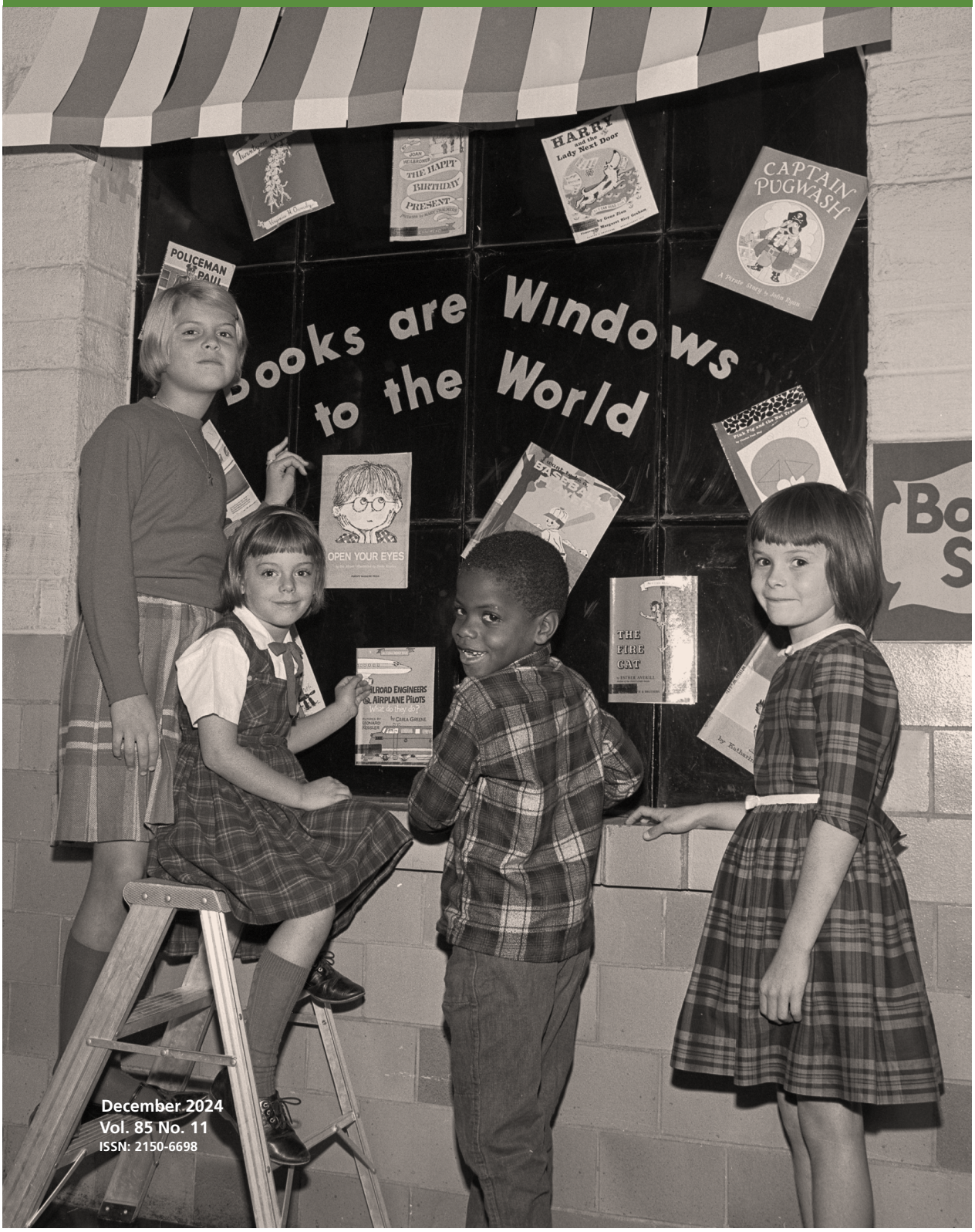
College & Research Libraries
news
Association of College & Research Libraries



