months later, without warning or notice, the chief human resources officer and new interim provost informed me that my employment was terminated due to "reorganization." After four and a half years of dedication and strong performance evaluations, I was handed a severance packet, and told to pack up

my office and leave the building that day. Since I relinquished my faculty status and union membership when I accepted the promotion to associate dean and was working in an "at-will employment" state, I had no recourse. My firing occurred three weeks before the end of the spring semester, a move that seemed intended to cause maximum disruption and add to the already existing campus destabilization. But I did not go quietly. A close faculty colleague and I immediately crafted a press release criticizing the administration and I've since given many local and national interviews, applied and interviewed for positions outside of Florida, and have once again asked myself how this experience has shaped me as a leader, mentor, and librarian.

My response to the rapidly shifting situation during my last few months of employment remained consistent as I provided as much clear, factual information as possible to library employees and provided support and encouragement to those seeking alternative employment. My approach was aligned with the dean of the library for the first couple of months, but in the weeks leading up to my firing, a shift occurred. I was no longer in the flow of regular communication, staff told me that they were all being encouraged to remain employed by the college, and overall I was out of the loop. Clearly, something changed but why, how, and when remained a mystery. That mystery was resolved with my sudden termination.

In writing this more than two months following my departure (and in a much more contemplative mood), I feel more confident and secure in my leadership values, including when and how to take a stand against injustice, when and how to communicate to library employees, and how to build a culture of trust that strengthens departmental effectiveness and values employee's work and expertise. As librarians and library leaders, we are in a unique and frontline position to take stands against censorship, reduction of library funding and support, eroding patron access to services and resources, and undue political interference. But it is risky to take a stand against our supervisors and college administration since strained relationships can result in personal and program backlash, including hostile/diminished communication, bullying, and retribution. We must carefully weigh the need to protect and support our libraries and our employees while protecting our own professional and employment security. There are times we must take a stand but often we cannot. In these times, our leadership skills are truly tested.

Throughout my 25-year career in academic libraries, I have experienced very strong and very poor leadership and have learned lessons from both. Building trust and fostering a culture of respect is paramount and nothing builds trust and earns respect more than engaging in clear, consistent communication around processes, expectations, changes, and strategic planning. In the absence of communication, we fill in the gaps with speculation and gossip, inferring whatever we can from what little we can glean. This can create a demoralizing and discouraging workplace, resulting in high staff turnover, siloing of departments, diminished productivity, and overall creates a harmful, unsafe, and needlessly exhausting environment. Healthy leaders provide opportunities for feedback on how they can improve, how they can create a more equitable and supportive workplace, and how that feedback will translate into tangible change.

My key advice to librarians considering taking on leadership roles is to identify what brings you the most satisfaction from your work. Which challenges do you welcome and which do you hesitate to accept? Identify your strengths and areas for growth. Do you excel at building relationships across campus, managing e-resources, writing grants, developing curriculum?

Are there opportunities for you to take on projects that require leadership? Do you have role models who demonstrate healthy leadership and encourage your growth and development? Are you excited to support larger initiatives, engage in difficult conversations, and develop a vision for library growth and change in uncertain times? If you have support and mentorship and the desire to learn and grow (grounded in compassion and introspection), then I encourage you to take on leadership opportunities. We need you now more than ever! ⁊

Note

1. Helene Gold, "At Least You Didn't Burn the Place Down: Leadership Isn't for Everyone," *C&RL News* 77, no. 10 (November 2016): 502–3, https://doi.org/10.5860/crln.77.10.9571.

Megan E. Welsh, Courtney McDonald, and Jennifer E. Knievel

Celebration vitae

Your CV and you

The "curriculum vitae"—the written history of all your accomplishments and accolades, otherwise known as the CV—may be the most critical piece of academic documentation of your career (besides those degrees hanging on your wall that is).

What is so important about the CV? Why do you need one? The CV is a key part of the application process when you search for any academic library position. It functions as a "ticket of entry," outlining education, experiences, and qualifications that make you an acceptable candidate. Likewise, as you progress in your career, it tracks positions you have held, your scholarly presence in the field and additional degrees you attain. This much longer document becomes your passport to positions with greater responsibility, supervisory or leadership roles, and higher ranks of academia through tenure or promotion processes. While the CV helps us to hit these major career milestones and work toward big goals, it also functions as a record in the shorter term. CVs may be requested as part of annual evaluation processes so that supervisory chains and committees of peers can evaluate accomplishments documented within the past year.

What's the difference between a CV and a résumé?

While both your CV and your résumé present information about your education and your professional skills, accomplishments, and affiliations, they differ in purpose and audience.

Curriculum Vitae

The CV is widely used in academia for job seeking, applying for promotion or tenure, and even sometimes as part of the annual review process. Fun fact: when literally translated from Latin, *curriculum vitae* means "course of one's life." When it comes to your CV, think *comprehensive*.

Résumé

In contrast, *résumé* derives from a French verb meaning "to summarize." Common across both private and public sectors, an effective résumé concisely presents your experience and accomplishments, tailored to the specific job, grant, fellowship (or whatever else) for which you are applying. Generally, résumés should not exceed two pages.

Given these differences in purpose and audience: yes, you'll almost definitely need both a CV and a résumé.

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Why are we writing this? And why should you listen to us, anyway?

After decades of mentoring and coaching other academic librarians in the strategies of writing a CV, the most common request we receive is for an example. Unfortunately, there aren't a lot of great models currently available in published literature (though we are sure there are many excellent CVs out in the wild). Many existing publications providing advice for CVs are targeted at new librarians.[1] These sources provide some transferable pointers, like prioritizing education. Much of their advice—such as the best ways to record advising of PhD candidates—is not relevant. More importantly, they are silent on topics where librarians need context-specific advice, notably where and how to record responsibilities like collection development, reference, cataloging, authorship of LibGuides, and one-shot instruction. Other advice directed toward librarians often focuses on the résumé format and lacks advice specific to academic librarians.

That said, not all academic libraries track and reward activities in the same ways. We are aware that our advice will likely be of highest value for tenure-track librarians, and we hope it has value as well for academic librarians who are in professional staff or non-tenure faculty roles. For this reason and many others, we offer up front a caveat: all the advice we will share is, fundamentally, a matter of opinion. While you may be able to find ways to integrate the pieces of this advice that you appreciate, we encourage readers to reflect on which choices are in their best interests. How you construct your own documentation to reflect yourself and your career is up to you, and you should make your own choices about what to adopt and what to leave. Certainly some organizational cultures promulgate an explicit or implicit expectation to structure these professional documents in very specific ways. On the other hand, internal cultural norms often don't translate outside of the internal culture, so these guidelines may prove valuable if you are hoping to communicate information about your career and accomplishments outside of your home institution, especially if you are engaged in a job search.

How do CVs change over the course of a career?

As we mentioned, your CV is a living document that changes over time. How exactly does this document evolve? This will look different for each person, but there are some general changes you can expect. Your CV will typically become longer, indicative of your growth as a librarian and scholar as you list all your various roles within the library, involvement across service opportunities, and your growing number of presentations and publications. Where you may only have a two- or three-page CV as a newly minted library school graduate, your CV mid-career may be a dozen (or more, though we don't necessarily recommend many more!) pages. Growth is natural as your career progresses and as your interests become more refined; your CV gets longer as your accomplishments accumulate.

Update and edit your CV with an eye toward impact. Will you always have your very first published book review on your CV, even after publishing several peer-reviewed publications and maybe some books? Probably not. Consider culling less important items from your CV as they become less important and as you add all the newer, exciting, and impactful activities in which you are engaged. These may include publications and presentations occurring in more prominent venues: a peer-reviewed article, a book, invited presentations, and keynote addresses, to name a few. As you do more, you may also see that your CV contains more and more names of collaborators as you work on projects and publish with others. Likely, you

will also document more leadership roles throughout your service obligations in addition to committee membership.

