Features

Departments

This month's cover features a photograph of two unidentified women at work in a lab on the New Mexico State University campus using a microscope and other scientific equipment. The photograph was taken around 1966-1968 by the New Mexico State University (NMUS) Information Services Department and comes from the NMSU Library Archives and Special Collections. More information is available at https://lib.nmsu.edu/archives/.

The image is a perfect way to celebrate the International Day of Women and Girls in Science on February 11, which celebrates the achievements of women in the field and focuses on encouraging gender equality in STEM fields, in which women remain under-represented. To learn more about the International Day of Women and Girls in Science, visit https://www.un.org/en/observances/women-and-girls-in-science-day.

Image courtesy of the New Mexico State University Library, Archives and Special Collections, UA81-3-Information Services-3947p.

Proposed ACRL Bylaws Revisions

The ACRL Board of Directors is pleased to notify membership that the ballot for the spring 2024 ALA/ACRL election will include a membership vote on proposed amendments to the ACRL Bylaws (https://www.ala.org/acrl/acrl-bylaws).

The proposed revisions (https://bit.ly/47KrPCx) seek to align the ACRL Bylaws with current ALA and ACRL policies along with defining action for special elections. After forming a Board Working Group in June 2023, the ACRL Board of Directors in December 2023 approved a recommendation for a membership vote on the following ACRL Bylaws amendments:

- Article VII Budget and Finance Committee Chair: Revised to reflect current Board-approved term length of up to ten consecutive appointed years on the Budget and Finance Committee and five consecutive years on the Board.
- Article IX Board of Directors, Section 5: Removed references to "Midwinter" and replaced language to reflect quarterly meetings. Revised language regarding "virtual meetings."
- Article XI Nominations, Section 1: Added language to reflect Leadership Recruitment and Nomination Committee (LRNC) actions for special elections.
- Article XIII Elections, Section 2: Added language in a new sub-section regarding special election actions for Vice-President/President-Elect and Councilor positions.
- Article XVIII Mail and Electronic Votes, Sections 1, 2, and 3: Updated language to align with ALA's policy/protocol regarding mail ballots for membership votes.

All ACRL members are encouraged to participate in the upcoming election, which will be held March 11 to April 2, 2024. To be eligible to vote, individuals must have been members in good standing of ALA and ACRL as of January 31, 2024. Voting instructions will be mailed to eligible members by March 12, 2024.

The Bylaws Working Group included Board Directors-at-Large Jessica Brangiel and Rebecca Miller Waltz, Past-President Erin L. Ellis, and ACRL Interim Executive Director Allison Payne. The Board is grateful for their contributions in preparing these revisions.

CUPA-HR Trends in Diversity and Pay Equity From 2002 to 2022 Report Releases

CUPA-HR recently published *Higher Ed Administrators: Trends in Diversity and Pay Equity From 2002 to 2022*, a new research report highlighting trends in representation and pay equity by gender among higher education administrators from 2002 to 2022, as well as trends in composition and pay equity by race/ethnicity and gender within the higher ed administrator workforce over the past 10 years.

Data show that while some progress has been made, gaps in pay and representation are still prevalent. For example, while the number of women serving in top leadership roles in the nation's colleges and universities has steadily increased over the past two decades, they still are not paid equitably to men serving in the same roles. The study also found that between 2012 and 2022, the representation of people of color in higher-ed administration increased by 41 percent and the median pay ratio of all administrator positions was higher in 2022 than it was in 2012, though changes in pay equity were larger for some groups and

far smaller for others. Read the full report and explore the interactive graphics at https://www.cupahr.org/surveys/research-briefs/higher-ed-administrators-trends-in-diversity-pay-equity-november-2023/.

2022 Digitizing Hidden Collections Symposium Proceedings Now Available from CLIR

The Council on Library and Information Resources (CLIR) has released the proceedings from the 2022 Digitizing Hidden Collections Symposium. Titled Learning from and Making Use of Digitized Hidden Collections, this collection of papers celebrates the Digitizing Hidden Special Collections and Archives program, generously funded by the Mellon Foundation since its inception in 2015. With more than $28 million distributed to date, the program has played a pivotal role in digitally capturing and sharing rare and unique materials stewarded by cultural memory organizations.

Edited by Nancy Adams, the volume features a keynote address by Michelle Caswell titled "'So that Future Organizers Won't Have to Reinvent the Wheel': Activating Digital Archives for Liberatory Uses," along with selected papers and an afterword by CLIR Program Officer Sharon M. Burney. The topics covered in the papers range from privacy protection and workflow implementation to exhibit creation and translation. The collection, available in PDF, is complemented by additional content such as videos, slides, and transcripts and is available at https://www.clir.org/pubs/reports/learning-from-and-making-use-of-digitized-hidden-collections/.

New from ACRL: Empathy by Design: Empathy-Driven Marketing for Libraries

ACRL announces the publication of *Empathy by Design: Empathy-Driven Marketing for Libraries* by Sabine Jean Dantus, offering step-by-step strategies for understanding why people visit the library and tailoring your marketing with personalization that resonates with users on a deeper level.

The library is a universal resource where knowledge and information meet. To advertise this resource and advance equal access in positive ways, libraries must develop strategies, campaigns, and messages that show they care about the lives of their diverse communities.

Empathy by Design: Empathy-Driven Marketing for Libraries provides real-world solutions for understanding your target audience through empathy and demonstrates how to gather and use data to develop messages and programming that fosters meaningful connections and engagement. You'll find ideas for understanding the customer journey, creating an empathic library brand, and creating empathy-driven marketing strategies, campaigns, content, and tactics.

Today's library marketers should both understand the effectiveness of using empathy in marketing and use it as a radical tool for advancing our profession's values of diversity, equity,
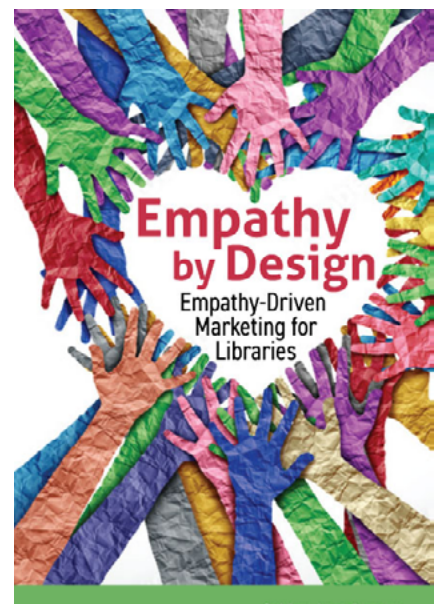
inclusion, and accessibility. The strategies outlined in *Empathy by Design* can give you the tools you need to make your marketing—and your library—more targeted and empathic.

Empathy by Design: Empathy-Driven Marketing for Libraries 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.

Project MUSE Accelerates Move to Open with S2O

With more than 50 journals from more than 20 publishers already committed to participate, Project MUSE is poised to offer the largest Subscribe to Open (S2O) program to date, bringing open access to vital scholarship through an equitable and sustainable model that requires no author-side payments. MUSE's S2O program is built around our familiar and trusted Journal Collections, making the transition from conventional subscriptions to support for open access seamless for libraries while providing revenue stability for nonprofit publishers. The program will launch with the calendar year 2025 subscription term, and more participating journals will be announced soon. Learn more at https://about.muse.jhu.edu/muse/s2o/.

ACRL Releases Unframing the Visual: Visual Literacy Pedagogy in Academic Libraries and Information Spaces

ACRL announces the publication of *Unframing the Visual: Visual Literacy Pedagogy in Academic Libraries and Information Spaces,* edited by Maggie Murphy, Stephanie Beene, Katie Greer, Sara Schumacher, and Dana Statton Thompson. This collection provides new ideas and inspiration for how to unframe, adapt, and apply visual literacy pedagogy and praxis in your work.

Visual literacy is an interconnected set of practices, habits, and values for participating in visual culture that can be developed through critical, ethical, reflective, and creative engagement with visual media. Approaches to teaching visual literacy in higher education must include a focus on context and not just content, process and not just product, impact and not just intent. Unframing is an approach to visual literacy pedagogy that acknowledges that visuals are a pervasive part of everyday life, as well as embedded into every scholarly discipline.

In four parts, *Unframing the Visual: Visual Literacy Pedagogy in Academic Libraries and Information Spaces* explores:

- Participating in a Changing Visual Information Landscape
- Perceiving Visuals as Communicating Information
- Practicing Visual Discernment and Criticality
- Pursuing Social Justice through Visual Practice

Twenty-four full-color chapters present a range of theoretical and practical approaches to visual literacy pedagogy that illustrate, connect with, extend, and criticize concepts from
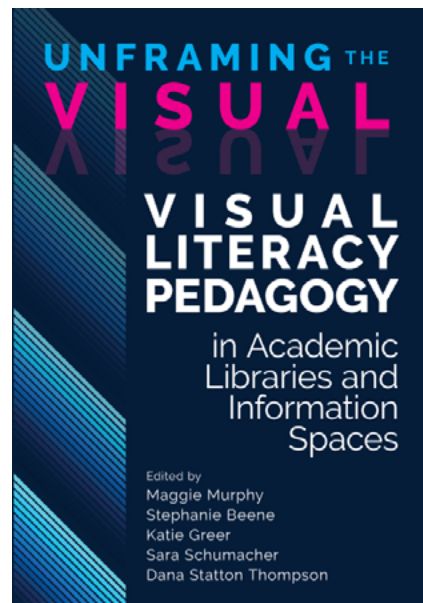
the Framework for Visual Literacy in Higher Education: Companion Document to the Framework for Information Literacy for Higher Education. Topics include using TikTok to begin a conversation on academic honesty and marginalization, supporting disciplines to move to multimodal public communication assignments, critical data visualization, and exclusionary practices in visual media.

Unframing the Visual: Visual Literacy Pedagogy in Academic Libraries and Information Spaces 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.

Paradigm Launches University Press Library Open

Paradigm Publishing Services, the newly founded publishing services division of academic publisher De Gruyter, is taking a significant stride forward in shaping a financially sustainable business model for open access book publishing for its partner presses. In response to the call from the scholarly community, Paradigm Publishing Services, comprising the University Press Library Group and Ubiquity, in collaboration with their publishing partners and libraries, has announced the launch of the University Press Library Open (UPLO), a comprehensive open access initiative and ebook platform hosted by Ubiquity with a central focus on the United Nations Sustainable Development Goals.

UPLO leverages insights gained from previous open access eBook initiatives such as TOME, Luminos, and Opening the Future while uniting the collective influence and prestige of more than 50 university press partners and more than 115 participating libraries, in addition to other vital stakeholders, including consortia, aggregators, vendors, and authors. This community-driven approach enables Paradigm Publishing Services to distribute the financial responsibilities more equitably across the scholarly publishing ecosystem, ensuring the long-term sustainability of open access book publishing. Learn more at https://cloud.newsletter.degruyter.com/uplopen. ✄

Tech Bits . . .

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

Miro is an online collaboration system that allows users to create interactive whiteboards and organize remote meetings. Various types of files (word documents, PDFs, spreadsheets, video, audio files, etc.) and interactive objects (text, mind maps, timelines, etc.) can be added. Offered tools such as a translator, timer, and polling system enhance teamwork. Miro can integrate with a variety of other tools such as Zoom, Google Meet, Asana, and Microsoft Teams. Role-based access manages what a user can see or do in the product. Free accounts allow unlimited team members, but only the last three recently created boards are active. Paid plans provide unlimited boards, and advanced tools and integrations. Support is available on the website via videos and articles.

