

College & Research Libraries

news

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SCALES AND SUMMIT OF CHILKOOT PASS

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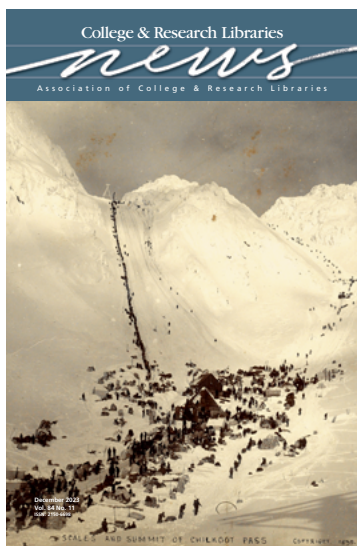
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This month's cover features an 1898 image of the Chilkoot Pass, located in the Boundary Ranges of the Coast Mountains in Alaska and British Columbia. It is the highest point along the Chilkoot Trail that leads from Dyea, Alaska, to Bennett Lake, British Columbia. The trail was long a route used by the Tlingit for trade. During the Klondike Gold Rush of the late 19th century, it was used by prospectors and packers to get through the mountains.

The image is part of the Phil Lind Klondike Goldrush Collection at the University of British Columbia (UBC) Library. The collection was donated to the UBC Library by Phil Lind in 2020 along with a generous financial gift and includes more than 1,800 photographs, hundreds of postcards, as well as textual records, artefacts, and maps of the Klondike Gold Rush era. Learn more at <https://rbscarchives.library.ubc.ca/phil-lind-klondike-gold-rush-collection>.

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University of Illinois Library names 15-millionth volume

The library at the University of Illinois Urbana-Champaign has named its 15-millionth volume. *Ceo ditte de husbonderie fist un chivaler sir Walter de Henleye* has been added to its collections, acquired through the generosity of Library Friend Betty Jean Peters Albert in honor of her husband, Waco W. Albert. This acquisition is a scarce early 14th century Anglo-Norman manuscript containing a nearly complete text of Henley's 13th-century *Hosbondrye*, one of the most influential works on agriculture and land management of the middle-ages. This is one of only 41 surviving manuscript copies. Walter of Henley, who was both a knight and a Dominican friar later in life, wrote the *Hosbondrye* as a didactic treatise on estate management in the form of a sermon from father to son and giving advice on husbandry, corn farming, and livestock farming.

The purchase of the 15-millionth volume was made possible through three separate endowment funds from the Rare Book and Manuscript Library, the Funk ACES Library, and the Veterinary Medicine Library—all established by Betty Jean Albert—as well as a bequest from her estate. A framed digitized image from this newest volume will join a display, recognizing all the University Library's millionth volumes, permanently installed on the first floor of the Main Library building on the Urbana campus. To view a digitized version of the manuscript, visit go.illinois.edu/15Mdigital.

Butler University faculty release new open textbook through PALSaves

Two Butler University faculty members have released a new peer-reviewed open textbook through the Private Academic Library Network of Indiana (PALNI). In *Linear Transformations on Vector Spaces*, authors Scott Kaschner, chair and associate professor of mathematics, and Amber Russell, associate professor of mathematics, set out to redefine the way students learn linear algebra. The book is one of the first to be published with a Textbook Creation Grant from the PALSaves: PALNI Affordable Learning program, and as an open educational resource, it is entirely free to students. *Linear Transformations on Vector Spaces* is freely available through the PALNI Press at <https://pressbooks.palni.org/lineartransformationsonvectorspace/>.

Kaschner and Russell received a PALSaves Textbook Creation Grant for the project in 2021. Offered to faculty from PALNI-supported institutions, the grant allows educators to develop open textbooks that are freely available online, making them part of a nationwide effort to reduce the cost of course materials for college students. Financed with support from Lilly Endowment Inc., each grant provides a maximum of \$6,500 per project or \$5,000 per author. Currently, there are 15 grant-funded titles published or in production through PALNI. Learn more about Textbook Creation Grants and other OER opportunities offered through PALNI at <https://palsave.palni.org/>.

Nominations sought for ACRL Board of Directors

Don't be shy! Your participation matters and we invite you to be a part of shaping the future of ACRL. The ACRL Leadership Recruitment and Nomination Committee (LRNC) strongly encourages members to nominate themselves or others to run for the position

of ACRL vice-president/president-elect, councilor, and director-at-large in the 2025 elections. The association seeks Board of Directors members who can offer visionary leadership and a broad perspective of librarianship. It is not a requirement that members of the Board be library directors or deans.

The deadline for nominations is February 15, 2024. The LRNC will request a curriculum vita and/or a statement of interest from selected individuals prior to developing a slate of candidates. If you have any questions about the nominating or election process, please feel free to contact LRNC Chair Trevor A. Dawes at tadawes.ala@gmail.com. Additional information about the ACRL Board of Directors is available on the ACRL website at <https://www.ala.org/acrl/resources/policies/chapter2>.

JSTOR releases first Path to Open books

JSTOR, part of the nonprofit ITHAKA, recently announced the release of the first books in Path to Open, a new program designed to affordably and sustainably support the open access publication of new groundbreaking books in the humanities and social sciences. JSTOR released 43 of the first 100 Path to Open titles. These books, all peer-reviewed, were selected by the participating university presses and JSTOR, and explore topics in 36 subjects like public health, religion, education, communications, literature, conflict resolution, and film studies. They strengthen bibliodiversity by focusing on research from diverse perspectives that use a range of methodologies and that may be international, national, or local in focus.

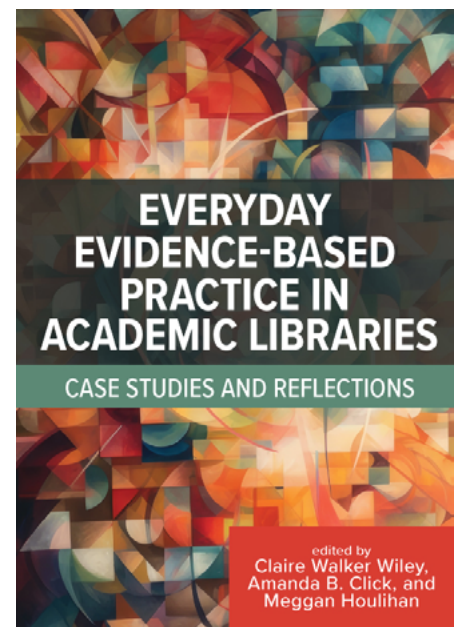
Launched as a pilot in January 2023, Path to Open is a delayed open access model where new books are made available to supporting libraries upon publication and become open access after three years. Thirty-seven university presses have joined the initiative along with more than 60 academic libraries, including consortia like the Big Ten Academic Alliance, who are looking to develop sustainable open access solutions. Learn more at <https://about.jstor.org/path-to-open>.

New from ACRL—Everyday Evidence-Based Practice in Academic Libraries: Case Studies and Reflections

ACRL announces the publication of *Everyday Evidence-Based Practice in Academic Libraries: Case Studies and Reflections*, edited by Claire Walker Wiley, Amanda B. Click, and Meggan Houlihan, which collects excellent, thorough examples of evidence-based practice across functional areas of academic libraries and includes many evidence types in a variety of contexts.

Evidence-based practice (EBP) in academic librarianship is embedded in the way we approach our work. An EBP project might be a yearlong study with many types of evidence collected or a simple assessment that helps you make a small adjustment to your work. Large or small, EBP is a way of operating day-to-day.

Everyday Evidence-Based Practice in Academic Libraries five sections explore:



- Understanding Users
- Leadership and Management
- Instruction and Outreach
- Collections
- Open Initiatives

Chapters include studies on how to understand the experiences and needs of diverse student populations, interviewing faculty to build scholarly partnerships, evidence-based strategic planning, incorporating intersectionality in information literacy instruction, conducting a diversity audit, and assessing open educational resources initiatives. The conclusion calls for librarian reflection to be incorporated into evidence-based decision-making, as reflection is key to understanding the ways that a librarian chooses to embody librarianship.

Everyday Evidence-Based Practice in Academic Libraries offers high-quality evidence from a variety of perspectives and inspires a commitment to evidence-based practice in your day-to-day work and library culture.

Everyday Evidence-Based Practice in Academic Libraries: Case Studies and Reflections is available for purchase in print and as an ebook through the ALA Online Store; in print through Amazon.com; and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.

ACM announces open access publishing model for International Conference Proceedings Series

ACM, the Association for Computing Machinery, has announced it will transition its International Conference Proceedings Series (ICPS) to a fully open access publishing model beginning January 1, 2024. Making its ICPS program open access represents an important step in ACM's comprehensive shift to full OA publication of all content in the ACM Digital Library (DL), which is planned for completion by December 2025. ICPS provides a mechanism for publishing the contents of high-quality conferences, technical symposia, and workshops in the ACM Digital Library, thereby increasing their visibility among the international computing community. ACM has published more than 75,000 research papers in the DL from more than 2,000 conferences through the ICPS program since it was established in 2002. All ICPS-published articles appear in the DL and are assigned digital object identifiers (DOIs), which enhances discovery and enables persistent reference linking and archiving in digital preservation repositories, all while ensuring perpetual access. More details are available at <https://www.acm.org/publications/icps/faq>.

EBSCO releases 2024 Serials Price Projection Report

EBSCO Information Services (EBSCO) has published the 2024 Serials Price Projection Report. This year's report projects that the overall effective publisher price increases for academic and academic medical libraries are expected to be (before any currency impact) in the range of three to four percent for individual e-journal titles, two to three percent for e-journal packages, and four to five percent for print titles.

Published annually, EBSCO's Serials Price Projection is based on surveys of a wide range of publishers and reviews of historical serials pricing data to assist information professionals as they make budgeting decisions for the upcoming renewals season. This report looks at

market dynamics highlighting many issues that are currently driving the scholarly information marketplace including economic factors such as high inflation rates, currency impact, the trend toward open access (OA) content, the decline of print materials, and more. The report is available at <https://www.ebsco.com/sites/default/files/acquiadam-assets/EBSCO-Serials-Price-Projections-Report-2024.pdf>.

Oregon libraries take 2023 Federal Depository Library of the Year honors

The US Government Publishing Office (GPO) has named the State Library of Oregon and Portland State University Library as the Federal Depository libraries of the year for increasing access to government information throughout the Pacific Northwest. Both libraries worked together over the last couple of years to make more than 37,000 government documents accessible to the public as part of the Federal Depository Library Program (FDLP). The collaboration by the libraries creates a fully cataloged collection for Oregon. The success of this project can serve as a blueprint for other libraries throughout the country in collaborating to increase public access to government information. GPO provides permanent public access to federal government information at no charge through www.govinfo.gov and partnerships with approximately 1,100 libraries nationwide participating in the Federal Depository Library Program. For more information, please visit www.gpo.gov. *TL*

Tech Bits . . .

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

In a sea of notetaking and productivity software, Evernote continues to weather the storm of ownership changes, platform migrations, and evolving user expectations. Through all of this, Evernote maintains a dedicated user base and has greatly expanded functionality, features, and reliability. Beyond basics such as taking notes and storing documents and email, new features continue to be added. These include a fully functional web-based interface, a robust task tracking feature, and most importantly a reliable and less conflict-prone synchronization process between your devices and platforms. There are also more robust sharing and team features built in as well, but these new features come at a cost. While there is still a free tier to get started, expect a recurring price structure for full feature sets.

—Roger Zender
Case Western Reserve University

... Evernote
<https://evernote.com/>

Neither open nor equitable

The high cost of open offices

Steven Bell's October 2023 *C&RL News* article, "We're All About Openness: Except When it Comes to Our Workspaces," is propaganda for open offices masquerading as "an objective look at the open office environment."¹ Bell minimizes the costs that open offices pose to employee well-being and to the functioning of the organization, and falsely equates the move to open offices with greater openness and equity. While I don't disagree that there are ways to use design to mitigate some of the harm to employees and their ability to work productively in open offices, research suggests there will still be significant harm and it will not be felt equally. As a fellow open office dweller, I felt it was important to offer another perspective, supported by scholarship on the topic.

Bell suggests in his article that the verdict on open offices is mixed and that it's just as easy to find evidence supporting open offices as critiquing them. In looking at systematic reviews on the topic, including several that have been published over the past three years, I found this to be far from the case. In fact, the scholarly consensus on open offices is uniformly negative and the move to open offices comes with many detrimental impacts on employee well-being, organizational health, and work output.

The real impact of open offices

It is probably not surprising to hear that open or shared office spaces lead to decreases in productivity, but people may be unaware of the unanimity and statistical strength of those conclusions.² One recent experimental study provides insight into the mechanics of this productivity dip.³ Researchers gave subjects a task to do that required cognitive flexibility. One group worked in silence, but the other was subjected to the sort of ambient noise that is common in open offices. The researchers found that noise reduced analytical and affective processing, making it difficult to do deep thinking and to trust one's gut feelings. They also found increased physiological arousal in the group exposed to noise, which also negatively impacts task performance.

A consequence of open offices that is rarely considered is the negative impact on worker health. One systematic review concluded that "compared with individual offices, the introduction of shared or open-plan office space is remarkably consistent in its consequences, with every study reporting deleterious effects on employees' health."⁴ Another found that studies of sick leave use for employees in open offices saw increases of between 18 and 62 percent versus those in private offices.⁵ We just emerged from a pandemic and are learning

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to live with an endemic virus that continues to cause death and disability. It is irresponsible to design spaces that put employees at far greater risk of contracting and spreading disease.

It is a common misconception that moving to open offices will lead to increased communication and collaboration, based on the assumption that if people are in closer proximity, peers and organizational leaders will be more accessible. Not only has that not been borne out by research, but the exact opposite has been found. One study that followed users at two separate companies with wearable sensors both before and after a move from private offices to an open office scheme found that face-to-face interactions decreased between 67 and 72 percent and that email interactions increased by up to 56 percent.⁶ This makes a lot of sense when you consider the lack of privacy for open discussion and the fact that any conversations in an open office space will disturb others. Many studies also found that open offices actually had negative impacts on employee relationships.⁷ Not having easy access to private spaces makes it difficult to have urgent sensitive conversations when they come up in the course of our workday. While Bell being in an open office as an associate university librarian seems laudable—since managers at most institutions still have private offices—it is likely to make him less accessible to the people he manages.

Finally, open offices are strongly associated with significantly lower job satisfaction and psychological well-being. Some of the reasons for this include increased noise and visual stimuli, the lack of privacy, the cognitive load of completing tasks in a distracting environment, the lack of individual control over the environmental conditions of the space, and worsening relationships with co-workers.⁸ When considering the research, it's astonishing that administrators would choose to make their employees less competent, less productive, less happy, less present, and less well given the impact it will certainly have on the bottom line: our services to students.

Equal treatment is not equity

Bell also suggests that his library's move to an open office setup is a move to increase equity because it treats every worker equally rather than having private offices as a status symbol for management and those in professional roles. While I support removing trappings of status, treating everyone equally is not equity. As a librarian who suffers from migraines, I had the ability to better control my environment, and thus my illness, when in a private office and working from home. In the open office setup, my migraines became more frequent and severe, and any accommodation that might help me in the space would inconvenience the other five people working there. For those who are neurodivergent, environmental factors in open office spaces are not just distracting, but significant causes of stress and harm. People who are immunocompromised are put at significantly greater risk to their health in a space where illnesses are more easily transmissible. These disabilities are far from the only ones exacerbated by working in an open office setting. Treating people equally ignores the unique needs that people with disabilities have and is not only inequitable but ableist.⁹

Library workers also don't all do the same types of work. While I do not believe that people deserve private offices based on status, I know from my own experience that some tasks are much easier to complete in an open office and others are virtually impossible. At my place of work, our web programmer has a private office because his work requires deep concentration. Many other types of library work draw heavily on our analytical processing abilities, like lesson planning, tutorial development, and chat reference. Again, treating everyone

equally ignores the fact that some will be far better able to do their work in an open office space than others. It's nice that Bell is satisfied with his workspace and that the drawbacks of open offices are merely annoyances for him, but that is not the case for many whether by virtue of the nature of their work, the presence of a disability, or both.

The growth of online learning and online meetings has also made open office spaces more fraught. When I first started working in a cubicle nine years ago, I only had one online committee meeting per month, and our shared office space made even that difficult to focus on. Similarly, my colleagues' occasional online meetings made it difficult for me to work. Now, with the exponential increase in online meetings, synchronous teaching in online classes, and online consultations with students, the need for private spaces has only increased. While work-from-home has certainly become a more mainstream option, it is neither equally accessible nor equally supported, and there are plenty of library workers who, on an average workday, will need to staff a service desk and do work that requires quiet concentration. Offering a smattering of bookable private spaces is unlikely to meet demand.

Our working conditions impact the student experience

I would urge library workers to question false dichotomies like Bell's "user-centric or worker-centric mindset"¹⁰ as the two are not mutually exclusive. As a teaching librarian, my working conditions are my students' learning conditions. My ability to plan a highly interactive and effective learning experience or design a tutorial for an online class hinges on my ability to concentrate and think analytically. If employees face constant distractions, harmful environmental conditions, and feel psychologically less well because of the office setup, they will not be able to provide the best services possible to our students. Libraries are so much more than building space, and managers should do everything in their power to ensure that the talented people they hired to serve students can actually do their best work.

Conclusion

I fully understand that with space at a premium at many colleges and universities, some administrators may choose to decrease the staff workspace footprint, but they should only adopt open offices with a full understanding of the significant costs to employee well-being, job satisfaction, and work output that will result and should be prepared to accommodate workers whose disabilities are exacerbated by an open office setup. Library administrators who believe they can design their way out of these costs are operating with a hubris that stands in direct opposition to decades of research on the subject. Despite what Bell suggests, there is no design that will "make open office environments productive and satisfying for all library workers."¹¹

Notes

1. Steven J. Bell, "We're All About Openness: Except When it Comes to Our Workspaces," *College & Research Libraries News* 84, no. 9 (2023): 311, <https://crln.acrl.org/index.php/crlnews/article/view/26062/33990>.
2. Andrea Gerlitz and Marcel Hülsbeck, "The Productivity Tax of New Office Concepts: A Comparative Review of Open-Plan Offices, Activity-Based Working, and Single-Office Concepts," *Management Review Quarterly* (2023): 1–31.

