

College & Research Libraries

news

Association of College & Research Libraries



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This month's cover features a photograph of the atrium of the Ford Library on the campus of the Michigan State Normal College (now Eastern Michigan University) circa 1935. The building, which served as the first dedicated library building at the college, opened to the campus community in 1929.

The image is part of the Eastern Michigan University Archives collections. The archives were established in 1970 to preserve the history of the institution and has evolved into a place that provides a space for student-centered experiential learning; promotes fair and balanced historical research; supports, embraces and engages members of diverse groups and identities; and respects the legacy of the records creators. Learn more at <https://emich.edu/universityarchives>.

Image courtesy of the Eastern Michigan University Archives.

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PIL Launches Research Scholars Program

Want to hone your information literacy research skills? Project Information Literacy (PIL) is offering a new “PIL Mid-Career Research Scholars Program: The Climate Change Study” three-month virtual course from January through March 2025. The course is a professional education program for mid-career professionals and faculty in librarianship, user experience, new media, data science, communication, and inter-related fields, who have published research articles and have some experience and training with research methods. The small seminar-style course will be taught by longtime senior PIL researchers Alison Head, Steven Geofrey, and Kirsten Hostetler. The approach will be hands-on and the Report and Data Dashboard from PIL’s latest climate study will be the textbook. The course will be limited to enrollment of five-to-six PIL Fellows who will explore and work on research projects of their own. A Certificate of Completion will be given to all who complete the course. Visit the program page at <https://bit.ly/3MnFFIV> for complete details, includes an application form. Applications are due at 5 pm Eastern on November 8, 2024. Applicants will be notified of a decision by November 25, 2024.

Big Ten Academic Alliance, Next Generation Library Publishing Launch Pilot Project

The Big Ten Academic Alliance (BTAA) recently announced a partnership with the Next Generation Library Publishing (NGLP) project to test and expand state-of-the-art infrastructure solutions for our academy-owned scholarly publishing programs that are open source, community-led, and grounded in academic values. To enable greater discovery, dissemination, and preservation of BTAA-published content, the pilot project will create a single aggregate discovery layer for the many disparate publishing platforms of the participating libraries, enabling an experience of them as a single, shared collection of published open access materials.

Through this BTAA-funded pilot project, Penn State University Libraries and Indiana University Libraries will work with the NGLP team to advance their infrastructure and service models by implementing a scoped instance of its modular, open-source display layer, Meru, specifically for the BTAA. The pilot project will involve migrating select, diverse content types from the publishing partners’ catalogs into the NGLP ecosystem, implementing interface design improvements, and expanding the types of content that can be displayed. The BTAA-NGLP project envisions at-scale solutions that support and strengthen academy-owned scholarly publishers. This work is also a part of a broader effort, undertaken by BTAA, the California Digital Library, and Lyrasis to advance Diamond Open Access publishing in the US.

Penn State Debuts New Open Access Journal

Penn State University Libraries Open Publishing has launched *Geomorphica*, a Diamond Open Access journal that promotes discourse and disseminates research in geomorphology, the study of landforms. *Geomorphica* is the only journal in its field that is free to access, read, and publish, as the Diamond Open Access model removes all author and reader fees that come with traditional academic journals. *Geomorphica* aims to publish content in the field of geomorphology, including but not limited to landscapes and landforms, earth and other

planetary surface and near-surface processes, and the mechanisms, dynamics, and timescales pertaining to those processes. The first issue launched in May 2024. Beginning next year, the journal will move to publishing biannual issues. Editors are currently recruiting for submissions on a rolling basis. Learn more at <https://journals.psu.edu/geomorphica/>.

New from ACRL—Assessment and Advocacy: Using Project Outcome for Academic Libraries

ACRL announces the publication of *Assessment and Advocacy: Using Project Outcome for Academic Libraries*, edited by Gena Parsons-Diamond, demonstrating how a variety of libraries have used Project Outcome to make improvements in their practice and highlighting the value the toolkit has brought to institutions and the academic library profession.

Project Outcome for Academic Libraries (<https://acrl.projectoutcome.org>) is a free toolkit from ACRL designed to help academic libraries understand and share the impact of essential library programs and services. The toolkit provides simple surveys and an easy-to-use process for measuring and analyzing outcomes. The standardized surveys allow libraries to aggregate their outcome data, compare against similar institutions, and analyze trends over time by service topic and program type.

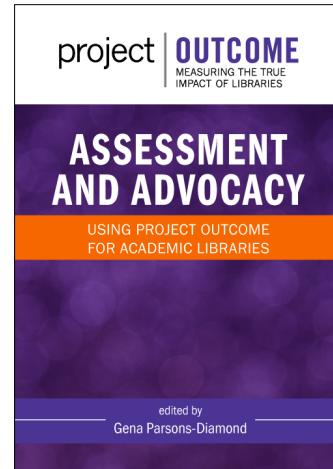
In celebration of Project Outcome's fifth anniversary, *Assessment and Advocacy: Using Project Outcome for Academic Libraries* collects case studies that capture ways to use Project Outcome to make small changes, like the optimal arrangement of a library's study room furniture, to using Project Outcome data in conversation with datasets from other sources to provide greater insights into the contributions of academic libraries to student learning and success. It also explores using Project Outcome to gather evidence that can be used in advocating for institutional, state, and federal funding.

Academic librarians know that their work makes a difference. You set students on the road to success and researchers on the road to results, providing valuable skills and access to knowledge that help our colleges and universities thrive. The challenge for libraries can be capturing meaningful data to support that story. Since 2019, the Project Outcome for Academic Libraries toolkit has helped library workers measure learning outcomes to drive change, make data-informed decisions, and demonstrate the impact and value of academic libraries. Learn how to use this data in your library, institution, and the profession with *Assessment and Advocacy*, all proceeds of which go to keeping Project Outcome free.

Assessment and Advocacy: Using Project Outcome for Academic Libraries is available for purchase in print and as an ebook through the ALA Online Store; in print through Amazon.com; and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.

ARL, CNI Release Deluxe Edition of AI Scenarios

The Association of Research Libraries (ARL) and the Coalition for Networked Information (CNI) have released the deluxe edition of the "ARL/CNI AI Scenarios: AI-Influenced Futures," designed to empower stakeholders across the research enterprise by providing them with the tools and knowledge necessary to anticipate and shape the future direction of the



research environment in the age of artificial intelligence (AI). The deluxe edition includes a final scenario set that explores potential futures where AI plays a pivotal role, providing critical insights into the evolving challenges and opportunities for the research environment; summarizes community feedback gathered through focus groups and interviews about an AI-influenced future for the research environment that were held in winter 2023–24 and spring 2024; and features interviews with industry leaders that challenge conventional wisdom and stimulate stretch thinking with regards to an AI-influenced future. The publication is available at <https://www.arl.org/resources/the-arl-cni-2035-scenarios-ai-influenced-futures-in-the-research-environment/>.

EBSCO Launches Dyna AI for DynaMedex and Dynamic Health

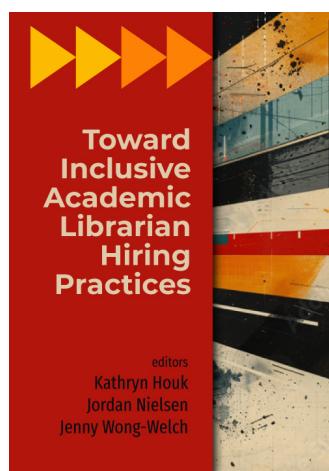
EBSCO Information Services' (EBSCO) Clinical Decisions has introduced the launch of Dyna AI, a generative artificial intelligence (AI) capability that surfaces the information clinicians need at the point of care faster than ever. Dyna AI will be available for Dynamic Health and DynaMedex, retrieving industry-leading, trusted evidence-based, expert-curated responses for clinicians, redefining clinical decision support. Today's clinicians need quick access to high quality information to make the best decisions at the point of care. Using the highly curated, trusted resources of DynaMedex and Dynamic Health, Dyna AI uses a retrieval augmented generation framework to bring concise, actionable, reliable answers to clinical questions. Information presented by Dyna AI adheres to the Clinical Decisions' Principles for the Responsible Use of AI: Quality, Security and Patient Privacy, Transparency, Governance and Equity. Learn more at <https://more.ebsco.com/Dyna-AI.html>.

New from ACRL—Toward Inclusive Academic Librarian Hiring Practices

ACRL announces the publication of *Toward Inclusive Academic Librarian Hiring Practices*, edited by Kathryn Houk, Jordan Nielsen, and Jenny Wong-Welch. This collection can help you center equity in your hiring, attract job seekers, and support both candidates and search committees through these time-intensive, laborious, and crucial processes.

Rather than focusing just on how to diversify applicant pools, *Toward Inclusive Academic Librarian Hiring Practices* breaks down the many considerations involved in hiring and the intentional, thoughtful preparation and self-examination that leads to successful recruitment and retention in three parts:

1. Training for Search Committees and Stakeholders
2. Removing Barriers for Candidates
3. Transforming the Process for All



Throughout are practical solutions for emphasizing inclusivity and accessibility through the hiring process, including instructions and examples for developing the position description and job postings, tips for creating diversity statements, interview instructions and preparation lists, interview itineraries, sample candidate emails and feedback forms, evaluation rubrics, ideas for onboarding and mentorship, and more.

Academic library hiring can be a bureaucratic and exclusionary process. Inclusive hiring practices can help libraries recenter the people in the process and incorporate transparency, empathy, and accessibility.

Toward Inclusive Academic Librarian Hiring Practices is available for purchase in print and as an ebook through the ALA Online Store; in print through Amazon.com; and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.

JSTOR Announces Artstor on JSTOR

The JSTOR platform is now the official home for the complete Artstor Digital Library, a collection of rights-cleared images and media for use in teaching and research. Comprising more than 2 million images, videos, panoramas, and audio files contributed by museums, galleries, and other cultural organizations around the world, the collection is now known as Artstor on JSTOR, signaling the collection's deep integration with the more than 2,800 journals, 100,000 books, 50,000 research reports, and robust primary source collections accessible on JSTOR. JSTOR has also been optimized for working with images, offering features such as image-only and cross-content searching, options for comparing and presenting images, and more. Learn more about Artstor on JSTOR at <https://about.jstor.org/librarians/artstor/>.

GPO Adds Partner Libraries

The libraries at Colgate University and the University of Idaho have signed Memorandums of Agreement with the US Government Publishing Office (GPO) to become Preservation Stewards, and libraries at the Louisiana State University, Baton Rouge and Colorado School of Mines have expanded their partnerships with GPO. To help libraries meet the needs of efficient government document stewardship in the digital era, GPO has established Preservation Stewards to support continued public access to US government documents in print format. These libraries join the 50 Preservation Steward partners that contribute significantly to the effort to preserve printed documents. Through the agreement, many libraries also serve as digital access partners providing digital access to government information. **»**

Tech Bits ...

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

Morphic is an assistive technology tool that helps individuals easily find and use the accessibility features built into computers. After downloading the free software for Windows or Mac, the Morphic toolbar appears on the screen with options to increase or decrease the text size, show or hide the magnifier, snip a screenshot, read the selected text, and change the color and contrast modes including color blindness filters, dark mode, and night mode.

Sign up for a free account to customize the Morphic toolbar, back up the accessibility and usability settings to Morphic, and apply these settings to any computer with Morphic on it. Morphic offers organizational support so libraries can manually or centrally install on their computers and enable the Assistive Technology on Demand feature.

*Jennifer Long
Troy University*

...Morphic
<https://morphic.org>

Lindsay Matts-Benson and Maggie Snow

Meet Us in Minneapolis!