—Donna B. Smith
Northern Kentucky University

... Miro
https://www.miro.com/

Amy Barlow

Pairing Texts and Podcasts
Teaching Scholarship as Conversation in First-Year Seminar

This article describes how pairing texts with podcasts helped students in my first-year seminar to enter into scholarly conversations. The experience was noteworthy because, prior to bringing podcasts into the class, my fall 2022 cohort of first-year students went silent during discussions of the assigned readings. Where my usual instructional techniques, such as small group analysis of the text, failed, podcasts succeeded in leading students into lively discussions that contextualized, expanded, and challenged ideas that they had encountered in the academic literature. While this report may be limited to my experience using podcasts in a credit-bearing course to develop understandings of Scholarship as Conversation, I believe that the strategy can be adapted for different scenarios and to advance other information-literacy concepts laid out in the ACRL Framework for Information Literacy for Higher Education.[1]

Updating the College's Information Literacy Outcome
First, a little background. Rhode Island College is a regional public college and Hispanic-serving institution (HSI) with an enrollment of approximately 5,500 undergraduate and graduate students. As part of its General Education curriculum, the college requires that all first-year students complete two first-year experience courses: first-year writing and first-year seminar. In spring 2022, my colleague Dragan Gill passed a formal proposal through the Committee on General Education to replace the college's old Research Fluency outcome, which was tied to ACRL's Information Literacy Competency Standards for Higher Education, with a new information literacy outcome based on the Framework for first-year experience courses. Years of collaborative planning, piloting, and assessment went into the information literacy outcome proposal. A long-standing partnership between librarians and program directors, who worked together to map four of the six threshold concepts from the Framework to the first-year experience, was critical to its success.[2]

The new information literacy outcome tasked writing faculty with incorporating two of the Framework's threshold concepts, Searching as Strategic Exploration and Authority is Constructed and Contextual, into their first-year writing courses. In the first-year seminar program, faculty would focus on teaching Research as Inquiry and Scholarship as Conversation. As explained in the Scholarship as Conversation frame, "research in scholarly and professional fields is a discursive practice in which ideas are formulated, debated, and weighed against one another over extended periods of time."[3] When learners begin to understand the larger context for scholarship on a topic, they are able to contribute more in places such as

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undergraduate publications, presentations, and guided discussions.[4] To that end, the creators of the college's new information literacy outcome intended for students to complete their first-year seminar having gained an understanding of how scholars contribute to disciplinary knowledge over time and recognizing that an individual scholarly work represents just one perspective on a topic.

After the Committee on General Education approved the new outcome, the faculty teaching first-year experience courses were provided with an information literacy rubric, adapted from the University of the Western Cape Libraries' ACRL Framework Rubric, as well as professional development workshops to create and revise learning activities that support a developmental approach for integrating the designated threshold concepts.[5] In the first-year seminar program, the faculty director worked with librarians to develop a student self-assessment to collect data on their information literacy learning experiences. Implemented for the first time during the fall 2022 semester, the First Year Seminar Questionnaire on Information Literacy included fourteen questions, eight of which were based on concepts from the Scholarship as Conversation frame. For instance, the first part of the questionnaire asked students to rate from 1 (strongly disagree) to 5 (strongly agree) the statements, "I am able to acknowledge the ideas of others in my work" and "I learned that experts may disagree on a topic." The second part asked students to reflect on those statements in writing. Faculty could administer the questionnaire at any relevant point in the semester and then forward the completed forms to the first-year seminar program director for aggregation and analysis. Copies of completed questionnaires would be returned to faculty in the subsequent semester.

Integrating Scholarship as Conversation into First-Year Seminar

Several years ago, as a way to involve students in critical studies of our library collections, I developed a first-year seminar called "Raid the Collections."[6] The seminar uses collections-based learning methods to engage students in researching an array of materials in the James P. Adams Library. For example, students in the class complete an object biography assignment for which they work together to research and present the life-history of items held in Special Collections. Over several iterations of the course, students have undertaken object biographies of a *Pilon* from Cabo Verde and a College scrapbook created for the Columbian Exposition of 1893. One class conducted an oral history of a library mural painted by Rhode Island College alumnus and professor Heemong Kim. Another class described the contemporary resonance of digitized archival manuscripts pertaining to early-20th-century Black history in Rhode Island. Our course projects generally culminate in a public product, such as a panel discussion, exhibit, or digital publication to share with the college community.

To prepare students for the practical work, I begin each semester with five weeks of assigned reading and discussion focused on disciplinary approaches for studying material collections. The readings are academic: book chapters, journal articles, and pieces on the web. In past years, it has been sufficient to provide students with guidance on how to read an academic text, followed by small group activities that lead us into a larger classroom discussion of its structure, purpose, themes, etc. This sequence has yielded productive conversations and debates on topics ranging from the Kardashians to college archives. After a few weeks of reading and discussion, students were generally ready to move from thinking about methods to applying them in their course projects.

For numerous reasons, dependable techniques for structuring a classroom discussion proved ineffective with first-year students in fall 2022. We labored through strained conversations during our class meetings. It was an awkward situation for everyone and probably played a role in student absences. Equally distressing, without guided discussion of the reading, students weren't learning how to work together to think across different methodologies for studying collections before undertaking their first group project. I was also worried about satisfying the newly devised information literacy outcome for a first-year seminar. As explained earlier, the outcome was based partially on the Scholarship as Conversation frame and due to be assessed by the end of the term. Looking for help, I went to the Cult of Pedagogy website and found Lindsay Patterson's article, "Why You Should Bring Podcasts into Your Classroom."[7] Patterson summarized the learning benefits of podcasts, including the link between exposing students to "listen-only content" and improved reading comprehension. She made a case for using audio rather than visual media to grab students' attention without introducing another screen into the classroom.[8] After weeks of attempting to sustain discussion in a room cluttered with laptops and smartphones, I was enticed by the thought of a screen-free experience in our first-year seminar.

According to the Framework, learners who are developing an understanding of Scholarship as Conversation are able to "suspend judgment on the value of a particular piece of scholarship until the larger context for the scholarly conversation is better understood."[9] Incorporating podcasts into class time would allow me to place the assigned readings into a scholarly context, albeit a limited one, which would enable students to make judgments without the burden of additional reading and work outside of class. It occurred to me that at least one of the assigned readings was published in 1999. If I could find a podcast that delivered a more current and inclusive perspective on the subject, students might be intrigued by the narrative structure and excited to compare the older and more recent interpretations of the material. I also hoped that the students would feel more comfortable proceeding from the conversational medium offered by podcasts into the type of participatory discussion that we expect in a seminar.

For our first listening activity, I asked the class to reread a scholarly article that I had assigned earlier in the semester. Written two decades ago by museum curator Laura Peers, the article traced the history of an embroidered Métis pouch collected by English fur traders and later acquired by the Pitt Rivers Museum at the University of Oxford.[10] The paper was helpful to students as an example of how to use the object biography method to study material culture in a university collection. During a subsequent class, we listened to "Museums, Beadwork and Indigenous Agency," the first episode of the *Beyond the Binary: Gender, Sexuality, Power* podcast, produced by the Pitt Rivers Museum in 2020. The episode featured an interview with Métis artist and scholar Dan Laurin, who shared his own interpretation of the embroidered pouch, as well as his process for creating the Indigenous floral beadwork designs now exhibited alongside the pouch in the museum.[11]

Before starting the podcast, I instructed students to stow all devices, bring out a pen and paper, and listen carefully to Laurin's interview while bearing in mind Peers' earlier scholarship on the pouch. I asked them to make a note when they detected between the two scholars' points of agreement, points of disagreement, and points of departure. Then we switched off the fluorescent lights and listened to a Bluetooth speaker for 33 glorious minutes. Sounds of Dan Laurin's Michif-language introduction and the host's British pronunciations filled the room. Students were focused and took good notes. When the podcast ended, we started

talking. Our discussion drifted from questions of cultural property to a conversation about the scholars' backgrounds, methods, and contributions to their fields. A music major in the class expressed her appreciation for how creators will look at the same subject from unique aspects to make new works.

In short, the discussion was both enjoyable and supportive of knowledge practices associated with Scholarship as Conversation. These included, for example, learning to join a guided discussion and identifying the "contribution that particular articles, books, and other scholarly pieces make to disciplinary knowledge."[12] More than that, the discussion highlighted the importance of learning to recognize different critical perspectives and why they must change over time to be more representative and inclusive, as exemplified by Laurin's scholarship, which centered Métis knowledge and interpretations of Indigenous material culture. This was exactly why I developed the course in the first place——to delve into our library holdings with a diverse group of first-year students and support them as they researched, reinterpreted, and created their own meanings within the collections.

Because it succeeded the first time, I searched for a podcast when the class read anthropologist Jarrett Martin Drake's article "Blood at the Root" from the *Journal of Contemporary Archival Studies*. Published in response to Harvard University's refusal to remit possession of daguerreotypes depicting Renty and Delia, an enslaved father and daughter, to their descendent Tamara Lanier, Drake's paper put forward a new archival theory and call-to-action for contending with racial violence in archives.[13] Before discussing this challenging text, we listened during class to an episode of the *Hyperallergic* podcast featuring Tamara Lanier.[14] I asked students to listen for new information: What would we learn from hearing Lanier share her experience that we didn't derive from reading Drake's theoretical article? We listened to a 20-minute segment and then I asked students to begin by discussing the meaning of Drake's title, "Blood at the Root." That led into a conversation about the creation of archival records and the various stances on them taken by Lanier, Drake, and Harvard. One student said that Drake wrote the article to "put Harvard on alert." Another said that, while listening to the podcast, Lanier's story about her mother—a civil rights activist from Montgomery, Alabama—changed an assumption that they had made while reading the article. They explained that what had seemed like Lanier's personal battle was actually a strategic next step for a family whose commitment to social justice spanned generations.

In my view, pairing "Blood at the Root" with Tamara Lanier's interview underscored a critical aspect of Scholarship as Conversation: newer modes of discourse invite participation from individuals whose experience and expertise may be either underrepresented or absent in traditional forms of scholarship. The pairing also helped students enter a complex and unfinished scholarly conversation.[15] After these discussions, when students in the course completed the fall 2022 First Year Seminar Questionnaire on Information Literacy, nine out of eleven reported strong agreement with the statement "I learned that experts might disagree on a topic." One student explained that exposure to opposing views can lead to better understanding of a subject. Altogether, this was helpful preparation for the next phase of the course, during which students worked cooperatively to apply ideas from the scholarship to their studies of materials in the Library Special Collections department for their panel presentations.

Conclusion

Teaching a first-year seminar provides me with the time and autonomy to integrate significant information literacy elements throughout the semester. Because I also teach in other formats, including one-shot and embedded library instruction, I think about how to scale the lessons described here, for duplication in other settings, as a way to get students thinking—and talking—about conflicting perspectives, constructions of authority, research in the disciplines, and other critical topics embedded in the Framework. Even a 50-minute library instruction session provides enough time to listen to a brief podcast segment and then discuss it with students and their professor in the context of the coursework with the goal of drawing connections to an information literacy concept. It is a simple and inclusive activity for engaging students at multiple academic levels as they develop information literacies not just limited to Scholarship as Conversation. ✄

Notes

1.	Scholarship as Conversation is one the six frames outlined in the Association of College and Research Libraries Framework for Information Literacy for Higher Education, January 11, 2016, https://www.ala.org/acrl/standards/ilframework.

2.	For background, see Amy Barlow and Dragan Gill, "Integrating the *Framework* into General Education Revision," Annual Conference of ACRL New England Chapter, June 5, 2023, https://scholarworks.umass.edu/acrl_nec_conf/.

3.	Framework for Information Literacy for Higher Education, p. 20.

4.	Framework for Information Literacy for Higher Education, p. 20.

5.	ACRL Framework for Information Literacy Sandbox, https://sandbox.acrl.org/library-collection/acrl-framework-rubric; Rhode Island College Information Literacy Rubric for General Education courses, https://www.ric.edu/documents/research-and-information-literacy-rubric.

6.	The title of the seminar takes its inspiration from the exhibition, *Raid the Icebox I* with Andy Warhol, RISD Museum, April 23–June 30, 1970; To hear more about the first-year seminar, see Amy Barlow, "Student Power and Meaning-Making in Library Collections," *The Academic Minute,* WAMC Northeast Public Radio, June 21, 2021, https://academicminute.org/2021/06/amy-barlow-rhode-island-college-student-power-and-meaning-making-in-library-collections/.