3. Lewend Mayiwar and Thorvald Hærem, “Open-Office Noise and Information Processing,” *Journal of Managerial Psychology* 38, no. 6 (2023): 404–18.
4. Ann Richardson, John Potter, Margaret Paterson, Thomas Harding, Gaye Tyler-Merrick, Ray Kirk, Kate Reid, and Jane McChesney, “Office Design and Health: A Systematic Review,” *New Zealand Medical Journal* 130, no. 1467 (2017): 46.
5. D. Mauss, M. N. Jarczok, B. Genser, and R. Herr, “Association of Open-Plan Offices and Sick Leave—A Systematic Review and Meta-Analysis,” *Industrial Health* 61, no. 3 (2023): 173–83.
6. Ethan S. Bernstein and Stephen Turban, “The Impact of the ‘Open’ Workspace on Human Collaboration,” *Philosophical Transactions of the Royal Society B: Biological Sciences* 373, no. 1753 (2018): 20170239.
7. Sepideh Masoudinejad and Jennifer A. Veitch, “The Effects of Activity-Based Workplaces on Contributors to Organizational Productivity: A Systematic Review,” *Journal of Environmental Psychology* (2022): 6–8.
8. Olivia James, Paul Delfabbro, and Daniel L. King, “A Comparison of Psychological and Work Outcomes in Open-Plan and Cellular Office Designs: A Systematic Review,” *Sage Open* 11, no. 1 (2021): 1–13.
9. Koen Van Laer, Eline Jammaers, and Wendy Hoeven, “How Organizational Spaces Contribute to Disabling Employees with Impairments,” *Work in Progress* (blog), May 7, 2020, <http://www.wipsociology.org/2020/05/07/how-organizational-spaces-contribute-to-disabling-employees-with-impairments/>.
10. Bell, “We’re All About Openness,” 311.
11. Bell, “We’re All About Openness,” 312.

Allison I. Faix and Amy F. Fyn

Six frames, four moves, one habit

Finding ACRL's Framework within SIFT

The SIFT method of source evaluation, proposed in 2017 by educational technologist Mike Caulfield, was designed as a “practical approach to quick source and claim investigation.”¹ At this time, academic librarians (including us) had already been questioning the effectiveness of popular source evaluation methods, especially checklist-based ones. Checklists seem too cursory and lack the flexibility and nuance needed to fully address the complex nature of internet sources.² The number of librarian-proposed updates to checklist methods of source evaluation has accelerated in recent years,³ while SIFT has also emerged as a popular evaluation method with librarians.⁴

Because of SIFT's popularity, and because we ourselves are using SIFT, we wanted to look closely at SIFT through the lens of the ACRL Framework for Information Literacy. We believe there is value in using concepts from the entire Framework to best teach source evaluation.⁵ It is important to identify overlap and gaps between the SIFT method and the ACRL Framework. Where does SIFT align with the evaluation expectations expressed within the Framework? What may academic librarians need to pair with SIFT lessons to better teach source evaluation? To answer our questions, we mapped the six frames of the ACRL Framework to the four moves and one habit of SIFT. Here, we introduce each move of SIFT, then connect it with relevant parts of the Framework. We also note where the Framework addresses source evaluation differently or in a more extended way than SIFT does, and what that might mean for librarians using SIFT in their classrooms.

SIFT: Four moves and a habit

Stop, Investigate, Find Better Coverage, and Trace Claims (SIFT) are separate yet related moves that fact-checkers may use to evaluate web sources. Embedded within these moves is a strategy known as lateral reading, which involves going outside of a source being evaluated and finding what others say about its reputation. Caulfield published an early version of SIFT, originally called “Four Moves and a Habit,” in *Web Literacy for Student Fact Checkers*. This approach to examining web sources is intended to recontextualize a source by “reconstructing the necessary context to read, view, or listen to digital content effectively.”⁶ The moves progressively delve deeper into a source, though not all sources will need the full treatment to determine the suitability of a source for a purpose. Caulfield updated and streamlined this into the SIFT method through a 2019 blog post and further refinements over time through lesson plans and other tools for teaching.⁷ We used all these

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documentations of SIFT to draw the fullest picture of how SIFT works and is taught. We acknowledge that each move of SIFT, like each frame of the ACRL Framework, contains some overlap in concepts with the other moves.

Stop

The initial move in SIFT, Stop, directs “Don’t read or share media until you know what it is.”⁸ To learn what you are looking at, pause and ask yourself what you already know. Are you familiar with the website or information source? What do you know about “the reputation of both the claim and the website”? Stop is also a reminder to keep an eye on your purpose. It gives permission to do a “quick and shallow” review of a source’s reputation for most situations unless the context of the research is for more academic or scientific purposes, in which case a deeper examination may be warranted. In Stop, students pause to decide whether they want to investigate their source further. If a fast evaluation doesn’t tell you enough for your purpose, you can continue to the next move.

The Stop move, though brief, connects to the frames Authority is Constructed and Contextual, Information Creation as a Process, Information has Value, Research as Inquiry, and Searching as Strategic Exploration. The first three frames acknowledge in varying ways that value (of information, of a source) changes based on context.⁹ The Framework also addresses the need to keep a focus on your purpose, with both the Research as Inquiry and Searching as Strategic Exploration frame’s inclusion of determining and limiting the scope of an investigation.¹⁰

Investigate the Source

If you aren’t familiar with a source or its reputation, Investigate the Source is the next move. Here, you start to answer the questions asked in Stop, seeking more information to understand the credentials, potential bias, and agenda of the authors, as well as the reputation of the authors and the source. Answering questions like, “Is the site or organization I am researching what I thought it was?”¹¹ is critical to investigation because SIFT emphasizes that “knowing the expertise and agenda of the source is crucial to your interpretation of what they say.”¹² This move also allows for context in its consideration of authority. Practical contextualized examples are found in Caulfield’s supplementary works. For instance, Caulfield notes that “a small local paper may be a great source for local news, but a lousy source for health advice or international politics.”¹³ Caulfield also recommends using an investigative strategy called “Just add Wikipedia.”¹⁴ In this version of lateral reading, students are asked to use Wikipedia to learn more about websites they found. Investigating who runs a website, why it exists, and its reputation helps determine the legitimacy of a site.

Two ACRL frames, Authority is Constructed and Contextual, along with Information Creation as a Process, are most relevant to this move. Authority is Constructed and Contextual states that “information resources reflect their creators’ expertise and credibility, and are evaluated based on the information need and the context in which the information will be used.”¹⁵ Several knowledge practices from this frame address methods for evaluating authority, such as using relevant research tools and developing an understanding that authority can be based on many factors including subject expertise, social position, or personal experience. Librarians can help students imagine different kinds of expertise and experts depending on the context. Although this frame, by its very name, asks students to go further into analyzing

the contextual nature of authority than the SIFT process does, both consider the importance of context in source evaluation.

The Information Creation as a Process frame notes the importance of additional aspects of investigating the quality of a source. This frame states that “elements that affect or reflect on the creation, such as a pre- or post-publication editing or review process, may be indicators of quality.”¹⁶ However, the SIFT method does not ask students to look this deeply into a source. SIFT asks students to use lateral reading to determine more about the reputation of a source. During this move, students may encounter information about a source’s editorial processes, but they are not intentionally seeking that out. Even something as simple as identifying the type of source, be it a blog or an academic journal article preprint, may offer clues about the level of review the contents received.

This can be especially important at the beginning of a research project when students are judging how much (and what kind of) further research might be needed. Information Creation as Process emphasizes the importance of learning to “assess the fit between an information product’s creation process and a particular information need” and to “recognize that information may be perceived differently based on the format in which it is packaged.”¹⁷ SIFT does not explicitly advocate for students to determine types of sources, so librarians may need to discuss this with students, especially because using specific types of sources is often required in academic work.

Find Better Coverage/Find Trusted Coverage

If students find a source with a claim they are interested in, but they are unconvinced of the trustworthiness of the source, they can search for a better source that makes a similar claim. In this move, students go beyond investigating a source to seek stronger or more trusted sources or to find general consensus about a topic or claim. Here they may also verify the accuracy of the claim or whether experts agree with it. In his original post about SIFT, Caulfield explains it like this: “You want to know if [a claim] is true or false. You want to know if it represents a consensus viewpoint, or if it is the subject of much disagreement.”¹⁸ Gaining a sense of what experts in the field think about their topic helps students better judge if the source is an outlier to those expert views. Additional perspectives also help put sources into context. In both this move and the ACRL Framework, students are encouraged to develop an informed skepticism about the sources they locate and to strive to find the best possible sources for their research needs.

Finding better or trusted coverage connects with every ACRL frame. Assertions about the trustworthiness of a source align with the Authority is Constructed and Contextual frame’s focus on “creators’ expertise and credibility.”¹⁹ The Information Creation as a Process and Information has Value frames are linked with the need to understand that the way information is created influences its credibility and value. The Research as Inquiry frame indicates that skilled researchers exhibit dispositions of “maintain[ing] an open mind and a critical stance” and “seek[ing] multiple perspectives during information gathering and assessment.”²⁰ Scholarship as Conversation also speaks of the need to understand that “a query may not have a single uncontested answer. Experts . . . seek out many perspectives.”²¹ Librarians may want to discuss with students that there may not be a clear consensus among experts, and that is part of the ongoing academic conversation. Finally, the Searching as Strategic Exploration frame says that information-literate learners “realize that information sources

vary greatly in content and format and have varying relevance and value.”²² The Framework encourages students to fully explore the information available to them, rather than sticking with the first source they find. While SIFT focuses students’ attention on finding better sources, the Framework has much more to say about how to actually do this. Librarians can teach students search strategies to help them locate better sources.

Trace Claims

The Trace Claims move says to evaluate sources by following quotes, claims, or media back to their original context and to check if text, images, videos, or sound recordings have been altered from the original format. Especially with internet sources, it’s possible that a source has evolved from an original post or story into something that has been “altered so much that it presents a radically wrong version of an event or a piece of research.”²³ Finding the original source allows students to recontextualize information and determine if a source remained true to the context or was misrepresented. Reading quotations within their original context may help students understand why the authors chose to use those quotations, and if the authors understood the quotations in the same way. Each of these considerations make a difference in deciding if a source is trustworthy.

The need to trace claims is closely connected to multiple frames. Context is especially important in the Authority is Constructed and Contextual frame, which states learners should “ask relevant questions about origins, context, and suitability for the current information need.”²⁴ The Information has Value frame encourages respect for the original ideas of others, stressing that learners “value the skills, time and effort needed to produce knowledge.”²⁵ Scholarship as Conversation asserts that learners “critically evaluate contributions made by others in participatory information environments.”²⁶ This frame engages more deeply with the need to respect the work of others than SIFT does, primarily by showing how writing practices that value citing other experts enable scholars to have conversations with one another.

One habit

The affective dimensions of the researcher are considered within SIFT as the “habit” introduced in *Web Strategies for Fact-Checkers* (“Four moves and a habit”).²⁷ When a source provokes strong emotion, whether positive or negative, check in with your emotions to see if they are influencing your evaluation. Caulfield references research that describes how an emotional response to information can activate your confirmation bias, that “our normal inclination is to ignore verification needs when we react strongly to content.”²⁸ People often assume that information we agree with is correct and information we disagree with is incorrect. Students need to learn to override this tendency or at least examine it closely before using information.

One frame directly references effect, and this dimension is also addressed within each frame’s dispositions. Searching as Strategic Exploration acknowledges that “information searching is a contextualized, complex experience that affects, and is affected by, the cognitive, affective, and social dimensions of the searcher.”³⁰ Authority is Constructed and Contextual’s dispositions refer to managing bias, noting the need for qualities including open-mindedness, self-awareness, and recognition of the value of diversity in worldviews. These dispositions

are reiterated throughout the framework. Awareness of these often-personal dimensions is important to both source evaluation and conducting research itself.

Conclusion

Both SIFT and the Framework for Information Literacy for Higher Education are used by librarians to support source evaluation, the first as a strategy to teach to students, and the second as a set of underpinning concepts that supports the foundation of lesson plans and information literacy instruction as a whole. Looking at SIFT through the broadest lens possible, it's clear that some frames are much more evident than others. The Framework's concepts, practices, and dispositions that focus on evaluating sources rather than finding or creating them are more prevalent within SIFT. It's worth noting that SIFT was developed as a quick way to evaluate internet sources, while academic librarians are teaching students to find and evaluate a wider variety of sources.

Overall, the SIFT method at least scratches the surface of all the ACRL frames, making SIFT a more robust method for teaching source evaluation than others we have seen. Librarians can incorporate concepts that are less prominent in SIFT, such as the importance of information-creation processes and developing good strategies for locating better sources—in other ways and at other moments—as we extend our instruction to help students not only evaluate but also use their sources well.

Notes

1. Mike Caulfield, "About," *Hapgood*, n.d., <https://hapgood.us/about/>.
2. Marc Meola, "Chuckling the Checklist: A Contextual Approach to Teaching Undergraduates Web-Site Evaluation," *portal: Libraries and the Academy* 4, no. 3 (2004): 331–44, <https://doi.org/10.1353/pla.2004.0055>.
3. See 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.inthelibrarywiththeleadpipe.org/2021/dismantling-evaluation/>; Anthony Bernard Tardiff, "Have a CCOW: A CRAAP Alternative for the Internet Age," *Journal of Information Literacy* 16, no. 1 (2022): 119; Grace Liu, "Moving up the Ladder of Source Assessment: Expanding the CRAAP Test with Critical Thinking and Metacognition," *College & Research Libraries News* 82, no. 2 (2021): 75; and M. Sara Lowe, Katharine V. Macy, Emily Murphy, and Justin Kan, "Questioning CRAAP: A Comparison of Source Evaluation Methods with First-Year Undergraduate Students," *Journal of the Scholarship of Teaching and Learning* 21, no. 3 (2021): 33.
4. David Sye and Dana Statton Thompson, "Tools, Tests, and Checklists: The Evolution and Future of Source Evaluation Frameworks," *Journal of New Librarianship* 8 (2023): 76.
5. Allison Faix and Amy F. Fyn, "Framing Fake News: Misinformation and the ACRL Framework," *portal: Libraries and the Academy* 20, no. 3 (2020): 495–508, <https://doi.org/10.1353/pla.2020.0027>.
6. Mike Caulfield, "SIFT (The Four Moves)," *Hapgood*, June 19, 2019, <https://hapgood.us/2019/06/19/sift-the-four-moves/>.
7. Mike Caulfield, "Updated Resources for 2021," in *Web Literacy for Student Fact-Checkers . . . and Other People Who Care About Facts* (Montreal: Pressbooks, 2017), <https://pressbooks.pub/webliteracy/front-matter/updated-resources-for-2021/>.

8. Caulfield, "SIFT (The Four Moves)."
9. ACRL, "Framework."
10. ACRL, "Framework," 18.
11. Mike Caulfield, "Check, Please! Starter Course: Lesson Two: Investigate the Source," *Notion.so*, n.d., <https://checkpleasecc.notion.site/Lesson-Two-Investigate-the-Source-dc0ab0dc7c394df9bcab6ffdb4edf626>.
12. Caulfield, "SIFT (The Four Moves)."
13. Caulfield, "Check, Please!"
14. Mike Caulfield, "Just Add Wikipedia," *Sifting through the Pandemic: Information Hygiene for the Covid-19 Pandemic* (blog), February 17, 2020, <https://infodemic.blog/2020/02/17/just-add-wikipedia/>.
15. ACRL, "Framework," 12.
16. ACRL, "Framework," 14.
17. ACRL, "Framework," 14.
18. Caulfield, "SIFT (The Four Moves)."
19. ACRL, "Framework," 12.
20. ACRL, "Framework," 19.
21. ACRL, "Framework," 20.
22. ACRL, "Framework," 23.
23. Caulfield, "Check, Please!"
24. ACRL, "Framework," 12.
25. ACRL, "Framework," 17.
26. ACRL, "Framework," 20.
27. Mike Caulfield, "Building a Fact-Checking Habit by Checking Your Emotions," in *Web Literacy for Student Fact-Checkers . . . and Other People Who Care About Facts* (Montreal: Pressbooks, 2017), <https://webliteracy.pressbooks.com/>.
28. Caulfield, *Web Literacy*, 3.
29. ACRL, "Framework," 22.

Engaging with Indigenous practices

Inclusive pedagogy

How do relational liaising and practicing empathetic instruction intersect with anti-racist practice and counteracting systemic biases as a librarian? How does positionality impact teaching and creating asynchronous library subject guides? Through a 33-year career, I have learned how to live my values holistically while practicing human-centered librarianship and engaging with Indigenous ways of teaching and learning.

I approached this article through academic and pedagogical perspectives, trying to remain human-centered. I acknowledge that there are people with deep lived experiences reading this, and I honor their experiences. I hope this article will help us to transform our teaching and learning, understand how we affect others, and make our daily lives better. I accept that all inaccuracies and misunderstandings are my own. This article is part of giving back by paying it forward.

Identity

As I began this article, I considered what aspects of my identity influenced the content. The greeting below serves as an exploration of my positionality in the style of Native people introducing themselves to an audience, although mine is lengthier than I've heard.

Greetings, my name is Kim L. Ranger. I am white, of western European ancestry: Dutch, German, English, Scottish, Irish, and Welsh. My ancestors were born in Michigan as early as 1849 and in America as early as 1647, but all have been settlers; my first language is English. Unusually, my early education included Black history, beginning in second grade. My classmates were Asian, African American, and had various abilities. I had Native American neighbors and family. My mom and teachers taught empathy—to think about other peoples' perspectives, to be kind, to respect people for their individual gifts, and to stand up for others—the beginnings of my activism in general and anti-racism in particular. Mostly able-bodied, 59 years old, I am biologically female but characterize my gender as nonbinary or androgynous. I prefer she/her pronouns, identify as lesbian, and am married to a woman. Having experienced bias around gender and sexual orientation all my life, I have been all the more determined to treat others with respect and kindness.

I have a bachelor's degree in anthropology/sociology with a Spanish minor, and a master of information and library studies. I earn a middle-class income and work at a white-collar job as an academic librarian. I was a member of the Religious Society of Friends—more commonly known as Quakers. These characteristics have influenced every part of my

professional life, leading me to seek understanding other people and their cultures in both academic and spiritual ways.