The Bold North has Much to Offer

We are excited to welcome you to Minnesota, the North Coast, the Bold North, where the rivers flow in three directions (north to Hudson Bay in Canada, east to the Atlantic Ocean, and south to the Gulf of Mexico) and all roads, including the Great River Road along the mighty Mississippi, lead to Minneapolis and the 2025 ACRL Conference.

About Minnesota

The word “Minnesota” is derived from the Dakota name for the area, Mni Sota Makoce, meaning Land Where the Waters Reflect the Sky.

There are 11 federally recognized tribes throughout Minnesota:

- [Bois Forte Band of Chippewa](#)
- [Fond du Lac Band of Lake Superior Chippewa](#)
- [Grand Portage Band of Ojibwe](#)
- [Leech Lake Band of Ojibwe](#)
- [Lower Sioux Indian Community](#)
- [Mille Lacs Band of Ojibwe](#)
- [Prairie Island Indian Community](#)
- [Red Lake Nation](#)
- [Shakopee Mdewakanton Sioux Community](#)
- [Upper Sioux Community](#)
- [White Earth Nation](#)

We invite you to explore the following resources to learn more about the Dakota and Indigenous culture in Minneapolis and greater Minnesota before you arrive and while you are here.

- [Why Treaties Matter](#)—an online exhibit of treaties and land theft in Minnesota.
- [The On Being Project Land Acknowledgment Resources](#)—features resources dedicated to Indigenous culture and history in Minnesota.
- [Local Dakota Land Map](#)—downloadable visual and audio Dakota land maps of Minneapolis, St. Paul, and surrounding areas by local artist Marlena Myles.
- [Ojibwe People's dictionary](#)—features a searchable, talking Ojibwe-English and English-Ojibwe dictionary that speaks in the voices of Ojibwe Elders.

Minneapolis is located on the traditional, ancestral and contemporary lands of Indigenous people including the Dakhóta Oyáte (Dakota People), who are the original stewards. We

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recognize that all libraries in this place occupy the stolen ancestral and contemporary homelands of the Dakota and Anishinaabe peoples. We also recognize that Indigenous people from other Native nations live and work in Minnesota, and that vibrant Indigenous communities are found in rural and urban settings across the state.

Minneapolis, Minnesota's largest city, and St. Paul, the state's capital, together make up the Twin Cities. Including the surrounding metro area, the Twin

Cities are home to a number of colleges and universities, robust public library systems, an eclectic blend of museums and galleries, and industry.

Minneapolis has around 180 parks with 55 miles of biking and walking paths. The Minneapolis park system also has 22 lakes and 12 gardens. Iconic spots like Lake Harriet, and Minnehaha Park with its stunning 53-foot waterfall, offer experiences that blend art, nature, and history. The Grand Rounds is one of the country's longest continuous systems of public urban parkways. You can explore The Grand Rounds' lakes, creeks, woodlands, playground, and gardens by foot, bicycle, and even cross-country skis!

You may think we are joking about the skis, but in Minnesota, we don't believe in bad weather, just bad clothing choices. We can have snow as early as October and as late as May. Most Minnesotan have a story about a large snow-related event, especially the unforgettable 1991 Halloween Blizzard. But don't let the unpredictable weather intimidate you! While you might experience all of the seasons while you are here, maybe all in one day, if you don't want to brave the elements, the [Minneapolis Skyway](#) system (think of an above-the-street sidewalk encased in glass, over 10 miles of pathways connecting around 80 city blocks) will get you where you need to go.

Colleges and Universities

Minnesota is home to nearly 200 private and public higher education institutions. The University of Minnesota-Twin Cities campus enrolls the most students with approximately 54,000 students. The University of St. Thomas, located in St. Paul, has the largest campus-based enrollment for a private institution in Minnesota. St. Thomas is also home to the [Bach-Dunn Collection of Luxembourgiana](#): a unique genealogy and history source researched by people around the world.

Consider visiting the [Metro State University Library](#), celebrating 20 years of partnership with the St. Paul Public Library this year. When constructed in 2004, the Library and Learning Center was the first joint-use library in Minnesota to house both an academic library and a public library and is currently one of only seven such libraries in the United States.



["Minneapolis"](#) by Doug Kerr, licensed under [CC BY-SA 2.0](#).

Hamline University's [Brass Rubbings Collection](#) of approximately 1,100 rubbings, is one of the larger collections in the world and undoubtedly the largest in United States, includes a broad range of military, civilian, and ecclesiastical brasses from the fifteenth, sixteenth, and early seventeenth centuries.

Clean Water, Land, and Legacy

Don't let the Land of 10,000 Lakes motto fool you, Minnesota is home to 11,842 (more than 10 acres) and 69,200 miles of rivers and streams. In 2008, to maintain, clean, and protect the waters, Minnesota's voters passed the Clean Water, Land and Legacy Amendment (Legacy Amendment) to the Minnesota Constitution to protect drinking water sources; protect, enhance, and restore wetlands, prairies, forests, and fish, game, and wildlife habitat; preserve arts and cultural heritage; support parks and trails; and protect, enhance, and restore lakes, rivers, streams, and groundwater.

The Legacy fund supports arts, arts education and arts access, and the preservation of Minnesota's history and cultural heritage through libraries, local history museums, and the Minnesota Historical Society. Minnesota ranks first in the nation on public arts funding: \$9.62 per capita in 2024. This focus is reflected in the Twin Cities vibrant arts scene that offers an abundance of theaters, music venues, and museums, studios, and galleries to explore.

Books, Libraries, and Literature

The Twin Cities boasts an impressive literary scene that includes more than 100 libraries, bookstores, and literary events. The [Loft Literary Center](#) helps engage writers throughout the community. Meet Minneapolis has a [great list of local bookstores](#) for every genre from Mystery at [Once Upon A Crime](#) or [Uncle Edgar's Mystery Bookstore](#) to romance at [Tropes & Trifles](#). [Black Garnet Books](#) in St. Paul is an independent bookstore offering a curated selection of books and art by authors and illustrators of color.



"Minneapolis Central Library" by Zachary Korb, licensed under [CC BY 2.0](#).

The [Minneapolis Central Library](#)—the largest collection in the Hennepin County public library system—has [fascinating special collections](#), and the [Cargill Gallery of community engaged exhibits](#). Not to be outdone, the [University of Minnesota \(UMN\)-Twin Cities' 12 Libraries](#) feature collections like the [Kerlan collection](#), a part of the Children's Literature Research Collections; the [Mapping Prejudice project](#), which sheds new light on the historic practices of racial covenants; the [Umbra Search](#), which makes African American history more accessible, and the [Wangensteen Library of Biology and Medicine](#) which houses 80,000 rare books, journals, and manuscripts in diverse medical and biological subjects spanning from approximately 1430 to 1930.

Another fun fact about the University of Minnesota Libraries is that it houses the [Minnesota Library Access Center](#) (MLAC). MLAC is a high-density storage facility for



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["Weisman"](#) by Justin Ladia, licensed under [CC BY 2.0](#).

Minnesota libraries that stores and makes available important but little-used books. The collection includes items from more than 20 academic, public, and government libraries across Minnesota. MLAC opened in January 2000 and is in the north cavern excavated under the Elmer L. Andersen Library on the West Bank of the University of Minnesota's Twin Cities campus.

Museums and Theaters

The Walker Art Center with its [outdoor sculpture garden](#) is the one of the most recognizable museums in the Twin Cities and is about a 20-minute walk from the convention center. The [Minneapolis Institute of Art](#) features collections spanning a period of more than 5,000 years. If you want to take a drive outside the metro area, head to [Paisley Park](#) to explore Prince's recording studio and see his shoe collection. Other museums of interest include the [American Swedish Institute](#), The [Weisman Art Museum](#) on the UMN campus, [Historic Fort Snelling](#), and the [Bakken Museum](#).

Located in downtown Minneapolis, the [Guthrie](#) is Minnesota's flagship theater and is the birthplace of the American regional theater movement. Also close to conference hotels and within a block of each other are the Orpheum, Pantages, and State Theaters. [Meet Minneapolis](#) highlights five more innovative stages the Twin Cities have to offer.

Key Twin Cities Experiences

If you are a music fan, you will need to stop at [First Avenue](#) to either catch a show or snap a selfie [outside with the iconic stars](#). First Avenue is also known as one of the filming locations of the movie *Purple Rain*. If you are interested in [other famous movie locations](#) you can take the Green Line to downtown St. Paul to see Mickey's Diner—a famous location shown in *The Mighty Ducks* and *A Prairie Home Companion*.

If you are taking the Blue Line to or from the airport, make a pit stop at the [Mall of America](#) for all of your shopping and indoor amusement park needs. Fun fact: the mall does not use a central heating system. Instead, a comfortable 70 degrees is maintained year-round with passive solar energy from 1.2 miles of skylights and heat generated from lighting, store fixtures, and body heat.

Come to Minnesota for ACRL, come back for the Minnesota State Fair. Referred to as the Great Minnesota Get-Together, the fair is one of the most popular tourist destinations in the region. During the 12-day run, [Sweet Martha's Cookies bakes more than 3 million](#)

[cookies a day](#), we drink 26,000 gallons of milk at the All You Can Drink Milk stand, and the [Crop Art](#) exhibit is a must-see.

Food Scene

Try a Jucy Lucy, a cheeseburger with cheese on the inside. Two bars claim to have invented the burger —Matt's Bar and the 5-8 Club. We'll let you judge which is better. If molten cheeseburgers are not your thing, we have plenty of other options to satisfy your hunger.

The state's vibrant culinary scene includes a diverse range of chefs and restaurants recognized for their excellence. In 2024 five chefs and two local establishments were semifinalists for James Beard Awards. From farm to table, Minnesota is an agricultural powerhouse, home to the nation's top producers of sugar beets, oats, wild rice, and red kidney beans, and second in sweet peas and sweet corn.



["Jucy Lucy"](#) by David Cruse, licensed under [CC BY 2.0](#).

Conclusion

Over the next few months, we'll share with you some recommendations and dine-around options, as well as more highlights of the Twin Cities' arts and culture scene and transportation tips to get you around town. **»**

Johanna M. Jacobsen Kiciman and Alaina C. Bull

Apprenticeships, MLIS Students, and Neurodiversity

Centering the Humanity of Student Workers, Part 1

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 two-part conversation demonstrates that student labor is labor and that our student workers and apprentices need room to grow and advocate for their own needs.—*Dustin Fife, series editor*

Alaina C. Bull: Johanna, let's start by telling a bit about ourselves. I am a queer, white woman who is married to my partner of 18 years and raising two children. I was a non-traditional undergraduate, having dropped out of college and returned several times before completing my degree. This experience shapes my approach to academic librarianship. My pathway through education and career has been heavily impacted by my own neurodivergence.

Johanna Micaela Jacobsen Kiciman: I am a queer, multiply neurodivergent, cis-gendered white woman who was raised in a solidly upper-middle class family with strong ties to higher education. I hold a PhD in Folklore and an MLIS. As such, there are many privileges that were afforded to me. I only acknowledged parts of my identity in my early 40s, which meant that I had to structurally dismantle internalized homophobia and ableism. As you mentioned, Alaina, dismantling systems of power is at the center of my academic pursuit. I am married with two nearly grown children.

So, let's dive in. We are here to converse about the idea of apprenticeship in library and information science, and how it is a model that is more neuroinclusive and anti-capitalist than traditional employment models. Ideas around apprenticeship emerged alongside my deepening research into feminist frameworks, but also coincided temporally with a pandemic in which capitalist structures of labor defined solely as productivity were being challenged on a global scale. Alaina, you and I saw the potential of a kinder, gentler, more inclusive work environment in which a person's needs were being met—for the first time in perhaps my entire working career.