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College & Research Libraries news

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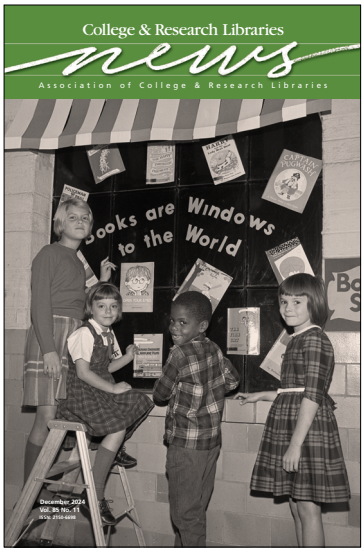

This month's cover features a 1965 image highlighting the timeless and universal message "Books are Windows to the World." The photograph conveys one of the most important missions we have as librarians—providing a collection of books that explore identities and experiences generating compassion for the uniqueness that each individual and group contributes to society. The image is a reminder of how reading cultivates harmony for humanity by protecting these opportunities for gaining new wisdom for all.

The photograph is part of a new digital collection from the Joliet Junior College Library, the Dr. Robert E. Sterling Local History Collection. The collection features nearly 5,000 images of the Joliet, Illinois, area and surrounding communities taken from 1895–1978. This collection and other historic content from Joliet Junior College, America's first public community college, can be viewed at https://library.jjc.edu/collections/archives.

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Editorial offices: (312) 280-2513

Email: dfree@ala.org

Website: crln.acrl.org

Product advertising: Contact Pam Marino, ACRL Advertising, c/o Choice, 575 Main Street, Suite 300, Middletown, CT 06457; (860) 347-1387.

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GPO Releases New Congressional Serial Set Volumes

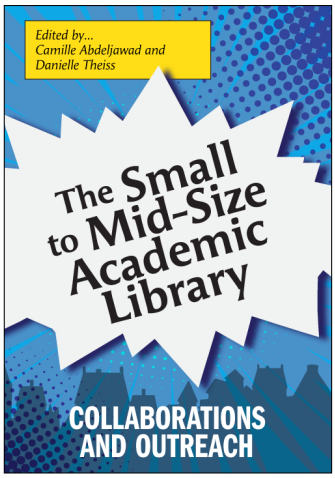
The US Government Publishing Office (GPO) has added more than 3,000 volumes of the Congressional Serial Set (commonly referred to as the Serial Set) containing more than 45,000 individual documents and reports to GPO's GovInfo, the one-stop site for authentic, published information for all three branches of the Federal Government. This comes as part of a multi-year effort with the Library of Congress to digitize and make accessible the Serial Set back to the first volume, which was published in 1817. Highlights from the newly added volumes include annual reports of the Smithsonian Institution's National Museum, reports from May and June of 1874 relating to Susan B. Anthony's criminal trial for illegally voting in elections in Rochester, New York; hearings on the construction of the Panama Canal; and compilations of the official records of the Union and Confederate armies during the American Civil War. The Serial Set is a compilation of all numbered House and Senate reports and documents, including executive reports and treaty documents, issued for each session of Congress. GPO is uploading volumes of the official Serial Set in phases for free public access on GovInfo.

Nominations Sought for ACRL Board of Directors

Don't be shy! Your participation matters and we invite you to be a part of shaping the future of ACRL. The ACRL Leadership Recruitment and Nomination Committee (LRNC) strongly encourages members to nominate themselves or others to run for the position of ACRL vice president/president elect and director-at-large in the 2026 elections. We seek Board members who can offer visionary leadership and a broad perspective of librarianship. It is not a requirement that members of the Board be library directors or deans to be eligible to serve on the Board. The deadline for nominations is February 15, 2025.

The LRNC will request a curriculum vita and/or a statement of interest from selected individuals prior to developing a slate of candidates. If you have any questions about the nominating or election process, please feel free to contact LRNC Chair Pat Hawthorne at hawthorne@uthscsa.edu. Additional information about the ACRL Board of Directors is available on the ACRL website at https://www.ala.org/acrl/resources/policies/chapter2.