Relational liaising

As a librarian, I began to study teaching and learning, student-focused information literacy via Christine Bruce's writings,¹ and human-centered design in the mid-1990s. Andrew Whitworth got me thinking about different community norms in his 2014 book *Radical information Literacy*,² which led me to consider how I can help students think through societal prejudices about authority in information sources and power in the publishing industry. Working with Bruce and her colleagues during my sabbatical in 2017 led me to coin the idea of relational liaising as a "paradigm of collaboration to expand the relationship between instructors, student learning, and the world of information through . . . building content."³

For years I wondered what it would mean to adapt Indigenous ways of teaching and learning as a librarian. When I began editing a library subject guide on Native Americans several years ago,⁴ I read resources by and listened to Michigan Anishinaabeg teachers. I participated in a summer learning circle about Indigenous teaching and learning: we learned new vocabulary, such as "decolonization," meaning to de-center colonial ways of knowing and being, and "settlers," indicating all peoples whose ancestors are not Indigenous to a place (see Linda Tuhiwai Smith's writings, for example).⁵ I tried to apply my learning to the guide to "build bridges to the learners."⁶

I discovered some best practices for instructional design for Indigenous learners are creating relationship and interconnection, acknowledging that lived experience and wisdom are as important as scholarly knowledge, making the context clear, and emphasizing practical outcomes of learning. Teachers and learners should try to form a collaborative, empathetic rapport that fosters finding deep meaning and creating a transformation in self-understanding.⁷ These values mirror my own values of "validating students as whole people with curiosities and fascinations . . . helping them experience relational meaning making, sharing power and information."⁸

Audiences for the guide include Native and non-Native learners and teachers. In redesigning it, I introduced it with, "This guide's purposes are to help you learn more about peoples of the Americas while using information and provide resources for doing research. For those who are 'white' please see the Education tab, box on Resources for settlers." A disclaimer, "Kim Ranger (Euro-American) is of western European ancestry," makes it clear that I am not Indigenous myself.

I included a box that lists Sovereign Tribal Nations new sites to indicate that librarians can advocate for primary sources from first-hand experiences—challenging academic notions of authority, like art that pushes back against the establishment.

On the Michigan tab, in the Tribes and Bands box, text indicates that I used the tribes' own language and spelling. For the box Michigan People of the Three Fires' Works in the Grand Valley State University (GVSU) Libraries, I researched the authors' affiliations. For example, *Manoomin: The Story of Wild Rice in Michigan* by Barbara J. Barton (contributions by Anishinaabeg), tells readers that Barton is a settler but much of the material is from people of Michigan Tribal Nations. As librarians, we can provide sources that can help learners shift their perspectives.

For the Articles/Databases tab, in the Search Tips box, I try to help users understand that “while we prefer terms like ‘Tribal Nations’ or ‘Sovereign Nations,’ we acknowledge that the following terms are commonly used in sources of information. Try combinations like the following search with your other topic keywords:

(‘native americans’ or indian or indigenous or ‘first nations’ or aborigin*) NOT (india OR indiana* OR australia*).

Describing the American Indian Experience database, I point out that while it “features more than 150 volumes of scholarship and reference content, most [of it is] from settler viewpoints.”

We can challenge the notions of authority and citations and provide alternatives.⁹ A colleague pointed me to the NorQuest College Library in Edmonton, Alberta, Canada, which has noted that the “formal APA and MLA styles do not have a format for the oral teachings of Indigenous Elders and Knowledge Keepers.” To solve that, they “developed citation styles in the spirit of wakhôhtowin and reconciliation.”¹⁰

Land acknowledgements

Part of my continuing education in 2021 included a land acknowledgement workshop at GVSU by Andrea Riley Mukavetz. I learned that before creating a land acknowledgement, it’s important to give back to the Indigenous communities with which one liaises, and to give thanks. This constitutes reciprocity. Therefore, I acknowledge the Indigenous peoples who have shared their knowledge with me: my childhood neighbors, my stepmother and one of my brothers-in-law, college professors, colleagues, and local Anishinaabeg.

It is valuable to give land acknowledgements because colonialists seized territory that was already inhabited by highly developed, civilized, and sovereign nations and forced their removal. The “settlers” created assimilation policies that sanctioned genocide, torture, kidnapping, eliminating languages, religious conversion, etc. After drafting a few land acknowledgements, I realized that each one could be unique to the creator and specific to an event, a site, or an email signature block. What follows is a brief and fairly generic example: I grew up, live, and work in the territories of the Three Fires Confederacy of Ojibwe, Odawa, and Potawatomi peoples. I affirm the sovereignty of tribal nations in the Americas and around the world, their experiences and histories, and their continuing traditions. I am a settler of western European ancestry, responsible for building better relationships with Indigenous peoples, the environment, and the spirit that sustains us.

Positionality

More recently, as part of learning more about diversity, inclusion, equity, access, and anti-racism, I’ve pondered what aspects of my identity are relevant for students in my library instruction sessions. What should I reveal, in order to establish trust and some connection with students, whom I usually see only once?

On May 18, 2022, I led an online workshop called “Engaging Identity and Positionality in Designing Library Subject Guides: The Landscape of Sovereign Tribal Nations and LGBTQ+ Peoples” at the Michigan Academic Library Association annual conference. The goals were to discuss identity self-inventories, characterize positive universal design principles

for indigenizing and queering subject guides for inclusive and equitable access, and for participants to be able to analyze their own asynchronous instructional materials (e.g., subject guides) to redesign them. I was influenced by the notion of positionality in scholarship, in which authors acknowledge their various identities, the sociocultural context of the people in the study, and how those factors affect the research. I created a self-inventory and used it in this and other workshops.

I asked participants what kinds of things they saw that were different from their own guides and what kinds of changes they might make in the future. I encouraged them to learn the history of words, be gentle with everyone, as we are all learning, to do research and read primary sources, and to collaborate with the populations represented in a guide to get feedback. They responded,

“I never thought about identifying myself (I’m a cis-gendered female, white, European ancestry). That might be a good idea—since I do not know everything that might be useful in the guide.”

“I really appreciated your differentiating the viewpoints in the sources included in your guide (such as American Indian Experience having a settler perspective). Or including information on what content is unique, noteworthy in the resource.”

“Self-identification really helps students/other employees who may access these lib-guides understand whether or not the individual is of Indigenous ancestry, as it’s not something you can tell from just looking at someone (plenty of Indigenous folks are white presenting).”

Post-pandemic teaching

In the fall of 2022, a colleague reported that our students seemed anxious and unprepared for university and to interact with the library. I took that and worked hard to be more approachable in the classroom and build students’ confidence, to be more inclusive. For example, relative to the previously mentioned instructional design best practices for Indigenous learners, I acknowledged the ways I identify, asked students about their experiences with the library and what they’d like to know about me or the library, stated objectives for the course and class period specifically, asked how they were feeling during an activity, praised their efforts, emphasized how they could interact with me and the library as a whole, and helped them laugh. They filled out a reflection on how their research question or topic changed as they examined the information, and how their views changed while completing their assignments.

Students seemed to appreciate my efforts. However, it takes courage to disclose hidden characteristics and be vulnerable to the students and instructors, so I am selective about when I do so. While my goal is to counteract systemic biases as a librarian and activist through relational liaising, I don’t always have the emotional energy to divulge facets of my identity. One easy technique is using the label nonbinary along with my preference for she/her pronouns. I only have an hour or two with students, but sometimes I see them more than once and hope that these principles are reinforced by repetition and through the learning objects.

Conclusion

As I continue to learn to live my values professionally, I've come to understand how Indigenous approaches to teaching and learning are similar to my Celtic ancestors' traditions. In adapting these practices, I hope I acknowledge the teachings without appropriating them. In teaching empathetically, I want to be perceived as human, approachable, a co-learner. Toward these ends I endeavor to model kindness and respect, to demonstrate that we are interconnected, and emphasize that learners' lived experience and wisdom are important.

Notes

1. For example, Christine Bruce, *The Seven Faces of Information Literacy* (Blackwood, South Australia: Auslib Press, 1997); *Informed Learning* (Chicago: Association of College and Research Libraries, 2008).
2. Andrew Whitworth, *Radical Information Literacy: Reclaiming the Political Heart of the IL Movement* (Amsterdam, Netherlands: Chandos, 2014).
3. Kim L. Ranger, "Relational Liaising to Integrate Informed Learning into the Disciplinary Classroom," in *Informed Learning Applications: Insights from Research and Practice* (Bingley, UK: Emerald, 2019), 72–79, https://scholarworks.gvsu.edu/library_books/20/.
4. Kim Ranger, "Native Americans," last updated April 27, 2023, <https://libguides.gvsu.edu/natamericans>.
5. Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous Peoples* (Dunedin, New Zealand: University of Otago Press Zed Books, 1999); Linda Tuhiwai Smith, Eve Tuck, and K. Wayne Yang, eds., *Indigenous and Decolonizing Studies in Education: Mapping the Long View* (London: Routledge, 2019).
6. Ranger, "Relational," 73.
7. Gregory A. Cajete, "Envisioning Indigenous Education: Applying Insights from Indigenous Views of Teaching and Learning," in *The Handbook of Indigenous Education*, ed. Elizabeth Ann McKinley and Linda Tuhiwai Smith (Berlin: Springer Nature, 2019), 823–45.
8. Ranger, "Relational," 75.
9. Whitworth, *Radical*.
10. "APA 7th Edition," NorQuest College Library, last updated October 24, 2023, <https://libguides.norquest.ca/apa#IK>.

Make a difference—connect, contribute, collaborate

Volunteer for division and section committees and editorial boards

What would ACRL do without, *you*? Really! We are excited to extend this opportunity for you to expand your professional network; help shape ACRL by advancing its strategic plan and commitment to equity, diversity, and inclusion (EDI); and influence the direction of academic and research librarianship. Serving on a committee or an editorial board is a fantastic way to become involved and make an impact on the profession.

Are you ready to be considered for an opportunity to advance learning and transform scholarship through a committee appointment? I invite you to volunteer to serve on a 2024–25 division or section committee. Face-to-face attendance at conferences is not required and committee work can be completed virtually throughout the year.

ACRL seeks to offer appointments to volunteers who are interested in leadership and service opportunities as we continue to build diverse and inclusive communities in the Association. To support that effort and advance ACRL's Core Commitment to Equity, Diversity, and Inclusion, we continue to include optional demographic questions on the volunteer form as we have since 2017. "The Association will acknowledge and address historical racial inequities; challenge oppressive systems within academic libraries; value different ways of knowing; and identify and work to eliminate barriers to equitable services, spaces, resources, and scholarship."

Thank you for volunteering to contribute your time and expertise to ACRL! Our association relies on the time and energy of our member volunteers, and we value the talent they invest in accomplishing the work of the Association.

Thank you.—*Leo S. Lo, ACRL Vice-President/President-Elect*

The rewards of volunteering

Volunteering offers many benefits and opportunities. You can

- connect with others in the profession who are passionate and committed to academic librarianship,
- learn from those who share similar professional concerns and interests,
- network with information professionals in higher education,
- become part of a community of academic and research librarians,
- gain insights into the profession,
- enhance your leadership abilities through consensus building and project management,
- discover new ways to work,
- expand your awareness and understanding of the value of academic libraries in higher education,
- influence and advance the work of the association and the profession, and
- promote excellence within the profession.

The appointment process

Appointments are made at the division and section level, and through the editorial board process (see editorial board section below). Section vice-chairs are responsible for committee appointments for the year they will serve as chair. The ACRL vice-president/president-elect is responsible for committee appointments at the division level for the year they serve as president. The ACRL Appointments Committee assists the vice-president/president-elect in an advisory capacity. Division-level committees are created to conduct the work of the Board, and each committee crafts an annual work plan in consultation with their Board and Staff liaisons to accomplish their charged activities and responsibilities.

Current committee members whose terms conclude at the 2024 ALA Annual Conference should submit a new volunteer form if they wish to be considered for re-appointment. The online volunteer form closes February 28, 2024, and most committee appointment offers will be sent by May 2024.

Members of all ACRL committees, task forces, and similar bodies are expected to fully participate in the work of the group. Please note that face-to-face attendance at conferences is *not* required and committee work can be completed virtually throughout the year.

Core Commitment to Equity, Diversity, and Inclusion

ACRL has made a Core Commitment to Equity, Diversity, and Inclusion, available at <https://www.ala.org/acrl/aboutacrl/strategicplan/stratplan>. Appointments should seek to offer leadership and service opportunities to members with this commitment in mind. Underrepresented colleagues should be offered opportunities wherever possible in order to help ACRL acknowledge and address historical racial inequities, challenge oppressive systems within academic libraries, value different ways of knowing, and identify and work to eliminate barriers to equitable services, spaces, resources, and scholarship.

Factors influencing appointments

These guidelines, developed by a Board Working Group, are intended to help ACRL members understand which priorities are considered in appointing members to volunteer positions at the division level. These guidelines are not intended to serve as a strict rubric. Generally, the vice-president, Appointments Committee, and section vice-chairs should approach appointments with a holistic perspective, seeking overall balance in service to the association's goals and priorities.

- Evidence of prospective committee member's interest and expertise.
- Seek geographic diversity on committees and sections. This can include international representation, and/or it can include representation from different regions of the United States.
- Seek diversity in types of institutions represented on committees and sections. Candidates from public, private, and non-educational (research) institutions, consortia, and other institutions should be included, as well as candidates from community colleges, four-year college and universities, and research and doctoral universities. Historically, community college representation is particularly needed to ensure equitable representation for colleagues employed in community colleges.
- Consider diversity in roles and duties represented on committees and sections. Candidates from all areas of academic and research librarianship should be considered for

appointment, although in some cases it may be important to appoint candidates with particular expertise to carry out particular duties.

- Seek to balance seniority, experience, and tenure in committees and sections.
- Recommendation from the current committee chair. (Source: Board, Midwinter Meeting 2009)

Although the appointment process may reflect the priorities of the vice-president/president-elect and section vice-chairs, several factors are always considered:

- **Evidence of interest and expertise.** Have prospective volunteers visited or posted to the committee's ALA Connect community, introduced themselves to the chair, or attended the meetings (virtual or face-to-face)? Do they have knowledge or previous experience that relates to the work of the committee? Have they indicated their interest on the volunteer form?
- **Demographics and composition of committee.** A balance is sought with respect to type of library (community college, college, or university), geographic representation, ethnic diversity, and gender. Those who have not had the opportunity to serve on an ACRL committee are encouraged to volunteer as it is important to add new perspectives.
- **Recommendations from the current committee chair.** Current committee chairs are asked to suggest prospective members.
- **Willingness to participate in the work of the committee.** Volunteers should be prepared to engage in the committee work year-round.

The final appointments are the prerogative of the ACRL vice-president/president-elect and the section vice-chairs.

How to apply

1. Identify the committee(s) that interest you

ACRL committees, with their charges, and ALA Connect Communities are listed on the ACRL Directory of Leadership at <https://www.ala.org/acrl/aboutacrl/directoryofleadership>. Check out the committee's space in ALA Connect, where documents, meetings, discourses, and the work of the committees are posted. Attend virtual committee meetings throughout the year or attend face-to-face meetings at the ALA Annual Conference to decide if their activities interest you. Talk with or email committee members. Express your interest to the committee chair. Ask about current projects and explain how you might contribute to the work of the committee.

2. Submit a volunteer form (Chrome or Firefox are the recommended browsers for accessing the form).

The volunteer forms must be submitted by **February 28, 2024**. You will be asked to log in using your ALA member ID and the password you created. Please be sure that you are a *current* ALA/ACRL member before attempting to log in.

To volunteer for a division-level or section committee, complete the online volunteer form at <https://www.ala.org/CFApps/volunteer/form.cfm>.

If you experience issues logging into the form, please contact ALA Member Relations & Services at 1-800-545-2433 to check your membership status. If your ALA/ACRL

membership is current and you still have an issue accessing the form, clear your cache and refresh your browser.

3. Volunteer again and check out other opportunities

Know that we value you as a member. If you are not appointed, we hope that you will consider reapplying during the next appointment cycle. In addition, continue to explore ACRL's many opportunities to network and connect at <https://www.ala.org/acrl/aboutacrl/getinvolved>. Review the many discussion and interest groups. Each group selects a new leader in the spring outside of the volunteer process described above. If you would like to start a new discussion or interest group, contact ACRL Program Coordinator Aleah Price at aprice@ala.org.

ACRL division-level committee appointments

ACRL committees and their charges can be found on the ACRL Directory of Leadership at <https://www.ala.org/acrl/aboutacrl/directoryofleadership>.

Appointments to ACRL standing committees are made in the spring for terms beginning immediately after the ALA Annual Conference. The Appointments Committee sends appointment recommendations to the ACRL president-elect. The president-elect makes the final appointments for the committees.

Questions about ACRL division-level appointments may be directed to the chair of the Appointments Committee, Melissa Mallon, Associate University Librarian for Teaching and Learning, Vanderbilt University, mallon.melissa@gmail.com.

If you have any questions about using the volunteer form, please contact ACRL Program Officer Elois Sharpe for division-level committees at esharpe@ala.org or (312) 280-5277 or ACRL Program Officer Lauren Carlton for section committees at lcarlton@ala.org or (312) 280-5284.

ACRL section appointments

ACRL sections help members customize their ACRL experience through newsletters, electronic discussion lists, specialized programming, preconferences, and various initiatives. Please visit <https://www.ala.org/acrl/aboutacrl/directoryofleadership/sections> to learn more about these great groups. Section vice-chairs appoint members to section committees. Most appointments are made in the spring for terms beginning immediately after the ALA Annual Conference.

If you wish to be considered for a section committee appointment, complete the ACRL volunteer form at <https://www.ala.org/CFApps/volunteer/form.cfm> by February 28, 2024. (Chrome or Firefox are the recommended browsers for accessing the form.) For more information about section appointments, please contact section vice-chairs:

Anthropology and Sociology Section (ANSS): Ilka Datig, Nazareth College, idatig5@naz.edu.

Arts Section (Arts): Heather Koopmans, Illinois State University, librarianhrk@gmail.com.

College Libraries Section (CLS): Dawn Behrend, Lenoir-Rhyne University, dawn.behrend@lr.edu.

Community and Junior College Libraries Section (CJCLS): Jill Sodt, Mott Community College, jill.sodt@mcc.edu.

Digital Scholarship Section (DSS): Theresa G. Burress, University of South Florida, tburress@usf.edu.

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Editorial boards

ACRL has eleven editorial/advisory boards for its publications: ACRL/Core Interdivisional Academic Library Facilities Survey Editorial Board; *Academic Library Trends and Statistics Survey* Editorial Board; *Choice* Editorial Board; *College & Research Libraries* Editorial Board; *College & Research Libraries News* Editorial Board; New Publications Advisory Board; Project Outcome for Academic Libraries Editorial Board; Publications in Librarianship Editorial Board; *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage* Editorial Board; *Resources for College Libraries* Editorial Board; and Threshold Achievement Test for Information Literacy (TATIL) Editorial Board.