Those realizations led us to the integration of neurodivergent inclusive practices in our multi-year process of redefining and rebuilding our learning employment program for currently enrolled MLIS students. A neuro-inclusive framework emerged for training and management that centered values of inclusivity and belonging. And if we really want to get

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radical in this conversation, let's not forget to discuss how an apprenticeship model might even obviate the need for an MLIS degree.

Alaina, how did you learn your skills in the LIS world before your first titled librarian job? Did you have apprenticeship-based learning?

Alaina: I was lucky enough to have gotten a graduate student position while I was in an MLIS program, and the position was very heavily focused on instruction. In my MLIS classes, I was one of 3 or 4 people in the room that had any actual experience in the skills that we were discussing. We were reading 1,000 pages of theory on reference, instruction, programming, etc., but not actually experiencing them. So I was very aware that my experience from that employment gave me a different perspective from my classmates who were just doing the coursework.

Johanna: I also had a graduate reference position that was nearly all reference work at an extraordinarily busy reference desk. My job had a clearly defined scope and a clearly defined purpose of keeping a desk open. What I am getting at is the idea that experience and hands-on learning matters. We both had experiences which helped us get our first titled librarian jobs. But as graduate students, we did not get to holistically try all aspects of librarianship; nor did our information school rise to meet these experiential learning gaps.

Alaina: Agreed. In addition to the emphasis on research and instruction, my position had a lot of small projects, little tastes of other librarian work. What was missing was the step-by-step of concrete tasks and how those related to theory.

When I first started at my current job and needed to weed for the first time, I asked my supervisor at the time: "How do I do this?" And I was told to just pull a list and give it to access services, and I was given no actual help and direction. What list? Where do I pull it from? As a grad student it felt like there was this idea that you will get these specific experiences when you get your first librarian job. Then you get your first librarian job, and it is assumed that the experience you already had means that you can do all aspects of the job. But the work experiences we actually had as students were limited to the very rigid bounds of student positions.

Johanna: As amazing as our supervisors were, we both worked at places that had embedded hierarchies. I think that context further limits the ability for graduate students to be able to explore all aspects of librarianship. Additionally, in capitalism, labor is designed to benefit an institution/system. Library graduate student employment, as it most frequently exists, helps fill labor gaps and keeps a system going. Students can learn one skill, but that learning benefits the institution. How do we shift labor to benefit the person conducting it?

In the middle of the pandemic, you and I inherited the supervision of the graduate student program at our current institution, and we received training materials that were deeply hierarchical and focused on staffing the research help desk. The labor offered to students was definitely happening with the goal to keep a desk staffed.

Alaina: We asked to supervise the grad student program because we both had a lot of feelings around what we would have liked as grad students to help prepare us for professional employment. We both wanted to answer a lot of the bigger "why" questions that we, as neurodivergent people, are constantly trying to answer. We were going into management and mentorship with the idea of wanting to make it better for the grad students coming behind us.

When we inherited the program, we received training documentation that was full of vocational awe and prescriptiveness. It said things like, "You need to have open body language"

and “Make sure you are smiling to welcome people.” There was this prescriptiveness saying that in order to do this job you must inhabit the space in this specific way. This felt so ridiculous because the point of the research help is facilitating the inquiry of information and the ability to connect people. It also said: “You never tell a patron no,” which, as someone who has worked in some form of customer service for over 20 years, I know that there are absolutely reasons you tell people “no,” especially in situations with harassment and inappropriate boundary crossing which is a reality of our work.

So instead of that lack of agency, we should be teaching student workers ways to establish their own personal boundaries that are safe and help them do the job. We should be teaching early career workers to do the job in a way that isn’t going to completely burn them out, especially within the context of neurodiverse experiences. The amount of emotional and physical labor it takes to perform neurotypical expectations is a huge part of burnout for people under the neurodivergent umbrella. I remember looking at the document and asking, “What do we actually want to accomplish?”

Johanna: Yes! There is no room in a model built on hierarchy and vocational awe for humanness and individuation. At the time, we did not label this training material as ableist. But it was an ableist document, and this sort of training would have felt terrible to us as neurodivergent folk.

While the narrative we are telling here feels intentional, our changes to the materials were embodied and contextual. Changing pandemic needs meant our library went fully remote for well over a year, and students no longer could staff a desk for the expected 15 hours. So, we shifted the work expectations in a way that allowed graduate students to get valuable experiences while they continued to get paid. This work, it turns out, had unintentional anti-capitalist ramifications!

We initially struck out the pieces that looked like vocational awe and the pieces that felt performative (smile, never say “no”). Next, we changed our documentation to tell incoming students that we viewed them as professional colleagues who were not here to fill in the gaps of labor librarians did not want to do, but rather to find their interests and hone their skills across multiple areas of librarianship.

Alaina: Exactly! This change in framing has been monumental and we’ll share much more about our process next month. 

Christina J. Steffy and Meg Massey

Is the MLS Necessary?

Rethinking Library Science Education

I didn't learn that in library school.

My MLS gave me so many transferable skills.

I advanced my career with my MLS, but I gained many skills while on the job.

These sentiments the authors of this piece hear regularly. They are often whispered among library professionals that are hesitant to go “on the record” to question the current state of library science education.

Despite any hesitancy to voice concerns about our educational processes, the profession engaged in heated debate about the need for an MLS during the rather contentious search for an American Library Association Executive Director when Keith Michael Fiels retired in 2017. At that time, articles were written supporting or questioning the need for the MLS in this administrative position. In fact, John Berry noted that to disregard the MLS as a requirement or “dilute it by calling it preferred, not required, is to devalue it and the professionalism of the librarians who have earned it.”¹ When ALA was again in search of a new executive director in 2024, these sentiments about the need for an MLS bubbled up, although not as contentiously as in the past.

This discussion acknowledges that there is a group of library professionals that believe someone can successfully enter the profession with other relevant experience and acquire the specialized library knowledge through work in the field. It’s unsettling that some can accept this reality for our guiding professional association, yet ignore it when it comes to the library workforce. We believe the discussion at the ALA level, along with anecdotal discontent in the ranks of the profession, reveals the necessity of discussing these issues across the profession.

While we understand the value of the MLS (after earning it to advance in our respective library careers), we question the insistence that it is necessary for all professional or administrative positions. Libraries are constantly changing and evolving. The skills and experiences necessary for success in library positions are not always taught in library science programs. Given inconsistencies we have seen in educational requirements in job postings in our home state of Pennsylvania, we have to wonder about the sustainability of a degree that is both entry-level and terminal. Couldn’t we diversify our profession by opening our minds to individuals with varied experiences and skills that could benefit our organizations and libraries? Are there opportunities to expand educational opportunities available to prospective library science students? This doesn’t mean we do not value the MLS; it means that we recognize that not every position in a library or library organization requires it.

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We addressed these concerns and shared some ideas for creating alternate pathways for individuals to enter the profession (e.g., apprenticeships, stackable degrees, competency-based credit) in a manuscript submitted to two different library science journals. Both journals provided peer reviews that seemed biased in response. There were some productive comments that helped us to recognize that more research is necessary (in particular, examining degree requirements of MLS programs and looking at expectations and educational requirements in library job postings), but we were surprised by the tone of some of the comments we received. Reviewers seemed offended by the suggestion that there are potential issues with library science education.

Our suggestions for alternate pathways into the profession acknowledge the value of the MLS for library leadership, career advancement, and entry into some areas of the profession. Our suggestions also acknowledge that the profession exists within the zeitgeist of declining confidence in the value of higher education. While many people still see the benefits of obtaining a two- or four-year degree, the perceived value of these degrees is declining while the perceived value of on-the-job training and short-term credentials are rising.² If prospective students are questioning the value of a bachelor's degree, they certainly would not be planning to pursue graduate degrees. Individuals will expect to move in and out of education as it fits their changing needs, necessitating alternate pathways to entry into any career if we expect that career to survive and thrive. The US higher education landscape is grappling with these forces pushing innovation, and it would be foolish to think library science education is immune to them. The profession has an opportunity to reshape the MLS curriculum and make it more valuable. Some acknowledgement of this need is happening, as demonstrated by a recent call for papers from the *Journal of Library Resource Sharing* for articles about what library science programs should teach regarding resource sharing that is not currently being taught but is instead being learned on the job. A new approach can do justice to the idea of an advanced level of study rather than trying to prepare people for both entry-level and advanced work, neither of which, anecdotally, it appears to be doing effectively now.

Does every library position require an MLS? Some would likely argue, yes, it is vital for all library professionals. But are we willing to overlook other candidates who may have valuable experience and knowledge to offer? Are we willing to say that only MLS-holding librarians can truly understand and advocate libraries? Until we answer these questions, we will continue to have the same debate each time an ALA executive director is needed. And if we ignore these questions, market forces may answer them for us when change is forced on us, due to lack of MLS-prepared professionals. Our profession prides itself on the ability to think critically, so why are we unwilling to think critically about how we are educating library professionals? *»*

Notes

1. John Berry III, "The Devalued MLIS: ALA's Leader Must be a Librarian," *Library Journal* 142, no. 2 (2017): 10.
2. Jessica Blake, "Doubts about Value Are Deterring College Enrollment," *Inside Higher Ed*, March 13, 2024, <https://www.insidehighered.com/news/students/retention/2024/03/13/doubts-about-value-are-deterring-college-enrollment>.

Transfer Student Belonging and Success

An Ongoing Assessment Project

We, Kim Larsen, undergraduate engagement librarian and Jonas Zabriskie, assistant director of New Student and Family Programs, are currently part of a two-person research team at the University of Arkansas that is conducting and analyzing research related to transfer student success and belonging at our institution. By understanding transfer students' unique perspectives on student life, the departments that work with special populations, transition initiatives, and any other stakeholders in the transfer student experience can ensure that their programs and resources fit the actual rather than assumed needs of this population. Early research consists of a survey first released in spring 2023 that we plan to repeat annually. The purpose of this survey is to analyze how transfer students engage with the University of Arkansas' campus, departments, and resources.

The Need (From a Librarian's Perspective)

As the undergraduate engagement librarian, I am tasked with providing introductory information literacy instruction as well as providing outreach through a variety of methods to engage with a variety of undergraduate populations. One population on our campus that traditionally very little has been done for are transfer students. Literature tells us that transfer students have different needs, behaviors, and strengths than students that enroll in universities as first-year freshman, including more independence and a greater willingness to navigate spaces and try new things on their own.¹

A large portion of my one-shot instruction occurs in University Perspectives, our first-year experience program that all incoming freshmen are required to take in their first semester at the University of Arkansas. Additionally, many of the outreach initiatives I run are programs like PickOne—an initiative where incoming freshman “pick one” organization on campus to get more involved in during the first few weeks of fall semester at their new student orientation in the summer.² I realized that while I got to interact with and assess the needs of those students during instruction time and freshman-focused programming, I was not getting to interact much with transfer students and identify what their needs were on our particular campus, or in our library.

Transfer students have made up approximately 20% of the incoming University of Arkansas class every academic year since 2018.³ Although there is a Transfer Central Office at the University of Arkansas, their focus is prospective rather than currently enrolled transfer students. After enrollment, there is no existing office that strictly supports transfer students

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to ensure they succeed at the University of Arkansas. It became clear to me that this was a big portion of the total population of students that I serve that I had little to no information about or connection with, and there were not many touch points on our campus that I could connect with to find out more information. In speaking with my research partner Jonas, we identified similar concerns out of his office, New Student and Family Programs, and devised a plan to learn more about this specific population.