7.	Lindsay Patterson, "Why You Should Bring Podcasts into Your Classroom," *Cult of Pedagogy*, August 8, 2021, https://www.cultofpedagogy.com/podcasts-in-the-classroom/.

8.	Patterson, "Why You Should Bring Podcasts into Your Classroom."

9.	Framework for Information Literacy for Higher Education, p. 21.

10.	Laura Peers, "'Many Tender Ties': The Shifting Contexts and Meanings of the S BLACK Bag," *World Archaeology* 31, no. 2, (1999): 288–302, https://doi.org/10.1080/00438243.1999.9980447.

11.	Dan Laurin, interview with Jozie Kettle, "Museums, Beadwork and Indigenous Agency," *Beyond the Binary: Gender, Sexuality, Power* episode 1, University of Oxford Podcasts, June 1, 2020, https://www.podcasts.ox.ac.uk/beyond-binary-gender-sexuality-power-episode-1-museums-beadwork-and-indigenous-agency.

12.	Framework for Information Literacy for Higher Education, p. 20.

13. Jarrett Martin Drake, "Blood at the Root," *Journal of Contemporary Archival Studies* 8, no. 1 (2021): 1–24, https://elischolar.library.yale.edu/jcas/vol8/iss1/6.

14. Tamara Lanier, interview with Hrag Vartanian, "Tamara Lanier's Fight for the Photographs of Her Enslaved Ancestors at Harvard," *Hyperallergic* episode 97, April 21, 2022, https://hyperallergic.com/726156/tamara-laniers-fight-for-the-photographs-of-her-enslaved-ancestors-at-harvard/.

15. See practices and dispositions of Scholarship as Conversation in the Framework for Information Literacy for Higher Education.

Terri Artemchik, Kirk Bowman, Eleanor Colbert, and Sarah Rebecca Velazquez Gaglio

Teaching to Teach

Developing a Collaborative Instruction Training Program for MLIS Interns

Learning how to teach as an academic librarian can take many forms. Some are thrown into the deep end with little to no support. Some use pure grit to work through crippling fear of public speaking and feelings of imposter syndrome. Some, although probably very few, come to academic librarianship with actual teacher training and an understanding of pedagogical theory and effective instruction strategies. While everyone's journey to becoming a confident, effective instructor is unique, there are limited opportunities for mentorship and training across the field. At Loyola University Chicago (LUC) Libraries, a collaborative and differentiated instruction training program was developed for MLIS interns with the goal to provide support during the process of learning to teach.

The overarching purpose of the intern program is to provide rare, paid opportunities for MLIS students to get professional experience teaching, providing research services and participating in diverse projects that will assist in career placement after graduation. The program also provides essential support for the research and learning department at Loyola Libraries. The first cohort started in fall 2017 with two interns and currently runs with four interns. In March 2020, the 2019–2020 cohort transitioned to a remote working model through May. The COVID-19 pandemic and library budget cuts then stalled the program in 2020 for two years until it was revived for the 2022–2023 academic year. Participants come from a variety of mostly online MLIS programs, including the University of Illinois–Urbana Champaign, Dominican University, and University of Alabama.

One of the internship's core responsibilities is providing consistent and engaging information literacy instruction for the first-year writing course (University Core Writing Responsibly, or UCWR). The interactive information literacy sessions focus on exploring and evaluating search tools, topic development, and strategic searching with built-in formative and summative assessment strategies. There are also other opportunities for interns to teach outside of the UCWR course, including more general instruction sessions for Arrupe College (a two-year degree program at LUC), the ESL program, other colleges with assists from subject specialists, workshops, and high school groups.

Benefits and Challenges of Internships

Internships for MLIS students provide a variety of benefits. In several surveys of both interns and librarians, internships were cited as valuable for both confidence and experience

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in the field. Additionally, they helped students discover the unique role that academic librarians play as liaisons and researchers and gave them valuable assistance with career development.[1,2]

Research on this topic especially shows benefits from instruction experience. One program was cited as giving students the opportunity to use skills they learned in their LIS programs in actual classrooms, and another found that interns with instruction skills were able to use these skills to improve their reference abilities, and vice versa.[3,4] Interns seek and value instruction opportunities, with one student mentioning that they wished they had more chances to instruct, and others recognizing how instruction connected them with faculty and the university as a whole.[3,4]

These internships were not without challenges. While one survey highlighted the time requirement for training new interns, a review of another program found that library graduate assistants were eventually able to save librarians time by taking on some of their instruction tasks.[5,6] Reviews of LIS mentorships and methodologies found that relational issues could be reduced by flexible mentorship styles as there is no one superior mentorship method, with an ideal method including elements from multiple methods.[7,8]

Instruction Training Program

The training for teaching UCWR library sessions is an ongoing process that happens over the entire course of the internship in several phases.

Phase	Elements
Independent	Review of curriculum Exploration of library search tools
Collaborative	Training with UCWR teaching librarians Shadow UCWR sessions Practice with fellow interns
On-going	Check-ins with supervisor (formal and informal) Feedback from instructors Reflection

The first phase of the training is largely independent—interns have access to a very detailed LibGuide that includes all of the content needed to prepare for the sessions. Interns can independently review slides for each of the presentations, scripts and videos of past interns conducting the content, as well as guided activities for learning and understanding Loyola Libraries' search tools.

The next phase of training is much more collaborative. First, the interns take part in a joint training session with the entire UCWR instruction team, led by the intern supervisor. This team includes staff with many different levels of experience with teaching—some librarians had been teaching for decades, while others had just been hired a semester or two ago. The training involves going through the instruction session content together and then practicing and discussing how one would teach the content. The interns also meet early in the process with just each other to brainstorm, talk through hesitations and worries, and practice with each other. The last part of the collaborative training phrase is to set up shadowing sessions with librarians to observe UCWR sessions. UCWR teaching staff are happy to let interns observe multiple sessions, and this provides the interns with examples of distinct teaching styles and techniques to help them in developing their own teaching style.

The training does not stop after the interns have started teaching; rather, it is an ongoing process as they continue to teach. Specifically, this ongoing training includes both informal and formal check-ins with the intern supervisor, feedback from instructors, and opportunities for reflection. Check-ins are important opportunities to go over what went well in each session as well as what felt confusing or difficult. These happen casually after each session as interns and most librarians share an office, as well as through monthly one-on-one meetings with the intern supervisor. These check-ins provide important opportunities for support not only from the intern supervisor but also from other library staff.

There are also opportunities for getting feedback from instructors and students as a part of ongoing training. Interns can reach out to instructors after each session to get feedback and then incorporate that into further sessions with the support of the intern supervisor. Additionally, there are opportunities for feedback in the sessions themselves—students can ask any clarifying questions and communicate what was confusing about the session before it is over. Interns can see right away the effectiveness of their teaching.

Last, an important aspect of the ongoing training process is reflection. Interns are given specific questions to reflect on after each session, such as "How do you feel you did?" and "What strategies or techniques did work? What didn't?" This aids interns in developing their own teaching philosophy.

Supervisor Insights: Terri Artemchik

Organization and documentation are vital to the success of an instruction training program. I took effort in the first iteration of the internship to document everything. Much of that first time was trial, error, and reflection. I was honest with the interns and asked for feedback at every stage. From that first iteration, I was able to supply a road map for future interns.

One challenge that is present with every iteration is figuring out how to differentiate training depending on each intern. While there is a consistent training program, it is important to understand how each intern learns best and how they prefer to be supported. This starts with the interview process where each intern is required to present a mini-instruction session on evaluating sources in Google in front of library staff. This gives the search committee an opportunity to see how candidates would approach an information literacy session and what potential training they might need. Once onboarded, the process continues with getting to know each intern and their learning preferences and accommodating them.

Finally, it is a core goal to integrate each intern into the community of academic librarianship, both at Loyola and beyond. While the interns are providing a vital service to the Loyola community, they are also filling their CVs with experiences and skills they can refer to in their job search.

Intern Insights

Each current intern briefly explained their experience in instructing at Loyola, focusing on what helped them gain more confidence and work through what they personally found most challenging about teaching.

Kirk Bowman: I never felt confident with teaching and was nervous about my first experiences with instruction at Loyola. One thing that helped me feel more prepared

was to rehearse, repeatedly. By growing more accustomed to my lesson plan and getting to a point where I knew it very well, I was able to comfortably adapt to the various unpredictable twists and turns that specific lessons always ended up taking.

Eleanor Colbert: The most helpful aspect of the training process for me was shadowing other librarians' sessions. I was able to shadow the same librarian teaching the same content in multiple different classes. I saw firsthand how they responded to different classroom cultures, levels of student participation, and how they adapted the content to fit each class. Before teaching, I was nervous about my ability to respond organically to students and adapt to the classroom culture, which is mostly set before we conduct these sessions. Having the opportunity to shadow other librarians and debrief with them after was extremely valuable in implementing their strategies into my own teaching style and increasing my own confidence in my ability to adapt.

Sarah Rebecca Gaglio: I had the benefit of participating in this internship training program at the same time as I was enrolled in a course on instructional design as part of my LIS program, allowing me to put theory into practice right away. One thing that I was nervous about was my ability to cover such a large amount of content at a pace that wouldn't be overwhelming for the students. I knew I tended to over-compensate by talking fast and forgetting to pause for questions. Therefore, I had an experienced librarian observe my first-time teaching and provide feedback. I received constructive critique and feedback on areas for growth and positive reinforcement of my strengths. This conversation led to longer discussions about improving my time management and pacing in the classroom, such as writing in moments for breathing or using strategically placed questions to break up my lesson plan. I incorporated these strategies into my teaching and continued to reflect on how to prevent information overload, which I am sure will have a lasting impact on my instruction.

Conclusion

One of the biggest takeaways from the development, management, and facilitation of the instruction training program is to provide space and support for the interns to develop their authentic teaching voice and style. We encourage trying different teaching techniques, experimenting with specific language to explain concepts that they may have seen another instructor use, and exploring strategies for engagement, flexibility, and responsiveness in the classroom. These experiences are not only beneficial to interns and LUC but to the library profession as a whole, as they ensure new librarians have real-world experience. Most importantly, the instruction training program promotes genuine collaboration and opportunities for support, framing teaching itself as a learning process and providing interns with a strong base for growth in library instruction. ✎

Notes

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4. Jennifer E. Nutefall, "Structuring a Successful Instruction Internship," *College & Undergraduate Libraries* 19, no. 1 (March 9, 2012): 80—94, https://doi.org/10.1080/10691316.2012.652550.

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Nicollette Davis, Mondo Vaden, Marco Seiferle-Valencia, Jess Saldaña, and DeAnn Brame

The Library is NOT for Everyone (Yet)

Disability, Accommodations, and Working in Libraries

Academic Library Workers in Conversation is a *C&RL News* series focused on elevating the everyday conversations of library professionals. The wisdom of the watercooler has long been heralded, but this series hopes to go further by minimizing barriers to traditional publishing with an accessible format. Each of the topics in the series were proposed by the authors and they were given space to explore. This issue's conversation reflects on the experiences of people with disabilities working in academic libraries. The authors make it clear that we need to elevate these voices and experiences to build better libraries in the future.—*Dustin Fife, series editor*

Nicollette Davis: First of all, thank you all for being a part of this conversation. I want to acknowledge how much energy and labor it takes to share these experiences. Acknowledgment is not enough—I hope that we can create and continue to dream about a future that includes all of us. How does "The library is for everyone" apply in academic libraries (or fail to apply)?

Marco Seiferle-Valencia: I wish more librarians would be open to how limiting the concept of "everyone" is when many librarians are starting with a limited image of who everyone is. A library that actually serves everyone is one that thinks deeply and expansively about its spaces, services, and offerings and iterates with an expansive and diverse library user population in mind. I'm talking fat weight-rated chairs, fragrance-free policies, dimmed spaces for light sensitivity, multilingual staff with pay differentials for those skills, meaningful and accessible interpretation services, support for remote work, and more.

Mondo Vaden: I feel like it fails to apply. The academic library is one that has a limited range of people who can use it effectively. Not everyone is able to attend a university with an academic library with its curated selections.

