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news
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Features

Departments

This month's cover features the April 1969 issue of ELAN, a magazine published by the Associated Students of East Los Angeles College (ELAC) from 1952-1983. The cover photograph, taken circa 1969 by Robert Stichal, shows the backs and profiles of track-and-field star Dan Moore and an unidentified woman walking on the field of East Los Angeles College stadium in Monterey Park, California.

The cover image is courtesy of East Los Angeles College Libraries' Digital Collections. Learn more about the collections at https://elac.contentdm.oclc.org/.

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

Back issues: $11.00 each.

Wayne State School of Information Sciences Launches Peer-Reviewed Student Journal

The Wayne State University School of Information Sciences (SIS) recently announced the publication of the inaugural issue of *The Information Warrior Journal*. This student-run, fully open access journal features work from SIS students and recent alumni, sharing insights with the global information sciences community. The journal is published on Wayne State's Digital Commons, the university's institutional repository and open access publishing platform. An editorial advisory board comprising SIS faculty and alumni assisted in selecting submissions for publication, and the journal site features preprints of submissions.

"The launch of *The Information Warrior Journal* is a significant achievement for the School of Information Sciences. It provides an excellent opportunity for students to showcase their work globally in an open access venue that reflects the values of the profession," said Paul Bracke, dean of the Wayne State University Library System and School of Information Sciences. "We believe the inaugural issue is not just a publication; it's a tangible representation of our students' hard work and dedication to the field."

Beyond showcasing the research and scholarship of SIS students and graduates, the journal and its peer-review process provides a practical space for them to refine their publishing skills in a welcoming and collegial environment. The inaugural issue spans several areas within the field of information sciences, including school libraries, public libraries, academic libraries, and archives. Learn more about the new journal at https://sis.wayne.edu/news/school-of-information-sciences-launches-peer-reviewed-student-journal-61545.

Realities of Academic Data Sharing (RADS) Initiative Releases Reports on Expenses of Making Data Publicly Accessible

In 2021, the Association of Research Libraries (ARL) and six academic institutions involved in the Data Curation Network (DCN) were awarded a US National Science Foundation (NSF) EAGER grant to conduct research, develop models, and collect costing information for public access to research data from funded researchers in five disciplinary areas: environmental science, materials science, psychology, biomedical sciences, and physics. The result of the project is the Realities of Academic Data Sharing (RADS) Initiative.

The RADS Initiative has now released two reports: "Making Research Data Publicly Accessible: Estimates of Institutional & Researcher Expenses," and the supplemental report, "Realities of Academic Data Sharing (RADS) Initiative: Research Methodology 2022–2023 Surveys and Interviews." "Making Research Data Publicly Accessible" presents data on the average yearly cost of DMS activities for institutional units, as well as direct DMS expenses incurred by researchers per funded research project. These expenses were then analyzed together, showing an average combined overall cost of $2,500,000 (with total institutional expenses ranging from approximately $800,000 to more than $6,000,000). The report is available at https://www.arl.org/resources/making-research-data-publicly-accessible-estimates-of-institutional-researcher-expenses/.

Project Outcome for Academic Libraries 2023 Report

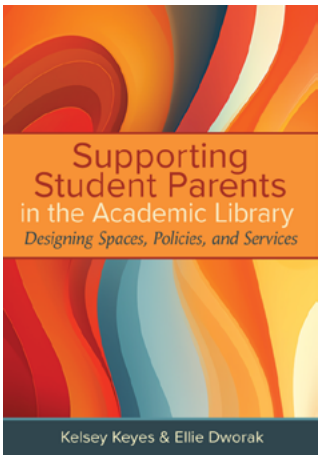
ACRL has announced the publication of the fiscal year 2023 report for the Project Outcome for Academic Libraries toolkit. Data in this report includes all immediate and follow-up surveys and responses from institutions in the United States and covers the period of September 1, 2022, through August 31, 2023. Among the data points in the report, 155 institutions representing 40 states used Project Outcome in fiscal 2023, creating 1,765 surveys and collecting 35,544 responses. The full report, including usage by survey topic and more, is freely available for download on the Project Outcome website at https://acrl.projectoutcome.org/ckeditor_assets/attachments/641/2023fy_project_outcome_report.pdf.

IMLS to Launch National Museum Survey

The Institute of Museum and Library Services (IMLS) recently announced that a successful pilot effort has secured the future of the National Museum Survey (NMS), set to launch in early 2025. In a summary report, IMLS highlights findings from the NMS pilot and next steps for the implementation of the first-ever annual federal survey to gather and share data about the essential work happening across the country in museums and cultural institutions.

The IMLS-sponsored NMS will create the first federal, free-of-charge, and publicly available database of credible statistics on museums and related institutions, allowing for new policy approaches to more efficiently invest in the infrastructure of the nation's heritage. Data obtained through the NMS will inform policy decisions and further investment by bringing together key statistics from large, small, urban, and rural museums and related institutions to help bridge resource, technological, and distance gaps. Learn more and read the summary pilot report at https://www.imls.gov/research-evaluation/data-collection/national-museum-survey.

ACRL Releases Supporting Student Parents in the Academic Library: Designing Spaces, Policies, and Services



ACRL announces the publication of *Supporting Student Parents in the Academic Library: Designing Spaces, Policies, and Services* by Kelsey Keyes and Ellie Dworak, a guide to engaging with and aiding the student parents in your libraries and leading the charge in making your institutions more family friendly.

Supporting Student Parents in the Academic Library is part toolkit, part treatise, and part call to action. In four parts:

- The Higher Education Landscape
- The Role of Academic Libraries
- Looking Outward to Community, For-Profit, and International Organizations
- Evaluating Needs and Measuring Success

It includes templates, sample policy language, budgets, survey instruments, and other immediately useful tools and examples. There are field notes from academic librarians from institutions of varying sizes and resources demonstrating different ways of supporting these students, and the voices of students themselves.

Student parents are a socioeconomically, racially, and financially diverse group. What they have in common is the drive to work hard to overcome steep barriers in obtaining a college education. *Supporting Student Parents in the Academic Library* can help you make these students feel seen and set them up for success.

Supporting Student Parents in the Academic Library: Designing Spaces, Policies, and Services is available for purchase in print and as an e-book 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.

Direct to Open Reaches Annual Funding Goal

Direct to Open (D2O), an initiative of the MIT Press, has announced that it has reached its full funding goal in 2024 and will open access to its full list of 79 new monographs and edited book collections this year. What makes this year noteworthy is that this is the first year in which D2O has been fully funded by its November 30 deadline and will not require an extension through the end of the fiscal year.

Launched in 2021, D2O is an innovative sustainable framework for open access monographs that shifts publishing from a solely market-based purchase model where individuals and libraries buy single e-books, to a collaborative, library-supported open access model. The MIT Press will now turn its attention to its fourth funding cycle and invites libraries and library consortia to participate. For details, please visit https://mitpress.mit.edu/D2O.

Clarivate Launches Web of Science Grants Index

Clarivate recently launched the Web of Science Grants Index, a new solution designed to provide a more comprehensive, enriched view of the funding landscape, empowering researchers to make confident, informed decisions when they seek research funding. The Grants Index offers an enriched view of the global funding landscape with more than 5.2 million awarded grant records sourced from over 400 funders worldwide to help researchers better investigate previous successes in their field by funder. Researchers can easily identify and analyze previously funded projects, exploring grant details including principal and co-principal investigators, project description, and links to published outcomes, all in the Web of Science research discovery environment. In doing so, researchers can more effectively position their projects and increase their chances of a successful bid with a funding agency.

The integrated solution also opens new possibilities for researchers, enabling them to identify potential new sources of funding by offering easy access to past awards. It displays details of prior funding alongside scholarly research content, including journal articles, conference papers, dissertations, preprints, patents, and more, helping researchers build a more holistic view of the research landscape. Mutual subscribers of Pivot-RP and the Web of Science can access links to open grants. Learn more at https://clarivate.com/products/scientific-and-academic-research/research-discovery-and-workflow-solutions/webofscience-platform/grants-index/.

OCLC Launches Arabic Discovery Catalog

OCLC has introduced the Arabic Discovery Catalog, a new initiative that brings together bibliographic records from libraries located in Arab countries into one catalog to enhance

the discoverability and visibility of these collections for international research. The Arabic Discovery Catalog currently includes records of more than 3.8 million Arabic resources and continues to grow, making it one of the most comprehensive bibliographic resources of Arabic culture. OCLC staff have indexed records in Arabic and taken steps to ensure that sorting and searching of results are accurately displayed to deliver an intuitive and seamless discovery experience using Arabic script. The Arabic Discovery Catalog is built on the WorldCat Discovery platform, the discovery solution developed by OCLC that makes it possible to easily find and get resources available in libraries worldwide through a single search. Learn more at https://connect.oclc.org/en/arabic-discovery-catalog.

Interactive Tutorials Added to LibWizard

Springshare has debuted Interactive Tutorials, now available in all LibWizard Full systems. With Interactive Tutorials, creators add content slides, then overlay interactive components to create an engaging learning experience for students and patrons. Interactive Tutorials allow libraries to guide their users through tutorial content, provide self-paced instruction, and assess patrons' progress and understanding. Furthermore, creators can use the new interaction types to design virtual escape rooms, interactive puzzle slides, choose-your-own-adventure scenarios, and other creative applications. Tutorials are only available to LibWizard full subscribers, and complete details are at https://springshare.com/libwizard/.

Tech Bits . . .

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

Panorama is an automated library data and analytics platform that allows for dynamic visualization of cross-platform data from your institution. This EBSCO-developed tool allows a library to create interactive dashboards that tie together data from sources such as your ILS, Counter platforms, discovery services, authentication tools, and student information systems in one integrative platform. Panorama also automates data gathering for reporting, streamlining the creation of reports such as IPEDS and ACRL. Panorama is not free (contact EBSCO for pricing). After set-up, Panorama will save librarians much time and will put a wealth of information at their fingertips to inform discussions and decisions in-the-moment. This tool is ideal for libraries to build a stronger culture of data-informed librarianship.