Survey Features

For our survey's purposes, transfer students are defined as high school graduates with at least 24 transferable college credit hours earned after high school graduation. The framework we developed, and themes analyzed in our study, consist of five categories, each based on different ways university faculty and staff can work with transfer students:

- Transition Period
- Academic Success
- Social Belonging
- University Department and Resources
- Final Questions

Our first survey iteration assessed students that transferred for the Fall 2022–Spring 2023 academic year, which included 1,818 students. We obtained a list of students that met this criteria via a data analyst at the university and the survey was distributed via email on April 27, 2023, with additional reminders provided before the survey closed on May 8, 2023.

Of the 1,818 students that the survey was available to, 157 transfer students completed the survey, yielding a response rate of 8.6%. Because this is the inaugural year of the Transfer Student Experience Survey, there are currently no existing response rates to compare this to. We recognize that the survey results cannot represent the entire transfer student population, however, these students' perspectives are meaningful and will be used to inform future planning of transfer programs and resources at the University of Arkansas.

Library Specific Questions and Findings

Students were asked five library specific questions in addition to questions that listed the library as an option among other campus buildings and departments:

- In the last full semester that you've been at the University of Arkansas, how many times did you visit the library on campus?
- Have you ever had library instruction in any of your classes?
- If you have had library instruction in a class at the University of Arkansas, please write which class(es) you received instruction in.
- Have you ever gone to the library to seek assistance from a librarian since transferring to the University of Arkansas?
- Would you be interested in attending any workshops on the following topics at the library?

Our results revealed that most respondents visited at least one of our five physical library locations on campus, with 34 students indicating they have been to the library more than 16 times. Multiple choice options for this question were "I have not been a student at the

University of Arkansas for a full semester yet,” “never,” “1–2 times,” “3–5 times,” “6–10 times,” “11–15 times,” and “16+ times.” Nearly two-thirds (64%) of respondents indicated that they have never received library instruction. Of the students that did indicate they received some form of library instruction at the University of Arkansas, they listed general education classes such as Composition 1, Composition 2, and Public Speaking. This indicates that we might be missing a large percentage of our transfer students for library instruction because they are more likely to transfer in with those credits rather than take those courses at our institution. There was statistical significance between students who have had library instruction at the University of Arkansas and how likely they are to have visited the library. Most (82%) of our respondents also indicated that they have never sought out a librarian to ask for help. Finally, when asked if they would be interested in attending any library workshops, most respondents (73) indicated that they would not be interested in workshops at all. The next highest answers were ranked as follows:

- presenting your research (26)
- scholarly research (24)
- database searching (21)
- introduction to library resources and services (20)
- citation formatting (15)
- research integrity (15)
- research posters (11)
- using primary sources (11)
- citation management (Zotero, EndNote, etc.) (8)

Next Steps

Through our analysis, we realized there were questions we wish we asked and others that should have been worded differently. For example, our question “Have you ever had library instruction in any of your classes?” assumed that the students answering this survey had a baseline knowledge for what library instruction is. Many students that answered were unsure if what they might have encountered in their classes truly counted as library instruction or not. Some notable responses for our follow-up question that indicated the original question had been misunderstood were:

- “I do not know what library instruction is referring to, so I have probably never received any.”
- “I use the online library instruction materials in my nursing courses for research papers.”
- “Only during orientation” (we do not have a library instruction component to our current orientation)

To better get at the heart of what we are really asking—has the student ever received a one-shot instruction presented by a librarian to accompany an assignment—we changed the language to “Have you ever had a librarian visit your class to give a presentation while attending the University of Arkansas?” in our second iteration of the survey that was distributed April 2024.

When thinking of how to address some of our findings within our library, it would be beneficial to work on improving our marketing for asynchronous information literacy tutorial offerings with this population. Because our findings indicate that students are missing

library instruction that typically occurs in general education classes that they are more likely to transfer in with credit for, these offerings might help to bridge that knowledge gap. As mentioned previously, transfer students are more likely to pursue independent methods of information finding when trying to figure out how to conduct research than they are to ask a librarian for help. A more robust offering of asynchronous tutorials that are easily findable on our website, including on our Transfer Student Resources LibGuide,⁴ could help connect students with the information they are not receiving in our general education classes. Because a key finding of our initial survey was that feelings of belonging and connection were heavily impacted by the first few weeks in which a student transfers, partnering with offices that work on transfer student orientation to provide access to these tutorials is another avenue I am interested in pursuing.

In addition to increasing virtual, self-paced learning opportunities for transfer students, we are also taking a closer look at our respondent's workshop interests for future programming. Per our findings, transfer students seem to be more interested in higher-level research skills, like presenting their research, working on scholarly research, and specific database searching. They are less interested in things like citation formatting and management. Because of the interest identified in the survey, Jonas has gotten approval to start a transfer student specific group. Our hope is to be able to market workshops on these topics that occur within our university's Razorback Researcher library workshop series⁵ to this group to increase awareness and participation.

When this survey was initially proposed, there was little to no information regarding enrolled transfer students at the University of Arkansas and their experience through graduation. Through our continued assessment and action plan, we hope to address the concerns that transfer students expressed and in following years hope a version of this survey can assess if the suggested actions have positively affected transfer students at the University of Arkansas. *»*

Notes

1. Chelsea Heinbach, Brittany Paloma Fiedler, Rosan Mitola, and Emily Pattni, "Dismantling Deficit Thinking: A Strengths-Based Inquiry into the Experiences of Transfer Students In and Out of Academic Libraries," *In the Library with the Lead Pipe*, February 6, 2019, <http://www.inthelibrarywiththeleadpipe.org/2019/dismantling-deficit-thinking/>.
2. "About Pick One | Pick One," accessed April 18, 2024, <https://pickone.uark.edu/info/>.
3. "Transfer Central | Transfer Central | University of Arkansas," accessed April 18, 2024, <https://transfer.uark.edu/>.
4. Kim Larsen, "Research Guides: Transfer Student Resources: Home," accessed April 18, 2024, <https://uark.libguides.com/c.php?g=1312967&p=9652227>.
5. "Razorback Researcher | University of Arkansas Libraries," accessed April 18, 2024, <https://libraries.uark.edu/research-instruction/razorback-researcher.php>.

Building Blocks for Book Displays

Engaging Student Employees

Located on the Harborside Campus of Johnson & Wales University (JWU) in Providence, Rhode Island, Harborside Library provides academic resources, research support, and public service to the campus community. The library serves as a safe, welcoming space where students can comfortably study, collaborate, and receive reference assistance. Research and reference support mostly come in the form of research appointments held in-person or via zoom, virtual Ask a Librarian chat assistance, and Information Literacy Instruction set in the students' classrooms.

Harborside Library's professional staff consists of two librarians: a chief librarian and myself, the reference management librarian. This staff structure became official by the onset of the 2022–2023 academic year following a period of personnel changes. In prior years, the staff had been composed of three full-time librarians.

We anticipated the staff reduction negatively affecting our ability to fulfill every facet of our regular workplace activities. To illustrate, within an academic year, the Harborside Library team typically teaches an average of 50 information literacy instruction classes and meets for about 90 research consultations with students. Simultaneously, we also contribute to library and campus projects, some of which include the creation of book displays.

Over the years, JWU librarians have fully recognized the role of library book displays. In particular, book displays have been viewed as a positive tool to help transform the library into a welcoming and communal space. By arranging a themed sample of library materials, "The library becomes a place to be together and belong to the campus community."¹ As such, the library staff has appreciated the importance of regularly crafting book displays. To compliment the Harborside Campus's culinary focus, library displays have often represented and explored a food history or culinary trend. However, while adjusting to a decreased staff, we foresaw our attention being diverted away from assembling book displays by a heavier schedule of professional reference duties. Consequently, I decided to transfer the monthly book display responsibilities to the library's team of thirteen student assistants in my role as the primary supervisor of Harborside Library's student employees.

Electing to assign the student staff with the construction of book displays benefited both the student workers and professional staff. For instance, it not only allowed the librarians to prioritize reference and instruction commitments, but it also helped to encourage positive student employee engagement and workplace interest. Furthermore, the student-led monthly book displays resulted in an organized practice of collaboration and library procedures that served to reinforce and assess the student team's library training and development. This article details the organized activities that transpired after the decision.

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Organizing Book Display Activities

Each month, student employees were expected to craft a library book display after I announced the latest theme. These communications, shared over email, prompted student employees to utilize a shared Google Sheet to mark their names and progress. Consisting of tabs specific to group-based tasks, the Google Sheets were useful in keeping students on target. For example, to organize activities for October 2022's two simultaneous book displays "Halloween Recipes" and "Food as Medicine," the Google Sheet included tabs for the categories Resource Selection: Halloween, Resource Selection: Food as Medicine, Book Processing: OCLC, and Seasonal & Display Decorations. With a total of thirteen student employees on staff, a maximum of four students could volunteer to help complete one categorized duty. See figure 1 for a visual example of this.

Add your name to ONE of the categories below. Everyone must make a selection by Thursday 9/29.	
Remember: This is a team project 😊 Meika will help to guide each group.	
Resource Selection: Halloween	Resource Selection: Food as Medicine
1) Christine 2) Nick 3) Eve	1) Gabby 2) Bianca 3) Lucas
Book Processing: OCLC	Seasonal & Display Decorations
1) Nitu 2) Raquel 3) Gina	1) Tee 2) Masha 3) Mejani 4) Elena

Figure 1. Students' task sign-up, JWU Library.

To further support students with their tasks, I regularly checked in with each of them and included written directions on their Google Sheet. At the onset of the pilot project, it was apparent that a successful result depended on organization and proper student training.

Student Training Precedes Book Display Projects

To ensure student workers' preparedness, book display activities commenced after the completion of workplace training and procedural reviews in late September. Since more than half of the student team consisted of new hires in September 2022, this start time proved vital, as it allowed time to fully onboard new employees. At Harborside Library, student assistant training typically involves focused introductions to public service, borrowing services, and collection maintenance, as well as an emphasis on teamwork and the positive role of the library.

Traditionally, after initial workplace training concludes, student assistants' shifts revolve around service desk coverage and collection maintenance (reshelving and shelf reading). However, once the student-created book display projects commenced, assistants had the opportunity to regularly perform additional library practices such as material searches and book processing.

These new procedures were gradually introduced to students from October to December of 2022. During this time span, students were asked to choose one display activity to complete

each month. They could not repeat the same task during the fall semester months. While completing their activities, students recorded their contributions on their designated tab within the team Google Sheet. For instance, the Resource Discovery volunteers added their names, titles of books or magazines, and library call numbers. See figure 2 for a visual example of this.

Halloween Display - Resource Selection		
<i>Theme / Scenario:</i> You're throwing a Halloween party! What kind of recipe books and magazines will help you prep for the fun?		
<i>Group Requirements:</i> You must each select at least 4 books/mags to display in the glass case. Add your selections to the table below After you complete your list of items... Retrieve them from the stacks. Place them on your designated "Halloween" book cart		
<i>Pro Tips:</i> Use the JWU Library Website's BOOK tab to search for books. Filter to "Harborside Library" Browse our library's culinary magazines. Look at the October issues		
Selector Name	Title	Call #
Eve	Little Witch's Black Magic Cookbook	tx 652.5 .g568 1972
Eve	The Skeleton at the Feast	GT 4995 .A4 C37 1992
Eve	Halloween Treats	tx 739.2 .h34 m34 1998
Christine	Holiday Home Cooking	TX739 .H653 1986
Christine	Ojakangas' great holiday baking book	TX763 .O33 1994
Christine	The complete holiday cookbook	Missing: TX739 .C573
Christine	Martha Stewart's menus for	TX731 .S733 1994
Nick	Cake Decoration & Sugarcraft magazine	2020 October no. 265
Nick	Spells Halloween	gt 4965 .r35 1999
Nick	Gathering and Celebrations	tx 739 .w64 1996
Nick	Holiday cook book; special foods for all special occasions	Missing: TX739 .H66 1959

Figure 2. Students' recorded contributions, JWU Library.