As someone who has navigated academia, the library was someplace that I considered home. You don't need to be able to hear to read! But as I entered the librarian field and tried to recreate that comfort of "home," I hit roadblock after roadblock in regards to accommodations. I felt a distinctive barrier between my love of libraries and the fact that libraries are supposed to be for all, but they would rather *serve* people like me than allow me to have a say.

DeAnn Brame: "Everyone" is such a loaded word. In truth no space is for everyone. I think when we throw this word around, it allows us to escape being intentional about who we are

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creating this space for. In marketing, you have your target audience. You spend time thinking about the demographics of the population you're trying to reach and their needs. Why wouldn't libraries do the same? By saying the space is for everyone you fail certain populations of people you say you serve. This includes not only patrons but library workers as well. Put in the work and be intentional about the space you are creating, from the furniture to signage, to the technology. Consider your digital space and the offerings you have for those that aren't in the physical library space. Ask the right questions instead of settling for "this is good enough" for most people. We all deserve better.

Jess Saldaña: The notion that academic libraries are for "everyone" is deeply flawed. To even have this idea is to erase the populations they are not set up to serve. To respond to the space of the academic library one must also consider the academy it is held within. These institutions are designed to exclude, typically prioritizing an able-bodied, white population. BIPOC, queer, disabled communities often create spaces within them in order to survive. The library can mirror the flaws of the hyper-capitalistic logics of the university. So no, academic libraries are not for everyone. Oftentimes libraries are perceived as the commons, but we must think specifically about how these libraries interact with marginalized bodies and if their resources are accessible to all. Could there be a radical imaginary that considers these bodies before they arrive in library space?

Nicollette: These are such great points—the library for everyone is very one dimensional. I have coworkers (disabled and not) who have been very helpful and constantly care about my comfort, and I wish it was embedded in everyone's workplace on a systemic level. I think that libraries want to seem as welcoming as possible to patrons, but they often do not extend that same grace to their own workers, which is very performative. Have you all experienced this? As we enter 2024, how has pandemic backlash resulted in your library "rolling back" protections, liberties, and access?

Marco: Great question, Nicollette. My library did have some remote operations during the peak pandemic debut year, but overall, the organization rapidly returned to in-person as soon as possible. So we didn't necessarily see a huge expansion in remote work for the overall organization and then subsequent rollbacks, but most of our roles did get to experiment with remote work. Practically speaking, I'd love to see managers take the positive lessons of remote work and build in more capacity for staff roles to have flexibility and freedoms as the work allows, versus what productivity culture demands. Even making sure staff have the coverage and depth to take existing leave time can be a powerful way to apply some of the pandemic's lessons.

Mondo: I would love to see that buy-in from managers! I realized mid-pandemic that my public library workplace at the time was actively avoiding my accommodations. They did not consider applying my accommodation requests for nearly two years into the pandemic, where I was having to self-accommodate because everyone was wearing masks and I was still expected to function as a lip reader. When I had a mental breakdown from the stress of this experience, they hired an able-bodied person who knew sign language to replace my role and enable them to remove me from my position. It felt poetic, in that being open about my accommodations opened me to be in a position where I am no longer able to work in traditional libraries.

Recently, information was released that in 2022, 77 percent of discrimination complaints were coming from disability complaints. Backlash is very real, and I'm not the only one who has experienced it.

Nicollette: I'm so sorry to hear about your experience, Mondo. It reminds me that I want to help people and share my knowledge and skills, but also honor myself and my own needs. There's space to do both, but it often feels like we must pick and choose. When I struggled with a debilitating injury a few years ago, and then again as I was about to become an academic librarian, I asked some librarians in an online forum how they accommodated their disability, especially on large campuses and within the classroom. Most people shared that they pushed through the pain and did what they could. Starting a new job is exciting and can produce some feelings of anxiety, but it's especially heightened when you expect suffering. And that's what it is: lack of accommodation is inflicting suffering. It's often seen as a "perk," and to some able-bodied folks it's seen as "unfair." But, to me, when you choose to not accommodate, you're contributing to harm.

DeAnn: We were made to go back to work physically as soon as vaccines were widely available. We found out on a Thursday that we would need to be back in the office or have a plan for the following Monday. I remember thinking how much healthier mentally and emotionally I felt after being able to work from home. It took the pandemic and being sent home to make me realize that I didn't need to end more days than not with headaches from bright lights and constant noise. That I didn't need to go take a walk anytime someone brought in something that made me physically nauseous. That I can focus a little less on mitigating the effects of an environment I had no control over and more on my actual work. I know I'm not the only one. I've been in two other libraries since then, and some have tried to find a balance between policy (and politics) and the needs of their staff. I often ask myself how it is that people don't realize those protections and measures that were put in place during the height of the pandemic protected workers and patrons from far more than the virus.

Jess: I think there is an active kind of gaslighting that is happening in the workplace right now, and it is exhausting. The power dynamics are amplified, and there is an incredible pressure to succumb to the idea that the pandemic is over. It's a huge stressor to have to move against the will of these institutions, which disregard personal health concerns.

In one of my former library roles, I worked with media- and art-related services. My bosses really wanted to get rid of Zoom streaming requests altogether. On one end of the argument, our center in the library was now responsible for providing this "extra" type of media service to the entire college without the infrastructure to support it. On the other hand, getting rid of Zoom streaming services altogether would be a move backwards, and would make things less accessible for those who have needs that require them to remain at home. I found the access consideration to be largely overlooked when my boss would complain about having so many requests.

Ironically, the people arguing for ending these remote services had completely remote or hybrid schedules. So, it was difficult to speak about this because oftentimes the labor would fall on me to provide the in-person service, which sometimes resulted in grueling workdays behind a camera streaming an evening lecture series. So, if I were to state that this was an access issue, I was in a double bind. Looking back, my bosses were largely out of touch with the amount of labor I performed, the community they were serving, and their role within it. I was also the only full time POC hired in the library center at the time, which made every negative interaction feel like it was coated with microaggressions. It is a huge stressor to have to move against the will of your boss, especially as someone embodying multiple marginalized identities who is trying to speak up for access rights.

Nicollette: As we have discussed this at length, here and in various Zoom calls over the past several months, a common theme that I have noticed from all of us is that part of the exhaustion is getting people who do not occupy these identities to care on a deeper level. This out-of-sight, out-of-mind (or "we'll cross that bridge when we get there") mentality has not worked and will never work. Where do we go from here?

DeAnn: While reflecting on this piece, I realized how much I masked. I have been spending time unlearning a skill that I should not have had to learn in the first place. While this can and has been equally exhausting, it's rewarding. Letting go of the responsibility to change others has been a game-changer. I cannot make everyone care, and that has to be okay. Instead of focusing on the "everyone" we talked about at the beginning of this article, I can put my energy into those who have the potential capacity to care deeper. Not only does this alleviate some of the exhaustion, it may reenergize your capacity to live without the mask.

Jess: Speaking through a trans, POC, disabled, library worker frame, there seems to be subcategories of labor nested within the already given labors of our occupation. There is a plurality of labor required of us that is layered.

First, you have a general labor that is expected when performing a service, whatever may be asked of your body to complete the tasks one is expected to do. In addition, there are also the labors of having to perform able-bodiedness consistently while doing these tasks, as well as a labor inscribed by racial capitalism that involves performing a degree of whiteness, which is also bound up with a specific image of acceptability that doesn't include marginal ways of being.

One could break down these layered categories more specifically, adding labor elements for queer and trans identities, giving nuance to the individual's situation regarding illness, mobility, or other forms of embodiment. There is an assortment of emotional and physical mechanics required daily that is layered in asking for what we and others need. And in having to ask, there is a burden—and a realization that you were not imagined to occupy that space in its current design. It is the labor of not yet having been imagined.

Nicollette: Jess, DeAnn, Marco, and Mondo, you all have shared so many of the overt things I have thought but also the covert feelings and internal dialogues that I have held within myself. Historically marginalized folks have had to share their stories of pain, suffering, and struggles for liberation. We shouldn't have to do the emotional, unpaid labor of constantly sharing our harms. Inaccessibility robs us of not just our mental and physical strength but also our time. To echo sentiments from DeAnn and Jess, it is liberatory to release the able-bodied, cis-hetero, white gaze. And, to add on to what Mondo said, buy-in from managers is crucial, but also having disabled people in decision making positions (and paying them adequately and providing them with the proper resources to succeed) is imperative, too. We all navigate the world with a multilayered perspective, and we should be the voices uplifted in the conversation. ✏

Brad Warren and Devin Savage Share Plans for ACRL

Cast an Informed Vote in the Election this Spring

Ed. Note: C&RL News offered the candidates for ACRL vice-president/president-elect, Brad Warren and Devin Savage, this opportunity to share their views with the membership. Although many of the issues facing ACRL are discussed informally at meetings, we want to use this venue to provide a forum to all members. We hope this will assist you in making an informed choice when you vote in the election this spring.

Brad Warren

I have been a librarian for 24 years and a member of ACRL for the past 15 years. I am a first-generation college student who took an interesting and meandering path to librarianship. My journey, starting as an engineer at Purdue University and eventually finding my passion for libraries at Indiana University in the stacks as a student worker, enabled me to discover work that fostered my interests in learning, creativity, experimentation, and trying new things. After graduation, I secured a job as a staff member, decided to pursue my MLS, and made a career of being an academic librarian. Upon graduation, I was fortunate to be hired as a Library Fellow at North Carolina State University—part of the first group hired into that program. Since my first shelving job and through my series of positions up to my current as dean of libraries at Augusta University, I have always either worked in access services or had it in my area of responsibility.

My initial engagement with ACRL stemmed from my view of a gap in the existence of a clear national library organization that supported the full scope of access services work in academic libraries, which was undergoing significant change. My decision to join ACRL and get involved was because I felt that it was the right organization to support my areas of interest and shared my commitment to elevating the significance of all types of library work contributing to the success of the academic mission. After joining, I was encouraged to bring a proposal to the Board to create the Access Services Interest Group. While that initiative was transformational to me, my hope was for it to be valuable to other Access Services workers across the ACRL membership. The ability to conceive, lead, and create initiatives such as the interest group and subsequent Framework for Access Services Librarianship stands as a testament to the impactful work that ACRL can provide its membership.

Finding an organization that saw value in me, my work, and my passions is why I joined ACRL. Over the past 15 years, my involvement has been diverse, including serving on the editorial board of *College & Research Libraries*, contributing to program planning with ACRL conferences, working with the University Libraries Section, and serving on the Standards Committee. My focus has always been on connecting the work of ACRL directly to the personal benefit of its members, which is a tenet of what I would pursue as vice-president/president-elect of ACRL.

ACRL has excelled in demonstrating the value of academic libraries at the institutional level. It has tackled the work of providing a focused and intentional approach to diversity, equity, and inclusion and has not diminished those efforts in an increasingly challenging environment for this work. It continues to provide benefit through the work of its various sections, interest groups, and discussion groups to enable academic library employees a place to connect, share, and develop in their various areas of interest and specialization. The inherent challenges and growth of our work, however, have been heightened over the past few years because of increasing threats to the tenets of academic freedom, budgetary challenges, and low morale.

If elected, I will concentrate on two key areas to provide personal and professional benefits to individual academic library employees:

Support for Academic Freedom

Challenges to academic freedom are escalating at a pace in which library workers are ill-equipped to address. I propose developing a focused, intentional, and activist approach to provide toolkits, resources, and a sharing of best practices to academic library workers facing these challenges while also fostering partnerships with other faculty and national organizations. Academic freedom supports the ability for libraries and library workers to create services and collections that support intellectual freedom. This work contains materials and approaches that may challenge prevailing norms, protects the privacy of its users, and champions the cause of freedom of thought and expression through programming on campuses. It is also equally important for individual academic library workers to pursue their areas of research and academic interest. So much work has already been done by ALA to support censorship and book challenges with public and school libraries, but there is a gap in similar support for academic librarians facing challenges to academic freedom from external and internal pressures related to workers' personal academic freedom and professional responsibilities. This initiative would be a first and important step to transition from statements of support to the collecting, disseminating, and sharing of resources that benefit library workers facing these challenges.