—Rachel Besara
Missouri State University Libraries

... LibKey Nomad
https://www.ebsco.com/products/panorama

Robin Ewing, Alison Lehner-Quam, Amy James, Margaret Gregor, James Rosenzweig, and Jennifer Ditkoff

Teacher Education and Information Literacy

Introducing the Instruction for Educators Companion Document

The ACRL Education and Behavioral Sciences Section (EBSS) Instruction for Educators Committee (IFE Committee) is charged "to make distinctive contributions as education library specialists to the field of bibliographic instruction."[1] Beginning in fall 2020, members of the IFE Committee worked to create an ACRL Framework for Information Literacy for Higher Education (Framework) companion document for the field of teacher education. The Companion Document to the ACRL Framework for Information Literacy for Higher Education: Instruction for Educators (Companion Document),[2] approved by the ACRL Board of Directors in June 2023, is designed to provide support for teacher preparation programs to develop educator research skills and pedagogical praxis in the realm of information literacy. The EBSS IFE Committee examined key literature and professional standards and created a draft document within ACRL's LibGuides,[3] which was revised after receiving many rounds of feedback from librarians and educators in the field. This article shares the process involved in creating the Companion Document, a theoretical overview within a disciplinary context, practical ways to teach the content, and an exploration of next steps for the implementation of the Companion Document.

Background and Disciplinary Context

Librarians who teach information literacy to students studying to become educators are supporting students' development in three areas: teacher preparation and education, teacher professional practice, and teacher pedagogy practice. Librarians design and prepare instruction to (1) support teacher education students' coursework in their teacher education program, (2) prepare teachers for research skills needed in their careers, and (3) prepare teachers to support the information needs and practices of their students.[4] The Framework for Information Literacy, along with inquiry and reflection practices, can deepen students' understanding of research practice and knowledge within the disciplines.[5] Librarians who work with education students and within social science fields offer research experiences that extend into professional practice, such as supporting research for evidence-based classroom practice[6,7] and fostering and guiding K–12 students' information literacy skills and dispositions.[8] The connections between teacher education and information literacy highlight the need for a companion document.

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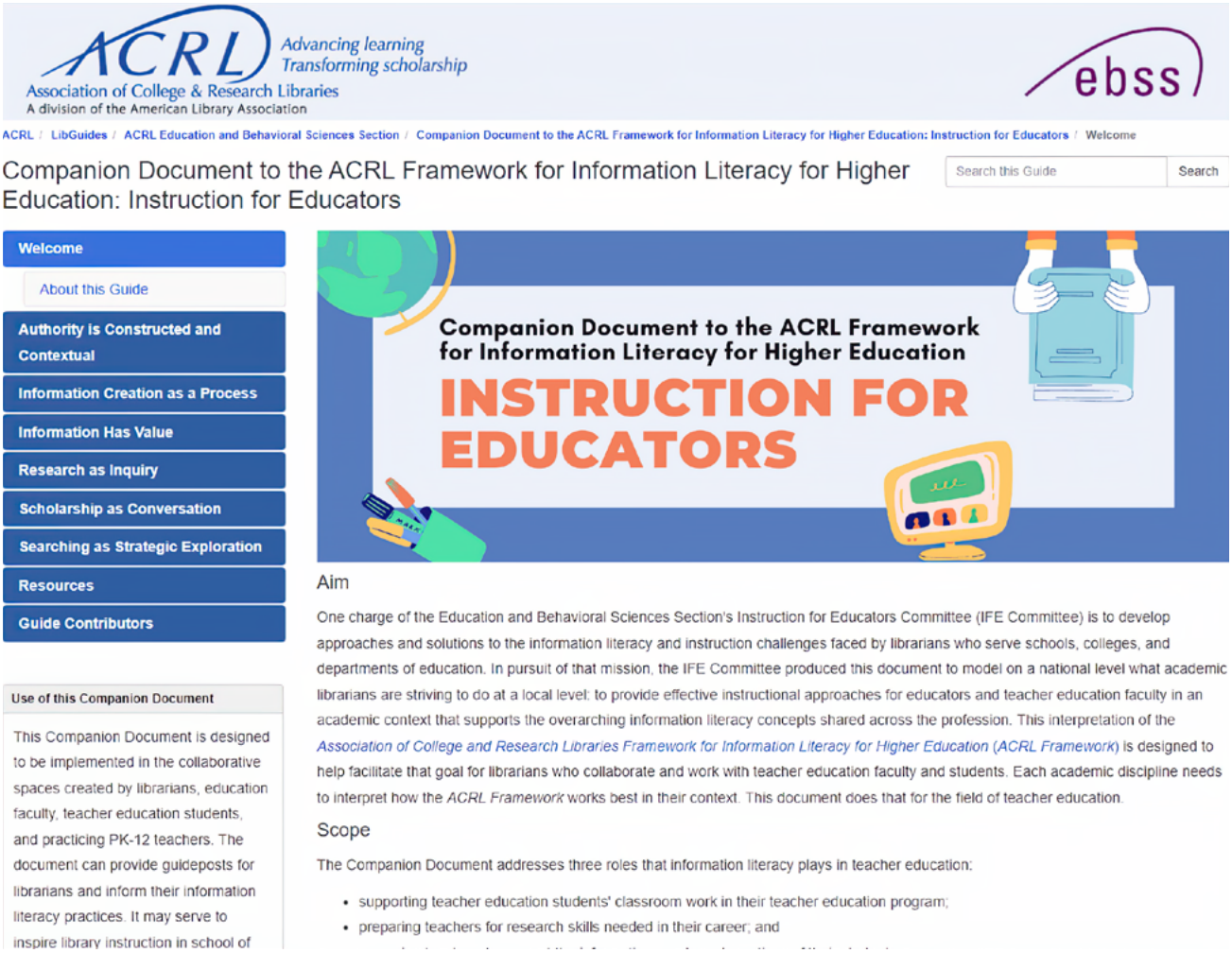

Figure 1. Screenshot from the Companion Document to the ACRL Framework for Information Literacy for Higher Education: Instruction for Educators LibGuide.

The IFE Committee created the Information Literacy Standards for Teacher Education[9] between 2006 and 2011 and linked that document to the 2000 ACRL Information Literacy Competency Standards for Higher Education.[10] In 2020, the IFE Committee considered revising the document to align with the ACRL Framework for Information Literacy. Communication with EBSS leadership and the ACRL Information Literacy Frameworks and Standards Committee, along with IFE Committee member discussion, reinforced a need to produce a new document focused on the Framework.

Companion Document Creation

After deciding a new document focused on the Framework was needed, the IFE Committee identified the steps needed to complete the Companion Document. They decided to work in small teams, which ensured no major task was assigned to a single person. The committee's work started with a review of ACRL guidance on creating companion documents.[11,12] They also consulted the chairs of the EBSS Social Work Committee and Communication Studies Committee on their processes for developing companion documents for social work and journalism. A committee team used this information to create a project plan for the Companion Document creation.

The first section of the project plan was an environmental scan. The committee wanted to know how librarians integrate the Framework as they work with teacher education students and education faculty. They hosted the discussion "Teaching the Teachers: A Collaborative Discussion on the Framework and Standards for Teacher Education Students"[13] on November 13, 2020. After the discussion, a literature review on the intersection of teacher education and the Framework was conducted. As the committee reviewed the search results, they determined whether each resource aligned with specific frames. The committee also considered the reviewed literature through the lenses of social justice, metacognition, and digital/media literacy, key concepts in teacher education.

An essential feature of the project plan was multiple drafts based on feedback from education librarians. The committee used the feedback from the discussion and the literature review analysis to create the first draft of the Companion Document in LibGuides. The committee divided into three teams, with each team assigned two frames to draft. As part of this work, the teams reviewed the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards[14] and the International Society for Technology in Education (ISTE) Standards for Educators[15] to identify where those standards aligned with their assigned frames. The first draft of three frames was completed by June 2021. New committee members joined the teams in fall 2021. A polished draft of all frames was finished in time to share with participants before the discussion event "The ACRL Framework and Teacher Education: Shaping the Companion Document for Instruction for Education,"[16] held on December 10, 2021. Participants provided essential feedback on each frame.

Based on that feedback, the IFE Committee substantially revised the Companion Document. In particular, discussion participants asked for more emphasis on how to integrate the frames and education standards into instruction. This suggestion prompted an overhaul of the sample objectives and activities sections of each frame. The next version of the document was shared more widely within EBSS. Additionally, the EBSS Equity, Diversity, and Inclusion Task Force was asked to review the document with a social justice lens. These two rounds of feedback led to the next version. After review by the EBSS leadership, the Information Literacy Frameworks and Standards Committee, and the ACRL Standards Committee, the ACRL Board of Directors approved the Companion Document in June 2023.

Companion Document Example

The Companion Document is divided into sections corresponding to the six frames in the Framework for Information Literacy. Within each frame there is a section titled "In an Education Context." This section articulates which information literacy knowledge practices and dispositions are relevant to each of the three teacher roles (as teacher education student, as professional, and as classroom teacher). The relationships between the three teacher roles and the frames are demonstrated in this example from Scholarship as Conversation:

In their course assignments, teacher education students need to be able to:

- demonstrate their ability to trace the history of a given scholarly conversation using citations; and
- summarize changes in educational scholarly perspectives over time on a particular topic.[17]

Scholarship as Conversation also applies to a teacher's professional practice, where they need to be able to:

- inform themselves about new ideas and understandings in teaching and education through their reading, their use of digital tools (e.g., journal and search alerts), and their participation in learning networks; and
- use their newfound knowledge to improve their own professional teaching practice.[18]

Librarians working with teacher education students can prepare them for their work in PK–12 classrooms so that as teachers, they are ready to:

- invite students to respond to diverse perspectives by constructing their own arguments while crediting the authors and creators of the works to which they are responding; and
- encourage students to develop their own voice and to share their own knowledge, creative works, and inquiry findings with others.[19]

The Companion Document, as a whole, helps librarians working with teacher education students to provide support for lifelong learning for educators.

Next Steps

Now that the Companion Document has been approved by the ACRL Board of Directors and published, the IFE Committee can assist librarians with the application of the Framework and the challenge of relating the Companion Document to state education standards. The IFE Committee also understands any document of this length and complexity will remain a work in progress. Given the success of the IFE discussion forums in 2020 and 2021, as well as the 2022 event "Fulfilling the Framework: Strategies for Activating Information Literacy Skills for Pre-service Educators,"[20] the IFE Committee anticipates continuing to facilitate online conversations with librarians and educators that will employ the document as a resource while also gathering feedback on the ways it can continue to improve. These discussions will inform future work to ensure the document serves the broadest possible array of potential users. Research into the Companion Document will also add to the limited literature available on teacher education, and the Framework will be used to inform future revisions of the document.