Appointments to editorial boards are made in late March for terms that begin immediately after the ALA Annual Conference. The editors recommend the names of individuals to fill vacancies. The Publications Coordinating Committee approves the recommendation and the ACRL vice-president/president-elect makes the appointment.

If you would like to be considered for appointment to an editorial board, contact the editor of the editorial board early in the fall and indicate your interest on the ACRL online volunteer form.

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Caitlin Carter, Kimberly Cox-York, and Lorraine Haricombe

The Nelson Memorandum

How two HELIOS members are responding

On August 25, 2022, the White House Office of Science and Technology Policy (OSTP) issued a memorandum on Ensuring Free, Immediate, and Equitable Access to Federally Funded Research,¹ also known as the Nelson Memorandum, that significantly alters the open scholarship landscape. The new policy guidance advances previous federal policy² in a number of impactful ways. The directive applies to all federal agencies, removes the previous 12-month embargo period on article sharing, directs federal agencies to update their policies on data sharing to enable immediate access to the data underlying published studies, expands the definition of publications, calls for agencies to share publication metadata and to require the use of persistent identifiers (PIDs), and more.³

The Higher Education Leadership Initiative for Open Scholarship (HELIOS) responded right away, convening members for a virtual briefing by Alondra Nelson, who at the time served as deputy assistant to the president and deputy director for science and society of the White House OSTP, and Christopher Marcum, then-assistant director for open science and data policy at the OSTP. Both contextualized the public access guidance within the Biden Administration's larger priorities and described how climate change, social inequity, and COVID-19 are compelling, real-world examples of the critical and urgent need for release of data. Additionally, the policy is an important part of upholding and supporting research integrity to protect and restore public trust in scholarship, to help keep track of investments, and maintain accountability through a public record. The Nelson Memorandum offers higher education the opportunity to promote equity and transparency in research through public access compliance. However, colleges and universities are responsible for implementing changes (to infrastructure, policies, training, and more) to comply with new and changing requirements.

HELIOS background

HELIOS has a robust network of 96 colleges and universities committed to collective action to advance open scholarship within and across their campuses. Open scholarship is closely aligned with the goals of ensuring public access to research: transparency, collaboration, equity, and more. As part of joining HELIOS, an institution's leadership agrees to elevate open scholarship as a strategic priority at the institution and designates a senior representative to join HELIOS' community of practice focused on complementary aspects of the open scholarship landscape. Collectively, HELIOS representatives are working to make

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open scholarship easier for individual researchers and the institutions that support them; to align incentive structures like hiring and reappointment, promotion, and tenure (RPT) to properly reward open activities such as data sharing and open access; to stimulate durable, scalable infrastructure that supports open scholarship; and to coordinate with like-minded activities in the governmental, philanthropic, and professional society sectors, including federal agencies updating or establishing new public access policies.

The Nelson Memorandum inspired and catalyzed HELIOS' workstreams in the following ways.

1. It spurred cross-sector conversations with agencies at a winter 2022 working session about alignment with federal priorities in the categories of incentives, infrastructure, research output tracking, and more.⁴

2. HELIOS is collaborating with NASA by celebrating 2023 as the Year of Open Science, an effort that supports the Nelson Memorandum and the shift to open science as the norm.⁵

3. HELIOS open source experts collaborated with leaders of the Open Research Funders Group (ORFG) to share research software policy guidance.⁶ The piece, published in *PLOS Biology*, was spurred by cross-sector sharing with members of the White House Subcommittee on the Year of Open Science.

4. HELIOS is collaborating with Florida International University, who was awarded a NASA grant to host a January 2024 workshop for presidents and provosts in recognition of the anniversary of the federal Year of Open Science. This convening will focus on developing a collective action strategy for embedding open scholarship within higher education incentive structures.

The communication channels are open and collaborative, but it is becoming clear that individual institutions are still testing approaches to implementing policy compliance considerations and learning how to marry their institutional values to emerging public access goals.

The Nelson Memorandum has sparked cross-campus work to update compliance training and guidance, complemented cross-campus collaborations between research integrity officers and libraries, and stimulated rich programming on campus. Two institutions reflect on how their campuses are preparing for and responding to the new directive.

Supporting open scholarship at The University of Texas at Austin

The University of Texas at Austin (UT) has a long history of supporting open scholarship to improve understanding and adoption of open scholarship activities and incentives including open access (OA) publishing, open educational resources, open data management, and investment in a scholarly publishing system that provides maximum access to high-quality information to the greatest number of users in a sustainable way.

This commitment is manifested through multiple UT Libraries initiatives, including varied OA open data infrastructure and training⁷ with direct author benefits. UT Libraries highlight and advance good practices of sustainable scholarship by noting examples of disciplinary and institutional repositories for authors interested in self-archiving to make their work openly available. The Research Data Services unit builds, maintains, and enhances the data services deployed by UT Libraries and provides high-quality training in data management practices across disciplines through consultation sessions, LibGuide

content, and workshops that provide open learning opportunities. Through membership in the Texas Digital Library, UT Libraries also provides infrastructure to support the open access repository, Texas ScholarWorks, and data repository, Texas Data Repository, as a free service to the entire UT community. The Texas Digital Library hosts Open Access journals through the Open Journal Systems platform as well as UT's electronic theses and dissertation submission system, Vireo.

Garnering support for the benefit of public access includes campus-wide engagement and institutional commitment to open scholarship. At UT, previous campus-wide discussions about Sustainable Open Scholarship (SOS), initiated by the Provost's Office in fall 2020, set precedent to build on previous open scholarship support after the Nelson Memorandum's release. The SOS report⁸ noted key outcomes that acknowledged UT's strong support for the principle of open access—that knowledge should be disseminated without restrictions—and that UT will enhance its global impact as a leading public R1 university by taking a leadership role in open scholarship. UT joined HELIOS in 2022 to further confirm institutional support for open scholarship.

While cross-campus discussions with various groups can raise awareness about the benefits of open scholarship, UT also recognizes the need for cross-campus, institutionalized units that support researchers' open scholarship and public access compliance needs. In summer 2023, UT was awarded a Sloan Foundation grant to create the university's Open Source Program Office (OSPO), which will bring together and enhance existing activities from several units and schools as a single, branded, and coordinated effort across the university with staff from the Texas Advanced Computing Center (TACC); the Office of the Vice President for Research, Scholarship, and Creative Endeavors (OVPRSCE); the UT Libraries; the Information Technology Transformation Office (ITT); and expert open source researchers in the UT community. Institutionalized support for open source projects with campus-wide collaboration will benefit future efforts to make compliance with funder policies easier and more rewarding for the researchers that UT supports.

The fall 2023 Texas Open Science Summit (TOSS)⁹ raised awareness about the importance of the Nelson Memorandum and continued UT's discussions about open scholarship and public access compliance, incentives, and good practices. This forum offered a publicly visible opportunity for scholars and open access advocates in the region and state of Texas to learn more about the federal Year of Open Science and support structures at UT. Specifically, the TOSS event offered an opportunity to celebrate the federal Year of Open Science by

- raising awareness of the 2022 Nelson memo;
- engaging individuals from across the UT campus and beyond in a discussion of progress to date and growing opportunities;
- creating some excitement and elevated interest from the campus research community;
- strengthening engagement with the Office of the Vice President for Research, Scholarship, and Creative Endeavors (OVPRSCE) to coordinate and facilitate our work in the national and federal context and showcase UT's leadership in advocating for open scholarship;
- raising greater awareness of the work that HELIOS is doing to take collective action to advance open scholarship; and
- elevating the creation of an OSPO to support open source and open science at UT.

With these new developments, TOSS provided space to celebrate UT's progress and commitment to advancing open scholarship and was an opportunity to inspire the research community to move beyond viewing public access through a lens of compliance and toward a view of collaborative opportunities.

Supporting open scholarship and research integrity at Colorado State University

Like many institutions, Colorado State University (CSU) is continuously balancing the needs of the research community. This includes training and support for participants with research awards that come with regulations and mandates from state and federal funding bodies.

Prior to the release of the Nelson Memorandum, professionals from Data Management and Open Access units in the libraries, Research Computing and Cyberinfrastructure from the Division of IT, and Research Integrity from the Office of the Vice President for Research (OVPR) created a working group with the goal of improving communication, resources, training, and infrastructure to support research integrity. The Nelson Memorandum, along with other initiatives like the National Institutes of Health (NIH) implementation of the Data Management and Sharing Plan (DMSP) validated campus efforts and provided support for expanding work. Building on a long history of open access support, the CSU Libraries has since created the Advanced Research and Scholarship Support group,¹⁰ providing resources for data management planning and openly sharing research outputs. The working group hosted the Opentober Event, highlighting initiatives and support services for furthering open scholarship and public access compliance at CSU.

CSU is recognizing the federal Year of Open Science through its participation in HELIOS, which CSU joined in 2022. Kevin Worthington, the geospatial data manager for the CSU Geospatial Centroid partnered with HELIOS' Good Practices in Open Scholarship Working Group to create an interactive map¹¹ highlighting open scholarship initiatives ongoing at HELIOS institutions across the country. The map can be used to locate events, resources, and collaborators to further open scholarship and public access priorities.

In considering implementation of the Nelson Memorandum priorities, and what the research community needs to comply with emerging policies, it is increasingly important to embed open scholarship guidance in the curriculum, required training, and regular practices of the research community. The Responsible Conduct of Research (RCR) program at CSU has been embedding open scholarship principles in RCR education for several years in the form of data management plans (now data management and sharing plan and regular, targeted rigor, reproducibility, and transparency training. These efforts have inspired CSU to create a position that combines RCR and open scholarship strategy under the OVPR. This alignment and positioning on campus provides formal structure to integrate open scholarship principles and standards, as they evolve, into RCR training in real time. Given the expanded requirements for RCR training to principal investigators and key personnel, CSU has the opportunity to reach senior investigators who can embed the concepts into their research and scholarly practices alongside their compliance efforts. The program has created a community of practice composed of instructors of more than 20 approved face-to-face RCR courses across campus. The community will employ, co-develop, and share evolving open materials and resources that embed open scholarship into research, methods,

and RCR courses at every level.

Through connections made during CSU's co-leadership of the HELIOS Cross-Sector Alignment Working Group and in support of public access compliance, CSU is also collaborating with Cornell University to develop a pitch deck for compliance units to identify and request resources for the necessary integration of open scholarship into existing research compliance frameworks. While each institution is unique in structure and approach, there are some common needs and gaps identified. Alignment of training, support, and compliance will allow institutions to invest fully in open scholarship beyond a compliance effort.

Conclusion

To prepare for emerging public access policies, colleges and universities are building upon their previous awareness raising efforts, promoting new programs and resources, updating their training, and expanding institutionalized structures to comply with funder policies. Simultaneously, schools are also collaborating to ensure that open scholarship practices are easier and more rewarding for both researchers and the institutions that support them.

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It's your library too

Inviting staff to a library event designed just for them

Academic staff can often be forgotten in marketing of library resources and services. Targeting this unique population creates a campus community of staff that are informed about the library, comfortable using library services and spaces, and powerful library advocates. Workshops and similar lecture-style events targeting staff do not often draw large numbers. We designed an engaging and creative event called Summer Fest as an alternative to the traditional workshop. This article focuses on the planning, preparation, marketing, and execution of an event targeted to this overlooked population.

Overview

Many academic libraries emphasize support of their campus community in their mission statements, yet outreach efforts often focus on specific populations, such as students or departmental faculty. At our institution, the liaison structure effectively reaches academic departments, but there is no specific librarian assigned to staff outreach. Identifying this imbalance in our own outreach strategies, we resolved to connect with staff (including administrators and faculty) at an event addressing their specific needs. We investigated staff library behaviors and discovered that most staff were unaware of library services available to them and hesitant to enter perceived student-only library spaces. We designed an in-person event to help staff more confidently use library resources and to build stronger relationships between campus and library staff.

Cara Bradley at the University of Regina identified campus staff as potential library advocates. Campus staff often work in information-intensive positions and are key influencers on campus, advise and direct students, and make important decisions that impact the library.¹ At Embry-Riddle Aeronautical University Library, we expected our staff would be more likely to refer students to our services and advocate for the library when they were more familiar with the library. Summer Fest was designed to both meet the library's strategic plan goal of increasing awareness of all library resources and services to staff and transform staff into powerful library advocates.

The Hazy Library and Learning Center is part of Embry-Riddle Aeronautical University in Prescott, Arizona. Our goal was to target the institution's 202 part- and full-time faculty and 324 staff. Previously the library held workshops or brown bag lunch sessions with limited success and low attendance. We envisioned a more fun and interactive alternative to the staff workshop format that highlights the same resources, services, and information.

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During the event, attendees received a passport that directed them to explore seven stations placed throughout our two-floor library. Each station showcased different library resources tailored toward staff needs. Fortunately, the event coincided with the launch of our Act One Culture Pass program, which provides two free admissions at participating museums, zoos, and cultural institutions. Rather than having a generic library introduction session, this new program launch provided us with the perfect opportunity to draw in participants with a popular local program.

Planning

We began planning the event one month prior. In the early stages, we met with influential campus staff and asked them about their impressions of the library. These staff agreed that they were unaware of library services for staff. One staff member expressed their discomfort with entering library spaces. Their comments mirrored our own observations of staff library behaviors.

Unlike student orientations, we did not include research-based services or course materials but instead focused on services that benefit staff both personally and professionally. We also wanted the stations to be interactive. To encourage staff members to explore and feel comfortable in library spaces, we placed seven stations strategically through the first and second floors of the library:

- Welcome Table: The library director greeted guests, explained the event, handed out passports, and gave out library swag.
- Station 1: A book display with Yavapai Library Network (consortium of local libraries) books. Selected titles reflected a wide range of non-academic topics, such as knitting, traveling, and cooking. The librarian at this station helped attendees set up library accounts.
- Station 2: A tabletop display of a sampling of technology that can be checked out, such as projectors, podcast microphones, speakers, and more.
- Station 3: A display with library staff's favorite books and movies. Cards were available for attendees to write their own recommended book or movie to share.
- Station 4: The librarian gave a short tutorial on how to use the catalog. Attendees were also given a handout with steps on how to navigate the catalog.
- Station 5: The librarian gave a short tutorial on how to access Libby (with a handout) and a FitBike Desk demonstration.
- Station 6: A display of Act One Culture Passes. The librarian was there to answer any questions about how to use the Culture Passes. Attendees could also take an interactive quiz about local trivia.
- Station 7: A spot to sign up for a New York Times subscription.
- Just for Fun: Attendees were encouraged to try moving the library's new compact shelving.

The bulk of pre-event preparation involved creating the passport, event posters, invitations, handouts, station signs, and displays. We decided on a pineapple theme with bright colors, and all event materials reflected our goal to keep the event light and fun.

When planning, we originally wanted more interactivity, such as Kahoot games or website demonstrations at each station. We also considered a summer-long passport activity where staff would pick up their passport, do library tasks, and turn in the completed passport for

a prize. Ultimately, we decided to keep it simple with uncomplicated station activities at a one-time event.

We scheduled the event for a non-holiday week from noon to 2 p.m. The event was purposefully planned to overlap with lunchtime hours to accommodate staff who cannot leave their departments during work hours.

Planning and marketing your event

When planning your own staff-centered event, you may want to consider the following questions:

1. What do you currently do for staff outreach that's not working?
2. What are the library behaviors of your staff?
3. What underused services do you want to highlight?
4. How can your event attract and engage both new and seasoned staff?

We focused our marketing efforts on platforms that would reach staff. We sent several campus-wide emails announcing the event and highlighting the new Act One Culture Pass program. The email also mentioned additional resources we would be showcasing, such as the Libby App for audiobooks and e-books and tech items for checkout like movie projectors. Additionally, we created an announcement on our internal staff page detailing the event. Knowing that personal invitations can increase outreach success, we asked library staff to hand-deliver invitations to their campus connections. Our varied marketing methods generated buzz and questions, especially about the Act One Culture Pass program, but about other services as well. Even prior to the event, marketing efforts sparked staff engagement and enthusiasm for library resources.

Event

Twenty-four staff members attended the event with many departments attending in groups. Attendees were enthusiastic about both the resources and the event, lingering to chat and enjoy the social interactions with each other and library staff. Attendees' eagerness for the event can be partially attributed to a post-COVID-19 desire to leave office spaces and socialize. One attendee wanted to access audiobooks but didn't know how. The event provided him with a timely opportunity to master the Libby App for an upcoming summer road trip. Another attendee commented that they were excited to use the large-format printer for a photography project. Multiple attendees expressed interest in using the Yavapai network lending system. Summer Fest had a mix of seasoned staff, new staff, and non-library users. We were satisfied with the event turnout based on these conversations and observations.

Two weeks after Summer Fest we sent a follow-up email with links to resources that we highlighted during the event. We wanted to ensure that those who did not attend received information about library resources and services. We also included the newsletter of staff recommended reads from Station 3.



Poster for the Summer Fest event.

Reflections

We identified several elements that worked particularly well, including positive social interactions, station interactivity, and learning more about the library. Having staff at each station to facilitate conversations made the experience more friendly. Library staff were also able to introduce themselves to new campus staff or renew existing relationships. Interactivity at every station, like the local trivia quiz, gave attendees a purpose at each station. Demonstrating some unique items like the FitBike Desk was a great conversation starter. Attendees also enjoyed moving the new electronic compact shelving. Letting them hit the button and see the electronic shelves working provided a tactile way to increase their comfort in library spaces. Several staff were excited about the opportunity to use the library as an alternative workspace. Most importantly, campus staff were exposed to previously unfamiliar library resources and were able to experience firsthand the library's mission to serve the entire campus community. Similar to our experience, the University of Montana found that staff want to learn more about the library and are empowered when they are more aware of library services.² Empowered staff can become library supporters and advocates increasing the reputation and value of the library campus wide.

We recognized several areas for improvement, such as reconsidering station placement, as not everyone went to the stations upstairs. Additionally, some attendees were confused how Station 1 (Yavapai Network lending system, library account) and Station 4 (library catalog) were different. Combining these stations would make more sense for attendees. Also, refreshments are often a powerful draw for event attendance. While the budget did not allow for it, a snack and drink station, perhaps combined with a cookbook display, could help increase attendance.

We received feedback from many attendees that they enjoyed the event. Specifically, one of the attendees recognized the value of an interactive and relaxed library introduction and requested we put on a similar event for international students. An administrator also commented that the format was a unique way to showcase library resources, and they hoped that similar events could be done for first-year students.