Specializing in one unique task each month enabled students to improve their confidence in material searching (using the library catalog to discover library print items and pulling them from the shelves), OCLC Worldshare book processing (changing items' location from circulating collection to display area), and design skills (creating QR code graphics, eye-catching signage, and assembling the displays in an engaging manner). However, by the spring semester, student assistants were expected to participate in every necessary step from material selection to physical arrangement. As such, the Google Sheets for the spring monthly book displays did not include categorized tasks. Instead, student workers tracked their progress on one shared table.

Assessing and Reinforcing Workplace Lessons

From my perspective as the students' supervisor, the collaborative book display projects provided me the ability to effectively monitor and reinforce lessons from the student employees' training. In turn, it was easier to note each assistant's familiarity and confidence when executing necessary tasks. These performance indicators allowed me to reflect on the students' workplace training. Such considerations are vital in creating a meaningful experience for student assistants. JWU librarians have always viewed student employees as our indispensable frontline workers who have elected to work at the library. Therefore "it is our responsibility as librarians to make sure this time is well spent in further developing

the student as a whole.”² Historically, library employment has granted students soft skills in interpersonal communication, which exists as just one aspect of workplace training. However, the library book displays encouraged students to demonstrate other aspects of library orientation including collection maintenance, research, teamwork, visual design, and organization.

Aligned with the student team’s library onboarding, the book displays benefitted three workplace knowledge areas: resource discovery, OCLC familiarity, and technology skills. Successful completion of the tasks required a demonstration of more sophisticated skills, which included the use of advanced keywords and filters in catalog searches, understanding items’ record pages, exploring physical bookshelves and print journal boxes, and inputting information on a shared spreadsheet. Considering that students’ daily work responsibilities typically do not extend past patron interactions involving basic material searches, book checkouts, printer assistance, and campus referrals, the advanced activities described would rarely have been employed if not for the monthly library displays.

Additionally, the book display projects revealed gaps in the student team’s library knowledge, which encouraged the need for continued library lessons. This realization occurred while monitoring the team’s progress on the shared spreadsheet. For instance, I noticed pauses in progress, particularly within the Resource Discovery categories. During check-ins, these students expressed a concern that the library’s collection did not have enough materials related to a monthly theme. They mentioned that their catalog searches had returned an insufficient number of results. Therefore I showed them how to develop synonyms for keywords in searches. To illustrate, after having originally experienced slim results in preparation of February’s Black Culinary History book display, the student team learned to construct a dynamic list of subject terms and synonyms, which included African diaspora, southern food culture, soul food, black chefs, etc. After listing these terms on the shared spreadsheet and utilizing them in library catalog searches, the students noted the increase in search results. See figure 3 for a visual example of this.

The project activities naturally inspired an introduction to additional OCLC functions, namely the Discover Items tool. The student team had the chance to witness exactly how the library’s public-facing catalog directly reflects library items’ OCLC record pages. As such, the team better understood the importance of setting each display item’s temporary location as “Harborside Display Area.”

Moreover, activities afforded students with greater familiarity of the library’s physical collection and quality collection maintenance. For example, as they made regular visits to the shelves, they had the opportunity to browse the materials and consider subject groupings and cross-references. They also realized that locating library print materials depends on consistent adherence to proper shelving procedures. Consequently, students learned to mark items as missing on OCLC when they were not found on the physical shelves.

This student-led book display project has become a workplace staple since its initial pilot during the 2022–2023 academic year. It has proven effective in furthering student employees’ familiarity with library practices. However, it has unexpectedly shown to benefit students’ technology skills, since it requires them to engage with online tools such as Google Sheets, QR Code generators, and graphic design websites. Furthermore, aside from improving students’ varied skills, the book display tasks also provide insight into individual employee’s work ethic.

Black Culinary History Month

Searching tips:

Select "Books" tab on Library website
On search results page, filter to "Harborside Library"

Search Term Suggestions:

African American cooking, African American cuisine, Afro-Caribbean cuisine, African diaspora, Southern food culture, soul food, black chefs/cooks, black culinary history, black food, James Hemings, Edna Lewis, Marcus Samuelsson

OCLC Processing:

Each book's item location must be changed on OCLC before being placed on display

Steps:

- 1) Click "Discover Items" on OCLC
- 2) Scan book barcode
- 3) Click "edit" after book record appears
- 4) Keep **permanent** location as "Circulation"
- 5) Change **temporary** location to "Harborside Display"
- 6) Place book on the back counter (in front of Meika's office)

Your Name	Book Title	Call Number	OCLC Processed? Y/N
Tee	The rise : Black cooks and the soul of American food	TX715.2.A47 S26 2020	Y
Tee	Black food : stories, art & recipes from across the African diaspora	GT2853.U5 B59 2021	Y
Gabby	Between Harlem and Heaven: Afro-Asian-American Cooking for Big Nights, Weeknights, and Everyday	TX 715.2 .A47 J64 2018	Y
Gabby	The Cooking Gene	E 185.89.F66 T95 2017	Y
Eve	Afro-vegan : farm-fresh African, Caribbean & Southern flavors remixed	TX837 .T4337 2014	Y
Eve	Soul food love : healthy recipes inspired by one hundred years of cooking in a black family	TX715 .R2136 2015	Y
Christine	New soul cooking: updating a cuisine rich in flavor and tradition	TX715 .H733 2003	Y
Christine	Soul food : the surprising story of an American cuisine, one plate at a time	TX715.2.A47 M55 2013	Y
Raquel	Jerk from Jamaica: Babecue Caribbeans style	TX716.J27 W55 2007	Y
Raquel	Southern Belly: the ultimate food lover's companion to the South	TX357 .E34 2000	Y
Nick	African American Foodways: Explorations of History & Culture	TX715.A2428 2007	Y
Nick	The Jemima Code: Two Centuries of African American Cookbooks	TX715.2A47T57 2015	Y
Masha	Soul and spice : African cooking in the Americas	TX715 .W587 1998	Y
Masha	My America: recipes from a young Black chef	TX715.2.A47 O59 2022	Y
Josh	The Edna Lewis Cookbook	TX715 .L6683 1972	Y
Josh	New American Table	TX715 .S14523 2009	Y
Josh	Watermelon & Red Birds: a Cookbook for Juneteenth and Black Celebrations	TX 715.2 .A47 T39 2022	Y
Aurora	Between Harlem and Heaven: Afro-Asian-American Cooking for Big Nights, Weeknights, and Everyday	TX 715.2 .A47 J64 2018	Y
Aurora	Kwanzaa: An African-American celebration of culture and cooking	TX 715. C7865 1991	Y
Elena	Southern Sideboards	TX .S683 1978	Y
Elena	A Taste of Haiti	TX716.H3 Y876 2004	Y
Ntui	the Africn Cook Book	TX725 .A4 S28 1993	Y
Ntui	Illustrated Honoring the Iconic and the Unseen Black History	E 185.96.M44 2022	Y

Figure 3. Students' progress and guidance, JWU Library.

Checking Students' Progress and Work Performance

This team project helped to highlight individual students' work ethic. This mainly related to the level of initiative students took with tasks. For example, some students contributed to the project immediately while others required regular reminders in-person and over email. At times, my check-ins with the students confirmed that these pauses in progress were not due to any confusion related to library procedures. Instead, certain students communicated that their progress was delayed because they chose to complete personal studies ahead of library duties while at work. These situations sparked conversations about workplace priorities and expectations, but for the most part, student assistants made positive contributions to the monthly book displays, individually and as a team.

In the end, the Harborside Library student assistants created nine of 12 book displays during the 2022–2023 academic year. Some months included more than one themed display at a time. I independently designed three of the book displays during the Summer New



Figure 4. Black culinary history book display, JWU Library. Photo by author.



Figure 5. National garden month book display, JWU Library. Photo by author.

Student Orientation, Winter Break, and Spring Break, when student employees were not present. I viewed the new student team initiative as a success. Visual examples of the team's book display creations are included in figures 4 and 5.

Conclusion

Student-created monthly book displays have continued since the initial pilot. The project remains useful in promoting teamwork among student employees while deepening their

understanding of library procedures and their role in creating a welcoming space for patrons. In the future, I hope to encourage additional student employee contributions. These contributions may include further involvement in crafting each monthly display theme or identifying campus interests that the library can support, such as the impact of nutrition on academic performance.

From a librarian perspective, the team-based project helps to alleviate some of the negative effects of limited professional staffing. In this regard, librarians do not have to sacrifice the positive impact of visually engaging and informative book displays. Instead, they can focus on more pressing responsibilities such as information literacy instruction, research services, subject liaison work, etc. In conclusion, the student team book display project produced several benefits including the reinforcement of library lessons, collaboration, and a greater sense of workplace purpose among the library student staff. *nn*

Notes

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How College Students Respond to Climate Change in Troubled Times

Four Takeaways from Project Information Literacy's Latest Study

Information literacy educates individuals for life as free human beings who have the capacity to influence the world. But at a time where there is less agreement about what is true, what can be trusted, and where information has originated, it's more challenging than ever for the public to reach consensus about how to respond to big, complex problems such as climate change.

How can students learn to take informed action when their ability to comprehend and respond to threats posed by the climate crisis is jeopardized by anxiety, frustration, and despair? How can librarians connect with students and faculty alike when the stakes are so high and society's ability to confront the crisis seems so inadequate?

At Project Information Literacy (PIL), a national research institute I direct, we think it's critical for us to understand not *what* students know about the climate crisis but *how* they know it, so librarians can develop effective learning opportunities. What are the ways in which students encounter, engage with, and respond to climate change news and information? How do these interactions shape their perceptions of the worldwide climate emergency? How do these attitudes impact their willingness to take action?

To answer these questions, a team of PIL researchers surveyed 1,593 college students from nine US colleges and universities earlier this year as part of a larger study on how Americans encounter and act on information about climate change. We used information literacy as a lens to better understand why some students are skeptical or ambivalent about climate change while others remain hopeful in the midst of gloom.

Our latest research was part of a yearlong study that our small team of PIL researchers in library and information science, new media, and data science conducted during 2023 and 2024. We examined how our sharply divergent attitudes and beliefs about climate change are shaped by the channels of news and information with which people, including students, living throughout the United States encounter, curate, and engage.¹ To date, there have been no other in-depth explorations of the technological and social infrastructures through which Americans develop their understanding of the climate crisis.

Since students will have to live with the consequences of decisions we make now to combat climate change, their perspective is vital for addressing climate change today. A deeper understanding of how students encounter and process information about climate change

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can help campuses address the pervasive despair among students who worry that little can be done to combat the crisis.

Librarians are well aware that information flows to all of us, online and in person, through multiple channels that have grown increasingly diverse, individualized, and unrelenting. These streams, influenced by our experiences and values, make up our *information worlds*, a concept critical for understanding how social and technological spaces determine our fundamental beliefs and knowledge and the ways in which we make sense of their world. Ultimately, information worlds are what unites and divides us.