Based on conversations from the forums, the IFE Committee observed that librarians in this field expressed a greater need for instructional activities and assessments that implement the Framework successfully. A concerted effort to develop a larger collection of example lessons, whether by developing them in-house through the work of IFE Committee members or by soliciting and curating lessons from EBSS membership (or other ACRL sections), would benefit users of the Companion Document.

Conclusion

In reflecting on its work in recent years, the IFE Committee is delighted to see its goal reach fruition in sharing the Companion Document with the wider ACRL community. This could not have been accomplished without the generous contributions of the librarians and educators who participated in the discussion forums and feedback surveys. Their insights were critically important to the revision of the Companion Document. In engaging in this work, the IFE Committee learned much from the ACRL groups that had already developed companion documents for the Framework and is therefore ready to support others in the creation of companion documents. The Companion Document is a major contribution

to the field of information literacy instruction in teacher education because it integrates the Framework into the work of educators at every level.

Notes

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Charmaine Henriques

Story Telling, Learning Objects, and Scalar

Hidden Tools in Asynchronous Educational Models

Prior to the COVID-19 pandemic, libraries in the higher education arena had already implemented a combined virtual/real-world service model. Books could be checked out and read in print or online; research assistance could be sought at the reference desk or via instant messaging, email, or phone; and both in-person and remote instruction existed for onsite and offsite classes. However, the pandemic forced the 2020 shutdown, and libraries had to move to a completely online environment. In the public services realm, there was an emphasis on online learning, especially asynchronous learning. The range of knowledge librarians had of online education ran from considerable experience to truly little or none.

The greater focus on asynchronous learning during this time uncovered a potential skill gap in the profession, requiring librarians to develop their expertise in online education best practices and have access to instinctive, readily available tools. One option is to use existing resources to support asynchronous learning. Although these sources could be well-known products, they could also be lesser-known ones from outside of or other areas of librarianship. This article will focus on the author's use of Scalar, a free open-source publishing platform, to create a learning module for a high-level undergraduate seminar at Indiana University (IU).

What Is Scalar?

In 2005, a quintet of close collaborators (co-editors Steve Anderson and Tara McPherson, Creative Directors Raegan Kelley and Erik Loyer, and Information Designer Craig Dietrich) developed and launched a journal name *Vectors*.[1] *Vectors* was created to experiment with and challenge the notion of traditional academic publishing by bringing together scholars, designers, and technologists to publish scholarly content that could not exist in print.[2] Based on the collective's own research and their continuing work with *Vectors*, they formulated a new goal to cultivate fresh ways of interacting with digitized archival materials in the humanities and to continue developing evolving techniques for digital scholarly publishing. In support of this new mission, the team secured funds from the Mellon Foundation and the National Endowment for the Humanities and built a new tool named Scalar that was released in beta in 2013.[3]

Scalar was developed to be "a free, open-source authoring and publishing platform that is designed to make it easy for authors to write long-form, born digital scholarship online."[4] It is known for key features such as its ability to add and display multimedia content by integrating it from both popular and academically orientated digital archives (e.g., YouTube

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Introductory Screen for Finding Information: Books and Articles.

and the Critical Commons archive) and then allow extensive annotating to said content regardless of format (e.g., film, audio, and/or textual).[5]

Pros and Cons of Scalar

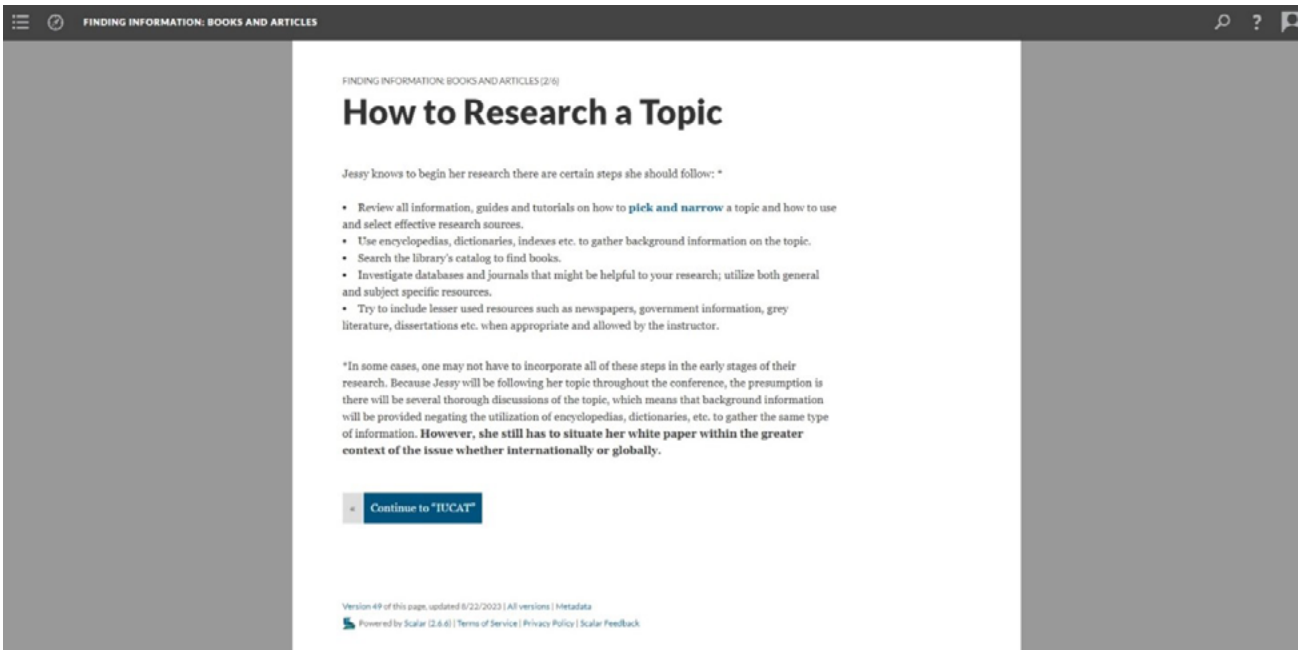
Scalar is considered a great resource for classroom use because it is free, user-friendly, and only requires access to a computer and the Internet. The platform has a built-in editor that is handy but does not accept formatted text. Also, images and videos over 2 megabytes cannot be embedded in Scalar. Because online media files are hosted on Scalar's server instead of uploaded, it is important to use objects from a reliable archive so content will not go missing from pages within a book (projects in Scalar are referred to as "books").[6]

In July 2021, I attended the USC Scalar Summer Institute. The institute was a "free five-day workshop designed for librarians and others who wish to support the use of Scalar for born-digital scholarship and cutting-edge collections-based digital pedagogy."[7] Participants were given an overview of the history of Scalar, went over selected Scalar projects to see its capabilities, and were instructed on some of the platform's more basic features like editing pages, importing/annotating media, and creating tags, paths, galleries, and timelines.

Implementing Scalar

The Class

After attending the institute, I worked to integrate Scalar into my instruction. I chose the INTL-I 434 International Climate Governance course, a three-credit travel seminar that enrolls up to 15 students, as my first Scalar experiment. The course focuses on how the climate policies and actions of global governance institutions and NGOs affect climate issues. Those enrolled in the seminar learn about the historical origins, interpretation, and implementation of the Paris Agreement and attend the United Nations Framework Convention on Climate Change (UNFCCC).[8] IU is one of the few universities in the world that sends student observers to the UNFCC Conference of Parties (known as COP). In 2021, COP 26 was held in Glasgow, United Kingdom, where 13 students from INTL-I 434 made up



Screenshot of the How to Research a Topic Page from Finding Information: Books and Articles Learning module.

the IU delegation.[9] The students followed a specific issue of their choice throughout the conference. Afterword, they were required to draft a white paper using scholarly and popular sources in addition to information they garnered from the conference.

The Module

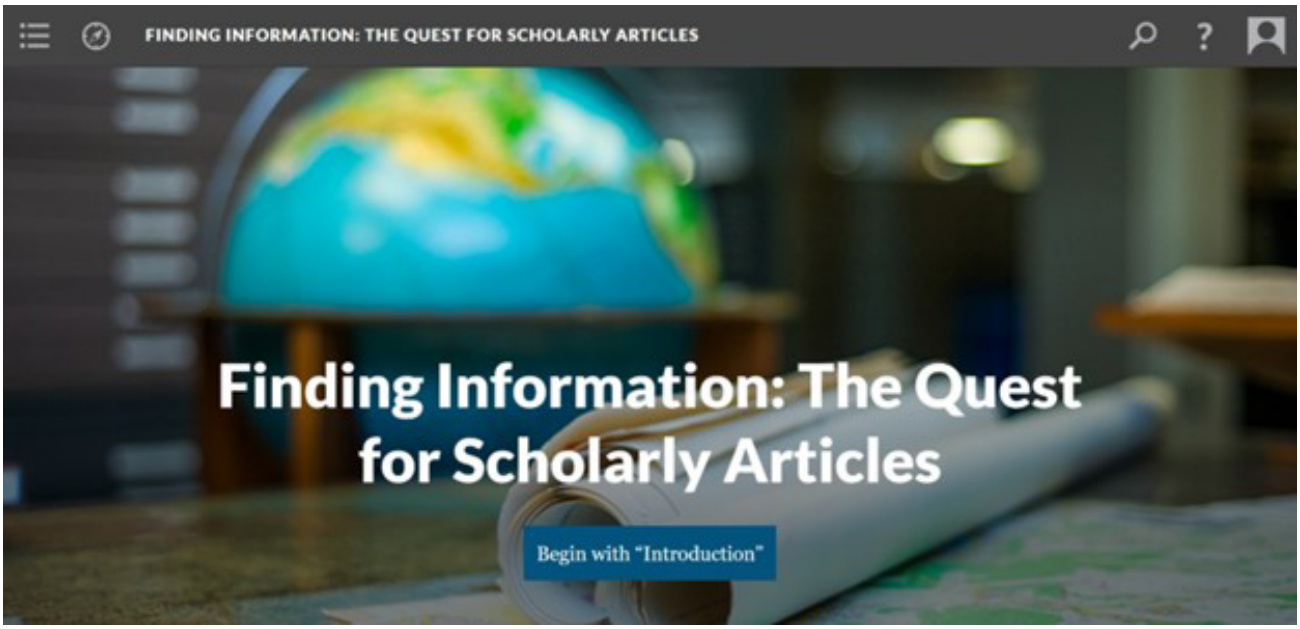
The learning module created for the 2021 International Climate Governance was simply titled "Finding Information: Books and Articles" (https://scalar.usc.edu/works/finding-information-books-and-articles/index).