ACRL Releases The Small to Mid-Size Academic Library: Collaborations and Outreach



ACRL announces the publication of *The Small to Mid-Size Academic Library: Collaborations and Outreach*, edited by Camille Abdeljawad and Danielle Theiss. This book—the first in a new series from ACRL, *The Small to Mid-Size Academic Library*—captures how academic library workers at these institutions are providing engagement and outreach opportunities for students by partnering with other entities across their campuses.

Small to mid-size academic libraries often operate with reduced staffing, smaller budgets, and competing priorities. These limitations reduce the resources that can be allocated to programming and outreach efforts.

In three parts, *The Small to Mid-Size Academic Library: Collaborations and Outreach* provides easy-to-implement ideas and strategies for course, campus, and community outreach.

- Part 1: Collaborations
  - Cross-Campus Initiatives
  - External Collaborations
- Part 2: Academic Success Initiatives
  - Writing and Composition
  - Orientation and Programming
- Part 3: Evolving Roles of Libraries in Student Success
  - Student Wellness
  - Emerging Roles for Librarians

Increased student engagement with cocurricular library and cross-departmental activities can lead to higher student retention and persistence rates. Academic libraries have an important role to play in providing these opportunities, and the volume provides effective practices for supporting student success.

The Small to Mid-Size Academic Library: Collaborations and Outreach is available for purchase in print and as an ebook through the ALA Online Store; in print through Amazon.com; and by telephone order at (866) 746-7252 in the US or (770) 442-8633 for international customers.

Texas Exes iSchool Alumni Scholarship for BIPOC Students Recipient Named

Carlie Ruelas Herrera was awarded the Texas Exes iSchool Alumni Scholarship for BIPOC Students in May 2024. The scholarship fund was established and funded by iSchool alumni in 2022 in response to a need to support BIPOC students at the UT iSchool. An independent panel of reviewers selected Ruelas Herrara as the second awardee for the new scholarship. Ruelas Herrara anticipates completing her studies at the iSchool in May 2025.

Ruelas Herrara notes, "Thank you for your support in helping me pursue my goal of designing and enhancing products/tools for diverse needs. This scholarship has opened doors I never imagined, and I am deeply grateful. Your belief in me motivates my commitment to work hard and give back. I look forward to supporting others, just as you have supported me."

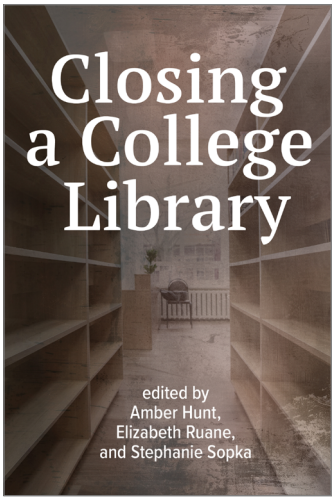
The Texas Exes iSchool BIPOC Scholarship Team continues to meet to oversee the existing scholarship, increase publicity about the opportunity, and raise funds to award additional scholarships in the future. Current and former members of the committee can be found on the scholarship committee's website https://fundutischoolbipoc.wordpress.com/.

Clarivate Unveils Framework to Evaluate the Societal Impact of Research

Clarivate has announced the development of a comprehensive framework for evaluating the societal impact of research. The approach has been outlined in a new report published today by the Institute for Scientific Information to address the growing demand for

demonstrating the benefits of research and development investments across various sectors of society. The report, "A Responsible Framework for Evaluating the Societal Impact of Research," outlines a responsible and robust foundation for evaluation that goes beyond traditional scholarly output and includes a wide range of data sources. Each of the eight facets in the framework contains multiple individual metrics, allowing for a detailed and customizable evaluation. The new framework will be incorporated into the forthcoming Web of Science Research Intelligence platform. Learn more at https://clarivate.com/lp/a-responsible-framework-for-evaluating-the-societal-impact-of-research/.