While we measured success through positive interactions and attendance, a more structured assessment, such as pre- and post-event surveys or staff circulation data, could help track increases in staff engagement with the library. For example, at the University of Washington, librarians used post-event surveys to assess their orientation for campus support staff. They found that attendees received the event positively and felt more comfortable using library resources.³

Conclusion

In hosting Summer Fest, we wanted to reach an overlooked population in our campus community. Previous outreach attempts through workshops were ineffective, and too many campus staff were unaware of library resources. Believing that a more relaxed program would garner more interest, we focused on creating an event where staff could explore and interact with library staff, services, and resources in an engaging way. Through both the event and marketing efforts, we successfully strengthened relationships with staff, increased library visibility on campus, and helped staff better understand library services. We found this event to be invaluable in the library's mission to support the campus community, and we look forward to continuing staff-focused outreach.

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Shoshana Frank

The fall of creativity

A librarian's role in the world of AI

The world is a global landscape that is forever evolving with the rise of technology, information access, and labor outsourcing. Artificial intelligence is growing exponentially in the United States, in many ways aiding in general tasks. However, generative AI is learning and developing a high rate of consciousness, which could soon replace our role as human creators. We as librarians must take a step back and reflect on the long-term effects of this technology, not just react. We must ask ourselves, what world do we want to leave for the future generations? How do we want to steer these conversations?

For decades America was at the cutting edge of the industrial revolution; manufacturing plants flourished throughout the country, and creating material goods was a key component of the American Dream. With the advancements in technology, production work labor required less human intervention. Eventually most manufacturing left the United States as labor and automation could be found cheaper elsewhere.¹ Yet American ingenuity and creativity remained; even flourishing in the new technology-dense landscape. With faster computers, cars, and machines, time was freed up for humans to explore their thoughts and ideas. This shift is seen through the dramatic increase of entrepreneurship, influencers, television programs, movies, artists, writers, and online creative communities.

As a society we entered the age of the mind.

Thought and creativity now rule American exports. People around the world watch movies, read books, and appreciate art created in the United States and exported overseas. Artists in Australia can take a virtual tour of the Met and see grand masterpieces housed in New York City from their computer.² As online access has expanded, so has the visual art industry as artists can reach enthusiasts in new ways, posting their work on social media and their own websites. Going beyond the gallery walls with the access the internet provided allowed American artists to flourish in 2022 with more than 6 percent industry growth from 2021.³

As visual media expanded so did the written word. Growing internet communities created a space for writing groups, fanfiction, and serialized original work posted on sites like Royal Road, Wattpad, Webtoon, and tapas. Creative writing originating from the US traversed the globe through the internet, which also enabled online writers to be “discovered” by traditional publishing houses. In 2018, the US’s traditional publishing, indie publishing, and on-demand printing industry prospered with more than 3 million books published. For perspective, in 2018 the next most prolific country, the United Kingdom, published fewer than 200,000 titles.⁴

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Despite movies being filmed around the world, the most widely viewed works are American-made, with billions annually in box office profits.⁵ These productions and the entire visual media industry is staffed by over 30,000 American actors and many other creatives.⁶

As AI companies race toward developing more powerful systems, generally with little forethought to long-term use,⁷ the incredible achievements of the creative industry are put at risk. From an even broader perspective we must ask ourselves the following questions: What elements of humanity are we losing by enabling and allowing AI to take over our creativity? What long-term consequences will this have on independent thought? Might information literacy become more complex to teach with the influx of machine-created content? Will the decline of human thought be so slow we don't even see the drift? What does it mean as AI starts appearing in higher academic circles as an easier, faster way to produce work?

Visual and written creativity is at its peak, but what happens if script writers, authors, and artists begin relying on AI? Studio use of AI is already an issue for these creators, highlighted with the 2023 Writers Guild of America strike. Will these blockbuster shows that have a massive influence on popular culture still have the same oomph? Or will there be a steady decline in the quality and revolutionary nature of the film industry?

As educators, information experts, and librarians, it is our duty to the next generation to ensure students gain the tenacity to ask these types of probing questions. Presenting resources that broaden the mind and challenge pre-conceived notions through LibGuides, videos, and social media posts is a step that can be implemented with limited resources. Connecting students with industry experts and scientists currently discussing the complexities and long-term ramifications of AI development provides the building blocks for critiquing the technology industry. Connecting passive programming and displays within the library to AI conversations can foster student engagement with the material and each other. The goal of these types of programming is to engage students and educators in broader reflection and decisions on how we use technology. Libraries are the main point of information access, making library workers the perfect stewards for these deeper conversations.

Bottom line: if we allow AIs like ChatGPT and DALLe to create poems, textbooks, research papers, digital art, and more, then we are losing the last great American world export—human creativity.

Will we notice the loss, or will we have created a society where it doesn't even register as a loss?

Notes

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2. Keith Christiansen, Stephan Wolohojian, Adam Eaker, “A New Look at Old Masters,” the Met, February 25, 2021, video, 11:49, <https://www.metmuseum.org/perspectives/videos/2021/2/a-new-look-at-old-masters>.

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4. WIPO, *The Global Publishing Industry in 2018* (Geneva, Switzerland: World Intellectual Property Organization, 2020), 27.

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7. Future of Life Institute, “Pause Giant AI Experiments: An Open Letter,” March 22, 2023, <https://futureoflife.org/open-letter/pause-giant-ai-experiments/>.



*Advancing learning
Transforming scholarship*

Association of College & Research Libraries
A division of the American Library Association

2022–2023

Annual Report



Message from the President

Erin L. Ellis

ACRL's 83rd President



I am incredibly grateful for the opportunity to serve as ACRL president. My respect and admiration for ACRL, its members, and this profession has grown tremendously, and the dedication and passion in this community is extraordinary. Every contribution of time, expertise, and interest from members, the Board of Directors, and ACRL staff strengthens the association and our profession in countless ways. I've appreciated learning and working alongside so many of you and I'm thankful for your continued engagement with ACRL.

Despite the persistent change, uncertainty, and challenge that we're experiencing across academic libraries, ACRL remains responsive and committed to member needs. I'm particularly proud of ACRL's continued commitment to advancing the work of equity, diversity, and inclusion (EDI). The Board approved the addition of a new EDI goal area to the Plan for Excellence and charged task forces to apply an EDI lens to nominations processes and policies, volunteer recognition practices, and to the awards program. The dedication of our member volunteers and leaders to this work is remarkable. It's through their efforts that the EDI commitment remains strong, focused, and threaded throughout the association.

This year's ACRL President's Program at the ALA Annual Conference, "Cultivating, Applying, and Assessing the DEIA Lens: Building on the Diversity Count," continued a five-year tradition of Presidents' Programs exploring themes of EDI. I'm thrilled that this has become a commitment of ACRL presidents, and I hope it continues. The program was a lively conversation full of practical ideas about how to think beyond traditional diversity efforts. A special thank you to the President's Program Committee and to co-chairs Annie Belanger and Leo Lo in guiding the committee's work.

To be president in a ACRL conference year was an unexpected joy. The ACRL 2023 Conference in Pittsburgh was hugely successful and marked a return to an in-person gathering for the ACRL community. Meeting first-time and student attendees and hearing their excitement about the conference and their enthusiasm for joining ACRL was especially energizing and something I'll never forget. I was struck by the incredible breadth and depth of knowledge as I listened to presenters share thought-provoking research and inspiring experiences. Meeting our keynote speakers, Rebecca Nagle and Heather McGhee, was another amazing privilege that I'll always cherish.

Message from the President

The Board and several member leaders continue to represent ACRL in ongoing governance and financial transitions within ALA. The ACRL staff have been especially attentive in navigating these while simultaneously adapting to substantial personnel changes. My sincere thanks to the staff for their steadfast support and resilience amidst this period of continuous change, and special thanks to Allison Payne for stepping in as interim executive director.

Change and uncertainty are ubiquitous. But as I reflect on my term as ACRL president, I feel hopeful and inspired. ACRL and its members routinely rise to challenges, contribute meaningfully to our association, and advance innovative work across the academic and research library community. This, I'm confident, will not change. My time as president has been an incredibly rewarding journey for which I will always be grateful.

Annual Conference Programs

ACRL Programs at the 2023 ALA Annual Conference —Chicago—

- 2023 President’s Program — Cultivating, Applying, and Assessing the DEIA Lens: Building on the Diversity Count
- “Asking for help makes me nervous”: High School to College Library Experiences
- A Bird in the Hand: Strategies for Retaining Library Employees
- Chicago Data in Action: Insights for Policy, Priorities, and Social Change
- Connecting Library Experiences: Collaboration Across Library Types to Better Support Our Patrons
- How We Created a Research Rubric Meant for Everyone: Making the Library and Its University Partners More Student-Ready
- Hybrid Work Culture Post-Pandemic: Challenges and Opportunities from Geographically Diverse Libraries
- Interdisciplinarity and Humanities Librarianship: Are librarians (and Libraries) Keeping Pace, and What’s Next?
- It’s Not Either/Or: How to Include Open Access Materials to Transform Curriculum and Collections
- Learners of 2030: Preparing for Literacies and Skills of the Future
- Learning Apprenticeships in the Media and Information Literacy Classroom
- Sharing Knowledge: Projects and Outreach for Indigenous Patrons, Languages, and Documents
- Supporting Invisibly Disabled Students in the Library Classroom
- Systematic and Evidence Synthesis Reviews: Supporting Research in the Social Sciences
- The Contextual Nature of Research as a Threshold Concept for Information Literacy

Message from the Vice-President

Beth McNeil

Vice-President/President-Elect



What an honor to serve as your ACRL vice-president/president-elect for 2022–23. I have very much enjoyed working with the ACRL Board of Directors, ACRL staff, and our member leaders to advance the association’s goals and initiatives. Weekly phone calls with President Erin Ellis, Past-President Julie Garrison, former ACRL Executive Director Jay Malone, and, near the end of my vice-presidency, with Interim ACRL Executive Director Allison Payne, have been informative, engaging, and in hindsight, so, so, important as I prepared to step into the ACRL presidency for 2023–24.

Attending ACRL 2023 in Pittsburgh was a real high point! Meeting new members and scholarship recipients was energizing and provided me with hope for the future of our profession. Talking with committee members and other leaders reminded me of the very good work we do in ACRL, and it is always great fun to reconnect with ACRL members who have become good friends over the years. ACRL 2023 was especially terrific since ACRL 2021 was forced to shift to virtual and we were back, in person, in real-time, for our important and so engaging national conference. As always, conference programming was excellent—important, timely, and pertinent to the work we do in our college, university, and research libraries.

As vice-president I had the privilege to make appointments to ACRL committees and for ACRL members to serve on ALA committees. I worked closely with the Appointments Committee to select members to fill terms on ACRL committees. ACRL’s Core Commitment to Equity, Diversity and Inclusion was a primary focus as they carried out their work and I am grateful for their dedication and diligence in making appointments.

Another role for an ACRL vice-president is to serve as an ex-officio member of ACRL’s Budget & Finance Committee. As a past member of Budget & Finance, I was aware of the important and sometimes complex work of the committee, and 2022–23 was no exception! Even more so because of the continued developments with and potential implications emerging from ALA governance changes, operating agreement changes, and finance discussions. This work continues for ACRL Board members and the Budget & Finance Committee, with attention to balancing the needs and expectations of ACRL members with the needed changes to ALA, so that ACRL will continue to thrive as a strong division within ALA. Thank you to Interim Executive Director Allison Payne along

Message from the Vice-President

with ACRL member and former Budget & Finance Chair Carolyn Henderson Allen for serving on the ALA Operating Agreement Implementation Task Force.

ACRL staff and member leaders do excellent work in support of ACRL programs, publications, and service opportunities, all for the benefit of our members. It has been a pleasure to work with staff and the Board these past several months. I look forward to the opportunities and challenges for ACRL in the coming year. Thank you for your participation in ACRL.



Advancement Fund



RBMS Scholarships
Fund



ACRL Conference
Scholarship Fund

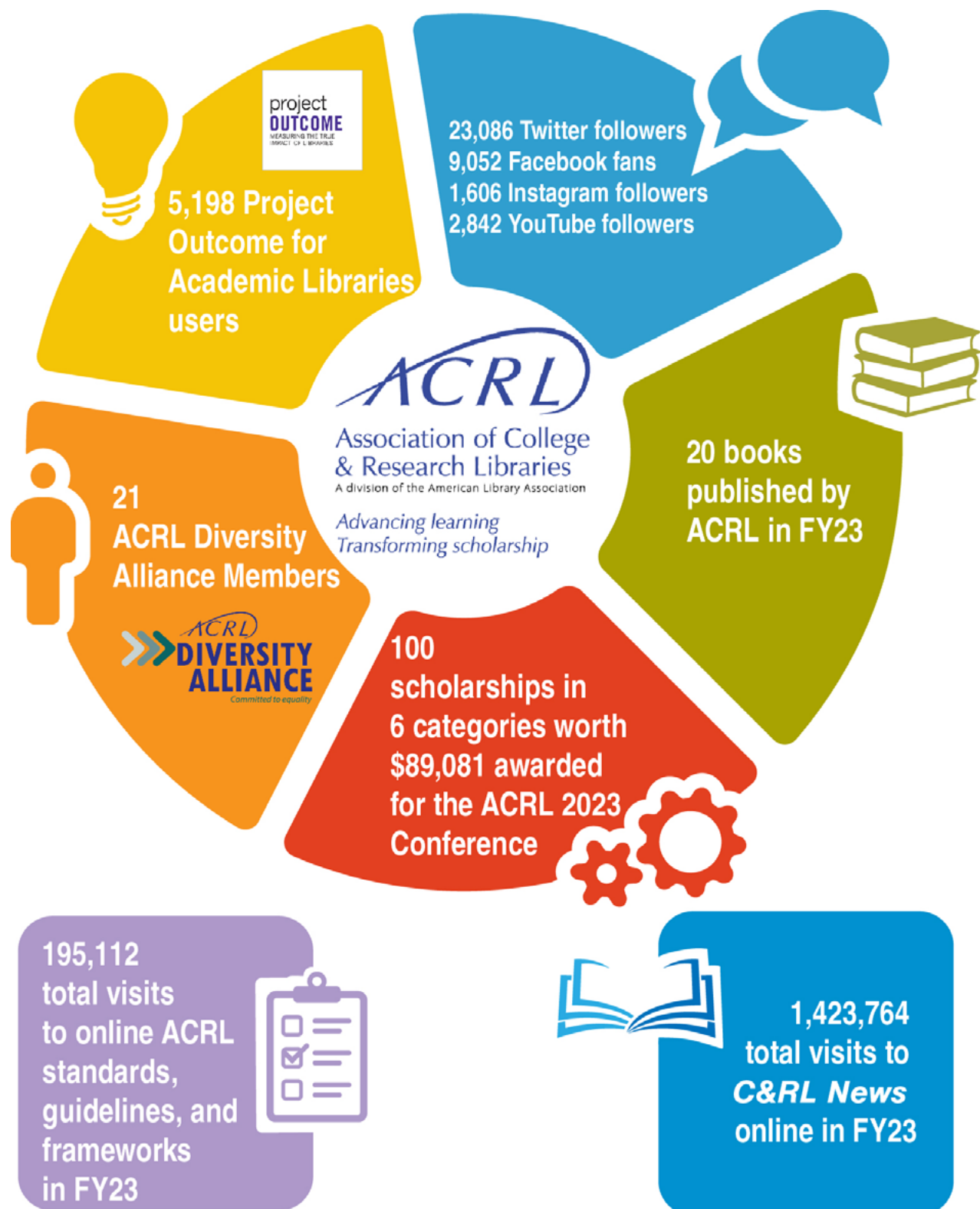
<http://www.ala.org/acrl/give>

The Friends of ACRL donations support ACRL's mission in key areas, including the ACRL Advancement Fund, ACRL Conference Scholarship Fund, and RBMS Scholarships Fund. Since the establishment of the Friends of ACRL in 1998, 1,537 donors have become Friends and contributed more than \$540,00 to provide support for ACRL initiatives. Money from the Friends Funds has been used to provide scholarships for ACRL professional development activities, support for the Library Copyright Alliance Project, Project Outcome, Benchmark: ACRL Metrics & Trends, and providing open access for *C&RL News* backfiles.

Thanks to our 311 donors who contributed more than \$31,981 to the Friends of ACRL in FY23 (September 1, 2022– August 31, 2023). A complete list of Friends of ACRL is available on the ACRL website at <https://www.ala.org/acrl/friends-acrl-2023>.

ACRL also expresses its sincere appreciation to its sponsors for their generous donations to the various programs and events the association has offered throughout the year. Thanks to your support, ACRL members benefited from enhanced programs and services this year. A complete list of sponsors is available on the ACRL website at <https://www.ala.org/acrl/acrl-2022-2023-sponsorships>.

By the Numbers



Year in Review

ACRL Speaker Honoraria Policy Updates

At the 2023 ALA Annual Conference, the ACRL Board of Directors received the final report and recommendations from the ACRL Member Accommodation/Compensation Task Force. Due to changing landscapes, member feedback, and requests in recent years, the Board asked the task force to review existing policies and norms pertaining to member participation and compensation to better engage, acknowledge, and support a diverse library workforce and to help make ACRL a more welcoming, equitable, and accessible association.

On the task force's recommendation, the Board approved a series of policy updates that allow ACRL units such as committees (including the President's Program Committee) and sections to offer honoraria to all speakers, regardless of their membership in ALA/ACRL, job position, or degree status. Examples of work for which honoraria can now be offered include speaking at virtual or in-person events, leading workshops, or presenting at ALA conferences. The Board also reaffirmed that the association will continue providing discounted registration for all speakers at future biennial ACRL conferences.

ACRL 2023 Conference

More than 3,500 library workers, exhibitors, speakers, and guests from around the world met March 15–18, 2023, in Pittsburgh for the ACRL 2023 Conference. Themed Forging the Future, ACRL 2023 featured keynote speakers Rebecca



Nagel and Heather McGhee along with more than 300 live educational programs including invited presentations, panel sessions, contributed papers, workshops, lightning talks, roundtable discussions, and poster sessions. Virtual registration included live streams of the opening and closing keynotes, hybrid programs with live chat, virtual-only presentations, and networking and wellness opportunities. Recordings of the majority of virtual and hybrid presentations are available to attendees for the next year. Nearly 150 exhibitors showcased cutting-edge products and services. The conference hosted 2,140 paid in-person and 717 paid virtual attendees, including 1,109 first-time attendees, for a total of 2,857 total paid attendance. ACRL also awarded 100 scholarships for the conference in six categories, worth \$89,081.