It included narrative, links, videos, and images and was made up of six pages. Two of the pages were the introduction and conclusion, and the other four pages focused on research-related suggestions and actions. For example, the "How to Research a Topic" page gave advice on how to start the research process, such as using reference sources to obtain background information and incorporating lesser-used resources like government information, grey literature, dissertations, and newspapers into a research paper.

Much of the class did use the learning module, engaging with it on average for 16 minutes and 39 seconds, and all the users were from the United States, which was not surprising because that is the country where IU is located. The learning module was largely accessed by direct link, and the most popular pages were LibGuides, Introduction, Articles, IUCAT (IU's library catalog), and, of course, the title screen.

Discussion

The biggest roadblock with using Scalar in the course was the level of prewriting and project management needed to compose a book and the frustration with producing a project that can incorporate advanced design elements. The article "Assessing Digital Humanities Tools: Use of a Scalar at a Research University," a case study that assessed the use of Scalar at the University of Illinois Urbana-Champaign, reported that those who were the most frustrated with Scalar were pupils who had problems with the arranging and writing processes



Screenshot of the Finding Information: The Quest for Scholarly Articles learning module.

needed to meet the content development conditions.[10] Librarians new to constructing learning modules may have similar feelings as students who struggled with the organizing and writing component of Scalar. But librarians are a part of a profession where they must plan information literacy sessions, evaluate collections, present at conferences, and author articles, thereby having the skills to develop learning objects.

Previous to working with Scalar, I had some basic comprehension of storyboarding but had never built a learning module or filmed/edited a video tutorial. I did some preparative work before the first day of the USC Scalar Summer Institute by gathering images, writing out instructions, and running searches that would be used in the learning module. Because I was not familiar with Scalar before the Institute and was unaware of the type of writing that was crucial when working with it, I struggled with bringing all the images, instructions, and searches together in an easily understandable and logical manner, but soon I detected that the best technique to exercise was storytelling.

"The Finding Information: Books and Articles" module highlighted an undergraduate who had to take a social science course to complete her general education requirements to ensure she graduated on time. The learning module shows the steps the central character took to choose keywords, search the library's catalog, select relevant databases, and conduct a variety of other research-related activities. The audience learns how to find information for a research paper by reading about and taking the same steps as the protagonist.

Scalar was crafted to have a low learning curve, but as users master the platform and move from their first work to their second, there is frustration with not being able to produce pieces with more intricate design like the sophisticated examples on Scalar's webpage or in *Vectors*. Unfortunately, to make more dazzling projects a stronger knowledge of Scalar's Application Programing Interface (API) is required, and interested individuals would need significant outside support to create comparable oeuvres.[11]

When I completed my first Scalar project and went on to assemble another learning module titled "Finding Information: The Quest for Scholarly Articles" (https://scalar.usc.edu/works/finding-information-the-quest-for-scholarly-articles/index), I was able to generate a

new learning module with a stronger and extensive narrative in a shorter amount of time, but I similarly became irritated with not being able to use more sophisticated style options that would deliver a fanciful aesthetic. Nonetheless, an advanced knowledge of Scalar is not needed to manufacture a great learning module.

Conclusion

The global pandemic created a situation where online education was pushed to the forefront, and the interest from faculty, students, and librarians in this mode of instruction has not waned with the official lifting of the COVID-19 national emergency and related restrictions in the United States by President Biden in May 2023. Now that online instruction is no longer solely under the jurisdiction of distance education and teaching and learning staff and librarians, institutions will have to invest in low-cost intuitive resources to assist librarians new to the virtual teaching environment to create practical learning objects.

Scalar is a publishing platform that was built to enable the creation of multimedia digital scholarship and as such is well-known in the Digital Humanities circles. It is free, easy to use, needs no specific hardware or software, and saves organization's server space because projects created using the platform are hosted on Scalar's website and server. As previously noted, Scalar does have some drawbacks. However, librarianship is a profession where its workers are required to do a significant amount of idea organizing, critical thinking, and project mapping. Therefore, the elevated level of preparatory work needed to create any learning object would not be surprising for most public services librarians. Also, while it is human nature for people to want to advance their skill level after mastering the fundamentals of a new task, advanced knowledge of Scalar is not needed to create a remarkably effective learning module. Scalar is a cost-effective and user-friendly instrument that can help support librarians new to asynchronous learning on their path to creating valuable learning devices as higher education moves into a more digital environment.

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Denise A. Wetzel and Sara C. Kern

You Belong in the STEM Library

Outreach Addressing the Unique Needs of Students

Science, technology, engineering, and math (STEM) students at Penn State University's University Park (PSU UP) Campus embody a hard-working and disparate group of individuals. Students in the STEM fields major in everything from mechanical engineering to math to nursing and more. The undergraduate and graduate student demographics are even more diverse than their majors, with traditional, nontraditional, first-generation, and veteran students, as well as international students from more than 80 countries. The PSU administration has recently begun to vocally advocate for intentional work to center a sense of belonging for all students.[1] We believe belonging is central and essential for an academic library space, and the administrative support has encouraged more active approaches. This article reflects on our efforts to foster this sense of belonging for all students in the PSU UP STEM Libraries.

About PSU's STEM Libraries

The STEM Libraries at PSU UP have a unique advantage in consisting of four separate library spaces. Three of those, the Fletcher L. Byrom Earth and Mineral Sciences Library, the Engineering Library, and the Physical and Mathematical Sciences Library, are branch libraries, physically located in proximity to the departments they serve. The fourth, the Life Sciences Library, is located within the Pattee-Paterno Library, the largest on campus. In these spaces, 14 librarians, seven full-time staff members, and four part-time staff members provide instruction, reference, and outreach directly to STEM students. As of the fall 2023 semester, there were 21,769 STEM undergraduate students and 3,823 graduate students, totaling 25,592 enrolled at the UP Campus.[2] This is just over 52% of the campus student population.

A few other librarians who directly support the STEM community but work in other libraries come from the William and Joan Schreyer Business Library, Research Informatics and Publishing, and the Harrell Health Sciences Library. Campus-wide outreach is spearheaded by the excellent Library Learning Service Department, which allows the STEM libraries to target their outreach. Across their various locations on the UP Campus, these librarians are in the process of disrupting their traditional campus outreach model to better serve the unique and diverse needs of STEM students.

A central theme across the differing events and activities has been to build a sense of belonging and ownership within the libraries' spaces for all STEM students. Librarian support

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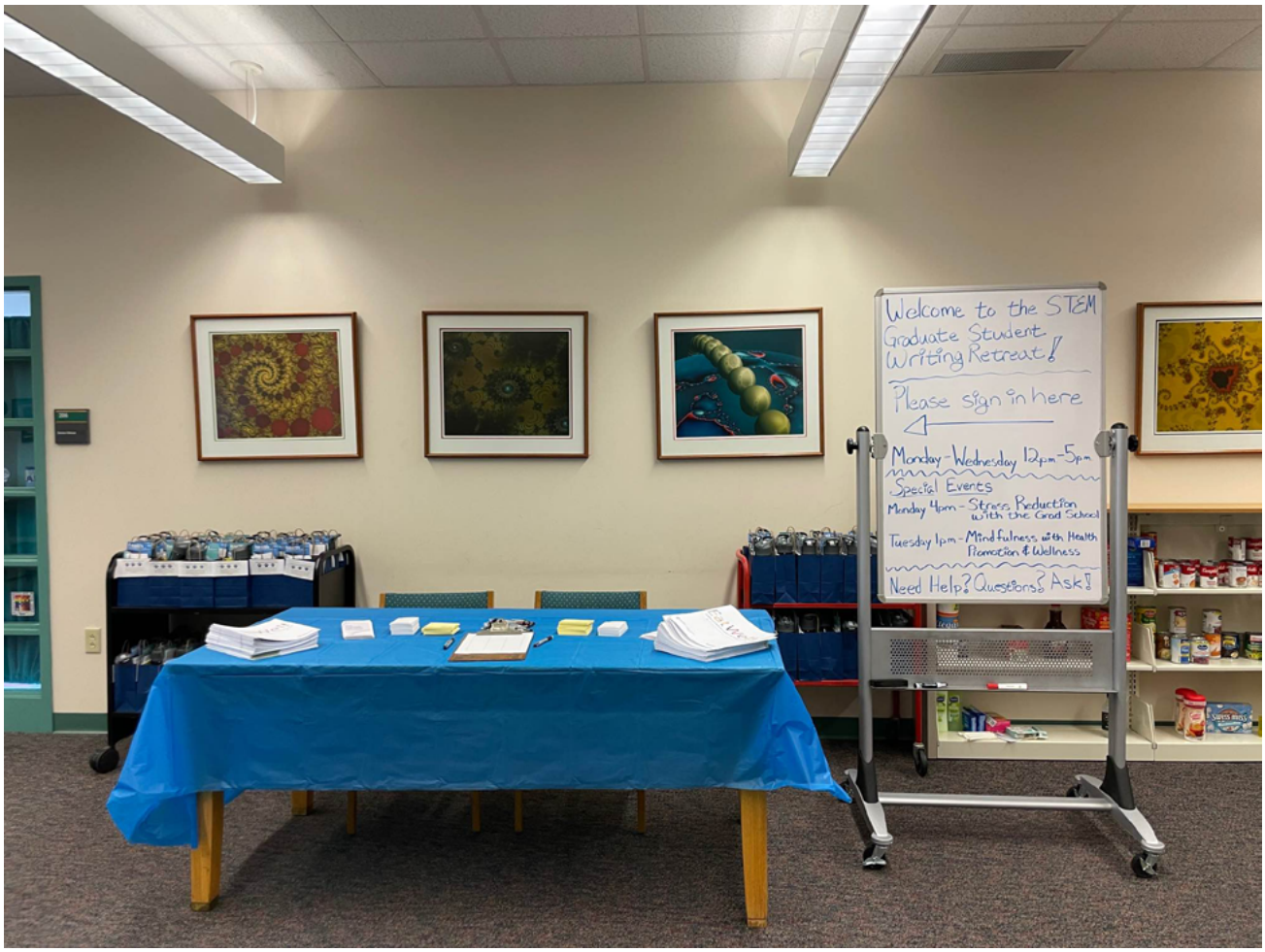
can allow students to feel included in their communities, and students are more likely to feel a sense of belonging when they are physically present in the library.[3] Most students carry around a metaphorical backpack of experiences with them, and libraries can be a place to rest. Alyson L. Mahar, Virginie Cobigo, and Heather Stuart also noted that a physical and social environment can impact a student's sense of belonging. Having access to a physical space dedicated to a student's own major or studies allows them to fit in "somewhere."[4] As mentioned before, the STEM Libraries at PSU UP have an uncommon advantage of being branch libraries housed in academic departments. Many of the outreach efforts described below were designed to leverage that advantage. We have focused our outreach efforts on events, so they are centered in this narrative. These events have given us the opportunity to obtain direct feedback from attendees to continue to improve our efforts. We mention more passive programming as well and acknowledge that these efforts can also be highly impactful.