This article shares four major takeaways from our research about how information worlds define students' encounters and response to climate change. Our findings serve as a basis for some librarians wanting to promote and others actively mobilize climate change engagement and action on their campus.

1. Students curate information streams that include climate change news, but most find media coverage about the climate crisis lacking and frustratingly incomplete. While students we surveyed followed news of all kinds, they had read, listened to, or heard only "some" (27%) or "a little" (39%) climate change news during the past week. As one said of news coverage, "it's either a new record we've broken with heat, or loosening regulation—it's all very depressing." One reason for this reaction may be that too much of the news coverage of climate change is so bleak: More than three-quarters of the student sample (77%) agreed with the statement, "The media focuses more on the negative impacts of climate change rather than solutions."

What appears lacking in most climate change coverage is not so much a sense of urgency but the big-picture context with a focus on progress toward solutions. The *newness of news*, with its focus on the latest weather-related disasters and political disputes over climate policy, makes it hard to cobble together a sense of perspective. Our findings suggest this gives many students (and so many of us) a vague sense of impending catastrophe rather than a clear path for possible futures based on choices we make together.

Librarians are particularly well suited to respond to this problem: Whether it's through reference services or instruction, academic librarians can share how to find credible news stories providing more context about the climate crisis that speak to the concerns and preferences of their specific student and faculty audiences. There are reliable news sources, such as *ProPublica* and *The Guardian*, that have been long-time leaders in solutions journalism and publishing in-depth stories with data and evidence about mitigating climate catastrophes through community action and federal policy changes. For many librarians, sources like these are a starting place to work with students and faculty.

2. Students rarely share climate change news and information with others, but the classroom provides a rich setting for discussions. While a majority of students held the same opinions about climate change as people in their orbit, such as family (66%) and friends (79%), their participation in the public square was notably limited. Few students (27%) shared ideas or links to climate change news and information through conversations with people in real life or on social media in the month prior to taking the survey, if at all (26%). A large majority (74%) said discussions about climate change can be productive, even though respondents' comments suggest many are not likely to initiate them.

Surprisingly, a vast majority of our student sample (66%) say they were willing to talk about climate change with someone even if they don't necessarily agree, a surprise given the political contention during a heated election year.

The classroom is one place where conversations can flourish. As one student put it, "Hearing about climate change makes me want to be part of a solution, it's why I'm studying environmental science." For some students, general education courses encouraged them to overcome anxiety and feel more positive about the future. As one student said, "I already knew about climate change, but the class focus on explaining how to increase electric power made the solution seem doable and made me more hopeful about combating climate change." As we have found in PIL's prior research,² the classroom can be an influential incubator for discussing and interpreting current events, and for offering solutions that foster student engagement.

We're not the only ones that think this way. Writing for *Scientific American*, Matthew Schneider Mayerson³ says the key to talking with students about climate change is to let them express their feelings and fears before introducing the science. That's when discussions about worries and concerns can happen and students can see how community climate action amplifies solutions—solutions that can counter despair, inform policy making, and spark feelings of hopefulness. As a starting point, PIL's news study lays out teaching strategies for how to better prepare students to gather and evaluate credible news sources, first as students and then as lifelong learners.

3. Encounters with climate news may be sporadic, yet students routinely evaluate the credibility of content. Most students' pathways to climate change news are self-curated and algorithmically promoted. As a result, their encounters with climate change news are sporadic and unplanned—something about climate change pops up on their social media feed (54%) or appears on a news site they visited (28%), or their attention is drawn to a headline, photo, illustration, or chat while scrolling (31%). In sharp contrast, those who actively searched for climate change news comprised a small minority of our sample (18%). As our survey responses and open responses to our survey confirm, climate change news comes in a piecemeal, haphazard manner about one disaster after another.

Even though these may not be ideal ways to stay current with climate change, students had a deep trust and acceptance of expertise. Trust in US institutions of all kinds has been declining for years,⁴ yet the students we surveyed were both more trusting of institutional knowledge and more inclined to evaluate the information they encountered than our general sample of Americans. A significant majority of students (82%) agreed that scientists understand the causes of climate change, and over half (58%) believed most news about the climate crisis was credible. Many had combined this innate trust with other methods of verifying the reliability of news, like comparing one source with another for fact-checking.

Having grown up with the threat of climate change, many have learned about media and information literacy, and source evaluation appears to have become a habitual practice, often introduced to them by librarians. In the larger sense, these findings are good news for librarians: They provide empirical evidence that ongoing lessons in determining the credibility of sources, even with a well thought out "one-shot," can have cumulative and positive outcomes as far as shaping student evaluation practices.

4. Amid widespread climate anxiety, there are glimmers of hope. While climate change made a large majority of students we surveyed (78%) feel anxious about their future and even more (88%) were anxious for future generations, nine out of 10 undergraduates agreed that humanity has the ability to mitigate climate change. Another 78% believed in the power of individual action, and even more (81%) were motivated to be part of the climate change solution. There's good news in findings like these: Even if students say they are "sad," "worried," "anxious," and "angry" about living on a planet in peril, many are taking individual steps, such as recycling and taking mass transit to fight climate change, no matter how small they may seem.

The challenge, as author and climate activist Hannah Ritchie argues,⁵ is convincing more people that they are not alone in wanting action on climate change. In particular, librarians can leverage their role on campus as a gathering place for discussion, knowledge, research, and access to carefully curated climate change resources that are both current and credible.

A Way Forward

Taken together, findings from our latest information literacy research tell us students living in the US have devoted considerably more attention to thinking about climate change than other young people their age not actively enrolled in college. Students by and large trust scientists to understand the causes of climate change and also trust journalists more than we found in our survey of the general population. Most students have a strong belief that combating climate change is their civic duty, and though they feel anxious about the future, they believe humans will mitigate the climate emergency facing all of us. More than any other findings, our survey results demonstrate students have made evaluation a habitual practice, even with topics as complex as climate change.

Altogether, our findings suggest that, coupled with widespread anxiety about the future, there is a groundswell of support for climate action on campuses. Other pressing issues compete for students' attention, like wars raging in the other parts of the world, student protests across the country, and a looming presidential election, yet only a handful of our survey respondents (20%) say that they don't think about climate change at all.

For all these reasons, librarians have played—and continue to play—a critical part in helping students gain a sense of agency as we all confront a global climate challenge. Helping students deal with such vast and pressing issues raises new research questions relevant to librarians' and educators' needs about navigating the changing information landscape. More than ever, librarians can bring credibility, clarity, and a deeper understanding of climate change solutions to students seeking answers as well as spark hope and give students a sense of agency about an uncertain future. *»*

Notes

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About PIL’s Climate Change Study

The climate change study was conducted by Alison J. Head, PhD, Steven Geofrey, Barbara Fister, and Kirsten Hostetler. PIL Fellows Yuqi He, Marisa Ambrose, and Noah Padecky were also contributors to the research,

The climate change was generously supported by Marcie Rothman, founder of the Rothman Family Institute for Food Studies at UCLA, with additional support from colleges and universities participating in the student survey: Arizona State University West Campus, Brandeis University, Central Oregon Community College, Columbus State University, Grinnell College, Indiana University South Bend, Santa Clara University, Tufts University, and the University of Minnesota Duluth. Affiliate support was provided by the Natural Resources Defense Council (NRDC), the Fulbright Specialist Program, and Pepperwood Preserve.

Amanda Y. Makula

Celebrating the Scholarly Communication of Our Campus Community

How Can Today's Academic Library Play an Integral Role in its Parent Institution's Scholarly Output?

Colleges and universities vary in the ways they track, capture, or curate the scholarly output of their faculty members. Some use a centralized platform, such as an institution-wide Research Information Management (RIM) or Faculty Activity Reporting (FAR) system, while others leave this effort in the hands of individual departments, schools, or units. Some pay a vendor for a commercial solution while others develop their own tool in-house. Some require very specific, detailed reporting, while others are more laissez-faire in their approach. And, just as these methods vary, so does the role of the academic library in this effort. At the University of San Diego (USD), Copley Library has aligned itself with other academic administrative units to claim a leading role in identifying, organizing, and celebrating the intellectual output of the university.

USD is a private Catholic institution with just under 10,000 students and classified by Carnegie as a Doctoral University—High Research Activity. For many years, the Office of the Provost (OP), in conjunction with the Office of Sponsored Programs (OSP), has led an annual event designed to recognize faculty grant recipients. This event took the form of an afternoon reception, held outdoors in late spring in the Garden of the Sea located behind the Joan B. Kroc Institute for Peace and Justice building. In recent years, the library noticed that the event seemed a natural home for recognition beyond grants, recognition that could extend to faculty research, scholarship, and creative activity of all shapes and sizes. Not only would such an expansion build partnership and foster collaboration with the event's originators (the OP and OSP), it would also help situate the library as a key player in chronicling USD's scholarly production and communicating its impact to the broader campus community and stakeholders.

To establish its new role in the event, the library first proposed a change in venue. Rather than the outdoor garden, the event could be moved inside the library to the illustrious Mother Hill Reading Room, known affectionately on campus as the "Harry Potter Room." Alongside the relocation, the library also envisioned new contributions to the content of the event. The 2023 event, titled the Research and Scholarship Recognition Reception, would feature faculty scholarship published the previous year (2022), showcased by a comprehensive bibliography, displays of faculty-authored books, and posters of the first page of scholarly or research articles. It would be a visual representation of the scholarly record coming out of USD, a tangible monument of the intellectual labor of the university's faculty.

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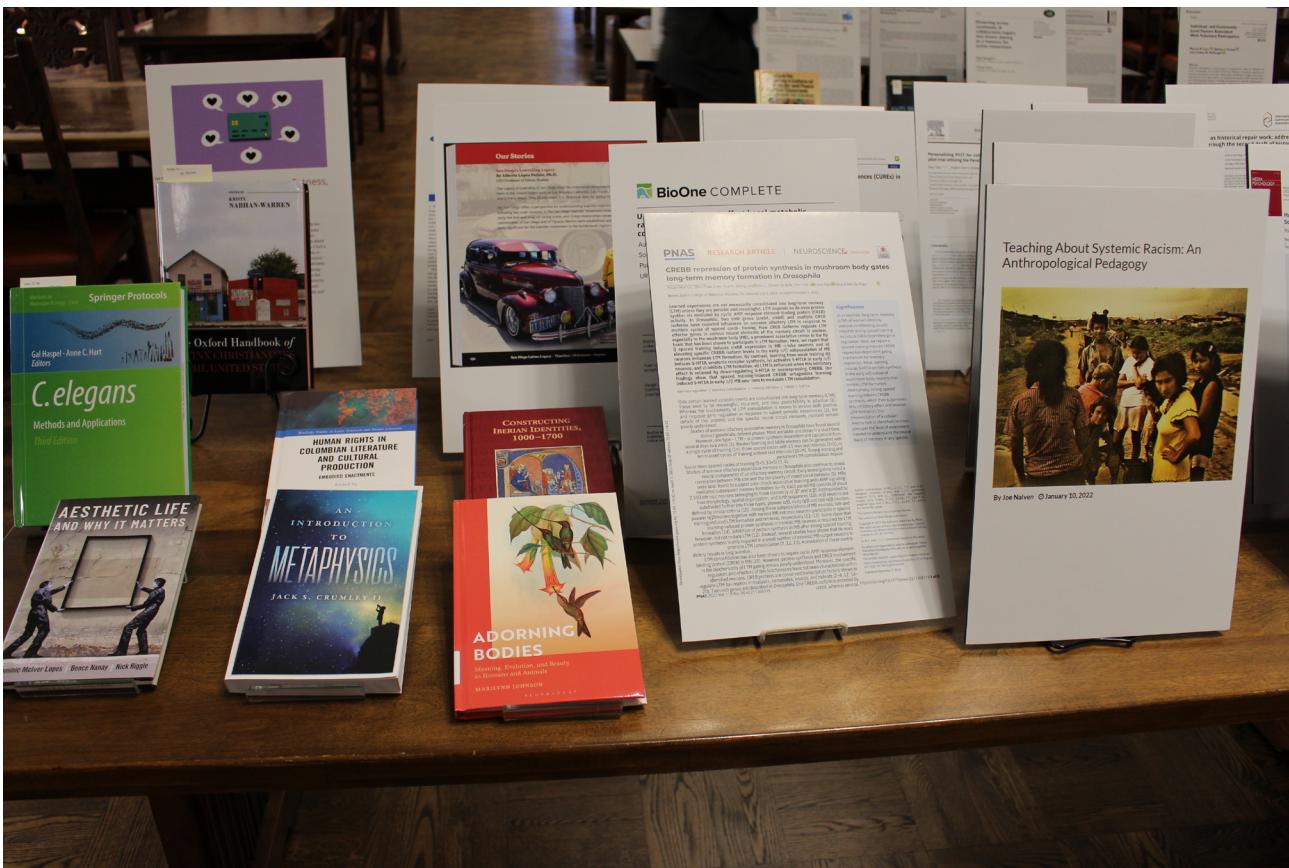


Image 1. A selection of scholarship displayed at the 2024 event. Photo credit: Jordan Kobayashi.