Track as you go—don't put it off

Taking time to track and note your accomplishments as they occur is a great way to build your confidence as well as build in moments to pause and celebrate your achievements, hence our title "Celebration vitae."

Figure out a system that works for you and track as you go. Establish a regular pattern—as you complete projects, at the end of every academic period, annually—and dedicate some time to noting the key details of accomplishments and appointments. Some of us might tend toward visiting our CVs late on Friday afternoons as one way of wrapping up the work week usefully, without heavy brainpower.

We're not *quite* suggesting that a "CV emergency" is an actual thing. That said, if you've ever had to rack your brain, dig out old appointment books, and Google yourself to reconstruct your activities and accomplishments, you know you never want to do that again. Not only is it frustrating and time consuming, you also risk forgetting or omitting important details.

You never know when, suddenly knocking at your door, you'll see that amazing position, inspiring grant program, or chance to apply for a fellowship in a country you've always dreamed about. If you have a good tracking system in place, you'll answer that door with a shiny, up-to-date CV or résumé, or you'll at least have all the information you need ready to hand and be able to polish up your CV quickly and without stress.

Coming up: A detailed recipe for a beautiful CV

The next installment of our series, in the October 2023 issue of *C&RL News*, will get deep into specific guidelines and examples of CV structure and content for academic librarians. We will discuss in detail what categories to use, and what to include in them. We will talk about categories and content that are only *sometimes* useful to include, and when to include them. We'll offer some clear guidance about what to exclude from a CV and why. We'll offer suggestions for order of content and why that's important, and we'll advocate for a variety of structural and stylistic strategies that aid comprehension for the reader of a CV.

Often the leap from advice to one's own document can be tricky, especially if you are inspired to move beyond minor tweaks and into major overhauls of your professional documentation. We encourage you to seek advice and coaching in this activity from mentors, colleagues, friends, or—if they are available to you—from formal mentoring programs like the New Members Round Table Résumé Review program.[2]

Rather than a static document, updated once in a blue moon, we encourage you to think of your CV as a constantly evolving tool, helping you to document your constantly evolving professional life. Indeed, it is a living document that celebrates your accomplishments as they occur. Updating your CV once a year right before the annual evaluation deadline, or once every few years just as you apply for a new job, is a tedious chore. Instead of an unwelcome burden of necessity, think of your CV as a celebration of you—your accomplishments and your goals! ✐

Notes

1.   Sarah L. Stohr, "Compiling an Application Packet That Doesn't Make the Search Committee Want to Kill You," in *How to Stay Afloat in the Academic Library Job Pool*, ed. Teresa Y. Neely (Chicago: ALA, 2011), 57–65, http://site.ebrary.com/id/10469302; Karen Sobel, "Making Yourself Marketable for Academic Librarian Positions," in *The Future Academic Librarian's Toolkit: Finding Success on the Job Hunt and in Your First Job*, ed. Megan Hodge (Chicago: ACRL, 2019), 27–49; Meggan Press, *Get the Job: Academic Library Hiring for the New Librarian* (Chicago: ACRL, 2020).

2.   "Resume Review Service Committee of New Members Round Table (NMRT)," New Members Round Table, American Library Association, https://www.ala.org/rt/nmrt/oversightgroups/comm/resreview/resumereview.

And the winner is . . .

The official results of the ACRL 2023 Board of Directors vice-president/president-elect special election

As a result of the ACRL 2023 Board of Directors vice-president/president-elect special election held in June 2023, Leo S. Lo, dean and professor of the College of University Libraries and Learning Sciences at the University of New Mexico, has been elected ACRL vice-president/president-elect.

"I am deeply honored to have been elected as the vice-president/president-elect of ACRL, an association I passionately believe in and have proudly served. I would like to express my sincere gratitude for entrusting me with the responsibility of this position.

Leo S. Lo

"As I assume this role, I am filled with an invigorating sense of responsibility and optimism. From my years of serving in the field of academic libraries, I understand the immense potential we possess and the challenges we face. My journey has always been guided by our core values of equity, diversity, and inclusion, and as president-elect, I am committed to strengthening these foundations.

"My vision for our future is driven by the transformative power of collaboration and innovation. I believe that to navigate the evolving landscape of higher education, we must foster strong partnerships, both within and beyond our community. Together, we can amplify our impact and advocate for the critical role libraries play in the advancement of knowledge.

"The burgeoning field of artificial intelligence (AI) holds tremendous potential for our libraries. As a long-term advocate for AI literacy, I will endeavor to explore the applications and implications of integrating AI and emerging technologies into our services and strategies, thus ensuring our libraries remain at the forefront of digital transformation.

"However, I firmly believe that our strength lies not just in our libraries, but also in the people who dedicate themselves to their success. Professional development and mentorship for our colleagues are paramount. I pledge to champion these initiatives, promoting a vibrant and diverse community of library leaders.

"My vision for the ACRL is to embrace change, drive innovation, and enhance inclusivity. I am incredibly excited about the journey we are embarking on, and I look forward to working together to shape the future of academic librarianship."

During his 14 years of ACRL membership, Lo has served as co-chair of the ACRL President's Program Planning Committee (2021–2023), a member (2017–2019); chair, ACRL *College and Research Library News* Editorial Board (2021–2023), a member (2017–2021); vice-chair, ACRL Publications Coordinating Committee (2022–2023), a member (2021–2022); a member, ACRL Academic/Research Librarian of the Year Award Committee (2020–2022); a member, ACRL ULS Public Service Directors of Large Research Libraries Discussion Group (2019–2022); and a member of the ACRL Excellence in Academic Libraries Awards Committee (2018–2020).

"I would like to express my gratitude and congratulations to Leo Lo for his election to the ACRL Board of Directors," said ACRL Interim Executive Director Allison Payne. "Leo's valuable contributions to ACRL, including serving on and chairing many committees and membership groups, will be an asset in the Board's work supporting the ACRL strategic plan, the Plan for Excellence. Leo's deep knowledge of the association and higher education will help the Board meet member needs and advance strategic priorities."

Lo's experience with ALA includes being a councilor-at-large of the ALA Council (2015–2018) and re-elected for another term (2018–2021). Lo has also served as a member on the ALA Training, Orientation, and Professional Development Committee (2011–2013); chair-elect, chair, and past-chair of the Library Leadership and Management Association (LLAMA) Library Organization and Management Section (2013–2016); a member of *Library Leadership & Management* Editorial Board (2011–2013); the *LL&M* editor of the column, "New Perspectives in Leadership"; Board of Directors new leader's representative (2010–2013); chair of the LLAMA/NMRT Joint Committee on Collaboration (2011–2012); and chair of the Diversity Task Force (2010–2011).

He has also served as the assistant chair of the ALA New Members Round Table (NMRT) Liaison Support and Coordination Committee (2011–2012); chair of the Student Chapter Award Committee (2010–2011), a member (2009–2010); a member of the Membership, Promotion, Diversity, & Recruitment Committee (2010–2011); and a member of the Newsletter Committee (2009–2010).

Lo's activity with state, regional, and other national associations include serving on the Association of Research Libraries (ARL), 2023 Association Program Planning Task Force (member, 2022–2023); Research and Analytics Committee (member, 2021–2023); The New Mexico Consortium of Academic Libraries (member representative, 2021–present); IMLS Advisory Board for CALA/APALA "Path to Leadership" (Board member, 2021–2023); and *The Journal of Open Educational Resources in Higher Education* (*JOERHE*) Editorial Advisory Board (member, Open Peer Reviewer, 2022–present). Lo has also served on the Future Information Professionals (FIP) Advisory Board (member, 2022–present)—an IMLS-funded internship program coordinated by Old Dominion University to introduce undergraduate students to the library profession; Coalition for Networked Information (CNI) (member representative, 2021–present); Greater Western Library Alliance (GWLA) (member representative, 2021–present); Big Ten Academic Alliance (BTAA) Heads of Public Services Group (member, 2019–2021); and the Chinese American Librarian Association (CALA) Publication Committee (member, 2009–2010).