Undergraduate Students Shape the Library They Want

Building partnerships with student organizations encourages students to feel a sense of ownership of the library space and helps librarians develop displays and programming directly tied to student interest. These groups have already been identified to improve students' sense of belonging.[5] The mutually beneficial relationship of a partnership, especially with undergraduate student organizations that already improve students' sense of belonging, provides a shortcut to helping students see themselves in the library. However, during the COVID-19 pandemic, many existing student organization–librarian relationships faltered or disappeared; rebuilding these partnerships was identified as an essential part of strengthening ties to students.

One of the most successful renewed partnerships in spring 2023 was with the PSU Math Club to celebrate Pi Day at the Physical and Mathematical Sciences Library The event featured an array of activities at the library, with Pizza Pi(e) as the food of choice. The PSU Math Club provided the pizza, and club officers worked with the math librarian to set up the celebration. Students made Pi Day buttons using a button maker, found their birthday in Pi using the Pi Day website, and solved the 2023 NASA Pi Day problems published by the California Institute of Technology's Jet Propulsion Laboratory.[6] There was even a Pi workshop provided by PSU Math Club students about finding Pi in everyday scenarios. This event encouraged students to embrace and shape their library experience. It also helped to showcase the PSU Math Club to other students, as the club had also experienced significant change since 2020. This partnership ensured the event was of interest to a portion of the STEM student population while providing marketing for the student group.

Other spaces, like the Engineering Library, have partnered with undergraduate student organizations to create displays tied to the club theme. Some displays were paired with celebratory months, like one by the National Society for Black Engineers during Black History Month and the Society of Women Engineers during Women's History Month. Others, like a display on Interlibrary Loan, were based on student interest.[7] Like partnering for events, these displays highlighted an interest to some of the STEM student population, provided marketing for the group, and helped students not in the group learn about a topic important to their fellow students.



STEM Grad Writing Retreat The PSU Libraries registration table for the STEM Graduate Student Writing Retreat. On the carts behind the table are the prepared study packs. A food pantry is shown in the back right of the photo as well, which is one of three housed at PSU Libraries University Park campus.

Addressing the Unique Needs of Graduate Students

Graduate students may be less active in student clubs and organizations due to their heavy workloads and the narrow focus of their research. Rather than developing a partnership, we focused instead on helping graduate students build connections with other graduate students in the library as a space through a STEM Graduate Student Mixer. This event included some information about PSU Libraries but centered on cross-department individual connections. Because this was the first major event post-pandemic, the mixer functioned as a proof of concept that in-person events would attract STEM graduate students. PSU Libraries provided food and giveaways tied to participation in the human bingo game. It was a success, with students interacting with each other and with attending STEM librarians. Before the event was even over, graduate students immediately asked when similar events would be taking place.

Buoyed by this success, the librarians considered additional events to target the specific needs of STEM graduate students. This inspired a STEM Graduate Student Writing Retreat held at thePhysical and Mathematical Sciences Library during Spring Break 2023. Most undergraduate students leave campus during break, so "taking over" most of the library space to create a space for graduate students to write did not disrupt other library users. The three-day event featured the first STEM Libraries partnership with PSU's Graduate School and the Penn State Health Promotion and Wellness Program. Looking to create

The PSU Libraries Department of Research Informatics and Publishing folks prepare to greet students and postdocs during the STEM-H Graduate Student & Postdoc Mixer in September 2023.

a supportive writing environment, students pre-registered for the event so that food and resources could be prepared ahead of time. All attendees received a "Writing Focus Bag," which featured writing tools, stress balls, and giveaways from both partners to promote writing and well-being. In a holistic approach to student success, these giveaways, coupled with stress reduction workshops provided by both partners, helped to create a synergistic atmosphere. Post-event surveys to attendees indicated that more than 99% of students found their event conducive to making progress on their writing goals. Several survey comments implored STEM Libraries to host more of these events each semester.

The 2023 Graduate Student Mixer was renamed the STEM-H Graduate Student and Postdoc Mixer to clearly indicate it as a space for Health students, as well as postdocs, as both groups reported uncertainty about their standing within STEM. The mixer had two goals: first, to help attendees build connections with other attendees, and second, to inform attendees about library and partner services. While the focus of the previous year's event was more social in nature, this year's focus was both social and informational. The mixer, held at the Physical and Mathematical Sciences Library, included partners and activity stations throughout the library space to encourage attendee engagement. Partners for the event included PSU's Graduate School, PSU's Graduate Student Writing Center, PSU Libraries Research Informatics and Publishing, and the Graduate Student Career and Professional Development Center. Most attendees arrived when the event kicked off and stayed until the end. The atmosphere was relaxed and congenial. The students excitedly conversed with

those staffing the information stations, discussing how they might use these resources and creating groups as they chatted with new friends.

Outreach for All

To develop even broader programming, PSU Libraries held its first ever World Standards Week Celebration in October 2022, with the theme of "Imagine a World with Standards."[8] To expand the reach of this event even more, planning for this event included librarians across six PSU campuses collaborating to bring an event to engineering students, staff, faculty, and postdoctoral scholars at campuses with strong engineering programs across Pennsylvania. Librarians at the UP campus used Zoom to synchronously share a short presentation about technical standards and how to find and access them with PSU Libraries. Then groups at each campus engaged in group activities to imagine their world without standards. The groups identified standards necessary for the functioning of daily activities, like buying a coffee or using transportation to reach class, and then created stories about what could go wrong without these standards. Groups then came back together on Zoom to share their stories with participants across the Commonwealth. Participants embraced the event and approached the problems creatively; some groups even wrote haikus about the situations being discussed.

Although there are many opportunities for the librarians to share knowledge and resources each year through new student orientations, course instruction, creation of learning assets, and in-library outreach, expanding outreach beyond the library setting is essential to reaching other members of our community. In August 2023, we expanded outreach to an even greater extent. For the first time, PSU Libraries shared information and resources at the Living In Our Neighborhood (LION) Bash, a part block party, part resource fair that connects students, community members, and organizations together at the start of each academic year.[9] At this event, we showcased the STEM Libraries and the Patent and Trademark Resource Center housed in the PSU Libraries. This event allowed STEM librarians the opportunity to share their expertise and services outside of the traditional library setting, allowing us to connect with students that may not have been aware of all the resources available to them. The LION Bash also brought the University's land grant mission into focus, as PSU is dedicated to serving all the state's citizens through education and access.

Outreach Takeaways

Based on our experiences, you may find the following points helpful in your own outreach to STEM students and beyond.

Know your audience. A recent change in fall 2023 was adding Health directly to marketing efforts, thus changing STEM to STEM-H. As hosts, STEM librarians found that while Health and Nursing Librarians are housed in the Life Sciences Library, the students themselves do not always identify as STEM. This change was made to improve inclusivity among majors, while, at the same time, creating a greater sense of belonging for students. The rollout of STEM-H in programming has seen modest success.

Partnerships can lead to stronger programming. Programming that allows librarians to share what they do is bound to be a success. Building and maintaining partnerships outside of the library allows for this focus and an even greater engagement experience for students during outreach events.

Consider the whole student. In the example of the writing retreat, workshops on stress reduction and wellness were provided by campus partners. Students need to write, finish projects, and be in the business of being a student. But the thoughtful addition of holistic well-being content and social parameters to any outreach program can demonstrate that a library does care.

Conclusion

Students face many pressures during their academic careers, and outreach through libraries serves as a method to increase their sense of belonging, especially in the physical space of the library. This work is an ongoing initiative to develop outreach opportunities to meet the needs of the STEM student population, while also leveraging the unique advantage that the STEM libraries offer.

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Denise Brush

Trust in Academic Libraries

How to Build Connections between New Co-workers

I am a tenured faculty librarian who has worked at the same academic library for 18 years. But prior to that I was a library assistant in a public library, an adjunct lecturer at two colleges, and an engineer for public and private employers. Because I have worked in these very different settings, I believe that I have a unique perspective on academic libraries.

In all my previous full-time positions, I worked with the same co-workers every day. We understood each other's roles in the organization and knew a few things about each other's personal lives. We trusted each other without giving it much thought. But when you don't know your co-workers and you don't understand why a co-worker did something, you begin to not trust them. Over time the lack of trust between individuals can become the norm in an organization. Frequent turnover of staff at all levels often leads to a work culture that lacks trust among employees. This situation can easily occur at libraries supporting rapidly growing colleges and universities unless action is taken to counteract it.

How Loss of Trust Occurs

A library where a large percentage of the employees are new must build trust. Employees who have worked together for a long time have shared understandings, but when new employees join the organization, they must develop relationships with their co-workers before there can be mutual trust. The best approach is talking to each other one-on-one to develop an understanding of each of their roles and how they contribute to the library, but this may be impractical due to different work schedules, different work locations, and lack of time.

Staff doing entry-level work in an academic library often have no idea what librarians do. They don't understand why public services librarians are often unavailable to help walk-in patrons, because the classroom library instruction and work with faculty these librarians do is not visible to them. Similarly, librarians and staff who don't work in technical services may not understand the complexity of managing 21st century library collections, electronic resources, and discovery systems. The divide between employees and management that exists in every organization becomes another source of distrust when large unions take over the task of negotiating with management, and direct dialogue is no longer allowed.