Connecting Institutional Success to Individual Success

ACRL's longstanding commitment and work to support academic libraries at the organizational level should be clearly articulated and extended to the direct benefit of individual library workers. I propose providing support, resources, and the creation of metrics that connect and measure quality-of-life indicators such as salary, morale, and personal well-being to success indicators at the organizational level. From my own work to address salary inequities and changing job descriptions to be more resilient and oriented towards the future, there is inadequate information to demonstrate accurate and competitive compensation

across states, regions, and the country as well as mental health and self-care support for the unique pressures that academic library workers face. Support from ACRL to develop resources and metrics for the health of both the library organization and its workers is impactful in increasingly challenging budgetary and academic environments. The pandemic was a watershed event for library workers at retirement age and many who questioned the personal value proposition of the work versus the quality of life. As vice-president/president-elect, I will make it a priority to work with ACRL leadership and its members to support library workers at all levels to help connect their organizational success directly to personal success and well-being. We cannot succeed in our work if we do not prioritize our own well-being equally to that of our organizational and professional success.

I am humbled to be nominated for the role of vice-president/president-elect of ACRL. If elected, I will make it a priority to provide tools, resources, and support for individual library workers at all levels to support their academic freedom and personal well-being. While I know that this is a large task, I have personal experience with tackling these kinds of initiatives in my work and organizational experience and look forward to the opportunity to work with ACRL staff, membership, and leadership to enhance and support academic library workers success and well-being.

Devin Savage

I am honored and humbled to stand for the Association for College and Research Libraries vice-president/president-elect. Libraries have been a refuge for me for my entire life, a place where I was able to get access to information, education, and even socialization in ways that were otherwise inaccessible to me. When I became a librarian, ACRL was there for me, offering me resources, professional development, relevant research, and opportunities for connection and leadership development. I was able to dramatically increase my understanding of the scholarly publishing landscape through engagement with, and service on, the Research and Scholarly Environment Committee. It was the first place I encountered our profession's legislative advocacy, as I worked with the Scholarly Publishing and Academic Resource Coalition to create and moderate the SPARC Forum at the ALA Annual Conference. I am proud of the work that ACRL has done, and it is important to me, regardless of the result of this election, to add my energy and time to advance their efforts.

I believe in two core ideas: that the provision of information resources is a public good, and that education improves lives. I always check in on the ACRL Member of the Week, as I find it fascinating to see what my colleagues value, and how they describe themselves and describe ACRL. To generalize a bit from these answers, it would seem that ACRL is comprised of proactive, adaptable, and curious members who feel that they belong to an association that offers them connection, resources, and professional development opportunities. I am inspired by these people, and I am grateful for the opportunities that ACRL offers. And I think what ACRL offers is extraordinary. In addition to networking, professional development support, and legislative advocacy, the association provides a depth and breadth of freely open resources, open access publications, and freely open programming

that should not be taken for granted. In my own work, I have relied on such resources as the Framework for Information Literacy Sandbox, the Scholarly Communication Toolkit, and the Standards for Libraries in Higher Education. Even in just the last year ACRL has launched a new Academic Library Advocacy Toolkit, and they also acquired, redesigned, and relaunched the Threshold Achievement Test for Information Literacy (TATIL). The ACRL Board of Directors added Equity, Diversity, and Inclusion as a fifth goal area in the Plan for Excellence and charged task forces to apply an EDI lens to nominations processes and policies, volunteer recognition practices, and awards. The Diversity Alliance has been moved from a task force to a standing committee. The New Roles and Changing Landscape Committee's Diversity Pipeline Subcommittee launched a Library Worker Retention Toolkit. To me, this is all evidence of ACRL's timely and pragmatic responsiveness to member needs.

I have been fortunate enough to have been involved with ACRL in a number of projects. In my work with the Research and Scholarly Environment Committee, I was able to serve as the Scholarly Communications Discussion Group convener. It was in this role that I was able to address the issue of ACRL's Scholarly Communication email list, and institute moderation, a code of conduct, and guidelines for posting for that list. This made a visible and notable difference in assuring collegial discourse throughout the remainder of the existence of that email list. I was able to be a part of ACRL's Library Transforms Taskforce and led a presentation on the rollout of the toolkit at the ACRL 2019 Conference. I have been a member of the Academic Library Trends and Statistics Editorial Board since 2018 and was chair during the important transition of the platform to ACRL's new Benchmark tool. I put in a lot of work with former ACRL Associate Director Mary Jane Petrowski to ensure that this platform was functional and that we provided awareness and support to our member institutions regarding its use. Working on this editorial board has also involved serving on and collaborating with other groups, such as the ACRL Publications Coordinating Committee, the ACRL/ALA/ARL/IPEDS Advisory Task force, the NISO Z39.7 Standing Committee, and the editorial board for ACRL's Project Outcome.

In my career as a library professional and paraprofessional, I have been deeply committed to building inclusive and communicative working environments that center trust and belonging. This work often aligns neatly with strategic goals of Equity, Diversity, and Inclusion. I have been fortunate to have gained significant experience in organizational and governance affairs. As a paraprofessional, I revived a defunct staff association at the Northwestern University Library in 2006 in order to restore communication and participatory empowerment throughout that organization. I have been able to contribute across campus at Illinois Tech in a wide variety of institutional, staff, and faculty affairs, including on accreditation, strategic planning, and anti-racism committees. I was lucky enough to be supported so that I could attend leadership institutes offered by ALA and Harvard. I have served on the Board of Directors for Chicago Collections Consortium and the Center for Research Libraries, as well as serving as chair for ALA Library Research Round Table. When assessment, user experience, and design thinking started to make their way into job responsibilities for librarians, I co-founded a local group to offer free training and networking for librarians to gain experience. Even as this group was created (Library UX Chicago) and began its activities, we conferred with former ACRL Senior Strategist for Special Initiatives Kara Malenfant about how we might collaborate with ACRL. I love this work because I care about the people working in libraries, and I want to see their excellent work supported, recognized, and celebrated.

There are significant challenges facing academic libraries. Our work in information literacy will not go unaffected by recent developments in generative AI. Threats to defund libraries, criminalize the provision of certain books, and install political oversight over academic institutions are very real. In addition, many higher education institutions are grappling with an expected demographic cliff and student behavior shifts that have likely been accelerated by downstream effects of the COVID-19 pandemic. After a very brief respite, vendors are again increasing their annual price inflation and are seeking new ways to maximize revenues. In many parts of the country, we see revenue decreasing for both private and public colleges and universities while demands for a digital transformation increase. In my own work, I have had to work very hard to maintain consensus around library staffing and resources despite competing interests from administrators, faculty, students, vendors, and consultants. These crucial conversations are not always easy, but they are absolutely necessary.

Academic libraries are fortunate to exist in a space where collaborating with each other doesn't undercut the competitiveness of our parent institutions—in fact, it strengthens them. Our consortiums, state networks, and most importantly, our professional associations should be a foundational resource for our collective responses to these challenges. I do see various options for ACRL and its membership to work together in the coming years. We must leverage the advocacy tools that we have at our disposal. Articulating our value is one of our most important jobs in the current environment. ACRL's embrace of equity, diversity, and inclusion is commendable and aligns with the needs of today's students. Academic libraries are doing a lot of good work in providing welcoming, inclusive, and diverse spaces, and restoring equity in ways that really matter to students, like textbook affordability. Although sometimes ACRL's legislative advocacy can be hidden a bit behind all the day-to-day practical support that the association offers, it is incredibly important. I fully support ACRL's current priorities in this area, namely, upholding intellectual freedom, federal funding for libraries, net neutrality, open access and federally funded research, and the Affordable College Textbook Act (HR1811/S.978). And finally, we must strengthen our communication with, and support of, the executive leadership at ACRL. They must be empowered to move things forward on our behalf. There may be future changes needed in business methods, organizational structures, or priorities—but we can't compromise on our values or undercut what might be our best chance to innovate solutions that will work at scale.

I want to extend my sincere gratitude to both ACRL and Illinois Tech for their support of me in this nomination and election process. Although the landscape sometimes seems forever changed, I have seen promising signs for the future. I loved last year's ACRL Conference in Pittsburgh, and I look forward to the planned return of ACRL Immersion in summer 2024. Pragmatically, what ACRL offers in support of its members is an excellent return on investment for membership. Collaboration leads to increased knowledge and development, and ACRL provides a place for real, iterative development for academic librarians. Even though we, and our professional association, are facing some challenges, I believe that ACRL will be able to help academic librarians and libraries, because when we work together, we can make a difference. ⁊

Taylor Ralph

Preparing for the Best
Adapting Collection Assessment for an Era of Transition

We all know that libraries, and more specifically our collections, have adapted to significant challenges as our world changes. Now, more than three years after the onset of the COVID-19 pandemic that spotlighted economic crises specific to higher education, we find ourselves navigating a new type of aftermath. During, and post, pandemic, libraries have endured budget cuts while meeting the call to support or even extend remote services and have had to think more creatively about how to maximize un-paywalled access to the most important resources. Solutions not limited to prioritizing access over ownership and open scholarship see an increase of reliance on interlibrary loan, pay-per-view and linking services, and the adoption of transformative agreements and other open access (OA) resources. However, there is little attention paid as to how these increasingly popular methods are going to both change and complicate the process of collection assessment, especially as it relates to assessing quantitative usage data. Comprehensive assessment is complicated enough, and it is more important than ever to start asking questions about how these shifts in the scholarly communication landscape will impact these processes and those that are tasked with them.

Changes to Collection Development

Though stemming from stress, current developments in the scholarly communication landscape can grow to be quite positive. One of the most exciting opportunities for libraries in this post-pandemic environment involves transforming our primary identity. One such change includes shifting from "the traditional scholarly repository . . . into the scholarly communication hubs our campus communities need us to be."[1] Ithaka's 2022 US Library Survey reflects these adjusting attitudes, noting a key finding that library "priorities continue to shift from collections to services."[2] These findings do not negate the importance of collections in libraries, but do indicate that monetary resources may be dedicated elsewhere other than research materials. The concept of "just-in-case" collection development is fading as we prioritize new endeavors and as prices for electronic resources continue to increase at a pace budgets are not.

One logical step libraries have been taking is to disinvest in "Big Deal" subscription packages. Especially as gold OA content becomes more prominent in these packages, libraries question the investment not only due to rising subscription prices, multiple fees, and high author publishing charges (APCs), but also due to the fact that the overwhelming majority of content in these packages are not used by researchers.[3] In these cases, deviating the monetary

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investment from larger subscription packages to interlibrary loan costs and intermediary services such as Get It Now, Reprints Desk, Article Galaxy Scholar, and more could result in cost savings. Additionally, by providing pay-per-view access to a larger spectrum of titles at the article level, "libraries are more likely to meet the information needs of their patrons."[4] Libraries are taking advantage of these access models at different levels, and research shows that overall, document delivery for articles with little staff mediation is a "feasible and sustainable alternative to expensive serials subscriptions."[5]

Libraries are also investing in services that link researchers to different levels of open resources, whether they are published in OA journals or platforms, or are a pre-print version of an article. Some of these services, such as LibKey, "have been well-established in academic libraries,"[6] while APIs for that and other linking tools are continually improving. These services link out directly from a library's discovery service, without the need for researchers to search through lists of open resources.

While green OA promotion is further developing in libraries, publishers have been increasing open output through gold OA or hybrid OA models through transformative agreements. These models, which over the past few years have been steadily gaining in popularity, rely on APCs to make content openly available.[7] Currently, gold OA accounts for the highest number of research articles and journals considered open access.[8] Though the sustainability and overall affordability of these models may be questioned,[9] libraries continue to negotiate for open content with publishers as a way to provide access to affordable and reliable resources.