Notable accomplishments for Lo include being selected as an ALA Emerging Leader and sponsored by LLAMA in 2010. As a scholar-practitioner, Lo's two co-authored papers, "You're Hired! An Analysis of the Perceptions and Behaviors of Library Job Candidates on Job Offer Negotiations," and "Recent Changes to Reference Services on Academic Libraries and Their Relationship to Perceived Quality: Results of a National Survey," were awarded the first and second prizes respectively of the 2016 EBSCO/Alabama Library Association Research Paper Award.

ACRL Board of Directors

Vice-President/President-Elect: **Leo Lo** (1,514); Write-in (25) ✍

Firouzeh Rismiller, Holly Cerney, Susan Shultz, Grace Spiewak, and Sveta Stoytcheva

Going beyond the source

A revised curriculum for source evaluation

The DePaul University Library has a longstanding relationship with the First-Year Writing Program to provide information literacy instruction to students in Writing, Rhetoric & Discourse (WRD) 104, a required course for all DePaul University undergraduates. Partnering in these courses is the foundation of the library's information literacy program: we provide instruction to every section of WRD 104 to introduce these concepts to as many first-year students as possible. We have a standardized curriculum for the WRD 104 library instruction session. The curriculum is developed by the Instruction Working Group (IWG), a committee chaired by the instructional services librarian and made up of three or four additional instruction librarians who serve two-year terms.

Source evaluation is an integral part of the WRD 104 library instruction curriculum. In the past, we have used the CRAAP Test to teach students to determine credibility of a source.[1] However, over the past few years, we noticed that the CRAAP Test wasn't meeting students' needs in our increasingly complex information landscape.

During Summer 2022, the IWG made it a priority to explore other options for teaching source evaluation to students during our one-shot library instruction sessions. While reviewing the literature, we came across other, more up-to-date evaluation methods that address the new challenges we face in teaching source evaluation, such as SIFT, ACT UP, and proactive evaluation.[2] Although we found elements that we liked in each method, we didn't find a method that fulfilled all our needs. Therefore we decided to come up with a redesigned approach that incorporated elements of these alternative source evaluation frameworks to meet our needs in the classroom.

The purpose of our redesign was to encourage students to evaluate sources in the context of the broader social and information landscape, to incorporate lateral reading, and to employ critical thinking skills. We designed an interactive, discussion-based source evaluation activity and replaced the basic checklist we previously used with a more thorough table and an engaging graphic that work together to help students learn to critically evaluate information.

We titled this approach the Source + Beyond the Source framework because it prompts students to consider aspects of an information resource that can be evaluated by engaging just with the source itself, *as well as* to think critically about the information landscape in which the source is situated.

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The Source + Beyond the Source framework

To create our own framework for evaluating sources, we began brainstorming questions that we want students to consider when evaluating information. While many of our questions reflected those of other source evaluation methods, others surfaced in our discussions. As we examined our questions more closely, a binary began to emerge. Some of our questions were focused on aspects of the source that could be answered by examining the source on its own, such as *What is the main point?* and *When was it published?* Other questions required higher-level thinking skills, an awareness of the broader information landscape, and an ability to find additional information beyond the source, such as *What other information can you find about this topic?* and *Who is missing from the conversation?*

We decided to build on this insight by creating a Source + Beyond the Source graphic (figure 1) with two circles to divide our questions. The inner circle represents "The Source" and contains questions that a user can answer by looking at the source alone, without needing to do extensive outside research. The outer circle represents "Beyond the Source" questions that require critical thinking, introspective reflection, and lateral reading to answer. During the instruction session, we first display the graphic with only the inner circle, then reveal the outer circle to illustrate the distinction between the two types of questions. We emphasize that while all the questions in the graphic are important in determining a source's credibility,
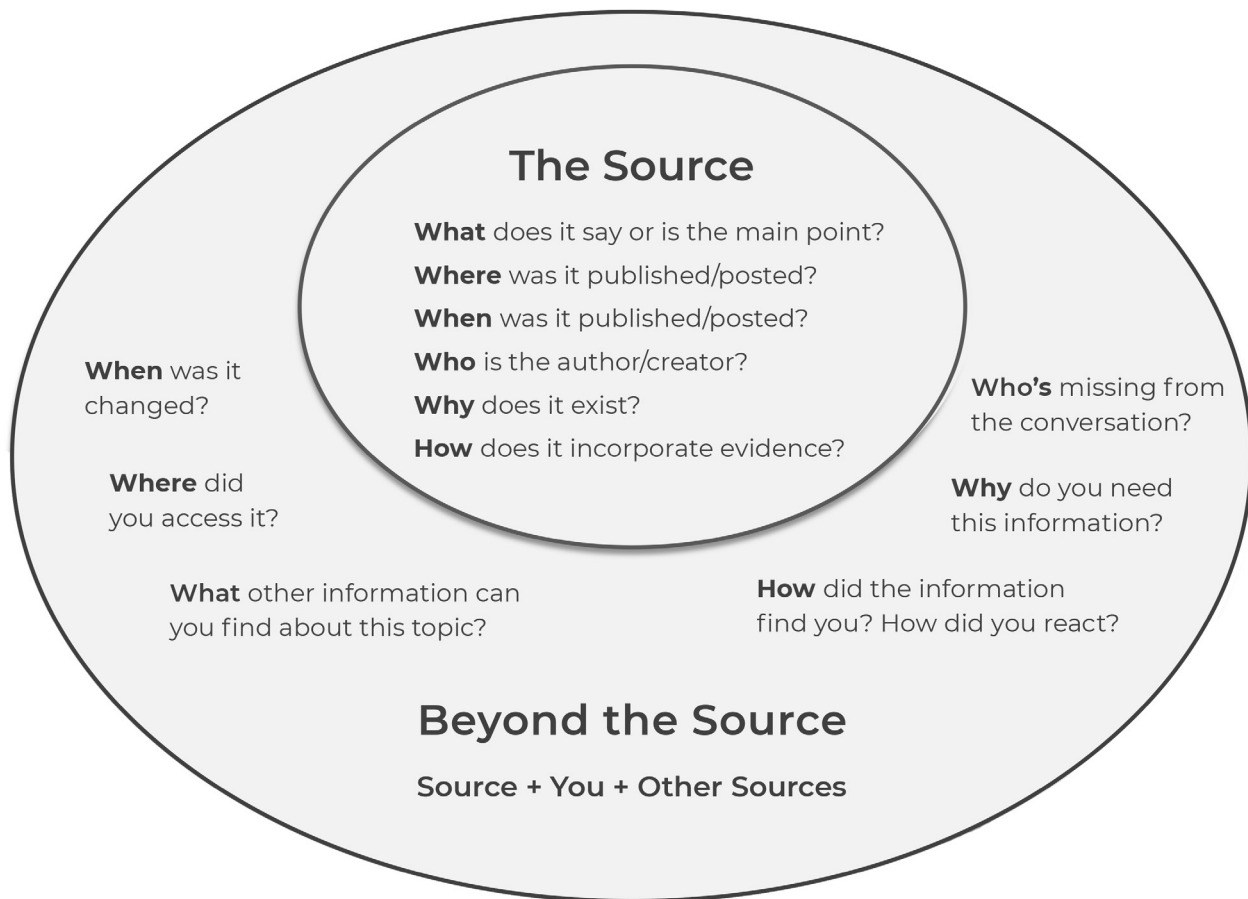

Figure 1: Source + Beyond the Source Graphic

The Source

What...	Where...	When ...	Who ...	Why ...	How ...
does it say or is the main point?	was it published/posted?	was it published/posted?	is the author/creator?	does it exist?	does it incorporate evidence?
• relevance to your topic	• a scholarly journal • a website • news source • social media	• current events • historical context	• expert • scholar • journalist • advertiser/influencer • non-profit • corporation • government	• sell • persuade • politicize • research • educate • entertain	• references (cited works) • quotes • charts/graphs • methodology • original research • anecdote/personal experience

Beyond the Source

What ...	Where...	When ...	Who ...	Why ...	How ...
other information can you find about this topic?	did you access it?	was the information changed?	is missing from the conversation?	do you need this information?	did the information find you? How did you react?
• Wikipedia • search engines • fact checker sites • your library	• blog • library database • book • webpage • tweet • press release	• updated • revised • redacted • altered	• marginalized groups • opposing viewpoints • subject experts • global perspectives	• academic assignment • work presentation • share on social media • personal understanding • decision making • activism	• filter bubbles • bots • algorithms on search engines • cookies • advertising • shared on social

Figure 2: Source + Beyond the Source Chart

the "Beyond the Source" questions require the user to conduct additional research and reflect on the context of how the information was created and shared.