In small libraries, trust between co-workers develops quickly because you work regularly together. As a library grows, people begin to be siloed into different departments, and they don't interact as much. When new employees join the library, they may not have much opportunity to interact with people in other departments and get to know them. When you

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are part of a large university, interacting with people directly is replaced by online forms, software platforms, and ticketing systems.

There are additional challenges in academic libraries where librarians have faculty status. Besides their primary roles, faculty librarians have research, scholarly, and service requirements to meet. It can be difficult for them to find the time to build relationships with staff members who don't have similar obligations. When national searches are required for librarian positions, librarians may have confidential information about how their co-workers got their jobs that they can never reveal, which may make them hesitant to get to know co-workers. In this setting, career growth (whether lateral or upward) for librarians within the organization becomes nearly impossible.

Some Possible Solutions

Lack of trust can easily occur between library employees who don't know each other. Opportunities to socialize across and within departments, such as potluck lunches or social events outside work, are important to developing trusting relationships and should be facilitated by library administration. Introverts may prefer to get to know their fellow employees through online collaboration platforms like Slack, but some form of personal connection between employees is critical. In organizations (like the places I worked previously) where co-workers know each other and are aware of the circumstances that their co-workers are experiencing outside of work, they can offer sympathy and a listening ear. These are workplaces where co-workers send flowers or a card when someone in their work family experiences a loss. As workplaces grow, that caring atmosphere can disappear unless proactive steps are taken.

New employee orientations are another important way to establish trust. They are crucial for making all new employees feel welcome. Employee orientation programs do take work and time to set up that an understaffed library may not have. But it is essential to the health of your library to find the time. New employee orientations provide several critical benefits to the new employee and to the existing staff. They help new employees understand the "big picture" of the library and where they fit in. They are an opportunity to set expectations and get an overview of administrative procedures. But orientations are also a key opportunity to explain to new non-librarian staff what librarians and library staff do. They may not realize yet that libraries are much more than places to check out books. Staff members who understand the work that is being done outside their immediate role will be more likely to trust that their co-workers are doing important, valued work.

Visibility is a touchy but important subject in academic libraries. Instruction and subject librarians whose work is outward facing need to make a special effort to make their schedules and their work visible to co-workers. Librarians who take the time to block off instruction sessions, consultations, meetings, and time off on their Outlook calendars make themselves more accessible to co-workers who want to connect with them. Those who are on the tenure/promotion track can also block out time on their calendars to work on a tenure application or a research project. Some librarians with faculty status may resent having to share their constantly changing schedules and go too far in the other direction, so that no one ever knows where they are. This type of behavior is likely to cause substantial loss of trust with co-workers.

Academic library administrators can increase trust among all their employees by providing occasional opportunities for socialization during the workday, creating new employee

orientation programs that teach everyone about the role of employees in every department, and asking for schedule visibility at a reasonable level for all employees. These steps will create a happier workplace for everyone.

Nicole Carpenter

Checking in with Our Colleagues

Exploring Speed Dating to Enhance Library Staff Interactions

I've always been interested in work culture research, and in my role as subject liaison to the psychology, sociology, and anthropology departments at the University of California-Irvine, I've had many research consultations focusing on happiness, professional development opportunities, positive work environments, and the measures that allow such a culture to grow. Whether the research is focused on environmental and organizational structures or from a social psychologist lens, the theme of improving workplace dynamics is ubiquitous. Establishing constructive partnerships,[1] increasing diversity in groups,[2] and mixing introverts and extroverts all tend to have positive effects.

Making friends as an adult can be hard, but creating a friendly environment among colleagues at work can be a more manageable goal. At times, this could be as easy as knowing a simple fact about someone from a previous conversation. This fact can open up new discussions or lend to new collaborations. Little facts like whether your colleague is a runner, has an adorable puppy, or likes to camp or vacation in Hawaii are all inroads to talking about different topics that might help your next program run smoother, align your passion projects, or build momentum for a burgeoning idea.

For many in our society, the last 15 years, and the last few in particular, have been an epic struggle. Anne Helen Petersen, in the article "The Librarians Are Not Okay," explained it well, noting that we "just worked through a pandemic, and an ongoing reckoning with systemic racism, and a contested election, and an insurrection, and several climate catastrophes."[3] To add fuel to the fire, library workers have absorbed job duties from missing employees, waiting and hoping additional staff will be hired. In the meantime, we're expected to take on these added responsibilities with complacency. All this to say, we likely don't have capacity to reach out or offer ourselves for budding friendship as we may have in years past.

Finding an avenue to build up community, even for an hour, is incredibly undervalued by our institutions. Having the opportunity to set up events to engage outside our silos is healthy and helps improve interpersonal communications. There is something to be said about unsupervised socializing that just doesn't happen enough in workplaces, including libraries. Let's fix that.

Last fall I heard about an event (that sadly was canceled due to double-booking) where a cohort of researchers were going to set up an Academic Speed Dating event. Their goal was to pair two researchers. The first would talk for three minutes about their current research or passion project, followed by three minutes of discussion. Then the next academic in the

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pair took a turn. When each researcher had spoken, one researcher in the pair moved on to talk with the next person in the queue.

This sounded like an amazing alternative to lightning talks, and my curiosity was sparked. Although I hadn't heard of this academic version, I was immediately brought back to my one gutsy evening trying out classic speed dating in the early aughts. As harrowing as I remember that night being, I almost immediately started thinking about ways to implement the professional version in my academic library.

Developing the Plan

The overarching goal of speed dating is to take a chance in a controlled environment to meet another person within a short interval, quickly move onto the next person, and by the end of the event, having made several short introductions, be armed with sufficient information to determine who among those met are best matched. The concept of speed dating was applied first in the late 1990s by Rabbi Yaacov Deyo for young singles in a Los Angeles Jewish community for the purpose of romantic dating.[4,5] Since then, this social engagement concept has been transformed to fit into a variety of settings, even academia.

The Diversity Team in our library was struggling to find events without reverting to another talk or webinar. I suggested we create a type of socializing event based on the speed dating concept that would break our library employees out of their silos and help them get to know each other outside of a Zoom window square.

It wasn't going to be easy, so of course, I tried to find examples of academic speed dating, speed networking, and research speed dating.[6] I was not too surprised to see variations used in classrooms[7] for peer-review activities or as an informal icebreaker. After a short review of Google results, I had myself convinced I could pull this off in the library setting as well.

I decided we needed an introductory phase of icebreakers for those in attendance to create a fun-filled event where library workers could get to know their colleagues better. Earlier in the year I had participated in a leadership program for women in technology. In one orientation session led by a theater professor, we were introduced to icebreaker concepts to warm us up. One exercise split us into portions of the room by how we identify, such as where we grew up or our place in a family structure. Then each group was asked to come up with three things their members had in common in 90 seconds. This activity was the perfect introduction to get the crowd talking.

For the main speed dating part of my program, I pulled together a set of questions to give the attendees ready-made prompts about a range of interesting, yet not-too-personal concepts (see appendix below). Now I had a plan for the event.

Sadly, I started this review and planning as a party of one, until a willing soul from the Diversity Team offered to work with me on the event. The new team member reviewed the draft proposal and gave administrative advice.

The approval process from our administration only took a day of waiting, from ask to budgeting. The request and event happened in the summer session when there were fewer students on campus, which helped with administrative approval. An encouraging comment from administration—"This sounds like a fun community-building event."—was a wonderful kick starter!

I quickly edited the proposal into a public announcement, including the all-important "lunch will be provided" factor, and sent out the call for RSVPs to all library employees. A few excited

notes came back almost instantly from colleagues (known and not yet known) about their interest in the event. The first week, 10 responses on the RSVP lunch formed the initial group.

Next, reminder emails went out to encourage the attendance goal of 20–25 participants. These actions were repeated up until it was necessary to place our lunch order. Two participants had an unforeseen change of plans and were unable to make the event after all, leaving us with a total of 20 participants, including the master of ceremonies.

Putting It into Practice

The day of the event went smoothly. My co-lead took on the tasks of lunch ordering and reimbursement and asked another participating colleague to help pick up the lunches. We had extra snacks and drinks available from a prior Diversity Team program as well.

The icebreaker ended up being a wonderful space in the program, and the timing allowed a few of the late arrivals to easily join in with the activity in progress. First, we divided up the participants into groups in quadrants of the room based on where they had grown up: (1) Southern California, (2) the rest of California and Western states, (3) other US regions, and (4) international. The international section was empty, and the Southern California section was quite filled. Each group was asked to come up with three things they had in common in roughly 90 seconds. Next, we shuffled into new groups by (1) eldest child, (2) youngest child, (3) middle child, and (4) only child. The only child section was empty, and the majority of participants were split between the oldest and youngest of the families, leaving two in the middle child section. Throughout this part, the room was alive and happening, with the buzz of socializing.

Next on the agenda, we asked the entire group to sit at a long table, and we ran over the rules of the game. First, pair up with the person seated across from you, find a prompt you want to ask or answer, and take 2–3 minutes. Then the other person takes a turn. This timing left each round of library speed dating about six minutes long. By the end, each person was able to meet eight employees in their speed dating experience!

The entire event took one and half hours, including lunch, which was held after the speed dating program.

Learning in Place

In my desire to run an event like this, I overlooked a few key measures. First, the noise was incredible! While people were talking and engaging and being awkward, they also had to deal with noise from the pairs next to them as well. And they had to talk loud enough over the next conversation so they could be heard across the table. Were this event to happen again, I would add many additional tables to spread out the participants and minimize the feeling and need to talk over each other.

After the program, reviewing research on academic speed dating, I found that another academic and community speed dating event[8] paid special attention beforehand to the spacing and lighting of the room—something better learned ahead of time! It certainly always pays to do your research, said the librarian to herself. The speed-dating nature in this article was proposed to create a matching game to bring together a community leader and a researcher whose goals addressed the local needs of the community-based participatory research.

Second, during my event, I rang a bell halfway through the allotted time to make sure the pairs had equal time to speak. However, after the first few rounds it was noticeably not

needed to make sure both individuals were sharing. Instead, it just startled the participants mid-conversation, so I quickly retired the warning bell and just rang the bell at the end, signifying it was time for the next round.