Year in Review

Threshold Achievement Test for Information Literacy (TATIL)

This fiscal year, ACRL acquired the Threshold Achievement Test for Information Literacy (TATIL), an online information literacy assessment instrument developed by Carrick Enterprises, Inc. Based on the ACRL Framework for Information Literacy for Higher Education, TATIL is a simple, easy-to-use standardized test that measures the achievement of the information literacy education outcomes, regardless of a student's major or research focus, across four modules which address learning across all the frames in the ACRL Framework. TATIL reports help educators identify student areas of strength and areas that need improvement, supporting evidence-based decision-making and inform actions for strengthening student outcomes. Following a redesign and rebuilding period, TATIL relaunched under the ACRL brand in summer 2023.

ACRL Staffing Updates

ACRL experienced several key changes in leadership and staffing this fiscal year. Executive Director Robert (Jay) Malone departed the association in June 2023 and was succeeded by Interim Executive Director Allison Payne. Associate Director Mary Jane Petrowski retired at the end of March 2023 after more than 20 years of service to ACRL. Senior Strategist for Special Initiatives Kara Malenfant also departed the association in June 2023 while Rachel Hendrick was named editor and publisher of ACRL's Choice publishing unit in June 2023. Complete information on ACRL staffing changes is available later in this report.

Year in Review

ACRL's Plan for Excellence

This report highlights ACRL's many accomplishments during the 2022–23 fiscal year across the five strategic goal areas highlighted in the Plan for Excellence—the value of academic libraries; student learning; research and scholarly environment; new roles and changing landscapes; and equity, diversity, and inclusion—along with the association's enabling programs and services.

The Value of Academic Libraries

ACRL made significant progress on the association's goal of assisting academic libraries in demonstrating alignment with, and impact on, institutional outcomes this year. The association provides support and training to ACRL liaisons to other higher education organizations and disciplinary societies so that they are prepared to talk about the value of academic libraries in those contexts.

ACRL launched a new Academic Library Advocacy Toolkit this year. Developed by a joint task force comprised of members from our Value of Academic Libraries and New Roles and Changing Landscapes goal-area committees, the toolkit is a curated collection of resources that can help equip academic library administrators and library professionals with the resources they need to advocate for the value, roles, and contributions of academic libraries to their campus communities. The Academic Library Advocacy Toolkit was created in response to current and concrete pressures many academic libraries are facing, including challenges related to budgets, a diminished workforce, professional roles, and more. The toolkit has garnered more than 10,000 views this year.

The Value of Academic Libraries (VAL) Committee offered the free ACRL Presents webcast “Libraries and Learning Analytics: The Future is Now” on November 17, 2022. This presentation was part of the committee's effort to refocus attention on using data to support data-driven decision making and making sure academic libraries have a place at the table at the larger institutional level. VAL also hosted an online discussion forum, “Creating and Nurturing Partnerships for Equity, Diversity, Inclusion & Social Justice,” in May 2023 and an online “Trend Talk: Listening to Our Students” in June 2023 in conjunction with the New Roles and Changing Landscapes Committee.

Year in Review

Project Outcome for Academic Libraries continues to be a vital part of ACRL's Value initiatives. Based on a model developed by PLA, this free toolkit is designed to help academic libraries understand and share the impact of essential library programs and services by providing simple surveys and an easy-to-use process for measuring and analyzing outcomes. The standardized surveys allow libraries to aggregate their outcome data and analyze trends by topic and program type. Training and resources are provided to participating libraries so they can use data-driven results to advocate for their library. Several upgrades were made to the toolkit in 2022, including adding the NSSE high impact practices as taggable outcome measurements and allowing surveys to be distributed with QR codes. As of August 2023, Project Outcome for Academic Libraries 5,189 users and 879 academic libraries have created surveys and collected nearly 175,000 responses.

ACRL's Standards for Libraries in Higher Education, another important component of the association's VAL work, has been visited more than 13,600 times this year. The ACRL Board of Director also approved a revision of the association's Proficiencies for Assessment in Academic Libraries, developed by the VAL and Equity, Diversity, and Inclusion Committees, in June 2023.

The virtual workshops "Putting the Standards for Libraries in Higher Education into Action" and "Assessment in Action: Demonstrating and Communicating Library Contributions to Student Learning and Success" continue to help academic library professionals tackle value and assessment issues facing the profession today. The Learning Analytics Toolkit, a freely available professional development resource developed by the VAL Committee, provides an avenue for library professionals to learn more about learning analytics and how they intersect with academic libraries.

National Center for Education Statistics Integrated Postsecondary Education Data System/ACRL Benchmark

The ACRL Academic Library Trends and Statistics Survey incorporates the Integrated Postsecondary Education Data System (IPEDS) Academic Library Component and makes the results available through ACRL Benchmark: Library Metrics and Trends. The 2022 survey closed on April 14, 2023. 1,509 institutions completed the 2022 survey for a 44.4% response rate, and the survey data was published in June 2023. The survey also enabled participants to easily transfer their IPEDS responses to the institutional keyholder for the IPEDS survey. The ACRL/ALA/ARL IPEDS Task Force provided feedback regarding the migration of the IPEDS Academic Library Component to IMLS by 2025.



Year in Review

Student Learning

The following activities are examples of ways ACRL moved towards meeting the association's goal of assisting librarians in transforming student learning, pedagogy, and instructional practices through creative and innovative collaborations this year.

The ACRL Framework for Information Literacy for Higher Education has introduced a new way of thinking and practicing to the academic library community and continues to bring both inspiration and challenge to librarians as they explore new directions in information literacy practice and research. Building on ACRL's commitment to advancing student learning, this year the association acquired the Threshold Achievement Test for Information Literacy (TATIL), an online information literacy assessment instrument developed by Carrick Enterprises, Inc. Based on the ACRL Framework, TATIL is a simple, easy-to-use standardized test that measures the achievement of the information literacy education outcomes, regardless of a student's major or research focus, across four modules which address learning across all the frames in the ACRL Framework for Information Literacy. TATIL reports help educators identify student areas of strength and areas that need improvement, supporting evidence-based decision-making and inform actions for strengthening student outcomes. Following a redesign and rebuilding period, TATIL relaunched under the ACRL brand in summer 2023.

The ACRL Framework Sandbox, an openly accessible platform and repository for librarians and their educational partners to discover, share, collect and use ongoing work related to the ACRL Framework in practice and professional development, was visited more than 67,000 times in this fiscal year. The Framework itself was viewed more than 106,000 times this year and the ACRL Board of Directors also approved a new Companion Document to the Framework for Information Literacy for Higher Education: Instructions for Educators in June 2023 and a revision of the ACRL Standards for Distance and Online Learning Library Services in February 2023.

ACRL published a number of books including *The Critical Librarianship and Pedagogy Symposium: Reflections, Revisions, and New Works*; *Exploring Inclusive & Equitable Pedagogies: Creating Space for All Learners* (2-Volume Set); *Instructional Identities and Information Literacy* (3-Volume Set); *Teaching Critical Reading Skills: Strategies for Academic Librarians* (2-Volume Set); and *Undergraduate Research and the Academic Librarian: Case Studies and Best Practices, Volume 2* related to student learning and information literacy issues this year.

Year in Review

The association also presented a variety of Online Learning offerings focused on student learning and information literacy topics, including “Developing Signature Pedagogies for Information Literacy;” “Critical Information Literacy Instruction in an Age of Misinformation;” “Increasing Engagement Using Active Learning Techniques;” “Exploring AI with Critical Information Literacy;” “Online library instruction: Best practices for live synchronous teaching;” “Universal Design for Learning: principles and techniques for library instruction;” “Reframing Library Spaces: Supporting Student Learning, Success, and Wellbeing;” and “Strategies for Teaching Adult Learners.”

The Student Learning and Information Literacy Committee also offered an online discussion forum, “Getting started with OER tools: H5P and Pressbooks,” this June. The virtual workshop “Engaging with the ACRL Framework: A Catalyst for Exploring and Expanding Our Teaching Practices” continues to help academic library professionals tackle student learning-related issues facing the profession today.

Perspectives on the Framework, a column focusing on the Framework and edited by the Student Learning and Information Literacy Committee, continues to appear bimonthly in *C&RL News*. Column topics this year have included “Student learning and engagement in a DEI collection audit: Applying the ACRL Framework for Information Literacy,” “Looking at information with the sociological eye: Introducing the sociology companion document,” “What’s art got to do with politics? Show me the evidence,” “De-colonizing one-shots: Critical pedagogies and the ACRL Framework,” “Teaching the politics of citation: Challenging students’ perceptions” and “It’s not just us: Sharing the ACRL Framework with writing tutors.”

Information Literacy Immersion Program

A new facilitator team for the Immersion Program was hired in summer 2023. The three-person team is comprised of a lead facilitator, past-facilitator, and incoming facilitator. The group is convening in early fall 2023 with the goal of offering Immersion programming in 2024.

Year in Review

Research and Scholarly Environment

ACRL's scholarly communication program helps accelerate the transition to more open and equitable systems of scholarship.

In November 2022, ACRL joined the Association of Research Libraries (ARL) in co-sponsoring a listening session on the 2022 Office of Science and Technology Policy (OSTP) public access guidance, "Ensuring Free, Immediate, and Equitable Access to Federally Funded Research." In this session the academic/research library community shared statements and top-of-mind issues with US Federal agency members of the National Science and Technology Council (NSTC) Subcommittee on Open Science (SOS) about the new public-access memo. Afterwards the organizations sent a brief letter to the chairs of the NSTC SOS outlining what library representatives highlighted in their statements, along with the video recording, and the data from a survey registrants completed prior to the event.

Monthly articles on scholarly communication issues and trends in *C&RL News* play an important role in disseminating a body of knowledge for the field. The association also published two books, *The Data Literacy Cookbook* and *Using Open Educational Resources to Promote Social Justice* on scholarly communication-related topics this year.

"I value the quality publications that are published by ACRL including the College & Research Libraries journal and the College and Research Libraries News magazine and appreciate that they are published open access."

– Peggy Nzomo, ACRL Member of the Week



The Scholarly Communication Toolkit, developed and maintained by ReSEC, continues to provide content and context on a broad range of scholarly communications topics and offers resources and tools for the practitioner. The freely available toolkit features sections on topics such as fair use, public access mandates, and library publishing in addition to more fully developed sections on open access publishing and repositories.

Year in Review

The ACRL Scholarly Communication Discussion Group, Scholcomm discussion list, and the ACRL/SPARC Forum on Emerging Issues in Scholarly Communication continue to be important venues for strengthening the association's role in supporting new models of scholarly communication.

New Roles and Changing Landscapes

The New Roles and Changing Landscapes (NRCL) goal focuses on assisting the academic and research library workforce in effectively navigating and fostering change in higher education environments. As noted in the Value of Academic Libraries section, the NRCL Committee, in conjunction with the VAL Committee, published the Academic Library Advocacy Toolkit in February 2023 to provide techniques, tips, and strategies for academic library advocacy that use a variety of sources and impact factors.

NRCL's User Experience subcommittee also worked with the VAL Committee to create a series of Trend Talks. The first is an online discussion forum, "Trend Talk: Listening to Our Students," held in June, exploring the challenge of reaching our students and specifically connecting with groups of students who have a variety of experiences, backgrounds, and circumstances. The Library Space subcommittee held the ACRL Presents webinar "Creating Welcoming Spaces in Academic Libraries" in July 2023.

The NRCL Diversity Pipeline subcommittee this year created a Library Worker Retention Toolkit using existing and new resources, including possible video testimonials on how people have successfully increased retention in their libraries. The toolkit was released in June 2023.

The virtual workshop "Open Educational Resources and Affordability" continues to help academic library professionals interested in learning about OER and/or developing OER initiatives.

ACRL Consulting Services

Delivered by a knowledgeable, experienced team of consultants, ACRL Consulting Services works with libraries to design and assist with library reviews and planning activities, organizational change and development initiatives, staff retreats, and campus collaborations.

Year in Review

Equity, Diversity, and Inclusion

As the higher education association for librarians, ACRL is dedicated to creating diverse and inclusive communities in the association and in academic and research libraries. This core commitment permeates the work of the association, cutting across all ACRL sections, committees, interest and discussion groups, and communities of practice by acknowledging and addressing historical racial inequities; challenging oppressive systems within academic libraries; valuing different ways of knowing; and identifying and working to eliminate barriers to equitable services, spaces, resources, and scholarship.

In November 2022, the ACRL Board of Directors approved a new Equity, Diversity, and Inclusion (EDI) goal for the association's Plan for Excellence. The new goal states that "Academic and research libraries will practice cultural humility, promote community accountability, and be unwavering in their ongoing, iterative commitment to remedy systemic inequalities in their contexts." Objectives for the goal area include enhancing members' capacity to acknowledge, interrogate, and dismantle white supremacist structures and other systems of oppression; providing professional development and resources to attract, hire, support, retain, and promote workers from marginalized communities, which helps build inclusive working environments that center trust and belonging; and building relationships and coalitions to cultivate "collective ownership, accountability, and responsibility."

Members of the ACRL Board of Directors and EDI Committee held an ACRL Presents webcast on "ACRL's Strategic Vision for Equity, Diversity, and Inclusion" in June 2023. Presenters shared how ACRL will center and emphasize the Board's vision and implementation for the new EDI goal and objectives, as well as implications for the association more broadly.

The ACRL Diversity Residency Institute 2023 was held August 4–6, 2023, in Cambridge, Massachusetts. This two-day institute featured nationally and regionally recognized speakers on a variety of library diversity topics, along with structured cohort exercises for the residents.

ACRL published four books—*The Critical Librarianship and Pedagogy Symposium: Reflections, Revisions, and New Works*; *Exploring Inclusive & Equitable Pedagogies: Creating Space for All Learners* (2-Volume Set); *Instructional Identities and Information*

Year in Review

Literacy (3-Volume Set); and *Using Open Educational Resources to Promote Social Justice*—on EDI-related topics this year. The ACRL Board of Director also approved a revision of the association’s Proficiencies for Assessment in Academic Libraries, developed by the VAL and EDI Committees, in June 2023.

A new bimonthly column, *Academic Library Workers in Conversation*, launched in the October 2022 issue of *C&RL News*, with a focus on minimizing barriers to traditional publishing with an accessible format through the sharing of conversations about transforming libraries with ideas from the frontlines.

ACRL presented a number of Online Learning offerings focused on EDI-related topics including “Critical Information Literacy Instruction in an Age of Misinformation;” “Reframing Library Spaces: Supporting Student Learning, Success, and Wellbeing;” “Strategies for Teaching Adult Learners;” and “Universal Design for Learning: Principles and Techniques for Library Instruction.”

The ACRL Equity, Diversity, and Inclusion LibGuide contains a wealth of information on ways we have implemented the association’s Core Commitment, including the ACRL Diversity Alliance; standards and guidelines; information on conference and online learning programming; links to books, articles, and other publications focusing on EDI topics; a calendar of association activities; and suggestions on ways you can get involved in this important work. Additional information on EDI activities is included throughout this report.



“I greatly value the various groups and individuals in ACRL that are working to recruit, retain, and improve the career success for BIPOC individuals, and those of differing abilities and gender identities as diversity in our field improves our ability to serve all our patrons and support our communities effectively. Through ACRL I am provided experiences beyond my library, state, and region that open my horizons and make me hopeful for the future.”
– Tracy Bicknell-Holmes, ACRL Member of the Week

ACRL Diversity Alliance

The ACRL Diversity Alliance unites academic libraries who share a commitment to increase the hiring pipeline of qualified, talented individuals from underrepresented racial and ethnic groups. The ACRL Diversity Alliance grew out of an initiative led by

Year in Review

founding members American University, the University of Iowa, Virginia Tech, and West Virginia University. This year the Board of Directors voted to evolve the ACRL Diversity Alliance Task Force into a standing committee.

Enabling Programs and Services

In addition to the five Plan for Excellence goal areas, ACRL serves its members, along with the academic and research library community, through a wide variety of programs and services. Highlights of the regularly recurring operations relevant to the ability of ACRL to lead academic and research librarians and libraries in advancing learning and scholarship are reported below.

Member Engagement

ACRL's membership activities build on retaining core membership while recruiting from new and diverse communities. At the end of the fiscal year, ACRL had 8,137 members. We continue to look for ways to partner with ALA to enhance member recruitment and retention efforts.

ACRL sections offer 15 vibrant and dynamic communities that nurture individual development and foster a deeper connection to the profession. Sections continue to offer successful mentoring opportunities along with programming and social events to create community among new and continuing members. In addition, ACRL's 16 interest groups address emerging areas of interest in academic librarianship and our 14 discussion groups provide avenues for members to connect around issues through informal networks for exchanging ideas and problem-solving.

ACRL's social media presence continues to grow in order to provide membership with new avenues to connect with colleagues and the association. The association held a virtual orientation session this summer for incoming leaders and offered a webcast to help members volunteer for ACRL committees. A number of ACRL committees, interest groups, discussion groups, sections, and the Board of Directors are working virtually and taking advantage of ALA Connect and other virtual meeting systems to keep the work of the association moving forward year-round.

Year in Review

"I value the wide variety of committee and council memberships ACRL has offer. There is literally something for every ACRL member either to observe, to participate, or to lead."

– Sterling Joseph Coleman, Jr.,
ACRL Member of the Week



ACRL Committee Members 2022–23

The association is pleased to acknowledge the ACRL leaders and volunteers who have worked hard to move the profession and the association forward in 2023–23. ACRL could not accomplish as much as it does without the passionate commitment and expertise of its volunteers. Thanks to all the member volunteers for their service.

Awards

Since 1923, the ACRL Awards Program has recognized and honored the professional contributions and achievements of academic libraries and librarians. This special recognition by ACRL enhances the sense of personal growth and accomplishment of our members, provides our membership with role models, and strengthens the image of our membership in the eyes of employers, leadership, and the academic community.

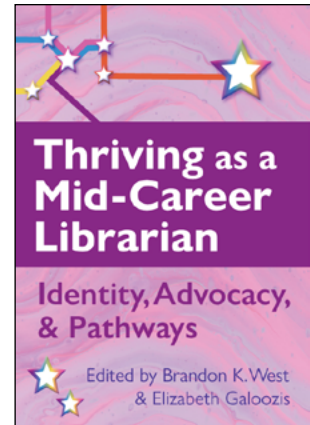
At its January 2021 meeting, the ACRL Board of Directors approved a proposal to pause ACRL's awards program and appointed a task force to undertake a critical review of the program and make recommendations for its future. This pause presents an opportunity to ensure all ACRL awards align with the association's Core Commitment to Equity, Diversity, and Inclusion, and for the awards program to emerge in a stronger position in both solid finances and inspired purpose. This year, ACRL formed an Awards Process Implementation Task Force to consider all ACRL awards and make specific, implementable recommendations for streamlining the ACRL awards process. The task force provided a preliminary verbal progress report at the ACRL Board II Virtual Meeting on February 17, 2023, followed by an interim report during the ALA Annual Conference in June 2023, and a final report for the 2024 ALA Annual Conference.