Impact on Assessment

So how does the adoption of these access models impact collection assessment work in libraries? Understandably, collection assessment practices vary widely between libraries, especially considering library type, size, and staffing levels. Some libraries engage in a regular assessment cycle, while most others do project-based assessment or on an as-needed basis, and some not at all. Assessing electronic resources (e-resources) can be complicated, as it requires some expertise related to usage data collection and analysis. Most e-resources, and almost all of those provided by large publishers, can be analyzed through standardized COUNTER reporting, which is currently in release 5, and reported as quantitative usage data. COUNTER reports were created by Project Counter as a way to standardize e-resource usage data for publishers and vendors. In theory, these reports make it easier to compare resource usage at the title, database, platform, and item level between publishers with the specification and download of just a few select metrics.

If you have enabled your integrated library system (ILS) or an alternate subscription tool to automatically harvest these reports via a SUSHI API (a protocol that automates gathering usage data from COUNTER reports), there is even less burden to gather this data. However, with large subscription packages becoming less common, and other services and models becoming more popular, usage data becomes more disparate and COUNTER report convenience is lessened. In providing access to e-resources through large subscription packages, usage assessment may be accomplished by comparing fewer large reports. But breaking up these subscriptions and relying on smaller publishers, open resources, and pay-per-view and linking services requires data collection via multiple tools with little to no standardization or makes usage data impossible to access at all.

At Oregon State University, a large public institution, we regularly assess e-resource usage to determine if a resource should be renewed, canceled, upgraded, or potentially swapped out. These reviews are not only done to keep up with cost saving measures, but also to ensure we remain responsible stewards of our collection. Even if there is no outright subscription cost in the inclusion of OA resources or more manageable, user-based cost associated with pay-per-view services, it is still important to assess these resources to keep the collection relevant, and because these resources require a substantial amount of staff time in relation to implementation, discovery, and maintenance. Now, in addition to consulting COUNTER statistics for e-resource usage, libraries will have to consider usage from various platforms and services that are not subscription based to make the best decision about future collections, and of course they all have different metrics and measures.

Quantitatively assessing OA content presents its own unique and well-established challenges. For most OA resources, especially those that are green or bronze, there is no way to gather standard usage statistics. It is not kept by providers, as there is no way to track usage by either IP or API key that are required by most subscription services. Depending on the platform, gold OA and hybrid usage may be obtained by COUNTER reports, but these reports are limited at the title level rather than at the item level of usage, which makes it difficult to get an accurate measure. Though conversations about OA in libraries has existed for years, "most academic librarians have not explicitly articulated how OA materials and services should be treated in their local settings,"[10] which includes assessment. There are strides in this area, such as the new COUNTER 5.1 release prioritizing usage of OA content at an item level,[11] but complexity remains for fully OA databases or journal collections.

Strategies and Generative Questions

To tackle the issue of difficult to obtain usage statistics, there are a few strategies for libraries to consider and even more questions that we should be asking. Many of the pay-per-view, linking, and interlibrary loan platforms provide their own types of usage data. These are commonly the number of purchases or clicks attributed to a resource at the title level, number of individual users, and more. Many also provide visualizations of usage trends in an attempt to demonstrate growth by month, year, etc., and looking at these requests can sometimes hint at which titles may need to be added to the collection or identify subject areas of potential growth. However, it is important to note that depending on how your authentication methods are set up for individual users, some of the data gathered may not be granular enough to support financial decision-making. Library systems themselves could also provide a creative solution to gauging usage, especially of OA materials. Link resolver usage is one way to determine if researchers are using the library's discovery system to access included OA resources, and the same goes for any usage reported by the institutional repository. Of course, this cannot show how many of our users are relying on Google to find open content but may provide a general idea of popular research areas.

Consulting multiple systems, tools, and COUNTER reports to get an idea of this anomalous e-resource usage is time-consuming and presents readily apparent challenges. Before diving in and gathering data for the sake of data, it is important that library employees take a step back and ask questions about what is truly needed to accomplish an e-resource collection assessment that is comprehensive enough to meet collections goals. Some major questions to consider include the following:

1. Who is going to be responsible for gathering the data?
2. Who has access to the administrative functions for these pay-per-view, linking, or interlibrary loan systems?
3. Who will be responsible for writing and upkeeping documentation on these processes?
4. Where will we store, keep, or amalgamate this data?
5. What daily work needs to be re-prioritized to make room for complicated assessment procedures?
6. How will usage data influence our decision-making related to collection development?
7. If usage is low, how will we decide how to move forward?
8. How will data be interpreted and presented to relevant communities?

Conclusion

By preparing ourselves through asking questions and pre-planning for these changes, we can accomplish three things: ensure the health and relevancy of our e-resource collections as user needs evolve, make sure we have the data necessary to make informed decisions about collections budgets, and practice care for library staff that will need to engage in this work. Collection assessment processes will have to adapt, and our work priorities with them. Adjusting collection assessment to the shifts in the scholarly communication landscape, especially those relating to open scholarship, is something that might be considered, but not often explicitly named or planned for. Making scholarship more easily accessible for our users through open or on-demand resources while finding cost savings for ourselves is an ultimate goal, but it does not come without complications. Hopefully, as we continue to make progress for our communities, we can maintain that level of progress for ourselves as well. ✎

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Sarah LeMire and Elizabeth M. German

Facilitating Library Support for Student Veterans

The Libraries and Veterans Toolkit

According to the Department of Veterans Affairs, there are approximately half a million service members and veterans using educational benefits to pursue higher education annually.[1] That number is likely much larger, as many veterans may not be eligible for educational benefits or may have exhausted those benefits before completing their education. What this means, in layman's terms, is that there are more student veterans and service members enrolled in higher education than one might expect. Whether you are at a community college, an Ivy League institution, or a regional comprehensive university, there are student veterans and service members on your campus.

Although student veterans and service members can be found on virtually any campus, libraries often do not identify students as a unique population with particular needs and strengths.[2] Student veterans and service members can differ from their civilian counterparts in several ways, including age, work responsibilities, and time spent caregiving.[3] These factors can impact student success; indeed, military-connected students are likely to exhibit multiple risk factors for non-completion of higher education.[4]

Despite the challenges that student veterans can face, they also bring unique strengths to the classroom. They bring a wealth of life experiences with them. They have lived around the world, worked in high-pressure environments, and functioned as a member of a team. Student veterans and service members are often highly motivated students; they have returned to college for a reason, and they are focused on completing their studies. These and many more strengths highlight that student veterans and service members can be highly successful in higher education, despite the challenges that they may face.

Programming and Services for Student Veterans

As the number of student veterans enrolled in higher education increased following passage of the Post-9/11 GI Bill, colleges and universities increased their level of support for student veterans. Many institutions created new veteran centers on campus, which were often tasked with developing programming and services for veterans in addition to processing educational benefits.[5] Following their campuses' lead, some academic libraries have begun to develop programming, resources, and services for student veterans. For example, research has indicated that academic libraries have increasingly begun to assign student veterans their own library liaison.[6]

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However, targeted library support for veterans is far from ubiquitous. Research suggests that libraries providing this type of support are likely to have a staff member who has close ties to the veteran and military communities.[7] Library employees who are veterans or military family members themselves may feel a personal connection to the student veteran population and be more likely to advocate for or undertake this work. However, student veterans at all institutions can benefit from targeted support, regardless of whether there is a library employee with ties to the military.

Getting started with this work can be a challenge, especially for library employees without connections to the military. Librarians may feel discouraged if a program they develop has poor attendance. They may not have ideas about potential partner organizations or how to connect with them. They may even feel apprehensive about finding the right tone for programming or inadvertently offending a student veteran. These challenges, and more, are commonly encountered at the outset of developing a library support program for student veterans.

There are also many library employees who have surmounted these obstacles and have developed robust and successful veteran programs. These librarians have a wealth of advice and experience to share with those just getting started (or those looking for new ideas). But how can you find these experienced librarians? How can they effectively share their knowledge and expertise with the profession? The Libraries and Veterans National Forum was created as an answer to these questions.

About the Libraries and Veterans National Forum

The Libraries and Veterans National Forum was an Institute of Museum and Library Services (IMLS) sponsored project intended to help library workers, from all types of libraries, to better understand and support veterans and service members. Developed by a team of librarians at Texas A&M University, one of the six senior military colleges in the United States, the Forum brought together library workers to share what they are doing in their libraries to support veteran and military-affiliated patrons. The format of the forum was shaped by the pandemic, and ultimately became a multi-part initiative. The major elements of the forum included the following:

1. A virtual symposium held in September 2021. The symposium spotlighted successful library programs and services designed to support veteran and military-affiliated patrons.
2. A microgrants program which was offered following the symposium. This program was developed to provide support for libraries interested in piloting new ideas from the symposium.
3. A toolkit designed to collect and share programming ideas in an easily accessible, searchable format.

The forum intentionally brought together library workers from public, academic, military, and special libraries to share ideas across the boundaries of library type. Because all libraries have patrons who are members of the veteran and military communities, library workers can garner ideas for programming, collections, exhibits, and more from all types of libraries. The Forum's schedule and recordings, as well as news stories outlining the work of the microgrant recipients, is available on the Libraries and Veterans National Forum website.

Introducing the Toolkit

The Libraries and Veterans Toolkit[8] was designed to gather examples of successful library support for veterans into a single searchable and shareable resource. The toolkit was initially seeded with resources contributed by five teams of library workers known as the toolkit committees. Each committee had a specific focus, including a committee with an academic library focus. The committees were tasked with compiling successful library programs, events, exhibits, and collections for veterans and service members. Each item became a toolkit entry, which included a

Figure 1. Screenshot featuring part of a toolkit entry.

description of the program and its timing, cost, strategic partners, and other tips for success. The entries can be be tagged with relevant terms for end-users to be able to browse the toolkit entries by library type, resource type, audience, or topic. An example of a toolkit entry is depicted in figure 1.

The toolkit committees developed more than 70 unique toolkit entries and forum attendees contributed additional submissions. Toolkit entries were aimed to support libraries with a range of resources, including entries such as Stony Brook University's Library Resources for Veteran Students LibGuide as well as robust, resource-intensive efforts such as the University of Toledo's Carl Joseph Commons and Reading Rooms. The toolkit also includes entries on a variety of topics such as exhibits (e.g., University of Illinois' Gold Star Illini Exhibit), orientations (e.g., Jacksonville University's Military and Veteran Library Orientation Video), and oral history (e.g., Duquesne University's Duquesne Veterans' Oral History Project). The purpose of the toolkit is to make it easier for library workers to come up with ideas for programming, collections, services, and policies that their library can implement to better serve their student veterans and service members. For this reason, each entry is Creative Commons licensed to facilitate reuse and modification.

Although the toolkit was initially seeded by the toolkit committees, it is intended to be a living repository of veteran-related programming. Since its launch, library employees from a variety of library types have submitted their work for inclusion. For example, Appalachian State University's recent submission, *Publicity Strategies for Library Services in the Student Veteran Lounge*, shares fun ideas for library promotion within the campus veteran center. If you have a successful initiative that you'd like to share, please use the link on the Libraries and Veterans National Forum website[9] to submit to the toolkit.

The Toolkit in Action

The Toolkit website has seen steady usage since its launch in November of 2021 with an average of 366 visits a month. Although the toolkit is particularly popular with public libraries, the three most commonly used resources are also well suited to academic libraries:

- Digital Resources for Veterans
- Honoring Military Service Display
- Cultural Competencies: Best Practice for Librarians Serving Veterans, Active Military and Military Families

These ideas can provide inspiration or a launching point for developing ideas, or they can serve as a road map for replicating an event in a new institutional context. In one local example of the latter, the Texas A&M University Libraries adapted an idea developed at the University of Nevada Las Vegas (UNLV) Libraries.[10] UNLV's Student Veteran Scholars Symposium, which spotlighted student veterans as researchers,

Figure 2. Screenshot of the toolkit homepage.

seemed a perfect fit for Texas A&M since many of the University's student veterans are graduate and professional students. Based upon this program idea, the Texas A&M University Libraries reached out to the campus Veteran Resource and Support Center about partnering on a similar research symposium. The inaugural Veteran Research Showcase was held March 31–April 6, 2023, in locations across the Texas A&M University campus.[11]

The ideas shared in the toolkit can be adapted and used in other library contexts. For example, the Whittier Public Library's Paint Night/Crafterhours could be used by an academic library, in partnership with the campus veterans organization, to do outreach to veterans groups. Similarly, Barr Memorial Library's "Soldier Stories: Writing Workshops for Active Duty, Veterans, and Military Affiliates"[12] could provide a model for a collaboration with the campus veteran center and creative writing program. With a little creativity, librarians can find programs they can adapt for just about any organizational context.