Lastly, people changed seats the same way they would during a traditional speed dating situation: One side of the table moves, while the other remains seated. In a traditional setting, this works because participants often only need to meet half the room. For example, women may be attending to meet men, not other women. Once the unneeded misogynistic oversight was pointed out, we decided to mix up the final round, when we asked those sitting next to each other to turn to talk to each other. A different rotation solution should be explored for future events.

Next Steps

Although we only had one event, it felt like it had great momentum, and we wanted to capture whether the attendees felt the same. We sent out a simple Google Form survey with the following questions:

- Did the event meet your expectations based on the invite?
- Would you attend a similar event in the future?
- Would you recommend to colleagues a future event like this?
- Do you have any suggestions for improvements?
- Comments!

With a 50% response rate on the survey, we received 100% affirmation that the event met the expectations set out on the invitation and that the participants would recommend a future event to colleagues.

Responses noted the noise problem discussed in the improvements section and offered new ideas on how to rotate individuals from different buildings or departments, event locations, and inevitably lunch options. Overall, the comments received expressed a general sense of thanks for organizing this type of event. One individual shared, "I was initially unsure about participating in this event (I'm shy and don't like talking about myself), but I ended up having a lot of fun and am really glad I went!" Herein lies the goal achieved: to initiate a program that puts our interpersonal strengths on edge, and in doing so, helps individuals ultimately win and grow.

Now that we've shown that this type of event can be used in the library setting to improve interpersonal communication and increase employee engagement, please convince the administrators in your library that this is worth the time and small expense. Speed dating in the library environment can be implemented in a variety of ways, some more academic than others—explore, enjoy, and experience the joy of getting to know your neighbors.

Appendix. Question Prompts for the Participants

1. What fictional world or place would you like to visit?
2. If you were a wrestler, what would be your entrance theme song?
3. If you could have a superpower, what would it be and why?
4. If you could hang out with any cartoon character, who would you choose and why?
5. What is one hobby you've always wanted to try?

6. If you could live in any historical period, which one would you choose?
7. What did you want to be when you grew up?
8. What movie have you seen recently that you would recommend and why?
9. What professional passion project are you working on recently?
10. If money and time were no object, what would you be doing right now?
11. What is your favorite vacation destination or dream vacation destination?
12. What's the best advice you've ever heard or wish you'd heard sooner?
13. Do you have a favorite charity you wish more people knew about?
14. What two things do you consider yourself to be very good at?
15. Have you ever experienced a natural disaster?
16. Name a cartoon character, a color, a car, and a cuisine that best describes your personality and explain why.

Notes

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Courtney Stine, Sarah Frankel, and Anita Hall

Parenting and the Academic Library

Experiences, Challenges, and Opportunities

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 revolves around parenting and how academic libraries must do more. The insights from the authors apply beyond parenting and are a great reminder that people make our academic libraries work.—*Dustin Fife, series editor*

Courtney Stine: As the head of a small library, I'm deeply involved in daily operations and work in a public-facing role. One of my biggest takeaways since becoming a parent is learning to say no, which can be uncomfortable in a service-oriented profession, especially since academic library workers are always justifying the impact of our work. This can mean no to instruction requests that conflict with your pumping schedule, no to presenting at an out-of-state conference, and no to serving on a committee that will require after-hours work. What have been your experiences navigating your work in academic libraries and parenting?

Sarah Frankel: That is a good question, Courtney. I've worked in academic libraries for 20 years but have only been a parent for half that time. I'm still learning how to navigate it as every stage of parenthood has been different. I have been fortunate that my supervisors are also parents and understand the need for flexibility, even when it is needed unexpectedly. Work-life balance has become more of a priority for me, particularly since 2020 when it was overwhelming to juggle the demands of work and parenting in the same physical space. This was felt by many parents at our institution, which led to the creation of an employee resource group for parents,[1] of which I am a founding member. Finding community is important and has been helpful to me as a working parent.

I also agree that learning how to say no is hard, but it does get easier. I value my job and the people I work with, but my family has to come first. As my kids get older, I may find myself with more time to do career-related things that I have had to put off since becoming a parent, so that is something to think about for the future.

Anita Hall: The example I always go back to is that I used to be the kind of person who would often choose to stay a little late and finish something so that it was off my plate. Now that I have a deadline for daycare pickup, that's not an option anymore.

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In terms of professional travel, I was fortunate with my first child being born at a time (2021) when nearly all conferences were virtual. I was able to attend and present at several conferences, but only "traveled" to one while pumping, which was just a single day and a short drive away. I'm expecting a second this summer and won't have that luxury this time around. I'm hoping that I'll be able to bring my partner and kids along if there are any major events I need to go to—and tack on a little vacation time as well since we certainly won't be able to afford much else in the way of vacation once we're paying for two kids in daycare.

This is currently my biggest challenge in parenting as an academic librarian—managing the low and stagnant pay. Since deciding to start a family (which was a long and expensive road for us), I've never seriously considered looking at positions outside of academia, because I assumed any increase in pay would be outweighed by less flexibility, time off, etc. But lots of academic library workers don't have that flexibility, and even people like myself who could do our jobs almost entirely remotely often don't get permission to do so. I feel like that calculation is changing.

Sarah: Looking at positions outside of academia was not on my radar. But with the pay disparities and rollback of remote/flexible work policies, it is hard not to wonder what it is like on the "other side." If a company can somehow prove that they support "work-life balance" and give the flexibility needed for that, then I may consider moving away from academia. It is just hard to know if that truly exists in the corporate world.

Many academic library workers do not have positions that allow them flexibility anyway, I just happen to be in a role that could be done 100% remotely if I were to have that option. So I wonder, what is the motivation for staying in academic libraries with both low pay and lack of flexibility!

Courtney: Sarah, you're so right that many factors go into academic library work and whether or not it's "worth it" in terms of benefits and flexibility. What do you think academic libraries can do to better support parents and other caregivers?

Sarah: I think that for academic libraries to better support parents and caregivers, the institutions they are associated with have to make that change first. We need support and advocacy coming from the library administration too, not just the workers. Parents and caregivers need more flexible work schedules and remote work opportunities to balance the needs of both work and family, despite the expiration of policies created during the pandemic. For those who cannot work remotely or have a flexible schedule due to their specific roles, more paid leave time or a change in pay status to reflect the essentiality of their job may be helpful. Community and support from other parents and caregivers are game changers. There should be at least 12 weeks of paid parental leave available and clear communication of policies and resources. Lastly, stipends to offset the high costs of daycare and before/after school care since work schedules tend not to line up with school schedules.

Speaking to the precarity of the profession, I believe if these needs are implemented, it could help recruit and retain librarians and library workers, particularly as pay remains low. Speaking of the library profession, what do you all see as the biggest challenge(s) to launching a career in libraries and/or advancement in your career?

Courtney: It's no secret that you have to be willing to move in order to secure opportunities in the library profession and that's especially true for academic libraries.[2] My partner and I moved for my current position. However, now that we're parents, it's really difficult to be far away from our families. We have to travel and use vacation time to visit family

members and don't have the convenience of nearby support. Whether we continue to base our location around my career or prioritize being near our families, we're unsure what the future holds. Either way, it's a difficult decision.

Anita: I'm in the opposite situation as you Courtney, I moved around a lot to get started in academic librarianship and am now lucky to be near family—but I was about 7 years into my career before that was feasible. When I think back to how difficult it was to travel for interviews and be willing to move for opportunities pre-parenthood, it's hard to imagine how I would have managed it with kids. It definitely contributed to me waiting longer than I would have liked to start trying to build a family.

Having relatives nearby isn't a magical solution—we aren't able to rely on any of ours for regular childcare, and affording childcare is incredibly difficult on our salaries. However, it has made a big difference for things like sick days or unexpected daycare closures. Which brings me to something that I know has been a particular challenge for you, Sarah, now that your kids are older—childcare and school schedules often don't line up with the academic calendar. Having regular childcare or kids in school still leaves lots of gaps. How do you manage those gaps as an academic library worker?

Sarah: I am fortunate to be in the same city as my parents and in-laws. However, remaining here long-term is also a choice that comes with drawbacks, such as not being able to pursue a career that would require relocation. My husband and I have relied on our parents for childcare from the beginning. When my oldest was born, I was still in a very low-paying job at the library and we could not afford daycare without going completely broke—and that was 11 years ago! I honestly don't know how people do it and I recognize my immense privilege.

This past year, our winter break did not line up with the public school's break for the first time and that has always been the issue with fall and spring breaks (which library workers do not get time off for). For me, the only options in these situations are requesting permission to work remotely, taking leave, or asking family for help. My particular role and established trust as a long-time employee gives me flexibility, but I still have to advocate for myself.

Courtney: Thanks to both of you for bringing attention to how much our personal circumstances can impact our work. What about our roles as faculty (Anita and myself) and staff (Sarah)? U of L offers the same amount of paid parental leave for both faculty and staff,[3] which is not always the case.[4] However, the amount of annual leave varies and only classified staff accrue sick leave. Do you think there is a difference in the treatment of academic library faculty and staff as parents?

Sarah: I don't know that I have seen much difference between the treatment of faculty and staff as parents in academic libraries. I'm guessing it varies by department or supervisor. However, in the Parenting Network, we have had a hard time reaching faculty outside of the libraries. Most of our membership tends to be staff and I can't help but wonder if that says something.

Anita: Yes, teaching faculty at our institution certainly have their own challenges balancing their responsibilities with caregiving, but they typically don't have the same schedule restrictions or expectations of in-person, student-facing work. And of course, not all academic librarians have faculty status either! In fact, the really wide variation in structures at academic libraries makes it pretty tough to generalize. When I worked in a unionized environment, for example, there was much more parity between librarians and paraprofessionals in general

and I think that overall the union was very beneficial for work-life balance and quality of life—but there was way less flexibility.

Courtney: As frustrating as it can be to balance the demands of academic library work with parenting, I am grateful for the many opportunities to connect with other parents on campus. We are all involved in two groups at U of L: an advocacy group for gender equity and the Parenting Network (employee resource group that strives to influence university policy to better support caregivers). This has aligned with my desire to make the university a better place for all students and employees.