Year in Review

Publications

Monographs

ACRL's monograph publishing program was very active during 2022–23, releasing 20 new books, including three multi-volume sets, tying the record for most books published in one fiscal year. Titles focused on information literacy, scholarly communication, artificial intelligence, community college librarianship, ethnic studies, interim leadership, and more. A complete list of titles is available in the table on page 465.



The full back catalog of ACRL monograph publications is available in a variety of formats through the ALA Store and Amazon. E-books of ACRL monograph titles are also available for purchase by libraries through EBSCO and ProQuest.

Serials

ACRL continues to make enhancements to the online versions of *College & Research Libraries* (C&RL), *College & Research Libraries News* (C&RL News), and *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage* in the Open Journal Systems platform.

A special issue of *C&RL* published in September 2022 focused on critical librarianship approaches to one-shot library instruction. Guest edited by Nicole Pagowsky, articles in the special issue cast a critical eye on the traditions of one-shot instruction through a variety of lenses including equity, diversity, and inclusion models, meta-analysis, and relational teaching.

Melissa Lockaby of the University of North Georgia Libraries was named the new book review editor and Matty Johnson of the University of South Florida Libraries was named the new social media editor for *C&RL* this year.

C&RL News, the official newsmagazine and publication of record of ACRL, adopted an online-only publication model beginning in January 2022. The December 2021 issue was the final print issue of the magazine. The shift to an online-only publication model brings *C&RL News* in line with *College & Research Libraries* journal, which moved to an online-only model at the beginning of 2014. *C&RL News* online features freely open access to a near-complete run of the magazine's contents from 1967 to the present.

Year in Review



A new bimonthly column, Academic Library Workers in Conversation, launched in the October 2022 issue of *C&RL News*. Edited by Dustin Fife of Colorado College, the column seeks to minimize barriers to traditional publishing with an accessible format through the sharing of conversations about transforming libraries with ideas from the frontlines.

In February 2023, the ACRL Board of Directors approved the appointment of Diane Dias De Fazio as the next editor of *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage*, ACRL's journal covering issues pertaining to special collections libraries and cultural heritage institutions, Dias De Fazio assumed the editorship from Richard Saunders beginning July 1, 2023.

ALA JobLIST

ALA JobLIST is the online career center for job seekers and employers in library and information science and technology run cooperatively by ACRL's *C&RL News* and ALA's *American Libraries* magazines. 2022–23 nearly matched the record-setting previous year, though by year's end advertising volume cooled to more historically typical levels. Staff continue to work with JobLIST's platform provider to develop improvements to the service to serve job seekers and employers well in any hiring environment.

By providing employers with an effective, competitively priced means of reaching the most qualified and engaged candidates in the profession with their opportunities, revenue earned by ALA JobLIST helps to fund programs and initiatives throughout ACRL and ALA, including a direct contribution to the ALA Office for Human Resource Development and Recruitment (HRDR) in support of the ALA JobLIST Placement and Career Development Center at the ALA Annual Conference and ACRL conference.

CHOICE

In FY23, Choice grew its content offerings on Choice 360.org while continuing to produce quality review and DEI content. The big news this year was the launch of the LibTech Insights (LTI) content vertical in January 2023. Also, two of Choice's podcasts were shortlisted for the Publisher Podcast Awards and The Authority File won best B2B podcast.

Year in Review

LTI launched in January 2023, and has quickly grown engagement both on Choice360.org and via newsletter signups. This content vertical provides actionable analysis on the day-to-day impact of technology on academic librarians, faculty, researchers, administrators, and students. Work is steered by an ad hoc advisory board of three librarians: Lisa Carlucci, executive director of the Equinox Open Library Initiative; Salwa Ismail, associate university librarian for Digital Initiatives and Information Technology at the University of California-Berkeley; and Beth Sandore Namachchivaya, university librarian at the University of Waterloo. By August 2023, LTI accounted for approximately twelve percent of traffic to Choice360.org. The controversially headlined blog post “Do We Need Librarians Now that We Have ChatGPT?” was the most popular posts with more than 2,500 views and over 1,000 shares.

Toward Inclusive Excellence (TIE) continues to highlight issues in equity, diversity, and inclusion from across academe. The most popular posts included “The Life and Times of Diamond and Silk,” which highlighted the scourge of disinformation campaigns, and the “DEIA Resources for Understanding Mental Health,” which brought together mental health resources through a diversity framework. In February 2023, TIE Editor Alexia Hudson-Ward spoke with



Rasul Mowatt and Davarian Baldwin about the recent attacks on Advance Placement (AP) African American studies curricula and why the fight over teaching Black Studies is a fight for intellectual freedom. In mid-May, Choice hosted a free webinar “Inclusive Workplace Practices to Support Mental Health in Higher Education.” This program had 805 registrants and the video continues to attract an audience on YouTube. In June, TIE featured interviews with ALA and ACRL presidents Lessa Kanani’opua Pelayo-Lozada and Erin L. Ellis about “Community, Diversity, and Self-Care in Libraries.”

Choice’s content is not only building engagement with the larger academic community but has also attracted the attention of media industry awards. The TIE Podcast was shortlisted for Best Hobbies & Special Interest Podcast at the Publisher Podcast Awards. The Authority File podcast won Best B2B Podcast, beating out eight other contenders. This award boosted engagement across both podcasts and Choice360.org in general.

Choice remains dedicated to its review products Choice Reviews, *Choice* magazine, and Choice Reviews on Cards, but subscriptions and advertising revenue for these

Year in Review

products continue to decline. Subscriptions for print products, *Choice* magazine and Choice Reviews on Cards, were hit particularly hard during the pandemic years and have yet to recover. At the same time, these print products bring in more than \$200,000 in net revenue, while the entire reviews program contributes over one million dollars in revenue. These products, combined with Choice's original multimedia content, TIE and LTI content streams, and innovative sponsorship packages allowed the unit to contribute \$250,000 to the ALA general fund in FY23.

Reports, Papers, Online Publications

The ACRL Research Planning and Review Committee released its latest environmental scan of higher education, including developments with the potential for continuing impact on academic libraries. The 2023 Environmental Scan provides a broad review of the current higher education landscape, with special focus on the state of academic and research libraries. Topics featured in the 2023 scan include polarization, politicization, and civic discourse; economics and administration of higher education; the enduring influence of COVID-19; emerging technologies; and more. The document builds on earlier ACRL reports, including the Top Trends in Academic Libraries, published every other June in *C&RL News*.

ACRL released the freely available digital publication *Conducting a Map Collection Review: A Workbook to Help You on the Journey* by Janet Reyes, Geospatial Information Librarian at the University of California–Riverside, this May. This workbook covers the review process from beginning to end, from getting started to potential partners through developing criteria, establishing processes, and how to make crucial dispersal and disposal decisions.

Keeping Up With..., ACRL's online current awareness publication series, continued issuing concise briefs on trends in academic librarianship and higher education. Each edition focuses on a single issue including an introduction to the topic and summaries of key points, including implications for academic libraries. The series' offerings this year included information on Digital Equity Funding, Automatic Textbook Billing, and Cultural Heritage Crowdsourcing, along with highlighting ACRL activities.

Standards, Guidelines, and Frameworks

The development of standards and guidelines for all areas of academic and research librarianship is a core service of ACRL. These standards, guidelines, and frameworks are a key ACRL contribution to the profession. The ACRL Board of Directors approved the new Companion Document to the ACRL Framework for Information Literacy

Year in Review

for Higher Education: Instruction for Educators along with revised ACRL/RBMS Guidelines Regarding the Security of Special Collections Materials, Proficiencies for Assessment in Academic Libraries, and Standards for Distance and Online Learning Library Services this year.

ACRL Publications

New ACRL Books in 2022-23

- *Academic Librarian Burnout: Causes and Response*
- *Academic Librarian Faculty Status: CLIPP 47*
- *Conducting a Map Collection Review: A Workbook to Help You on the Journey*
- *The Critical Librarianship and Pedagogy Symposium: Reflections, Revisions, and New Works*
- *Cultural Heritage and the Campus Community: Academic Libraries and Museums in Collaboration*
- *The Data Literacy Cookbook*
- *Designing Libraries for the 21st Century*
- *Exploring Inclusive & Equitable Pedagogies: Creating Space for All Learners (2-Volume Set)*
- *Instructional Identities and Information Literacy (3-Volume Set)*
- *Integrated Library Planning: A New Model for Strategic and Dynamic Planning, Management, and Assessment*
- *Managing Crises in the Academic Library: Past, Present, and Future*
- *Teaching Critical Reading Skills: Strategies for Academic Librarians (2-Volume Set)*
- *Thriving as a Mid-Career Librarian: Identity, Advocacy, and Pathways*
- *Twenty-First-Century Access Services: On the Front Line of Academic Librarianship, Second Edition*
- *Undergraduate Research and the Academic Librarian: Case Studies and Best Practices, Volume 2*
- *Using Open Educational Resources to Promote Social Justice*

ACRL Serials

- *College & Research Libraries* (<https://crl.acrl.org>) – The official open access, online-only scholarly research journal of ACRL.
- *College & Research Libraries News* (<https://crln.acrl.org>) – Publishes articles on the latest trends and practices affecting academic and research libraries and serves as the official newsmagazine and publication of record of ACRL.

(Publications continued next page)

Year in Review

(Publications continued from previous page)

- *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage* (<https://rbm.acrl.org>) – ACRL’s journal covering issues pertaining to special collections libraries and cultural heritage institutions.

CHOICE Publications

- *Choice* magazine — Each monthly issue offers 600 new reviews, a bibliographic essay, and upcoming titles worth knowing.
- *Choice Reviews on Cards* — Choice reviews, and just the reviews, on cards.
- *Choice Reviews* — The completely rebuilt Choice Reviews gives subscribers immediate access to a comprehensive archive of nearly 200,000 reviews representing a quarter-century of scholarship.
- *Resources for College Libraries* — Copublished with ProQuest, Resources for College Libraries helps undergraduate institutions identify the essential titles for learning.
- *ccAdvisor* — A creation of Choice in partnership with the Charleston Advisor, ccAdvisor is the searchable, authoritative, peer-reviewed guide to scholarly academic databases.

Blogs/Online Publications

- *ACRL Insider* (<http://acrl.ala.org/acrlinsider>) — ACRL Insider keeps the world current and informed on ACRL activities, services, and programs.
- *ACRL LibGuides* (<http://acrl.libguides.com>) — ACRL LibGuides allow membership units to advance the work of ACRL by providing resources for the profession, such as toolkits and bibliographies.
- *ACRLog* (<http://acrllog.org/>) — The issues blog of ACRL features posts on current issues in academic and research librarianship from the blog team.
- *Keeping Up With...* (www.ala.org/acrl/publications/keeping_up_with) — Online current awareness publication featuring concise briefs on trends in academic librarianship and higher education.

ACRL Social Media

- Facebook (www.facebook.com/ala.acrl)
- Instagram (www.instagram.com/ala_acrl)
- LinkedIn (www.linkedin.com/company/alaacrl/)
- Threads (www.threads.net/@ala_acrl)
- Twitter/X (www.twitter.com/ALA_ACRL)
- YouTube (www.youtube.com/user/ALAACRL/)

Year in Review

Education

ACRL continues to offer a wide range of professional development programs and events to meet the needs of today's academic and research librarians.

ACRL Conference

More than 3,500 library workers, exhibitors, speakers, and guests from around the world met March 15–18, 2023, in Pittsburgh for the ACRL 2023 Conference. Themed Forging the Future, ACRL 2023 featured keynote speakers Rebecca Nagel and Heather McGhee along with more than 300 live educational programs including invited presentations, panel sessions, contributed papers, workshops, lightning talks, roundtable discussions, and poster sessions. Virtual registration included live streams of the opening and closing keynotes, hybrid programs with live chat, virtual-only presentations, and networking and wellness opportunities. Recordings of the majority of virtual and hybrid presentations are available to attendees for the next year. Nearly 150 exhibitors showcased cutting-edge products and services. The conference hosted 2,140 paid in-person and 717 paid virtual attendees, including 1,109 first-time attendees, for a total of 2,857 total paid attendance. We also awarded 100 scholarships for the conference in six categories, worth \$89,081.



"As a first-year librarian, I really value the community that ACRL provides. I have a lot to learn as someone who isn't even a year out of graduate school yet, and ACRL provides so many opportunities to do so from some wonderful folks in the field. Attending the ACRL 2023 conference this year was a great glimpse into what I hope for in my own future - presenting my own research and ideas, connecting with old and new colleagues alike, and discovering a new city."

– Emily Zerrenner, ACRL Member of the Week

ACRL @ ALA Conferences

The ACRL President's Program at the 2023 ALA Annual Conference, "Cultivating, Applying, and Assessing the DEIA Lens: Building on the diversity count," featured Kawanna Bright and DeLa Dos in a lively conversation exploring how to cultivate, apply, and assess a DEIA Lens that can build on the efforts to increase diversity in libraries by fostering greater accessibility, inclusion, equity, and belonging. Moderator Steven Adams facilitated the conversation about how to cultivate curiosity, institutional humility, and moving from abstraction to activation in libraries' DEIA efforts.

Year in Review

ACRL sponsored an additional 14 section, committee, and individual programs at the conference on topics such as strategies for retaining library employees, hybrid work culture, open access, supporting invisibly disabled students, threshold concepts, and more.

RBMS Conference

The RBMS 2023 Conference, “A New Kind of Professional,” was held June 26–30, 2023, at Indiana University–Bloomington and virtually. The need for greater focus on diversity, equity, and accessibility in all areas of Special Collections work, from hiring to acquisitions to researcher services, requires us all as practitioners to rethink how we recruit and retain special collections workers. RBMS 2023 explored how we educate both new and established workers at a time when the need to reframe and reimagine our collections and audiences is even more vital. The conference addressed questions of not only how to welcome, prepare, and retain new workers for the increasingly complex demands of GLAMS (Galleries, Libraries, Archives, Museums, and Special Collections) professions, but also explored continuing education framed around changes in critical library theory and new approaches to our collections and careers. More than 400 in-person and virtual registrants, along with 60 bookseller companies, participated in the conference.

RoadShows

The ACRL RoadShow program brings high quality workshops directly to campuses covering a wide range of topics that help academic librarians tackled the greatest issues facing the profession today. While most of the ACRL RoadShows have resumed offering in-person workshops, virtual Off RoadShows remain an option for hosts as well. Off-RoadShow webcast series designed for individual participation covered topics including “Scholarly Communication and Open Educational Resources & Affordability,” and multi-day virtual workshops covering the ACRL Framework for Information Literacy for Higher Education and Research Data Management are now available for libraries and organizations to host for their communities upon request.

Online Learning

The ACRL Online Learning program offered 15 events consisting of 11 webcasts and 4 multi-week courses this year on a variety of topics including signature pedagogies, critical information literacy instruction, reframing library spaces, universal design for learning, ChatGPT, and more. More than 515 attendees participated in our Online Learning events this fiscal year.

Year in Review

ACRL Presents ... Webcasts

The ACRL Presents... program offers free occasional webcasts on issues of broad interest and importance to the academic and research library community. ACRL Presents... webcasts offered this year included “Libraries and Learning Analytics” (October 2022), “Inclusive Leadership” (January 2023), “ACRL’s Strategic Vision for Equity, Diversity, and Inclusion” (June 2023), “Creating Welcoming Spaces in Academic Libraries” (June 2023), and “The Threshold Achievement Test for Information Literacy (TATIL)” (July 2023).

ACRL-Choice Webinars

The ACRL-Choice webinar program continues to provide information on the latest trends in academic librarianship and is an important part of Choice’s lead generation program. FY23 was a period of transition for Choice’s webinar program. Although the total number of programs was fewer this year than last year (29 programs in FY23 versus 38 in FY22), the average registration rate was still higher than pre-pandemic levels. The webinar that saw the most registrations this year was “What’s the Point of APA Style? Relevance of a Writing Style to Life After Graduation” in late January 2023, with a registration of 1,503. The Choice webinar lineup featured four DEI-focused webinars including “Putting the ‘A’ in DEIA: Accessibility as a Necessity in the Scholarly Communications Workflow”, “DEI 2.0: What’s Next with Content and Collaboration,” “The role of the library in the DEI journey: Creating, promoting, and measuring inclusive practices”, and the Toward Inclusive Excellence webinar “Inclusive Workplace Practices to Support Mental Health in Higher Education.” Choice also had the opportunity to help the Public Library Association (PLA) produce their first sponsored webinar as a test-case to potentially replicate the success of the ACRL-Choice webinar program across ALA.

Year in Review

Scholarships

Knowing that professional development is essential to the success of academic and research librarians, the Rare Books and Manuscripts Section (RBMS) awarded 24 scholarships for the RBMS 2023 Conference worth nearly \$18,650. As noted above, we awarded 100 scholarships for the ACRL 2023 Conference in six categories, worth \$89,081.

"I value the scholarship opportunities! I was a part of the ACRL 2023 Scholarships Committee and I loved that we were able to offer scholarships for both in-person and virtual attendance to the ACRL 2023 Conference."

– Luz Badillo,
ACRL Member of the Week



ACRL Speaks Out

Continuing the association's focus on advocacy, ACRL aims to increase its communication on major trends and issues in libraries and increase its influence in public policy affecting higher education.

Legislative Advocacy

Public policy issues effecting higher education remain an essential focus of ACRL. 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 2023 ACRL Legislative Agenda focuses on five issues that will be the focus of ACRL's advocacy efforts in 2023–24, listed in priority order, Upholding Intellectual Freedom; Federal Funding for Libraries; Net Neutrality; Open Access and Federally Funded Research; and 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.

Year in Review

In December 2022, ACRL and the Association of Research Libraries (ARL) submitted a letter to the chairs of the US National Science and Technology Council (NSTC) Subcommittee on Open Science in response to the recent Office of Science and Technology Policy (OSTP) memo, “Ensuring Free, Immediate, and Equitable Access to Federally Funded Research.” The letter reflects the views expressed during a jointly sponsored listening session between the academic and research library community and the Subcommittee on Open Science.

Also in December, ACRL joined five other organizations that participate in the Open Access Working group to provide feedback to the White House Office of Science & Technology Policy as it works to develop its Fifth National Action Plan. The comments recommended that federal agencies covered by the Nelson Memo align their public access plans with open government principles by requiring research articles and data to be made public under an open license that allows for full reuse and carefully considering the impacts of publishing models that may limit participation.