This ambitious re-envisioning of the event was no small feat. Because USD does not have a subscription to a proprietary RIM or FAR product, we had to instead develop a grassroots plan to build and refine the bibliography, requiring months of advance planning, teamwork, and collaboration.

The Digital Initiatives unit, which I head, was charged with leading this initiative. One of our first steps was to cull citations from databases, such as Web of Science and the freely available Lens.org, to establish a preliminary bibliography. While the database results provided this foundation, they certainly did not capture the full record. As Jennifer Bonnet, Barbara Alvarez, and Sigrid Anderson Cordell point out, “comprehensive coverage of faculty publications is extremely difficult. No single method of discovery suffices to ensure capturing a complete set of data”¹ Thus, it was critical that we solicit additional citations from faculty members themselves, and this was accomplished by a variety of means, such as deploying the library’s liaison and embedded librarians to reach out to the faculty in their respective schools and units, explain the project, and encourage them to report their scholarly work; combing the *Faculty Newsnotes* campus publication, in which faculty self-report their scholarly activities; and contacting administrators in each school to request that they pass on to us this information if they receive it from their faculty members.

As we built the bibliography from these cumulative efforts, we ran into several issues that required reflection and creative problem-solving. First, because USD’s name is similar to that of other schools, such as the University of California-San Diego and San Diego State University, the database search results contained several instances of citations authored by faculty at those institutions, despite specifying “University of San Diego” in the Affiliation field. We had to manually compare each citation against a USD employee directory—generated



Image 2. Attendees enjoy mingling at the 2024 event. Photo credit: Jordan Kobayashi.

for us by ITS, another collaborative partner in the effort—to ensure that at least one of the authors was indeed affiliated with USD.

Sara Tabaei et al. articulated well another issue that confronted us, this one broader and more ideological: how to define the parameters of the project, both in terms of eligible authors and content types.² For example, who “qualified” as an author for purposes of this project? Did the person need to be tenured or tenure-track faculty member, or should adjunct faculty, visiting fellows, research associates, graduate students, administrators, etc. also be included? And what about the types of scholarship that we would feature—should we limit it to textual research publications such as peer-reviewed scholarly journal articles and books? Or should we broaden the scope to include outputs such as conference papers, exhibitions, musical scores, software, theatrical performances, and more? We had to ask ourselves, where, if at all, should we “draw the line?”

We soon saw the need to form a small committee to discuss these and other issues and brainstorm how to address them. To be as inclusive as possible, the committee proposed including anyone employed—in any capacity—by the university as an eligible author. Not only would this generate a larger bibliography representative of the vast array of authors across the institution, it would also foster a sense of community by honoring the scholarly contributions of all employees, regardless of position classification. Everyone would be welcomed and celebrated.

Similarly, we chose a broad, inclusive approach to the types of scholarship the bibliography would comprise. We recognized that different disciplines do scholarship differently, and that this diversity should be respected. Thus, the aforementioned types of content all made the cut, and while we agreed that we would not solicit popular types of content such

as magazine or blog pieces, if an author submitted them to us or to their liaison librarian, we would add them to the bibliography.

As the event drew closer, we printed and assembled several printed copies of the final bibliography, with tabs for each school/unit. Meanwhile, the acquisitions and cataloging librarian pulled print copies of books authored by USD folks from the stacks, ordered any that the library didn't already own, and generated QR codes for e-books. In the case of edited books, we placed bookmarks inside to identify the USD author's contributed chapter. When authors provided other materials, such as CDs, we gathered these as well. To showcase published articles—the predominant form of scholarship in the bibliography—we collected the first page of each and had them printed on legal-sized (8.5" x 14") poster board. Together, all these artifacts were displayed at the event, on tables designated for each of the schools/units. For example, the table for the Hahn School of Nursing and Health Science held all materials created by the faculty and staff affiliated with that school. Finally, because we knew that we would inevitably miss someone's work—no matter how hard we tried to be comprehensive, building the bibliography was an imprecise science—we created small signs asking attendees to contact us if we had omitted their scholarship so that we could add it to the bibliography.

The event itself was a mix of formal remarks by the provost and recognition of grant recipients as well as unstructured time for attendees to enjoy beverages and refreshments, mingle with colleagues, and wander among the tables, perusing the displays. People were eager to find their name in the bibliography and delighted to see their article, book, or other artifact among the displays. In fact, several attendees asked to take their article posters home with them following the event, and a faculty member from the School of Leadership and Education Sciences (SOLES) gathered all their e-book posters to mount a display in their building's foyer. The success of the 2023 event made it easy to decide to do it again in 2024. For the second year, we made a few modifications, such as replacing the print binders with electronic tablets and showcasing our institutional repository, Digital USD,³ on a large-screen monitor to encourage attendees to learn more about it and add their scholarship. For both the 2023 and 2024 events, we deposited the final bibliography in the repository so that there is a permanent record of the university's scholarly output readily viewable for anyone at or beyond USD.

As we look toward the future, we are excited to build on the energy and enthusiasm generated by the first two events while also examining and addressing the challenges that we face, which echo those outlined by Michelle Armstrong and Julia Stringfellow in their analysis of Albertsons Library's Author Recognition events at Boise State University—namely, the all-consuming nature of “finding the publications, verifying the content, and ensuring the consistency of citation format . . . activities [which are] all outside of their regular job duties.”⁴ We are pondering how to sustain such a large undertaking each year while simultaneously juggling the many other responsibilities of our department. We must find ways to streamline the workflow, to make it more efficient while keeping an eye on costs. We may be able to incorporate automation to relieve some staff time and reduce errors introduced by manual entry. To that end, the Provost's Office has assembled a working group tasked with exploring a homegrown technical solution for capturing scholarly citations, and I will serve as the library's representative to this group. The goal is to make the process as robust and efficient as possible, and the final product—the annual bibliography—as accurate and

comprehensive as it can be. Finally, we want to learn more about the value of this work to the university administration and to the authors themselves. While attendance at the event has been high, and anecdotal feedback positive, we are considering a formal means of assessment to understand more clearly how this work impacts the institution and how we would characterize its return on investment.⁵

As Edward M. Corrado points out, “While perhaps not a traditional academic library role, highlighting university research fits within the basic mission of libraries to serve as partners for advanced inquiry and learning.”⁶ The Research and Scholarship Recognition Reception at USD is a prime example of an academic library enhancing an existing campus initiative by embedding itself in the process and offering its unique services and expertise. 

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ACRL Board of Directors' Actions

Highlights of the Board's 2023–2024 Meetings

For LibLearnX 2024, the ACRL Board of Directors met virtually on January 26 and 31, 2024. An informal virtual Board Update meeting was held on January 12, 2024. The Board also met virtually with the ACRL Budget and Finance Committee for a joint meeting on January 29, 2024. For the 2024 ALA Annual Conference, the ACRL Board met in-person on June 29 and 30, 2024. The Board held an informal virtual Board Update meeting on June 13, 2024. Between ALA conferences, the Board held virtual meetings on October 24, 2023, and April 25, 2024, along with holding informal virtual Board Update meetings on September 1 and December 1, 2023, and May 17, 2024.

At LibLearnX, the Board met virtually with the leaders of its five goal-area committees: Equity, Diversity and Inclusion; New Roles and Changing Landscapes; Research and Scholarly Environment; Student Learning; and Value of Academic Libraries to assess progress on ACRL's strategic plan, the Plan for Excellence. At ALA Annual, the Board received updates from goal-area committee leaders for the Value of Academic Libraries; Equity, Diversity and Inclusion; and New Roles and Changing Landscapes. Updates on the Student Learning and Research and Scholarly Environment will take place later this year.

At LibLearnX, the Board received an update and final recommendations from leaders of the Awards Process Implementation Task Force. At the spring meeting, the Board received an update from representatives on the ALA Work Group for Standardization of Division Membership Dues. At LibLearnX and ALA Annual, the Board received updates from the ALA Treasurer and ACRL's liaison to the ALA Executive Board. In January and June, the Board reviewed the preliminary FY25 budgets for ACRL and Choice and will take action on the final budgets in late summer 2024, prior to the ALA Executive Board approving the budget for the association.

Board members, whose terms ended on June 30, 2024—Erin L. Ellis and Jessica Brangiel—were recognized and thanked for their service.

The ACRL Board of Directors took the following actions during the 2023–2024 program year.

Equity, Diversity and Inclusion

- Approved the ACRL Budget & Finance Committee's recommendation to use up to \$9,440 to fund 40 ALA/ACRL memberships for academic and research library workers identifying as BIPOC and/or Disabled and serving underrepresented groups.
- Approved \$600 to provide ASL services and honoraria for the ACRL Equity Diversity and Inclusion Committee's programming panel for librarians with disabilities/disabled librarians.
- Established the Library EDI Committees Discussion Group and Training and Equity in Library Work Discussion Group.
- Renewed for another three years the Academic Library Services for International Students Interest Group and Universal Accessibility Interest Group.



ACRL Board of Directors 2023–24 (l to r): (back) Yasmeen L. Shorish, Kara M. Whatley, Jessica Brangiel, Rebecca Miller Waltz, Walter Butler, Joe Mocnik, Tarida Anantachai; (front) Beth McNeil, Erin L. Ellis, Allison Payne. Not pictured: Toni Anaya, Amy Dye-Reeves, Leo Lo, Mary Mallery.

Student Learning

- Extended to June 2026 the National Survey of Student Engagement (NSSE) Information Literacy Module Review Task Force.
- Established the Privacy Literacy Discussion Group.

Value of Academic Libraries

- Updated the Project Outcome for Academic Libraries Editorial Board to remove the ex-officio members from the Value of Academic Libraries Committee, Student Learning and Information Literacy Committee, and Academic Library Trends and Statistics Survey Editorial Board.

Enabling Programs and Services

Strategic goal areas will be supported by financial and operational planning and will guide the development and implementation of programs and services that target education, advocacy, and member engagement.