Anita: I have had such a great experience being involved with these campus groups and making connections with other parents at the university, and yet in some ways I really chafe at how much parenting has become a part of my work identity. I've always cared a lot about labor and workforce issues for library workers, and I like to think that I would be passionate about the issues we face as parents even if I weren't one myself. Unfortunately, it just feels unavoidable, since these issues impact everyone's work so significantly. As much as possible I try to frame questions/concerns about the challenges of working parents in broader terms because they impact lots of non-parents as well—from people with elder care and other caregiving responsibilities to those with accessibility concerns, making our workplaces more flexible, accommodating, and understanding is a benefit to everyone.

Sarah: I agree that it feels good to be a part of trying to make this a better place for all. I talk about the benefits of remote and flexible work a lot and as someone who was diagnosed with ADHD as an adult, I sometimes fear that people are going to get tired of hearing me talk about my ADHD too! Even though both being a parent and having ADHD are huge parts of my identity and require me to advocate for accommodations to be successful. I am happy to serve on advocacy groups and I cherish the connections I have with other parents at the university. I am thankful to have you two as colleagues as well!

Notes

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Call for Paper Submissions

C&RL News Scholarly Communication Column

The Scholarly Communication column of *C&RL News* is looking for papers for the June, July/August, and September 2024 issues. Edited by a subgroup of the ACRL Research and Scholarly Environment Committee, columns are not quite feature/research articles and not quite editorials, but tend to fall somewhere in between. Citations should be kept to a reasonable number. Authors can and do express their opinions in their pieces, and these opinions do not necessarily need to be shared by the column editors. The editors reserve the right to decline to publish pieces, even pieces they previously agreed to publish, for any reason. Columns will typically be in the 1,800–2,000 word range, counting citations. The absolute minimum length should be 1,500 words, and the max is 2,200 words.

Key topics covered by this column (not limited to these topics)

- Open access (OA)
- Open educational resources (OER)
- Publishing industry
- Impact of research and scholarly work (including bibliometrics and altmetrics)
- Institutional repositories
- Data repositories
- Diversity, equity, inclusion, and accessibility (DEIA) in scholarly communication
- Assessment of scholarly communication needs
- Open monographs
- Data management
- Transformative agreements
- Copyright and fair use
- Associations, groups, communities of practices related to scholarly communication

For complete details on publishing with *C&RL News*, visit the Instructions for Authors at https://crln.acrl.org/index.php/crlnews/about/submissions#authorGuidelines. Interested in submitting a proposal or topic for review? Please email the column editors at crlnschol comm@gmail.com.

British Online Archives. *Access:* https://microform.digital/boa/.

British Online Archives (BOA) provides subscription access to digitized primary source collections held by institutions across the United Kingdom and the world. An editorial board of international humanities and social sciences experts review which collections are added to the BOA. More than 120 collections are currently shared, and more are added regularly. Together, the BOA covers more than 1,000 years of world history.

The BOA site is straightforward. Tabs across the top of the homepage open dropdown menus that lead to primary source collections, licensing information, and media about BOA holdings. Collections are keyword searchable or may be browsed. Each collection's landing page provides rich historical context, previews of content, and access instructions. Subject-related groupings of collections, called "series," are curated by editors. One example, "World Wars, 1863–1974," combines 12 collections provided by eight archives and libraries, both public and private.

The BOA provides content-related articles, essays, blog posts, and more. These contextualizing documents are free to access without a subscription. The articles and essays include footnotes and list the author's credentials, making them a reliable source of scholarly information.

Users will encounter challenges to using the BOA. First, the keyword search function is difficult to use. This reviewer searched the term "religion" and received results that highlighted groupings of letters within the keyword. Adding quotation marks to the term returned zero results. This appears to be a bug or poor design, as "Philosophy and Religion" is a listed subject on seven collections.

Licensing provides the biggest usage hurdle. Individuals may purchase weekly or monthly licenses to some but not all collections. Each collection must be licensed individually, so a researcher interested in the World War series described above must purchase 12 licenses. Lastly, the BOA Terms of Service state that sharing a resource in the classroom is forbidden if accessed individually. Only institutional licenses allow for educational redistribution. Instructors whose institutions cannot afford large-scale subscriptions are out of luck. In an era of universal budget cuts, this requirement seems draconian.

This resource is first recommended to librarians who can acquire institutional licenses. Secondary recommendation goes to individual researchers for personal study. This resource is not recommended to anyone who lacks institutional access and has a desire to use primary sources in their teaching.—*Katharine Van Arsdale, Adventist Digital Library, vanarsdk@andrews.edu*

Digital Transgender Archive. *Access:* https://www.digitaltransgenderarchive.net/.

The homepage of Digital Transgender Archive leads with the phrase "Trans History, Linked," an apt description of the extensive aggregated collection of documents, essays, media, and other materials from around the world. Although the target audience for the site may be researchers in transgender history and activism, it is also welcoming to users simply

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wanting to learn more about trans folks and their histories in the world. The site provides multiple paths to explore the archive's contents. The top of the homepage provides a search box for users to conduct a federated search across the entire collection. A sample search of New Jersey retrieved nearly 3,000 results, including everything from photographs of prominent New Jerseyans, publications from and about the transgender community, short news and documentary clips, and more. Users can narrow the results by date, resource type, collections, and other facets. Visitors may also want to browse collections without using the search box; the site provides several ways to do so, including browsing by collection or holding institution, region, topic, or date. Under a tab labeled "learn," users will find essays, a glossary, links to organizations, and more. The essays are well cited yet accessible. In February of 2024, a highlighted essay discussed gender expression in pre-colonial North America.

Perhaps the most useful place to begin exploring is the "DTA Starter Guide," linked at the bottom of the homepage. It provides information for those new to exploring transgender history, with an overview of the evolution of the lived experiences and identities of transgender people. The starter kit provides links to famous trans people throughout history, a guide to being an ally, and digs into controversies both within the trans community and aimed at the community. It also offers information on activism and activists, transgender discussions outside of the United States, and links to various publications.

As misinformation about the transgender community continues in media, politics, and other spheres, the Digital Transgender Archive is an excellent tool to find primary and secondary sources for researchers, activists, journalists, and others.—*Bart H. Everts, Rutgers University-Camden, bart.everts@rutgers.edu*

Fairness and Accuracy in Reporting. *Access:* https://fair.org/.

Fairness and Accuracy in Reporting (FAIR) describes its organization as a "media watch group" and has been in existence since 1986. The writers at FAIR encourage readers to orient themselves to FAIR's philosophy and mission by reading "What's Wrong with the News," which describes the biases and conflicts of interest that plagues all media outlets. This organization spotlights journalists that have been censored or penalized for doing their jobs, highlights questionably underreported stories, and advocates for first amendment rights. FAIR has daily articles, longer features about mistreatment of journalists, and a call to action. Of course, as with most not-for-profit organizations, readers are encouraged to donate to support the mission of FAIR.

The site hosts a weekly podcast, CounterSpin Radio, and has a sponsored weekly newsletter *Extra!*, which prides itself on being a brief newsletter. Most of the articles or featured issues on this source are very concise, which would be refreshing for students who may be bogged down by reading long scholarly articles. In an interesting take on reporting about news media, the site has a segment titled "FAIR Studies" that underscores inequities in reporting of major news outlets such as NPR, *New York Times*, *Wall Street Journal*, etc. The purpose of this resource is to raise awareness that failure of journalistic ethics happens more often and more widely than generally thought. Fellow librarians will appreciate the area of "Issues/Topics" that alphabetically organizes articles from abortion to voter suppression, regions and countries, and highlights specific media outlets and personalities.

FAIR would be excellent for an undergraduate journalism course that focuses on the First Amendment and legal issues that are inherent in the journalism profession. While at the

same time, FAIR is unique in that it is a clearinghouse for the meta-analysis of news media and the news industry. There is also a certain *CQ Researcher* and *Opposing Viewpoints* feel to this source in some areas. Additionally, FAIR would be a good source for a public speaking or rhetorical debate course. Very much recommended.—*Molly Susan Mathias, University of Wisconsin-Milwaukee, mathiasm@uwm.edu*

Katie Hannah has been appointed the next director of the University of Tennessee (UT) Press starting April 1, 2024. Hannah brings more than 20 years of publishing industry experience to the role. As UT Press director, she will be responsible for developing and executing strategic, programmatic, and financial plans that ensure the continued success of the organization. The UT Press is a division of the UT Libraries.

Athena N. Jackson has been named the University of California-Los Angeles' (UCLA) Norman and Armena Powell University Librarian beginning March 1, 2024. Jackson, the former director of special collections at UCLA Library, has served since 2021 as dean of libraries at the University of Houston, where she holds the Elizabeth D. Rockwell Chair. Over her career, Jackson has led major efforts to increase and promote access to library resources through modern channels, support inclusive practices, and provide transformative learning opportunities for those in academic communities. At the University of Houston, Jackson was responsible for oversight of the library's administrative activities, a team of more than 125 and an annual budget of $21 million, providing programmatic and strategic leadership while playing a critical role in development activities. She was also active in open-scholarship dialogues at state and national levels, drawing on her rich background in rare and archival collections.

Mariecris Gatlabayan has been appointed digital preservation librarian at the University of Washington Libraries.

Maggie Mahoney is now business research and instruction librarian at the University of Washington Libraries.

Retirements

Loretta Parham, chief executive officer and director of the Robert W. Woodruff Library of the Atlanta University Center Inc. (AUC), will retire in June 2024 after 19 years of outstanding leadership of the library. Parham was appointed at a moment in the history of the library when many AUC students and faculty used other local college and university libraries that had more comprehensive offerings and services. Under her direction, the AUC Woodruff Library has become a "first and best" choice for the more than 9,000 scholars in the AUC, the nation's largest consortium of Historically Black Colleges and Universities, which includes Morehouse College, Spelman College, Clark Atlanta University, and the Interdenominational Theological Center. Under her leadership, the library received the 2016 ACRL Excellence in Academic Libraries Award in the university category. Parham also received the 2017 ACRL Academic/Research Librarian of the Year award and served on the association's Board of Directors as director-at-large from 2011–2015.

Before joining the AUC Woodruff Library, Parham led the Hampton University Library, Carnegie Library of Pittsburgh, and a district of 24 branches of the Chicago Public Library. She is the daughter of the late Amanda S. Rudd, the first female and African American commissioner of the Chicago Public Library. Parham received her master's degree from the University of Michigan and her bachelor's degree from Southern Illinois University.