In March 2023, ACRL joined other organizations in supporting the reintroduction of the Affordable College Textbook Act (H.R.1811/S.978) by U.S. Senators Durbin (D-IL), King (I-ME), Smith (D-MN), and Sinema (I-AZ) and U.S. Representative Neguse (D-CO). This bill would reduce the cost of text at U.S. colleges and universities by expanding the use of open textbooks (and other open educational resources) that everyone can use, adapt, and share freely. It would formally authorize the Open Textbook Pilot grant program at the U.S. Department of Education which has provided \$47 million in grant funding since its inception in 2018.

ACRL President Erin L. Ellis, Vice-President/President-Elect Beth McNeil, and Past-President Julie Garrison authored an ACRL Insider post on “Confronting Book Challenges and Censorship in Libraries” this April. In the post, the presidents noted that “There is a tendency to assume that higher education is immune to book challenges; that censorship is solely a K–12 school or public library issue. But what happens in our local schools, libraries, and communities has a lasting impact on our colleges and universities, along with the wellbeing and intellectual curiosity of our future students. While we may not yet have personally encountered situations where books in our libraries are directly challenged, that may change as the landscape of American politics continues to shift.”

ACRL hosted an online strategy session for digital equity advocates to think together about how to communicate the role (and potential) of academic libraries to further

Year in Review

digital equity at the state planning stage. An edition of the *Keeping Up With...* series published in April 2023 also focused on Digital Equity Funding issues.

The association continued to be an active partner with ALA and the Association of Research Libraries (ARL) in the Library Copyright Alliance (LCA) through the end of 2022, when the association suspended its participation in the group. Over the course of the past year, LCA has acted on a number of important issues by issuing comments on pending legislation and court cases, joining briefs, and releasing papers and guides on a wide range of copyright and fair use issues including support of proposed rulemaking regarding termination rights under the Music Modernization Act's blanket license and the "server" test for the display right.

Partnerships with Higher Education

ACRL continues to work with higher education associations to strengthen both partnerships and the profession. The association maintains liaison relationships with a number of higher education associations through the Liaisons Assembly. ACRL currently has liaison relationships with the American Association for the Advancement of Science (AAAS), American Association of Community Colleges (AACC), American Sociological Association (ASA), Council of Independent Colleges (CIC), Modern Language Association (MLA), International Federation of Library Associations and Institutions (IFLA), National Resource Center for the First-Year Experience (NRC-FYEST), National Women's Studies Association (NWSA), and more.

Organizational Effectiveness and Vitality

ACRL sustains the fiscal resources, staff expertise, and organizational structure necessary to advance the association's Plan for Excellence.

ACRL Staff

ACRL experienced several key changes in leadership and staffing this fiscal year. Executive Director Robert (Jay) Malone departed the association in June 2023. During his time at ACRL, Malone supported the repositioning and improved profitability of Choice, a publishing unit of ACRL, and worked with ALA's Development Office to raise the association's GuideStar (Candid) nonprofit ranking to "platinum," the reviewer's highest level. Malone was succeeded by Interim Executive Director Allison Payne. Payne joined ACRL in 2013 and, among other duties, has since served in governance by supporting the work of the ACRL Board of Directors and ACRL Budget and Finance Committee.

Year in Review

Rachel Hendrick was named editor and publisher of Choice in June 2023. Hendrick joined Choice in 2014 as operations manager at Choice and was promoted to director of operations in April 2016. She has served as interim editor and publisher of Choice since April 2022. Since joining the Choice team, Hendrick has been a pivotal force in reshaping Choice's operations and content to meet the needs of twenty-first century librarianship.

Associate Director Mary Jane Petrowski retired at the end of March 2023 after more than 20 years of service to ACRL and Senior Strategist for Special Initiatives Kara Malenfant also departed the association in June 2023.

Aleah Price was hired as a new program coordinator in November 2022, providing governance and membership support including assisting with appointments, division level committees, and virtual meetings. Brian Lim joined the association as a program coordinator for data and research in August 2023, administering and supporting ACRL's data tools including Benchmark: Library Metrics and Trends, Project Outcome for Academic Libraries, and TATIL.

Several ACRL staff members received promotions this year. Lauren Carlton was promoted to program officer for member services; Gena Parsons-Diamond was promoted to program manager for data and research; and David Free is now editor-in-chief of C&RL News/senior communications and membership strategist.

Many of you have had phone and e-mail contact with ACRL's staff, of which there are 13 FTE positions in Chicago and an additional 22.4 FTE at the Choice office in Middletown, Connecticut. Take a minute to "meet" ACRL's diverse staff on the association website at www.ala.org/acrl/aboutacrl/staff/contactacrl.

ACRL Board of Directors, 2022–2023



ACRL Board 2022–23 (l to r): (back) Yasmeen Shorish, Kara M. Whatley, Jessica Brangiel, Rebecca Miller Waltz, Walter Butler, Kim Copenhaver, Joe Mocnik, (front) Beth McNeil, Julie Ann Garrison, Erin L. Ellis, Allison Payne. [Not pictured: Toni Anaya, Cinthya Ippoliti, Mary Mallery]

ACRL Board of Directors, 2022–2023

President

Erin L. Ellis
Indiana University

Vice-President/President-Elect

Beth McNeil
Purdue University

Past-President

Julie Ann Garrison
Western Michigan University

Budget & Finance Committee Chair

Joe Mocnik
Kansas State University

ACRL Councilor

Kara M. Whatley
California Institute of Technology

Interim Executive Director

(*Ex-officio*)
Allison Payne
ACRL/ALA

Directors-at-large

Toni Anaya
University of Nebraska–Lincoln

Jessica Brangiel
Swarthmore College

Walter Butler
Santa Monica College

Kim Copenhaver
Emory University

Cinthya Ippoliti
University of Colorado–Denver

Mary Mallery
Brooklyn College CUNY

Yasmeen Shorish
James Madison University

Rebecca Miller Waltz
Pennsylvania State University

Financial Report

Joe Mocnik

Budget & Finance Committee Chair

Due to the timing of the ALA/ACRL financial closes, our usual budget report for FY23 was not available at press time. ACRL's full FY23 financial report will be added to the association website when data is available, with a notice posted in a future issue of *C&RL News* and on additional ACRL communications channels. Thank you for your patience.



Budget & Finance Committee, 2022–2023

Joe Mocnik, *Kansas State University, chair*
Tracy Bicknell-Holmes, *Boise State University*
Jessica J. Boyer, *Mount St. Mary's University*
Susan J. Breakenridge, *University of Illinois-Urbana Champaign*
Nathan Hall, *Virginia Tech*
Madhu B. Kadiyala, *Atlanta University Center*
Binh P. Le, *Pennsylvania State University*
Robert H. McDonald, *University of Colorado Boulder*
Rachel M. Minkin, *Michigan State University*
Valerie Ila Minson, *University of Florida*
Katy O'Neill, *Loyola Notre Dame*
Kristine L. Reed, *Texas Woman's University*
Matthew Shaw, *Ball State University*
Beth McNeil, *Purdue University, ex-officio*
Allison Payne, *ACRL/ALA, ex-officio*

American Public Health Association. Access: <https://www.apha.org>.

The American Public Health Association (APHA) is the largest organization of public health professionals in the United States, with roughly 25,000 members. In 2022 the organization marked its 150th year of service to “improve the health of the general public and achieve equity in health status.”

As a pillar in public health, APHA provides many platforms for its members and affiliates to engage in scientific-based discussion to guide public policy. It supports smaller subcommunities—caucuses and support forums—in which members work together on specific public health issues such as human rights or cancer, in addition to shared identities or socially defined groups like the Black Caucus of Health Workers, Caucus on Homelessness, LGBTQ Health Caucus, and Veterans’ Caucus.

Although membership is needed to access the communication platforms and some APHA resources, plenty of information is freely available to the general public. Perhaps the most useful aspect is the health topics and issues that are easily accessible via the main navigation.

Thirty-eight health topics and issues are currently listed, the most prominent of these being “Climate Change,” “Racial Equity,” “COVID-19/Coronavirus,” “Environmental Health,” “Gun Violence,” “Health Equity,” “Vaccines,” “Healthy Housing,” and “Immigrant Health.”

For example, “Gun Violence” offers a succinct one-paragraph summary of gun violence, provides a short video about how public health addresses gun violence, lists ways that action can be taken, and provides a list of resources about gun violence prevention. The resources link to full-text articles from the *American Journal of Public Health (AJPH)*, *The Nation’s Health*, fact sheets, policy statements, research and data, external advocacy groups, and more.

It should be noted that topic pages almost exclusively link to APHA-produced resources; information produced outside of APHA is rarely incorporated. Also, the amount of coverage for each topic varies.

Another noteworthy aspect of the site is the “News & Media” section. Viewers can access the most recent news released by APHA and AJPH, all of which are available in full text. Public policy researchers and journalists will find the news releases particularly useful.—*John Repplinger, Willamette University, jrepplin@willamette.edu*

Consumer Financial Protection Bureau. Access: <https://www.consumerfinance.gov/>.

Through the Consumer Financial Protection Bureau’s website, individuals can access reliable, accurate, and timely financial information to assist them in making well-informed decisions and avoiding unfair practices. The Consumer Financial Protection Bureau (CFPB) was established as part of the 2010 Dodd-Frank Wall Street Reform and Consumer Protection Act. It is responsible for safeguarding consumers and businesses, upholding federal consumer financial laws, and ensuring fairness, transparency, and competition in the consumer finance industry.

On this website, financial education is covered in depth from childhood through retirement. Various consumer-related topics are covered, such as paying for college and buying a home. A comprehensive guide to each area includes overviews, key terms, checklists, worksheets, blog posts, podcasts, events, webinars, and more. In this collection of materials, complex financial concepts have been simplified into clear, easy-to-understand language. Among the outstanding guides is “Money as You Grow: Help for Parents and Caregivers,” which provides materials to help develop financial literacy from early childhood to adulthood.

The site offers tools and guidance for financial professionals, educators, employers, and social service providers, notably librarians. “Resources for Helping Others,” under the Consumer Education tab, contains authoritative online resources for financial education that libraries can use to promote to their communities, along with programming ideas, outreach materials, training webinars, and a partnership guide. A searchable and browsable “Ask CFPB” section contains hundreds of answers to questions. Several databases and reports can be found in the “Data & Research” section, including a searchable complaint database for consumers. As of this writing, the CFPB has published more than four million complaints.

Additionally, the website provides information regarding the CFPB’s rulemaking process and compliance resources that can be used to assist institutions. To ensure accountability and transparency, the website includes links to the agency’s ombudsman, strategic plans, and audit reports. There are valuable tools on the website, RSS feeds, and a newsletter users can subscribe to for updates. The site can be translated into several languages.

There is so much information on this website that a summary cannot cover everything. Users might find a site map beneficial, but the reviewer could not locate one. The CFPB’s website provides credible financial information in a visually appealing, user-friendly, and accessible format. The site is an ideal place to explore, and everyone can gain insight from it. Those making personal financial decisions or supporting others to become financially literate may find this site particularly useful.—*Colleen Lougen, SUNY New Paltz, lougenc@newpaltz.edu*

Taube Archive of the International Military Tribunal (IMT) at Nuremberg, 1945–46.

Access: <https://virtualtribunals.stanford.edu/nuremberg>.

One of the wonders of the modern era is the way the internet makes the past more accessible than ever before. The Taube Archive of the International Military Tribunal at Nuremberg exemplifies this remarkable capability by offering a wealth of historical materials that, until very recently, was available only to scholars with the resources to travel to the International Court of Justice (ICJ) in The Hague, Netherlands. As the main judicial body of the United Nations, the ICJ houses the archival records of the Nuremberg Trials, which brought 21 of the most important Nazi leaders to justice after World War II. Stanford University Libraries and the Stanford Center for Human Rights and International Justice have made these records available online as part of their Virtual Tribunals digital exhibit, which focuses on international criminal tribunal records from World War II to the present day.

The archive contains all manner of records produced by the IMT, including audio recordings of the proceedings, court transcripts, indictments, sentences, and evidentiary films. There are three principal ways to explore the collection: resource type (e.g., audio recordings of proceedings, evidentiary exhibits, official court transcripts), media type (image, audio, text,

or moving image), and resource format (e.g., folders, envelopes, film, microfilm). Users can also filter items by date, level, and language.

The distinctions between some of these browsing options, as well as the meaning of some categories, may be confusing to users, particularly those that are not familiar with archival or legal terminology. The lack of transcriptions (both for audio recordings and hard-to-read digitized documents) and the diversity of languages represented are also potential challenges. As a result, the archive is better suited for the dedicated researcher than the casual browser. Lay users may wish instead to browse the Virtual Tribunals exhibit, linked on the “About” page of the Taube Archive, which provides additional historical context and allows users to browse curated collections of documents by defendant and prosecuting country. Researchers, on the other hand, will benefit from the archival structure and comprehensive nature of the Taube Archive. In its meticulous curation of historical artifacts, this archive secures its place as an indispensable window into one of the most significant trials in history.—*Katie Maxfield, Wittenberg University, maxfieldk@wittenberg.edu*

Acquisitions

A world-class collection of political cartoons and caricatures created between 1690 and 2022 has been donated to University of California-Los Angeles (UCLA) Library by Michael and Susan Kahn. The Michael and Susan Kahn Political Cartoon Collection encompasses more than one million political cartoons and caricatures, from 11,000 drawings, prints, ephemera, bound and unbound periodicals, books, and research, in 30 languages, and from 59 countries. The collection is valued at \$4.2 million.

One of the Kahn collection's particular strengths is its caricatures of American presidential candidates from the elections of 1828 to 2020, with an emphasis on the period between 1840 and 1908. One gem is the first known caricature of Abraham Lincoln in print, which was published in the journal *Momus* less than a week after Lincoln was nominated as the Republican candidate for president on May 18, 1860. The collection also features work from nearly 200 unique American newspapers and magazine titles, including early American political cartoon journals like *Scraps* (circa 1837–1849), *Yankee Notions* (1852–1864), *The Light* (1889–1891), and *Puck* (1876–1918). *Puck*, an influential satire magazine, was one of Kahn's early inspirations; he began collecting political cartoons 40 years ago after UCLA professor D. B. Hardeman pointed out that a cartoon by Bernhard Gillam that appeared in *Puck* helped swing the 1884 presidential election for Grover Cleveland.



While the collection's focus is primarily political, there is also a wealth of materials depicting figures from business and industry, the performing arts—including a cartoon of the French actor Sarah Bernhardt—and literature. The materials, stewarded by UCLA Library Special Collections, will be available to students, researchers, and instructors starting at the 2024–25 academic year. Learn more about the collection at the UCLA Library website at <https://www.library.ucla.edu/collections/explore/michael-and-susan-kahn-political-cartoon-collection/>.

The Library of Congress has added rare materials from the development of the Tony Award-winning musical "Hadestown" to its collections, thanks to a donation from the show's Tony Award-winning creator, singer-songwriter Anaïs Mitchell. Items donated by Mitchell tell the story of the show's development, including draft lyrics written on a yellow legal pad; memorabilia including promotional posters and a postcard from the very first performance of *Hadestown* as a community theater production in Vermont; a 1950 Gibson TG50 tenor guitar played by the character Orpheus during the London run of the show; and test presses of the vinyl of Mitchell's original studio recording, which preceded the Grammy Award-winning original Broadway cast album. The donation represents an important contribution

to the library's collections in American musical theater, which include the papers of Oscar Hammerstein II, Jeanine Tesori, Jonathan Larson, Howard Ashman, Jerome Kern, and Irving Berlin among others.

Adam Kubert—the Marvel Comics artist known for illustrating *Spider-Man*, *Wolverine*, and *X-Men*—has donated an archive of his father Joe Kubert's comic art to the Rochester Institute of Technology Cary Graphic Arts Collection. In this hands-on educational setting, students and scholars can learn about the craft through the process work and finished art of the legendary DC Comics artist and educator. The Kubert Archive also includes a singular piece of comics history: the drafting table where Joe Kubert drew Sgt. Rock, Hawkman, Tor, Tarzan, and the Green Beret, among other characters. Learn more about the Cary Graphic Arts Collection at <https://www.rit.edu/carycollection/>.

Patti Holt has been named operations manager at the Private Academic Library Network of Indiana (PALNI).

Christina Riehman-Murphy, the Sally W. Kalin Librarian for Learning Innovations and open and affordable educational resources librarian at the Penn State University Libraries, has been named visiting program officer for open educational leadership at the Scholarly Publishing and Academic Resources Coalition (SPARC).

Stephanie Stillo is the new chief of the Library of Congress Rare Book and Special Collections Division.

Retirements

Nancy Campbell, associate professor of library services at the Northern Kentucky University (NKU) Steely Library, is retiring at the end of 2023 after 45 years of service. Her responsibilities at NKU have included reference, collections, and space planning.

Mary Todd Chesnut, professor of library education and teaching and learning Librarian at the NKU W. Frank Steely Library is retiring at the end of 2023 after 21 years of service as an academic librarian. Steely served in several roles including coordinator of instruction and lead faculty member for NKU's library informatics bachelor's degree program. During her tenure at Steely Library, she was awarded NKU's Adult Learner Faculty of the Year for 2020, NKU's Friends of Student Affairs Faculty Award for 2017, and NKU's Online Faculty Member of the Year for 2012.

Lois Hamill, head of the special collections and university archives department and professor at NKU's Steely Library is retiring in December 2023 after 25 years as a practicing archivist. She was professionally active in the New England Archivists serving on many committees and as treasurer (1993–2007); active in the Midwest Archives Conference (2007–23), serving as a newsletter column editor and co-editor for six years; and served on the Kentucky Council on Archives board (2008–10). Hamill is the award-winning author of three books, *Archives for the Lay Person: A Guide to Managing Cultural Collections*, *Archival Arrangement and Description: Analog to Digital*, and *Archives 101*. She presented at the first Global Conference on Digital Memories in Salzburg, Austria; spoke at national and regional conferences on diverse archival, history, and library topics; and was a successful grant writer.

Lois Schultz, professor and associate dean of collections at NKU, is retiring at the end of 2023 after 49 years of library service. She previously worked at Xavier University in Cincinnati, Ohio, and Thomas More College in Kentucky.

Laura Sullivan, associate professor of library services at the NKU W. Frank Steely Library is retiring at the end of 2023 after 39 years of service. Her roles included reference librarian, head of public services, head of reference, and grants coordinator.