Additionally, we designed a handout as a reference to use during the presentation and a takeaway for participants after the session. The handout has the Source + Beyond the Source graphic on one side and an accompanying chart (figure 2) on the other. The chart's purpose is to elaborate on the questions presented in the graphic. It is organized in two sections, one for "The Source" and one to address "Beyond the Source." The columns beneath each of those headings represent the questions: *What . . . , Where . . . , When . . . , Who . . . , Why . . . ,* and *How . . .* shown in the graphic. Beneath each of those interrogative words are examples of potential answers to the question that students may encounter when examining a source. These are focused questions to "ask" a source, or factors to discover within a source when considering its credibility.

We particularly wanted the new framework to address evaluation from a social justice lens by asking questions like *Who is missing from the conversation?* and encouraging students to consider marginalized voices, global perspectives, and others when coming up with an answer. Similarly, we wanted to highlight that, given the prevalence of algorithmic search results, bots, and filter bubbles, the position of the researcher in today's information landscape has changed and that information also has a type of agency. Borrowing from Bull et al., we ask students to consider: *How did the information find you?*[3]

Developing the Source + Beyond the Source framework has given us an opportunity to start considering how we want to integrate source evaluation with the other core information

literacy skills we teach, including developing a research question, identifying and selecting databases, developing a search strategy, and more. In this context, we've begun to consider how our source evaluation module fits into the broader ACRL Framework for Information Literacy for Higher Education.[4] The ACRL Framework allows us to connect source evaluation to other stages of the research process and present a more holistic view of the information lifecycle to students.

We've found that the source evaluation activity is an opportunity to introduce core concepts related to the frames Authority is Constructed and Contextual, Information Creation is a Process, Information Has Value, and Scholarship as Conversation by talking about the expertise and credibility of information creators and their potential motivations for creating and disseminating information. The activity also presents opportunities to dive deeper into different information-creation processes by talking about the kinds of publications and platforms where students may encounter information and what differentiates them.

Source evaluation module lesson plan

To incorporate this new source evaluation framework into our library instruction, we developed a Source Evaluation module as part of the 90-minute one-shot library instruction session that all students in WRD 104 attend. This module takes approximately 35 minutes, and many of us prefer to start off our instruction session with it because it sets a tone of interaction and student participation for the whole session.

The learning outcomes for this module are for students to

1. understand and apply the Source + Beyond the Source evaluation framework to evaluate sources of information;
2. articulate the evaluation criteria they already use when encountering new information; and
3. consider how the context of their information needs shapes the information they use.

To begin the activity, we show students a sample source on a pre-selected topic. This initial source is something they might encounter in daily life or through a quick Google search: a social media post, YouTube video, or website. We have prepared content on a few perennially popular topics, such as social media and mental health, but the activity works well with any subject matter. We ask students to share what criteria they would use to determine if the source is credible and discuss it together. This is a great opportunity to get a sense of the knowledge students bring with them into the classroom. Next, we introduce the Source + Beyond the Source framework, taking care to emphasize the criteria that didn't organically come up in the initial conversation and the "How" and "Why" questions in the framework.

After this discussion, we show students a scholarly source on the same topic and ask them to work in groups to evaluate it using the Source + Beyond the Source framework. When we come back together as a class, we ask students to compare the two sources and tell us in what circumstances, if any, they would cite them in a research assignment or share them with friends, family, or on social media. To wrap up, we reiterate the importance of asking critical questions about the information we encounter and our own motivations for using it.

This activity integrates well with classroom technologies like Mentimeter, Poll Everywhere, and Google Jamboard (all of which we've experimented with in our classrooms), which makes

it a good fit for hybrid or online classes. It's also very easy to implement in a low-tech way, simply by asking students to raise their hands and contribute to the discussion.

We've compiled a detailed lesson plan that includes sample topics and talking points for discussing them in class, slide decks, and handouts. These resources are available online and accessible to anyone with the link.[5] We wanted to ensure that it is as easy as possible for our colleagues to incorporate this curriculum into their instruction and to customize it for their own teaching style and the needs of the course they are supporting. Our intention is to update the guide regularly with additional sources on timely topics.

Implementing the new curriculum

The Source + Beyond the Source framework represents a significant departure from the way most DePaul instruction librarians taught source evaluation during the WRD 104 library instruction session. We aspired to be deliberate in the rollout of the new curriculum and to provide ample support for our colleagues.

Before beginning the curriculum redesign, the IWG hosted an informal brown bag discussion of a recent article from the Project Information Literacy "Provocation" series titled "Dismantling the Evaluation Framework."[6] The discussion was well attended and gave us an opportunity to learn about what our colleagues wanted to accomplish when talking about source evaluation in their own instruction. As we began the redesign, we provided regular reports back to our colleagues during our weekly department meeting and solicited feedback on the draft lesson plan and handout.

We began our implementation by piloting the new curriculum in a handful of WRD 104 sessions taught by IWG members in the fall quarter of 2022. This gave us an opportunity to become comfortable with the lesson plan and to get a sense of some of the practical questions raised by implementing the curriculum in a classroom setting: *Does this module work best at the beginning or the end of the WRD 104 session? How do we facilitate the activity in a hybrid in-person and online classroom? How much student participation can we expect in the discussion?*

At the end of the fall quarter, we offered a number of small group training sessions to our colleagues where we led a live demonstration of the lesson plan and answered questions. Every instruction librarian attended at least one training session, and we encouraged our colleagues to attend multiple sessions or shadow an IWG member in a classroom setting. We also offered one-on-one support to colleagues interested in implementing the activity using a digital polling tool like Mentimeter or Poll Everywhere. Our colleagues raised useful questions and helped us to better understand the kinds of resources that would make a full rollout of the curriculum as painless as possible. Some examples of this include a sample slide deck for the activity and more examples of non-scholarly sources to use in the activity beyond the Twitter posts we had originally included. (Some of these alternative sources—in particular the kinds of non-scholarly, search engine–optimized websites that tend to float to the top of Google search results—proved to be very good examples to use in the classroom.)

In winter quarter 2023, we rolled out the Source + Beyond the Source lesson plan in all 51 sections of WRD 104, taught by 15 individual instruction librarians.

Feedback and evaluation

After our experience piloting the curriculum, we were excited for the change and eager to introduce a new framework for source evaluation that was more representative of the

current information climate. The revised lesson plan promoted increased engagement from students during the session and we received positive feedback from participating faculty, which we hope to assess more thoroughly in the future.

The initial introduction of the Source + Beyond the Source framework in training sessions was met, understandably, with a mix of enthusiasm and trepidation by librarians. In addition to the challenge of making a significant change to an already packed one-shot instruction curriculum, our colleagues expressed apprehension in navigating various forms of social media in a classroom setting. There was much discussion regarding the inclusion of a tweet as one of our examples in the lesson plan: *Is this a source we want to promote? Will Twitter even be relevant in regards to its recent acquisition?*

When the new curriculum went live in all WRD 104 sessions however, the general response from colleagues mirrored IWG members' experiences from the pilot program. Instruction librarians were happy for a change and enjoyed more active engagement in the classroom. Instruction librarians had the freedom to choose which sources to use and whether to use technology (Poll Everywhere, Mentimeter, etc.) to cultivate conversation. Colleagues also expressed gratitude for the level of communication during the rollout and the variety of resources we provided. These, and other successes, challenges, and surprises were shared with us through Microsoft Teams, verbally, and during a scheduled informal debrief. Instruction librarians' input, faculty responses, and our own reflections will be addressed as we continue to evolve the framework and finetune the activity.