Conclusion

Although student veterans can be found on nearly every college and university campus, many libraries have yet to begin working with student veterans as a unique population. Because getting started with this work can be a challenge, experienced librarians from all types of libraries have come together to share their successful programs, exhibits, collections, and other resources. If you are thinking about building connections with student veterans on your campus, please visit the Libraries and Veterans Toolkit for ideas that might work well for your library. ✳

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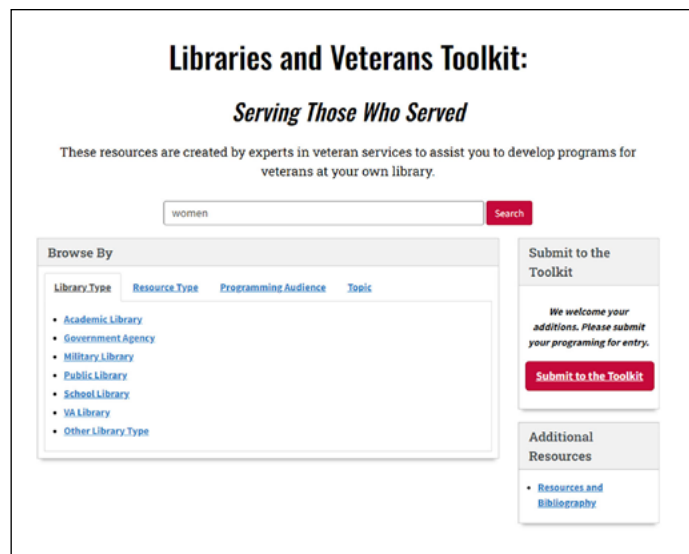
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Acknowledgments

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Cohorts Building Community

Fostering Connection in Virtual Cohorts

Research can be a lonely endeavor; yet it is a requirement for many academic librarian jobs. Additionally, some librarians in positions where it isn't required are also interested, but not all library schools prepare librarians to engage in research.[1,2] As such, on-the-job training and mentorship can be effective strategies for gaining research experience. Without help, librarian researchers may feel they need to conduct projects based solely on institutional need or use only the methodology with which they feel most confident. They may also allow imposter syndrome and a lack of confidence prevent them from beginning a project. Conducting research doesn't only require training and top-down guidance; researchers also benefit from engaging in a community of peers.

A peer community is important to help a potential researcher to better understand how to investigate an area of inquiry. While it may sound simple, creating a genuine community requires intentionality and a willingness to belong. As technology has advanced, one would think that the COVID-19 pandemic would have made us experts in building virtual communities. However, people's desire and willingness to build and meaningfully participate in a virtual community greatly varies.

Librarians have written about creating virtual communities and cohorts. However, many of these virtual communities were created after the members had met in-person at least one time, perhaps at institutes and conferences, before meeting virtually to continue their work.[3,4,5] During the pandemic, there was an increase in articles discussing remote work and maintaining a team in a virtual environment.[6,7] Building virtual spaces for librarians to collaborate continues to be important, and this article discusses a fully virtual cohort from across the United States that built a community.

Institute for Research Design in Librarianship

The Institute for Research Design in Librarianship (IRDL) is a program that helps build knowledge and confidence of librarian-researchers.[8] The IRDL co-directors and advisory board select the members of the cohort for this year-long research program and provide support based on applicants' research proposals. IRDL began in 2014 and until 2019 had a two-week in-person workshop followed by virtual check-ins. However, in 2022, IRDL moved to a completely virtual format. The virtual program maintained a highly structured and interactive two-week virtual workshop followed by monthly check-ins where IRDL scholars would report on their research progress. Being a part of the first online-only

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cohort, we had wondered how we would build a community among people we'd never met in person. Both of us emerged from the program with skills to help build the community of scholars—by scheduling meetings, participating in chats, and reaching out. We didn't do this alone, by any means! Our entire cohort built our community, and our experiences can be beneficial to anyone participating in a virtual-only group.

IRDL 2022 Cohort Virtual Community

As we were accepted scholars in a formal program, our cohort had mentors, co-directors, and faculty. However, the scholars needed an informal space to process or "be in the muck" together, and the IRDL co-directors encouraged us to connect with each other. The IRDL co-directors encouraged connection, but the program didn't steer participants toward any particular structure. This created opportunities for peer-to-peer support and eliminated any official power dynamics of the program. Even though members of the cohort had various levels of experience with research and time within libraries, by virtue of being a member of the cohort, we were equal.[9]

As a cohort, we established multiple informal ways to connect, from email to Zoom to Slack. When creating informal spaces, we found it helpful to allow for both synchronous and asynchronous connections. Synchronous space can replicate in-person meet-ups like hangouts or lunch breaks and provide space for aloud thinking or brainstorming. However, this requires everyone to be available at the same time, which is difficult even before you consider the spread of four time zones. Our cohort internally decided to meet synchronously and organized monthly Zoom support times, with the availability based on the organizers' schedules, that were separate from IRDL director-run meetings where individuals provided updates on their IRDL projects. This drop-in synchronous time allowed for people to join when possible, but also did not shame anyone who was unable to attend. An hour-long session created space for individuals to check in, ask questions, provide point-of-need assistance, share concerns, and support each other.

Our main asynchronous communication was via a Slack workspace. Slack is a communication tool often used by teams and has the elements for creating an ideal online community such as a private and safe space, ease of access, advanced search functionality, frequent activity without overwhelming users—since users select frequency of notifications—and independent of social media.[10] Within Slack, we created various channels such as "Traveling Scholars," "General," "Research Talk," and "Project Input." These channels allowed for individuals to opt-in to content they were interested in as well as to engage with fun channels in addition to more professional channels. Fun channels such as "Traveling Scholars" were used to connect individuals who were traveling to professional conferences or considering a conference, and "General" was used for everything from research memes to scholarship opportunities. We used a free version of Slack's platform, so posts and files shared that were older than 90 days were hidden. Slack aligns very well with needs identified in a previous survey of IRDL Scholars: it provides a private, easy-to-access space where participants can share and connect.[11] We've used Slack to ask for help testing research instruments, sharing calls for participation, commiserating about hiccups in the research process, and sharing our successes. Slack's functionality to use GIFs and reaction icons has made it easy and less overwhelming to provide support to each other.

Recommendations for Those Engaging in Virtual Communities

Make connections: Yes, this sounds like the old phrase "just network." Connecting in a virtual community could be as simple as reading an email or Slack post, reacting to a Slack post, sharing a meme, asking a question, or attending a Zoom call. These connections don't need to be daunting or frightening, they can include reaching out to an individual or a smaller group for feedback or sending an article that you think might interest them or relate to their research. Even if you are doing different research than the people you are interacting with, everyone can enjoy a cute pet picture, and you have the similarity of being in the same field. You can uplift another person by reading their article. However, to connect, you must participate in some capacity at some time. It's usually not as awkward as one may fear.

Make a safe space to be your authentic self: We were fortunate that IRDL was set up as a safe space, and we recognized that we were novices learning and growing. Creating a sense of psychological safety where people can share without the worry of their questions and responses being shared widely enabled us to bring our authentic selves into our community. During the Summer Research Workshop, we discussed topics such as the ways that structures sideline minoritized voices and the way having an entirely online session could level the playing field for neurodivergent individuals. Raising these issues in the main sessions opened the door for us to hold expectations of acceptance and encouragement of each other, and this translated well to our later online spaces.

To create an online community that is both supportive and encouraging, members of the community should not be worried about information being shared outside of the group without consent nor shamed by lack of knowledge or progress on their research. Additionally, setting the expectation to be helpful, supporting, encouraging, and uplifting creates a clear guideline for the community in all virtual spaces. Fortunately, every IRDL scholar has met these expectations. Our theory on why there have been no unfortunate incidents is that we know each other personally through the interactions and various group presentations during the two-week virtual workshop and the professional elements of the IRDL space. Everyone in the community should feel empowered to explore new options and opportunities. By creating and maintaining a space that is safe for everyone to be their authentic selves, everyone's experience is enriched, and no one needs a persona.

Consistency matters: Creating a habit takes time, and it is easy to discard or forget irregular meeting times. Slack was available 24/7. However, for Zoom calls, consistency was very important, from having the same Zoom link and password, a predictable meeting pattern, and sending email and Slack reminders. Our virtual community met monthly with predominantly one individual handling the logistics of these calls. Instead of trying to find a good time for everyone, which would be overwhelming, the organizer just picked the second Thursday of the month at noon as our meeting time. When this didn't work for everyone, another member organized a second session for those who were unable to attend the regular meeting.

Be a good human: After making connections, maintain them. You may find it helpful to check in on individuals within the group. Don't forget that the organizers are people too. It never hurts to ensure the organizer isn't being overwhelmed and can continue in their role. As a member of a cohort, you can control some variables. However, one variable that you might not be able to control is others' personalities and how the personalities mesh. Everyone doesn't need to be best friends. However, it is important to have general comparable

expectations of the community, such as helping one another and uplifting each other. As members of IRDL 2022, we were fortunate that Marie Kennedy and Kris Brancolini did a great job in the selection process, and there were several scholars in our cohort with overlapping interests, both personal and professional.

Think about the size of the group: Writing Accountability Groups discuss how having smaller groups (4–6 participants) ensures that everyone shows up.[11] However, there are many different types of research methods, and it can be helpful to have a larger group (20–30 participants) to increase the pool of knowledge and support. This size group allows for there to be lurkers, individuals to come and go, and someone to be available. Additionally, a larger size keeps the group afloat when the realities of life happen from overloaded workdays and major life events. Our cohort had many experiences—including welcoming children into their families, changing jobs, getting sick, moving, adding caregiving responsibilities, and the like. We are not robots, and our cohort was understanding of one another's personal lives and the impact on our capacity to participate. Think about how long your virtual community might last—is it created for a reason, a season, or a lifetime? The size of the community will be impacted by its purpose and the members' life happenings.

Conclusion

Just like all communities, members of virtual cohorts need to be intentional to create opportunities to connect with one another. As members of the 2022 IRDL program, we found it rewarding to continue these connections after the Summer Research Workshop and plan to keep in touch beyond our year as scholars. The success of our virtual community has been due to intentionality and dedication, and we are excited to see how our group functions in the future. ✁

Notes

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Acknowledgments

Irene M. H. Herold

Organizational Thriving
Building Your Culture

Recently, I was invited to give a keynote to a university library's employees titled "What helps an organization thrive?" As I pondered the topic, I discovered I have been speaking and writing on the elements of thriving without calling it by that term.[1] Many library publications discuss best practices. The foundational culture for best practices to be accomplished is a thriving organization.

I used three resources to inform my thinking: Robert Glazer's 2023 book, *Elevate Your Team*,[2] Minal Bopaiah's 2021 work, *Equity: How to Design Organizations Where Everyone Thrives*,[3] and Paul Swanson's 2021 article titled "Building a Culture of Resilience in Libraries."[4] This essay summarizes the key points of each of these works.

Glazer's Framework

Glazer's framework for organizational thriving has five components: outcomes, communication, growth, reflection, and resilience. The first, outcomes, need to be clearly articulated for teams, helping them dedicate time toward those outcomes, and measuring people against those outcomes as key to creating a thriving organization. Secondly is communication for turning sharing into actionable insights, which strengthens relationships. The third key to a thriving organization is to grow people and bring them along. This is a mutually beneficial outcome that allows team members to lift each other and the organization up as they improve their knowledge and abilities. Building a culture where your employees are coached to improve and are given the tools and resources to make improvements creates an organization that will continually rise to meet the opportunities and challenges of tomorrow.