ACRL Board of Directors 2024–25 (l to r): (back) Joe Mocnik, Kara M. Whatley, Rebecca Miller Waltz, Walter Butler, Tarida Anantachai, Yasmeen L. Shorish; (front) Beth McNeil, Leo Lo, Brad Warren, Allison Payne. Not pictured: Amy Dye-Reeves, Carrie Forbes, Mary Malley, Rachel M. Minkin.

Advocacy

- Approved the 2023 ACRL Legislative Agenda.

Publications

- Approved the appointments of Samantha H. Peter as editor of *Publications in Librarianship* (PIL) with an initial term of July 1, 2024, through June 30, 2027, and Michelle Demeter as editor-designate of *College & Research Libraries* for the term of July 1, 2024, through June 30, 2025, and then as editor with an initial term of July 1, 2025, through June 30, 2028.
- Approved the ACRL/RBMS Guidelines for Loans of Special Collections Materials for Exhibitions and Resource Sharing and Competencies for Academic Library Outreach Work.
- Established the Artificial Intelligence (AI) Competencies for Library Workers Task Force.

Member Engagement

- Approved the Awards Process Implementation Task Force report and recommendations, which included:
 - Establishing the Awards Coordinating Committee.

- Lifting the pause on giving awards and grants, effective July 1, 2024. In 2024–2025, each awards committee will be charged with reviewing the description, selection criteria, and selection process for the award(s) it juries. It is anticipated that awards and grants will be issued starting in 2025–2026.
- Adopting new policies and procedures related to awards and grants that support equity.
- Developing and implementing an awards portal.
- Ending cash gifts for award recipients.
- Approved the following awards' program definitions:
 - Awards: Non-monetary recognition of a specific person(s) or institution(s) to acknowledge achievement.
 - Grants: Distribution of competitive funding for a specific project planning or project implementation given to a specific person(s) or institution(s) that benefits the profession.
- Approved RBMS proceeding with the awarding of the Leab Exhibition Awards in the 2024–2025 fiscal year due to the section completing their awards processes review to ensure equity, diversity and inclusion (EDI) principles are incorporated into all aspects of the awards' program.
- Established the Communities of Practice Task Force with the charge to review and make recommendations for ACRL Interest Group and Discussion Group structure, leadership, budget, and reporting.
- Renewed for another three years the Academic Library Services for Graduate Students Interest Group; Evidence Synthesis and Methods Interest Group; Residency Interest Group; and Virtual Worlds Interest Group.
- Transitioned the Image Resources Interest Group to the Image Resources Discussion Group.
- Dissolved the Hip Hop Librarian Consortium Discussion Group and the Research and Assessment Metrics Discussion Group.
- Approved a policy update to disallow Section Basic Services Funds or solicitation of donations to be used for external social events, effective fiscal year 2024.
- Approved that Chapter Council Officers no longer are required to also serve on their state Chapter's Board.

Enabling Programs and Services: Operations

- Approved revisions and additions to the ACRL Bylaws: Article VII Budget and Finance Committee Chair; Article IX Board of Directors, Section 5; Article XI Nominations, Section 1; Article XIII Elections, Section 2; and Article XVIII Mail and electronic votes, Sections 1, 2, 3 and approved their inclusion on the 2024 election ballot. These revisions and additions were approved by ACRL membership on April 3, 2024.
- Aligned ACRL retired member dues category with the Type I personal dues' category to simplify the division's dues' structure in accordance with the new ALA membership model approved by the ALA Executive Board. The other Type II dues categories (International/Non-Salaried/Library Support Staff) are already aligned with Type I personal dues in the ACRL dues' structure.

- Approved the ACRL Budget & Finance Committee's recommendation to increase personal member dues by \$2, which is 3% of the 4% increase in the Higher Education Price Index (HEPI) as allowed by the ACRL Bylaws. The FY25 personal member rate for Type I and Type II will be \$76.
- Approved the ACRL Budget and Finance Committee's recommendation for a student dues rate of \$5 for FY25.
- Approved the ACRL Budget & Finance Committee's recommendation to approve the ACRL and Choice FY25 budget assumptions, with the amendment to reflect ACRL 2025 conference registration to increase by 2.5% (down from 5% as originally included).
- Approved the Board's proceedings from the 2023 ALA Annual Conference, 2023 Fall Board Virtual Meeting, and 2024 LibLearnX. *»*

Digital Dante: Original Research & Ideas. Access: <https://digitaldante.columbia.edu/>.

Digital Dante originated in the early 1990s by Jen Hogan, a PhD Candidate in Columbia University's Teachers College, who sought "to create a website around a text that would embody the values of a liberal arts education." Hogan worked with renowned Dante scholar Teodolinda Barolini, professor of Italian at Columbia University, but after Hogan graduated the site fell dormant. In 2011, in response to inquiries from other Dante scholars, Barolini decided to revive the site with the collaboration of the Columbia University Libraries. The current site was relaunched in 2014 with Barolini as editor-in-chief and the Columbia University Libraries Digital Scholarship Services supporting the technological aspects of the site.

Described as "primarily a curated online scholarly site devoted to original research and ideas," Digital Dante can be divided into three major sections. The main section contains *The Divine Comedy* and deftly interlinks the *Commento Baroliniano*, the first online commentary to the work, with videos of Barolini's yearlong course on *The Divine Comedy*, the Giorgio Petrocchi Italian text, and Henry Wadsworth Longfellow and Alan Mandelbaum translations. It includes a gallery of illustrations from three rare books, dating from 1497 to 1568 from the Columbia University Library's Special Collections. Additionally, there are audio recordings of *The Inferno*, with plans for recording the entire text.

The second section, the "Intertextual Dante," actively shows connections between *The Divine Comedy* and Ovid's works. The third section contains original research articles, dating from 2014 to 2022, related to "Image," "Sound," "History," and "Text" that were submitted by artists, philosophers, and scholars. Topics range from "Geometrical Models of the Cosmology of the *Commedia*" to "A 21st-Century Illuminated Manuscript and the Artistic Tradition of Dante's *Inferno*."

The real strength of this site is its combination of interactive text, commentary, video, and related images that can be found for each canto of *The Divine Comedy*. This differs from Dartmouth's Dante Project and its Dante Lab Reader, which provides 75 commentaries from 1322 onward in textual form only. The World of Dante from the University of Virginia supplements its side-by-side text and translation with notes linking to people, places, images, etc.

Although the interactive nature of this site would attract undergraduate students researching Dante, Digital Dante also offers much original research for academic Dante scholars.
—Doreen Simonsen, Willamette University, dsimonse@willamette.edu

Tax Foundation. Access: <https://taxfoundation.org/>.

The Tax Foundation website stands out as a reliable source of tax information for individuals and policymakers. It offers a unique blend of basic knowledge, in-depth research, and tax analysis. This nonpartisan, nonprofit educational organization has been operating since 1937, ensuring its tax assessment and guidance are not influenced by any party or group, thus maintaining its objectivity.

The site provides tax information for the United States and Europe. On the top of the homepage, one can select which area to narrow down to, with the United States being the default, although Europe has less information. The website is designed with user-friendliness in mind and organized into several sections, with the main content providing abundant research. The content consists of blog posts, research reports and articles, data maps and statistics, educational videos and resources, podcasts, and webinars. Topic headings and related documents facilitate exploration, creating an easy-to-use and well-structured website. Current topics of interest are provided, including an analysis of the tax plans of the US presidential candidates, with easy-to-understand explanations.

The “Experts” section details the Tax Foundation’s authoritative professionals and scholars in the field. There is a detailed photo of each expert, a biography outlining their credentials, email contact information, links to their work and social media profiles, and a form to request their speaking services.

Data and statistics are arranged by topics such as federal, state, global, and EU taxes. The “Education” section includes resources for educators, such as a glossary of terms, instructional videos, lesson plans, case studies, and assessments, to aid in teaching financial literacy. However, this section can also be helpful for individuals who want to engage in personal learning. Moreover, it offers courses such as “Tax Foundation University” and “State Tax Policy Bootcamp” and a podcast called “The Deduction.”

There is no advanced search feature on the Tax Foundation website, but users can refine their search by using filters. Filters such as focus, topic, content type, data maps, location, author, date, and tags allow you to narrow your search results in various ways. Selecting a filter makes it easier to locate the desired information since all search term options and number of related documents are displayed.

One can subscribe to five newsletters and receive updates about new content, including events, videos, and a daily digest of the latest tax news. This resource is essential for anyone seeking to comprehend taxation’s constantly evolving and intricate realm, particularly for individuals involved in US tax policymaking.—*Colleen Lougen, SUNY New Paltz, lougenc@newpaltz.edu*

Call for Reviewers

If you are interested in writing for the “Internet Reviews” column in *College & Research Libraries News*, please contact Joni Roberts (jroberts@willamette.edu) or Carol Drost (cdrost@willamette.edu); be sure and include your subject interests with your email. Reviews need to be approximately 380 words. We look forward to hearing from you!

The Virginia Commonwealth University (VCU) Libraries has received a \$24,585.00 grant from the Council on Library and Information Resources (CLIR) to support the preservation of the Films of Richmond Police Department (RPD) Surveillance Records (1961–1973). The award was part of CLIR's Recordings at Risk program, which is made possible by funding from the Mellon Foundation. The VCU Libraries will preserve and provide access to 156 films and 13 audio reels from the Richmond, Virginia Police Department (RPD) Surveillance Records (1961–1973). The films include footage of Black Panther Party meetings and activities in the 1960s; anti-draft, anti-war, and anti-busing protests; student protests at local universities; marches including the Poor People's Campaign and the Dr. Martin Luther King Jr. Memorial; and the trial of H. Rap Brown. These films will provide new opportunities to investigate aspects of the Civil Rights Movement for scholars from a wide variety of disciplines and locations.

The Penn State University Libraries has received a \$30,000 grant from the Hamer Foundation to expand access and investigate ways to ship materials to Penn State students with military affiliation studying remotely at United States military bases. Provided through a competitive proposal process, the grant aims to remove the University Libraries' Inter-library Loan department's delivery challenges to active-duty, military-affiliated students. Military bases do not permit direct shipment of materials via commercial shipping companies, such as FedEx and UPS, which the University Libraries uses for most remote shipment of requested materials. With the support of the Hamer Foundation grant, the Libraries' ILL department will continue its collaboration with Penn State World Campus and Office of Veterans Affairs and Services to enhance the University Libraries' academic support for military-connected users.

The Institute of Museum and Library Services (IMLS) recently announced 85 awards totaling \$22,533,904 to support libraries and archival services across the country. The FY 2024 awards were made through National Leadership Grants for Libraries and the Laura Bush 21st Century Librarian Program.

The National Leadership Grants for Libraries program supports projects that address critical needs of the library and archives fields and have the potential to advance practice in these professions to strengthen library and archival services for the American public. IMLS awarded 50 projects totaling \$13,206,160. The Laura Bush 21st Century Librarian Program supports the development of a diverse workforce of librarians and archivists to better meet the information needs of the public. IMLS awarded 35 projects totaling \$9,327,744. For a complete list of grantees and project descriptions, visit the awarded grants search on the IMLS website at <https://imls.gov/grants/awarded-grants>.

Atla has been awarded an \$800,000 grant from Lilly Endowment Inc. to develop a federated search solution for supporting research, teaching, and ministry. The first of its kind for theological education, this centralized hub will be an open discovery platform that cross-searches a wide range of materials, including a significant number of open access resources,

special archives and collections, and institutional histories. It will be designed to serve and support theological education, interdisciplinary research in religion, preaching, and teaching. It is intended especially to make discoverable the at-risk and underrepresented collections and histories held by libraries, archives, organizations, and communities that fully reflect the diversity of contributions in religion and theology in society. **»**