Next steps

Continued communication with staff and faculty will be vital in moving forward to our next goal: a complete overhaul of the entire WRD 104 library instruction curriculum. Our experience developing and implementing the Source + Beyond the Source framework will guide us in this endeavor. We also were eager to share our new approach with our partners in the First-Year Writing Program, who coordinate the broader WRD 104 curriculum. Program faculty recently authored a custom textbook for use in WRD 104 and a couple of related courses at DePaul. One exciting development of working on this new curriculum is the opportunity to build on this relationship by authoring a chapter for the textbook based on the Source + Beyond the Source framework. As we begin the next phase of revising our own WRD 104 curriculum, we will also be translating the work we've already done into a resource that faculty can reference in class and that students can take with them into the next stage of their academic career.

The development of the Source + Beyond the Source framework has given our team new insights, and a refresh as to who we are, what we do, and how we teach. We hope to channel this momentum moving forward.

We are grateful for the contributions of our colleague, Nora Gabor, who helped immensely with developing the curriculum shared here. 𐡂

Notes

1. Sarah Blakeslee, "The CRAAP Test," *LOEX Quarterly* 31, no. 3 (2004): 6–7, https://commons.emich.edu/loexquarterly/vol31/iss3/4.
2. Alaina C. Bull, Margy MacMillan, and Alison J. Head, "Dismantling the Evaluation

Framework," *In the Library with the Lead Pipe* (July 21, 2021), https://www.inthelibrary withtheleadpipe.org/2021/dismantling-evaluation/; Dawn Stahura, "ACT UP For Evaluating Sources: Pushing Against Privilege," *College & Research Libraries News* 79, no. 10 (2018): 551–52, https://doi.org/10.5860/crln.79.10.551; Mike Caulfield, "SIFT (The Four Moves)," Hapgood, June 19, 2019, https://hapgood.us/2019/06/19/sift-the-four-moves/.

3. Bull, MacMillan, and Head, "Dismantling the Evaluation Framework."

4. "Framework for Information Literacy for Higher Education," Association of College & Research Libraries, adopted January 11, 2016, https://www.ala.org/acrl/standards /ilframework.

5. "Source + Beyond the Source Framework: Getting Started," LibGuide, DePaul University Library, last updated April 27, 2023, https://libguides.depaul.edu/evaluation.

6. Bull, MacMillan, and Head, "Dismantling the Evaluation Framework."

Alice Pearman

Making sense of what you have

Developing a collection assessment program

For the second half of 2022, I had the privilege of taking a six-month sabbatical to develop a collection assessment plan for the Lamson Library at Plymouth State University. Plymouth State educates an average of 3,800 undergraduate and 900 graduate students in approximately 45 major disciplines. The Lamson Library is currently staffed by five faculty librarians, five full-time staff, and several student workers.

Like most academic libraries, our materials budget has suffered from either flat or reduced funding during the past few years. Unfortunately, many of the cuts were last-minute emergencies that forced us to make decisions quickly, depending largely on cost per use data. Calculating cost per use is a valid assessment method discussed at length by Jacqueline Borin and Hua Yi.[1] But without any other assessment, I feared the balance of subjects represented by our collection was becoming lopsided. We needed to assess our collection in other ways to determine if we were still meeting the needs of our students and faculty in their chosen disciplines.

The Complete Collections Assessment Manual: A Holistic Approach by Madeline M. Kelly was immensely helpful in getting my project started.[2] As I read the text, cited works, and recommended readings, I concluded there is one question that must lay the foundation of all assessment efforts: "What do we have?" It is important to define parameters. I focused on formats that compose the bulk of our expenses: physical books and electronic monographs and journals. Audio-visual media, the K-12 Curriculum Collection, the K-12 book collection, government documents, and special collections were excluded.

To answer that foundational assessment question, an inventory must be taken. In this context, an inventory is more than a tally, although that is a good place to start. Our ILS provided a count of print and ebooks while data from EBSCO and other database providers provided the journal title counts. But this simple inventory is fairly useless. "We have 550,000 books and 61,000 journal titles" doesn't say much. But if we break down these numbers by subject area, we start to tell a story. "We have 550,000 volumes and 65,000 journal titles, and 1% are related to the criminal justice discipline" is more meaningful.

Defining an inventory by subject immediately opens a new can of worms. How to define a subject area? After much wrangling, foot stamping, online discussions with other librarians, and long walks, I decided to undertake the rather complex process of developing our own conspectus for our print monograph collection. While this will likely be one of the most time-consuming processes, creating our own conspectus will help us understand if books in

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broad subject areas, such as history, really are relevant to our history program. To test how this would work, I reviewed the courses offered in the history discipline and made a note for the corresponding classification. A course in medieval studies meant a tick in that section of the history classification. This won't always be neat and tidy—some of our multidisciplinary programs, such as Adventure Education, will be challenging to categorize—but I believe our local judgment will be better than any other freely available alternatives. For journals, I depended on subject categories defined by our subscription agent or the database publisher, as applicable. Full-text journals in databases were included in the inventory. Once everything is broken down by subject, further examination of the recency of the work whether there is an embargo can shed further light on what is available.

After completing an inventory, it will be clear if there are disciplines not well represented in the collection. Even for those disciplines with excellent representation, however, we still won't know if those resources are useful. This leads us closer to assessing the original question: Are the resources available to our patrons meeting their disciplinary needs? To fully answer this question, measures of quality need to be taken.

Quality can be defined in many ways, depending on your perspective. Kelly suggests several questions that could be asked of a collection, such as "Where are we not meeting demand?"; "Is the impact of the collection consistent across user groups?"; "Are there user groups, voices, or perspectives not represented in our collections?" and provides corresponding methods to find the answers.[3] It is helpful to brainstorm questions with colleagues as well. All these questions will help assess the quality of a collection.

At this point in the planning process, it is important to ensure the assessment program will include a mix of qualitative and quantitative data. It is also important to balance collection-based data (such as bibliographic analysis or brief tests) or user-based data (such as interlibrary loan transactions, or survey results). Peggy Johnson provides an excellent table of data mapped to data types.[4] Scott Nicholson argues that "the first evaluation viewpoint that should be taken into account is the user evaluation."[5] Any assessment program should include both collection and use data.

Before continuing, it's also important to acknowledge a point made by Sonia Bodi and Katie Maier-O'Shea: "It would be simplistic to assume that there is one, set assessment formula that applies to all disciplines and their print and electronic resources equally."[6] Multiple assessment methods must be employed; not all may be relevant to all resources or subject areas.

It took some time to select a list of methods that would not be too time-consuming while ensuring the appropriate mix of data. With an established list of methods determined (see table 1), it was time to run a pilot assessment on a subject area. A pilot could help me estimate how much time would be required to run each assessment method, what pitfalls might be encountered, and how useful the data might be at the end. Some methods turned out to be more challenging than imagined. The modified brief test depends on a sample of titles according to the number of WorldCat holdings.[7] This should have been easy but turned out to be very difficult simply because the tools available to me made it very difficult to pull a random sample of titles available in a single classification. I ended up using the antique FirstSearch service, which has its own limitations but did what it needed to do. That experience demonstrated that the pilot would also help me document best practices for capturing the data required for each method, saving a lot of time in the future.