The last two items in Glazer's framework are reflection and resilience, which focus on investing in your employees to help them gain clarity on who they are at their core and empower them to develop their own authentic leadership style. Emotional Intelligence helps to identify what we can control and what we cannot and provides pathways to consider our reactions. Glazer states, "Organizations with low emotional capacity are regularly flattened by failure and adversity because they focus on what they don't or can't control. Organizations with high emotional capacity focus on what they do control and respond to adversity with resilience, accountability, and innovation."[5] Swanson mentions this concept as two-way decision-making. To summarize, Glazer's framework for a thriving organization is one that focuses on outcomes, communication, invests in employee growth, gives time for reflection, and is resilient in knowing what is within the organization's control and what challenges can be withstood due to the thriving culture created within the organization.

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Two-Way Decision-Making

Swanson also focuses on resiliency, stating "a resilient organization can make the conscious decision to absorb the problem, make a change that can be rolled back when the time is right, or even make it permanent."[6] He calls this two-way decision-making. Its key components incorporate "flexibility is what you do, resilience is what you are," considering what impacts a decision might have that could cause you to roll it back, and that we need to incorporate both the how and the why into our change management process, not just express a need.[7] Swanson states,

> Absorb the change that has happened and will continue to happen. Don't be reactionary or fight for your own personal work needs. Be confident problem solvers and work together for the strength of your library and for the needs of your patrons. Instill reliance in the work that you do and the services that your library provides and it will help you to endure through whatever may come next.[8]

This resonates with Glazer's focus on creating a thriving organization that allows your group to be preparing for tomorrow, not just reacting to today.

Wisdom from Bopaiah

Creating an equitable organization is creating a thriving one where everyone has what they need to thrive and participate fully. The organization does not fault people for being different, but makes room for difference and then leverages it. Everyone has an equal chance to do work that fulfills them, live authentically, and contribute their strengths to the organization. Equitable solutions allow for different approaches based on different needs. Inclusion without equity creates organizations that talk about how to make people feel included without doing the systems redesign to achieve inclusion. Just as Glazer says a thriving organization is one where everyone is heard and valued, so does Bopaiah: "Equity recognizes our interdependence and uses our collective power to create an environment where we all thrive and contribute our strengths."[9]

Bopaiah's describes three concepts:

1. Value differences—where differences are valued so long as not dehumanizing or oppressive of others.
2. People with power see systems and how they influence opportunities for others.
3. People with power want to use power to create more opportunity for others so everyone can thrive with their differences intact.

Bopaiah discusses communication in terms of focusing on bright spots, using framing, and not forgetting the "how," which reverberates with Swanson's "how" and "why" in decision-making. Bopaiah asks, how does *X* achieve thriving? How does *X* limit thriving? Explain causal links between ways of thinking and results. Move to action via targeted messaging—explain systemic causes, not individual agency.

Using the same growth concept as Glazer, Bopaiah states, a framework for growth has individuals seeking to enhance their ability to address and negotiate differences. "People with more monocultural mindsets either deny differences among groups or engage in polarization—an orientation in which they are either overly critical of other cultures or their

own culture."[10] She also points out that phrases such as "we are more alike than different" silences groups that are different and forces conformity to dominant group characteristics. Encouraging an adaptation mindset **"**require[s] courage not to be threatened by differences. A mindset of acceptance embraces cultural and group differences and asks how those differences can contribute to the collective good. People with adaptation mindsets alter their behavior according to the cultural context and abandon the notion that there is only one right way to do something."[11] Those in an organization who value difference are no longer threatened by others who think differently or disagree with them. There is a kaleidoscope of perspectives, and grasping this concept helps an organization be equitable and thrive.

Conclusion

An organization that thrives sets outcomes for their teams, helps dedicate time and resources toward those outcomes, and measures people against those outcomes. It is one where people feel valued and their differences are appreciated as they contribute to the overall outcomes of the organization. It is an organization where risk taking and the opportunity to fail are not viewed as failures, but rather as learning and growing. Thriving organizations have outcomes that are created by everyone and all contribute to realize the outcomes. ✄

Notes

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9. Bopaiah, *Equity: How to Design Organizations Where Everyone Thrives*, 9.
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American Revolution Institute. *Access:* https://www.americanrevolutioninstitute.org/.

The American Revolution Institute (ARI) is a portal for programs and collections of the Society of the Cincinnati (SOC) to heighten awareness of the legacy of the American Revolution in K-16 educational settings and in the larger culture. The collections, only a sample of which have been digitized, include rare books, historical manuscripts, realia, maps, graphic arts, and the organizational archives (which extend back to 1783). The website, in addition to statements of programmatic goals and suggested pedagogical modules, includes research materials such as a library catalog, archival finding guides, digital exhibits, and a digital library of selected objects and documents.

Most relevant to academic researchers will likely be the digital library, which appears to follow standard CONTENTdm parameters. For general browsing, "Discover the Collections" allows browsing along thirteen genre categories of books, manuscripts, and three-dimensional artifacts. Those choosing the Digital Library link will find additional opportunities to browse by genre as well as to search for keywords via "Advanced Search." Advanced searching allows standard keyword and date-range searching, with its apparent basis in LC subject headings and standard metadata fields. "Advanced Search" will best suit expert researchers as it does not seem to permit robust subject browsing and assumes moderate understanding of the subject.

ARI is an interface of freely accessible digitized objects and thoughtfully curated samples of material culture of the United States in the late eighteenth century as filtered through the programmatic concerns of the SOC and its major stakeholders. Some researchers may experience this collection as having hagiographic aspects. Although endeavoring to cast a wide net in fostering knowledge about and respect for the Revolutionary generation, this site's approach and architecture may not reflect fully contemporary student research patterns. Given numerous other freely available and commonly subscribed options that are more holistic, students are not likely to come here as their first choice but could find it a useful supplement. Experienced researchers will find this an excellent way to plan a visit to the rich physical collections in Washington, DC. An interesting extra use case may be for those studying fraternal organizations and their role in nurturing and promoting historical memory.—*Joshua Lupkin, Harvard University, joshua_lupkin@harvard.edu*

History Unfolded: US Newspapers and the Holocaust. *Access:* https://newspapers .ushmm.org.

History Unfolded provides access to US newspapers and their portrayal of the Holocaust during World War II. The database contains "data drawn from over 50,000 newspaper articles published between 1933 and 1946." The articles were located by students, teachers, and history buffs throughout the United States.

The site menu provides easy access via links to resources, starting with "Search" (newspaper articles, historical events, resources). One can search newspaper articles by featured articles (alien children, unexampled barbarity), or browse by category (Black, Jewish, Spanish press). An advanced search for newspaper articles provides additional options (date, location,

historical event, author, sub-headline) to focus searches. One can also browse by state for articles. Access to downloadable articles and newspapers.com are available; however, the entire article may not display.

"Tags" offer the ability to research articles and historical events grouped by theme. The ten tags include "Anti-Nazi Protest and Activism," "Eugenics and People with Disabilities," "Public Responses in America," and "Women's Experiences." Each tag links to all articles on the topic and provides links to highlighted events ("Dachau Opens") and highlighted articles ("American Lauds Sterilization Law").

"Historical Events" can be searched by date, tag, or location. Forty-six historical events are available to search, including "German Students, Nazis Stage Nationwide Book Burnings," "Hitler Announces Nuremberg Race Laws," and "Eisenhower Asks Congress and Press to Witness Nazi Horrors." Each event includes the number of articles located ("Germany Annexes Austria," 5,687 articles) and available to read.

The Resource Center offers a variety of materials to help teachers and users of the site. "Teaching Resources" provides free, adaptable lesson plans and supporting materials in English and Spanish. Lesson plans work with learning management systems or web browsers. Quick Links for Teachers (explore historical events), and Related Resources (teaching about refugees) provide valuable resources. The site also includes sections for "Understanding Newspapers" (how to read old newspapers, bylines, and understanding articles, headlines, and article types), "Copyright and Citation" (how to cite specific information from the site), and "Doing Your Own Research" (how to start your own research using microfilm) complete the section.

History Unfolded: US Newspapers and the Holocaust is a valuable resource for anyone seeking to understand how hate and prejudice can escalate into a holocaust. Using this site, we can understand the past, and work to not repeat it.—*Karen Evans, Indiana State University, karen.evans@indstate.edu*

HUD User. *Access:* https://www.huduser.gov/portal/.

HUD User hosts research, publications, and datasets from the US Department of Housing and Urban Development's (HUD) Office of Policy Development and Research (PD&R). Established in 1973, PD&R is the office "responsible for maintaining current information on housing needs, market conditions, and existing programs, as well as conducting research on priority housing and community development issues."

The site is organized by type of information. In addition to the "About PD&R" page, the links in the navigation menu are "Research & Publications" and "Datasets." Below that are large buttons labeled "Recent Reports," "PD&R Research," "PD&R Data," and "U.S. Housing Market Conditions." While there is a search box on the homepage that searches the entire website and categorizes the results, users who know what format of information they are looking for (report or dataset) may more quickly find what they need by using the navigation menu or the icons rather than the homepage search box as a first step.

The interface for searching publications, which takes a few clicks to navigate to, includes a keyword search and the following options for refining results: publication category, include/exclude historical (pre-2000), publication author, and date range. The datasets page is a list divided into four categories: "Program Operations and Planning Data," "Housing Surveys Data," "Program Participation Data," and "HUD Sponsored Research Studies Data."

A strength of the resource is the supporting documentation that accompanies the datasets. Each dataset is listed in the 20-page "Guide to HUD User Data Sets" with a description, access URL, release date, format, and the timeframe to which the data applies. A release schedule lists the most recent release date and expected next update for each dataset.

While the primary reason for PD&R to conduct research is "to have immediate relevance to the policy issues facing the [HUD] Secretary and the Secretary's principal staff," the website also has great value to researchers. Students, especially upper-level or graduate, in public policy, American history, or economics may benefit from this resource.—*Lucy Rosenbloom, Xavier University of Louisiana, lrosenbl@xula.edu*

Grants

The Private Academic Library Network of Indiana (PALNI) and the Partnership for Academic Library Collaboration and Innovation (PALCI) have successfully completed an Institute of Museum and Library Services (IMLS) grant to fund the project, "Hyku for Consortia: Removing Barriers to Adoption." This collaborative effort aimed to enhance the adoption of Hyku, an open-source multi-tenant repository solution, by addressing identified barriers and creating a comprehensive toolkit for consortia and library groups to implement their own institutional repositories. Hyku is an application developed and supported by the Samvera.org open-source technology community.

As part of the project, PALNI and PALCI conducted extensive research to understand potential barriers to adopting Hyku. This research, led by two user experience (UX) research firms, Samhaeng and Aestiva Solutions, involved piloting Hyku Commons users as the focal point. Satisfaction surveys, structured interviews, usability testing, and focus groups were employed to gather valuable insights. Drawing on the operational model piloted during the project, PALNI and PALCI created the Hyku for Consortia Collaborative Repository Toolkit. Accessible on the project website, the toolkit offers practical guidance and examples for running a collaborative repository. It addresses communication and engagement, documentation and training, staffing and service models, governance, and technical considerations.

For more information about the project and access to the Collaborative Repository Toolkit, please visit the Hyku for Consortia website at https://hykuforconsortia.palni.org/.

Acquisitions

The University of British Columbia (UBC) Library has acquired several rare titles as part of its Japanese Collections, thanks in part to support provided by the David Graham Memorial Fund. Digital copies of two of these titles are now openly accessible to the public through UBC Open Collections.

Ikoku jinbutsuzu 異國人物圖 (Illustration of people from other countries), a manuscript in scroll format, was acquired by the library at auction in 2019. The illustrations in *lkoku jinbutsuzu,* drawn in black ink with colored ink washes, complement a few notable items in UBC Library's Japanese Maps of the Tokugawa Era Collection such as Bankoku sōzu and Gaiban yōbō zuga, Ken 1. *Nara ehon dankan* 奈良絵本断簡 (Illustrated book fragments), a series of hand-painted illustrations on gold-bordered pages, was acquired along with *Ikoku jinbutsuzu,* and provides a valuable new primary source for UBC scholars and students of classical Japanese literature.

Learn more about the Japanese Special Collections at UBC Library at https://open.library.ubc.ca/collections/jsc. ✄