Table 1. Assessment Methods

Question	Method	Borin & Yi Indicator	Method Type	Data Source
How many book, journal, database titles do we have?	Inventory	Capacity	Quantitative	Collection-Based
Do we have a strong collection in this discipline?	Modified brief test Reputable Bibliographies E-Resource Environmental Scan	Capacity Subject Standards Environmental Factors	Quantitative Qualitative Qualitative	Collection-Based Collection-Based Collection-Based
Where are we not meeting demand?	Turnaway analysis ILL analysis Citation analysis User surveys	Usage Usage Usage Users	Quantitative Quantitative Quantitative Qualitative	Collection-Based User-Based User-Based User-Based

The pilot was limited (I did not attempt to distribute user surveys or examine any disciplines beyond criminal justice), but it helped me comprehend the scope of the program I was contemplating. Kelly encourages would-be assessors to limit assessment projects to two or three points of data at one time.[8] At first, I found this to be frustratingly limited, but after the pilot, I could see the point. The end purpose of answering my question is to tell a meaningful, persuasive story about our collections to stakeholders. Regardless of whether those stakeholders are other librarians or the decision-makers who determine library funding, the message needs to be succinct. Too little data would be simplistic, but too much will complicate the story. While it is very tempting to gather all the data at once, an ongoing assessment program will eventually answer all the aspects of a question. As our assessment program becomes established, we can begin to put results together to see how well our collection serves our patrons.

There are shortcomings to my proposal. Education at Plymouth State is highly interdisciplinary. Students often require materials outside the boundaries of course definitions, particularly for senior capstone and graduate students. The program will need to be flexible, anticipating and responding to issues that arise in our profession, as the recent uptick in diversity, equity, and inclusion assessments attest. However, I believe answering our original question—Is our collection balanced? Is it serving the needs of our major areas of study?—will lay the groundwork for other questions that we have yet to consider. ✄

Notes

1. Jacqueline Borin and Hua Yi, "Assessing an Academic Library Collection Through Capacity and Usage Indicators: Testing a Multi-dimensional Model," *Collection Building* 30, no. 3(2011): 120–25.

2. Madeline M. Kelly, *The Complete Collections Assessment Manual: A Holistic Approach* (Chicago: ALA Neal-Schuman, 2021).

3. Kelly, *The Complete Collections Assessment Manual*, 11–13.

4. Peggy Johnson, *Fundamentals of Collection Development and Management*, 4th ed. (London: Facet, 2018), 288.

5. Scott Nicholson, "A Conceptual Framework for the Holistic Measurement and Cumulative Evaluation of Library Services" *Journal of Documentation* 60, no. 2 (2004): 164–82.

6. Sonia Bodi and Katie Maier-O'Shea, "The Library of Babel: Making Sense of Collection Management in a Postmodern World," *The Journal of Academic Librarianship* 31, no. 2 (2005): 143–50.

7. Kelly, *The Complete Collections Assessment Manual*, 81.

8. Kelly, *The Complete Collections Assessment Manual*, 31.

Katherine Klosek

Protecting library rights
Considerations for Congress

The US Congress granted libraries special rights through limitations and exceptions in the US Copyright Act, but there is nothing to stop private contracts from contravening these rights and conflicting with the public policy objectives that Congress intended. This article suggests approaches that the US Congress may take to protect library rights, including revisiting a 2002 legislative proposal by Representative Zoe Lofgren.[1]

Background

Today, research libraries spend the majority of their acquisitions budgets on acquiring digital scholarly works. But these materials are often subject to license agreements that restrict libraries' ability to preserve scholarly works, make accessible format copies for people with disabilities, and other mission-critical activities that are otherwise lawful under US copyright law, and beneficial to the public interest.

Some libraries are able to retain their rights when negotiating with vendors for digital scholarly content. For instance, University of Washington disallows licenses that expressly prohibit fair use of information by authorized users.[2] Most libraries, unfortunately, do not have sufficient bargaining strength to prevent inclusion of these unfair terms in their license agreements.

Licenses that conflict with statutory limitations and exceptions to the exclusive rights of rights holders (library and user rights) may be preempted by the US Constitution or by the US Copyright Act. The US Court of Appeals for the Second Circuit held that a nonnegotiable license that purported to prohibit copying was expressly preempted under Section 301(a) of the US Copyright Act. The Supreme Court recently decided not to take up the case, *ML Genius Holdings v. Google.* Circuit courts are divided on the question of whether Section 301(a) preempts claims arising from contractual terms that prevent copying; it is likely that the court will see additional certiorari petitions on this issue in the future.

Faced with uncertainty, libraries likely will tend to follow the license terms, and not always fully exercise their statutory rights. Accordingly, libraries continue to search for other possible solutions to this problem.

State laws may test preemption theories

In 2023, state legislatures have introduced bills to prevent the enforcement of contractual terms that limit copyright exceptions and limitations. Contract law is typically a matter of

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state, rather than federal, law. These bills generally have two key provisions: first, a clause establishing that any contract or license for electronic books and digital audiobooks is governed by that state's law. For instance, a Rhode Island bill (House Bill 5148) states:[3]

> (a) Any publisher who offers a contract or license for acquisition of electronic books and digital audiobooks to the public in this state shall be governed by Rhode Island law with respect to the contract or license.

After establishing that the license is governed by state law, a subsequent provision prevents enforcement of any term that is inconsistent with copyright exceptions. The Rhode Island bill, for example, states:

> (b) Any license term that limits the rights of a library or school under the U.S. Copyright Act shall not be enforceable.

The approach in Rhode Island is straightforward. The bill first establishes that licenses for e-books are governed by Rhode Island law, regardless of the choice of law set forth in the license. This is followed by a clause holding that the Rhode Island law prohibits enforceability of contract terms that limits the rights of a library or a school.

Limitations and exceptions in US copyright law leave space for user rights

While these state bills may be challenged if enacted, an argument that they are preempted by federal copyright law is unlikely to stand. Rather than conflicting with the exclusive rights provided to a rights holder, these state bills vindicate the exceptions and limitations in the US Copyright Act. The US Congress enacted these exceptions and limitations to leave space for library activities, such as preservation, accessibility, teaching, learning, and research. Thus there is no conflict between the state law and federal law. This is different from the Maryland e-book law,[4] which the court found to conflict with the publishers' distribution right by requiring the publishers to license titles on reasonable terms (*Association of American Publishers v. Frosh*).

To be sure, the recent state bills also include language requiring licenses to libraries to contain reasonable terms. These provisions generally differ from the Maryland e-book law. The Maryland law stated that if a publisher licensed an e-book to a consumer in Maryland, the publisher had to license the same title to libraries on reasonable terms. In contrast, the bills introduced in other states in 2023 are not linked to consumer licenses. Instead, they simply provide that a license to a library in the state must be reasonable. The publisher is free to elect not to license e-books to libraries in the state. This distinction may be sufficient to avoid a conflict preemption as in *Frosh*. But even if such a clause is found to be preempted, the other clauses protecting against the overriding of exceptions will survive because the bills contain severability clauses providing that if one part of the statute is found to be unlawful, the rest of the statute survives.

In sum, there is a good chance that state legislation protecting against license terms purporting to limit copyright exceptions would survive a challenge by rights holders. However, such legislation would need to be enacted in each state to protect all libraries. Such an undertaking would consume significant time and resources and may not succeed. Moreover, the scope of

the protections against contract override could vary from state to state. Federal legislation, if it were enacted, would solve the contract override problem uniformly in every state.

Revisiting the Digital Choice and Freedom Act

If members of Congress wish to consider a federal solution to prohibitive contracts, they may start by revisiting the Digital Choice and Freedom Act,[5] which Representative Zoe Lofgren introduced in 2002. Had the bill passed, a provision of it would have created a new section of the US Copyright Act asserting that license terms that restrict or limit any of the limitations on exclusive rights are not enforceable under any state statute.

> (b) EFFECT OF LICENSES.—When a digital work is distributed to the public subject to nonnegotiable license terms, such terms shall not be enforceable under the common laws or statutes of any State to the extent that they restrict or limit any of the limitations on exclusive rights under this title.

This clause would protect the rights of libraries and other consumers of digital works by voiding nonnegotiable license terms that restrict limitations and exceptions. In contrast with the state bills, the federal proposal would only apply to nonnegotiable licenses, which may take the form of shrink-wrap licenses, browse-wrap licenses, or end-user license agreements (EULAs).

The Digital Choice and Freedom Act also included language that would preserve the rights of libraries and other users who lawfully obtain a copy of a digital work to reproduce, store, adapt, or access the digital work for archival purposes, and for private performance or display.

Protecting library and user rights

It's been more than 20 years since the Digital Choice and Freedom Act was introduced. In those two decades, Congress and the courts have expanded user rights—rights that could be undermined by license terms.[6]

Accessibility

In the past 20 years, courts have affirmed and strengthened the rights of libraries to create and distribute accessible copies of works. For instance, in *Authors Guild v. HathiTrust*, the US Court of Appeals for the Second Circuit found that making digital copies of works to create a full-text search database and provide access for people with print disabilities is a fair use.[7] In the decision, the court held that the use of digital copies to facilitate access for print-disabled persons is a valid purpose under the first statutory factor, even though it was not transformative. The Marrakesh Treaty bolstered this right; in accordance with the treaty, the US Congress amended the US Copyright Act to add an explicit right to distribute accessible format copies across international borders.

Research

Other international developments in copyright law during the past two decades highlight the opportunities for amending the US Copyright Act to protect research. Copyright laws in many other countries include exceptions for research or scientific uses; as a group of global scholars wrote in December 2022, these exceptions may be interpreted to apply to text and data mining research, or TDM.[8] According to the scholars, "TDM is a crucial first step to

many machine learning, digital humanities, and social science applications, addressing some of the world's greatest scientific and societal challenges, from predicting and tracking COVID-19 to battling hate speech and disinformation." The *Authors Guild v. HathiTrust* case mentioned above upheld TDM research as an exercise of fair use rights under US copyright law.

Teaching and learning

In 2020, the world experienced a pandemic that pushed most teaching and learning online. Many libraries and institutions of higher education relied on US copyright law to stream films for educational purposes in multiple fields of study. In particular, Section 110(1) of the US Copyright Act permits the performance of an entire film or other audiovisual work in an educational setting, while Section 110(2) was specifically designed for distance education and allows for the performance of portions of films. Together with fair use, these elements of the US Copyright Act give educators a strong legal foundation for streaming full-length films for educational and research purposes. However, misperceptions of copyright law, and scare tactics by rights holders, threaten to chill these lawful uses.

A role for Congress

Congress could pass federal legislation striking a balance between the critical functions of libraries described above, and the importance of preserving the exclusive rights of copyright holders, while ensuring there is no conflict with the US Copyright Act. Any amendment to the US Copyright Act would be more comprehensive than a state-by-state approach, as it would affect all 50 states at once. The current divided Congress is unlikely to pass such legislation, but in the meantime, the state bills may serve as test beds concerning the appropriate scope of protections against contract override.

Federal legislation might lay out specific exceptions that may not be restricted, such as fair use, preservation or replacement, reproduction and distribution of accessible format copies, text and data mining for the purpose of research and teaching, and the use of the work for physical and virtual classroom purposes. Or, like the Digital Choice and Freedom Act, federal legislation might take a broader approach of rendering unenforceable any license term that would "restrict or limit any of the limitations on exclusive rights."

There is a strong argument for federal law to preserve library rights in the face of browse-wrap licenses or end-user license agreements; in such situations, libraries do not have an opportunity to pursue alternative ways to achieve their functions. Such a law would provide certainty that libraries may engage in lawful activities with works that vendors make available on the marketplace, including works that are licensed for personal consumer use. The Copyright Office has argued that preservation in particular is an important public policy objective, and that nonnegotiable licenses should not be permitted to supersede the Section 108 exceptions, particularly the preservation and replacement provisions. Congress may wish to review language recommended by the US Copyright Office stating that libraries, archives, and museums will not be liable for copyright infringement if they make preservation or security copies of works covered by nonnegotiable contract language prohibiting such activities.[9] The Copyright Office proposal, however, would not protect libraries against breach-of-contract actions.

On May 18–19, 2023, the Library Copyright Alliance (LCA) sponsored a user-rights symposium with the American University Washington College of Law Program on Information

Justice and Intellectual Property, exploring ways that copyright law protects users' rights internationally.[10] Participants discussed federal legislation as one way to address the problem of restrictive contracts in the US, as well as other types of advocacy opportunities like challenging contract terms, passing state legislation, and pursuing negotiation-based solutions. The symposium will inform ongoing LCA advocacy around contracts that conflict with copyright law. To get involved in these conversations, contact kklosek@arl.org. ✸

Notes

1. For more on library rights, see the Association of Research Libraries ARL project KnowYourCopyrights.org.

2. "UW Libraries' Principles in Licensing Scholarly Resources—UW Libraries," University of Washington Libraries, adopted April 2019, updated September 2022, https://www.lib.washington.edu/cas/uw-libraries-principles-in-licensing-scholarly-resources.

3. "Rhode Island H5148 | 2023 | Regular Session," LegiScan, accessed July 5, 2023, https://legiscan.com/RI/bill/H5148/2023.

4. "Section 23-702 - Licensing of Electronic Literary Products to Public Libraries, Md. Code, Educ. § 23-702 | Casetext Search + Citator," 2021, Casetext.com, https://casetext.com/statute/code-of-maryland/article-education/division-iv-other-education-provisions/title-23-libraries/subtitle-7-electronic-literary-product-licenses/section-23-702-licensing-of-electronic-literary-products-to-public-libraries.

5. "H.R. 5522—Digital Choice and Freedom Act of 2002," sponsored by Zoe Lofgren, October 2, 2002, https://www.congress.gov/bill/107th-congress/house-bill/5522?q=H.R.+5522+%28107%29.

6. "Know Your Copyrights," Association of Research Libraries, accessed July 5, 2023, https://www.arl.org/know-your-copyrights/.

7. Review of *Authors Guild, Inc. V. HathiTrust*, 2014, United States District Court for the Southern District of New York.

8. Sean M. Fiil-Flynn , Brandon Butler, Michael Carroll, Or Cohen-Sasson, Carys Craig, Lucie Guibault, Peter Jaszi, Bernd Justin Jütte, Ariel Katz, João Pedro Quintais, Thomas Margoni, Allan Rocha de Souza, Matthew Sag, Rachael Samberg, Luca Schirru, Martin Senftleben, Ofer Tur-Sinai, and Jorge L. Contreras, "Legal Reform to Enhance Global Text and Data Mining Research," *Science* 378, no. 6623 (December 1, 2022): 951–53, https://doi.org/10.1126/science.add6124.

9. US Copyright Office, "Section 108 of Title 17 a Discussion Document of the Register of Copyrights," September 2017, https://www.copyright.gov/policy/section108/discussion-document.pdf.

10. "User Rights Network Symposium: Protecting Copyright User Rights from Contractual Override," Association of Research Libraries, accessed July 5, 2023, https://www.arl.org/event/user-rights-network-symposium-protecting-copyright-user-rights-from-contractual-override/.

Chemistry World. *Access:* http://www.chemistryworld.com/.

Chemistry World, whether as a website, app, or printed magazine, is a tool used and maintained by the Royal Society of Chemistry to facilitate and promote the advancement of chemical science. Unregistered users have a limit of two free articles. Registration is free and provides enhanced access and user experience but is still limited to six free articles per month. Full access is available to members of the society and individual/institutional subscribers. Registered users have the option to sign up for Re:action, which delivers a weekly digest of recent stories in chemistry from multiple sources to the user's e-mail.

The site provides access to numerous resource—articles, whitepapers, opinions, news, and podcasts—on a diverse range of topics all related to chemistry. The website menu heading includes "News," "Research," "Opinion," "Features," "Culture," "Careers," "Podcasts," "Webinars," and "Collections." Below this menu, users have the options for "Jobs," "Reading Room," and "Sign up to Re:action." "Research" is broken down into four categories: "Earth," "Energy," "Life," and "Matter." "Features" presents articles on a wide range of topics from living on the moon to chemistry in ancient Egypt. The "Culture" page provides access to biographies; articles on diversity, equity, and inclusion; and the latest trends like AI. "Careers" offers practical advice on careers in the industry, and articles on pay, benefits, and inspiring lives. "Podcasts" provides interviews, news, opinions, and chemical stories in three categories: Book club, Elements, and Magazine. "Collections" has multiple categories grouping together articles on topics like sustainable labs, coronavirus, future of plastics, and more.

The site is searchable, and the results can be filtered by type, category, and date. Chemistry World has information that would be useful to all members of the profession from students to researchers, both academic and industry, and is kept up to date with recent articles in chemistry or chemical-related topics.—*Meredith Ayers, Northern Illinois University, mayers@nui.edu*

Global Center on Cooperative Security. *Access:* https://www.globalcenter.org/.

The Global Center on Cooperative Security is an online resource dedicated to promoting collaborative approaches to global security challenges. Established with the aim of fostering international cooperation, the center offers a wealth of information, resources, and initiatives that contribute to the development of effective strategies and policies.

Upon landing on the Global Center's website, visitors are greeted with a clean and user-friendly interface, which allows for easy navigation and exploration. The homepage provides a concise overview of the center's mission, guiding principles, and key focus areas, setting the tone for an immersive and informative experience.

One of the highlights of the website is the diverse range of thematic areas it covers. From countering violent extremism to preventing the illicit trafficking of arms and combating transnational organized crime, the Global Center delves into multifaceted security challenges that have global implications. Each thematic section offers an in-depth analysis of the issue at hand, providing comprehensive reports, policy briefs, and case studies that shed light on effective practices and innovative approaches.

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.

The Global Center's commitment to knowledge sharing is evident through its publication section. Here, visitors can access an extensive collection of research papers, articles, and thought-provoking publications authored by renowned experts in the field of global security. The content is meticulously curated and covers a wide array of topics, ensuring that individuals from diverse backgrounds, including policymakers, researchers, and practitioners, can find valuable insights and up-to-date information.

Another aspect of the website is its emphasis on capacity building. The Global Center offers a range of training programs, workshops, and initiatives aimed at enhancing the skills and knowledge of security professionals, policymakers, and practitioners. These training programs enable individuals and organizations to implement effective strategies on the ground.

The Global Center on Cooperative Security's website stands as a beacon of knowledge and collaboration in the realm of global security. With its comprehensive resources, insightful publications, and capacity-building initiatives, it serves as a vital platform for policymakers, researchers, and practitioners seeking innovative solutions to complex security challenges. Recommended to anyone interested in understanding and contributing to the cooperative approach in addressing global security concerns.—*Brad Matthies, Gonzaga University, matthies@gonzaga.edu*

National Archive of Criminal Justice. *Access:* https://www.icpsr.umich.edu/web/pages /NACJD/.

The National Archive of Criminal Justice (NACJD) is sponsored by the Bureau of Justice Statistics (BJS), the National Institute of Justice (NIJ), and the Office of Juvenile Justice and Delinquency Prevention (OJJDP), and is situated in the Inter-University Consortium for Political and Social Research (ICPSR) at the University of Michigan. Files considered public-use data are accessible to the public—an ICPSR affiliation is not required.

NACJD has served as a source for data on crime and justice since 1978. It "hosts several large-scale datasets, including the National Crime Victimization Survey (NCVS), the FBI's Uniform Crime Report (UCR) and National Incident-Based Reporting System (NIBRS), and the Project on Human Development in Chicago Neighborhoods (PHDCN)." The archived data (from over 3,100 curated studies or statistical data series) is preserved for use in future secondary analyses.

Links on the homepage give access to additional resources and information. The "Discover Data" link provides a search bar to locate data via several categories to narrow searches. Categories include Sponsor (BJS; NIJ), National Statistics (Annual Parole Survey; Federal Justice Statistics Program), Criminal Justice Processing (Policing; Corrections), Data Format (SPSS; R), Access (Public; Restricted), Types of Data (Experimental; Qualitative), and Special Topics (Guns and Other Weapons; Prostitution, Human Trafficking, and Sex Crimes). "Search Tips" provides additional ways to locate data.

"Share Data" provides information for those wishing to share data with NACJD. "About" provides information on the NACJD team, faculty affiliates, announcements (search via year or category), sponsors, and contact information for team members via email, postal mail, and UPS or FedEx shipment.

The "Resources" link offers a bibliography of more than 27,000 citations (journal articles, reports, published/unpublished sources). It can be searched via all citations, author, journal, or sponsoring agency. Additional tools include "Learning and Data Guides" (Capital

Punishment in the United States; Homicide). Users are "strongly encouraged" to view guides before using a data collection. "Restricted Data Resources" provides an overview of restricted data and information on access, application requirements, and a variety of sample forms (applicants; restricted data use; annual report).

"Help" supports users with FAQ's and by telephone or email. NACJD offers an excellent source for data on criminal justice topics.—*Karen Evans, Indiana State University, karen .evans@indstate.edu* ⁊

Joshua Finnell has been appointed to serve a three-year term on the Depository Library Council (DLC). DLC members advise the US Government Publishing Office (GPO) director on policy matters relating to the Federal Depository Library Program (FDLP) and access to US Government information. Council members also help position the DLC and the FDLP for the GPO's vision of an America Informed.

Appointments

Jess Aylor has been appointed executive director of library development at the University of North Carolina-Chapel Hill. Aylor joined the University Libraries in April 2022 as director of library development and soon became interim executive director. As interim, Aylor guided the University Libraries to the successful conclusion of the Campaign for Carolina, with a record-setting $48.9 million raised. Aylor came to the University Libraries with more than two decades of successful fundraising experience in higher education and the nonprofit sector. Her background includes appointments at the Triangle Community Foundation, North Carolina State University, the Wolf Trap Foundation for Performing Arts, and the Richmond Symphony.

Lindsay Cronk is now dean of the Tulane University Libraries. Cronk joined Tulane from the University of Rochester, where she worked for the past six years, including the last two as the assistant dean for scholarly resources and curation. She also held the positions of director for collection strategies and head of collection strategies. While at Rochester, Cronk oversaw seven departments, including digital initiatives, scholarly communication, metadata and rare books, special collections, and preservation. Cronk established the Open Educational Resource Grant Program, a course material program for instructors and students, and sponsored library support for the Rochester Education Justice Initiative prison education program.

Eric Dorfman was recently appointed president of the Linda Hall Library in Kansas City, Missouri. Dorfman joined Linda Hall Library after a career in higher education, conservation, research, and natural history museum leadership. Most recently, he served as the director and chief executive officer of the North Carolina Museum of Natural Sciences and as a research professor in the Department of Marine, Earth, and Atmospheric Sciences at North Carolina State University. As president, Dorfman succeeds Lisa Browar, who led the Linda Hall Library for 15 years.

Bella Karr Gerlich has been named dean of libraries at Missouri University of Science and Technology. Formerly the grants and special projects librarian at Texas Tech University, Gerlich took over the position from Roger Weaver, who served as interim library dean since 2021. Gerlich was dean of libraries for Texas Tech University Libraries from 2015 to 2020. During her time as dean, she was responsible for the operation of one of Texas's largest libraries with more than 2.7 million items, electronic publications, and databases. From 2020 to 2022, Gerlich served as a consultant and the interim associate vice president for the library and learning commons at Goucher College.

Rachel Blume is now medicine and research services librarian at the University of Washington Libraries.

Amanda Pirog has been appointed business and user experience librarian at the University of Washington Libraries. ✄