New from ACRL—Closing a College Library



ACRL announces the publication of *Closing a College Library*, edited by Amber Hunt, Elizabeth Ruane, and Stephanie Sopka, offering checklists, sample documents, and effective practices for the immediate needs that arise when a library is facing a merger or closure.

There are a growing number of college closures and mergers in the United States. The reasons vary—sharply declining enrollment numbers, unsustainable endowment drawdowns, accreditation issues—as does the amount of notice stakeholders receive before the closure and the fate of the campus and its resources.

Closing a College Library offers firsthand accounts of closing a library from different institutions of higher education, with practical tips, questions to ask yourself as you move through the process, and lessons learned. It covers strategies for preparing the building to rehoming special collections and archives to transferring electronic resources.

There is much unfamiliar work that comes with a closure or merger, work that can happen concurrently with your regular duties and while you're handling the emotions of your team, students, alumni, faculty, and staff. *Closing a College Library* offers tools and support in making difficult decisions.

Closing a College Library is available for purchase in print and as an ebook through the ALA Online Store; in print through Amazon.com; and by telephone order at (866) 746-7252 in the US or (770) 442-8633 for international customers.

Penn State Launches Open Access Arts, Culture and Development Journal

Penn State University Libraries Open Publishing has launched *Arts, Culture and Development*, an open-access, peer-reviewed journal about the role of arts and culture in development and social transformation. The goals of the journal are twofold: to explore and share arts and cultural practices that focus on relationships, amplifying marginalized voices and fostering an impact that honors the lived experiences of people and communities; and to provide a space for dialogue about the work and ideas within this field, especially practices and conversations that may be isolated from one another. *Arts, Culture and Development* is co-managed by Holt and Cindy Maguire, professor of art and design education and new media at Adelphi University, who co-founded ArtsAction Group with editorial board member Rob McCallum. Learn more at https://journals.psu.edu/artsculturedevelopment/index.

Taylor & Francis Announces Subscribe to Open Journals Pilot

Taylor & Francis recently announced its first Subscribe to Open (S2O) pilot, one of several innovative options it is trialing to accelerate open access (OA) publishing. S2O enables a journal's subscribers to support its conversion to OA, making new articles available to readers everywhere. The pilot aims to pave a path to open for three journals: *Technical Services Quarterly*, *Legal Reference Services Quarterly*, and *LGBT Issues in Counseling*.

Taylor & Francis is inviting existing subscribers of the participating journals to renew their subscriptions for next year by March. If enough institutions support S2O in this way, all articles published in the 2025 volume will be open access. This process can then be repeated, one volume at a time, for the following years. If the required level of support is not achieved for any of the pilot titles, they will remain as subscription journals (with a hybrid OA option). Learn more about S2O at https://librarianresources.taylorandfrancis.com/open-research/choose-open-access/subscribe-to-open/.

Cite Them Right Launches

Bloomsbury has launched Cite Them Right, a global online platform designed to advise students on how to reference correctly across eight referencing styles. Based on the best-selling book in its 12th edition by Richard Pears and Graham Shields, this program is trusted by institutions globally and accessed by thousands of students daily. Cite Them Right offers a range of referencing styles, including Chicago, Harvard, APA, IEEE, MLA; as well as teaching the user how to reference just about any source. The platform contains useful articles and videos which help to guide students into common queries around referencing, including how to avoid plagiarism and understanding the differences between secondary and primary sources. Complete details are available at https://www.citethemrightonline.com/home.

Tech Bits . . .

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CloudConvert is an excellent tool for academic librarians, enabling quick and efficient conversion of more than 200 file formats. One can easily convert documents, images, audio, and video files, including those in old or limited formats, to enhance digitization projects, patron access to old and unusual file formats, or archival work.

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—Rachel Besara
Missouri State University

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Julia Kovatch, Bryce Nishikawa, Loring Pfeiffer, Nicole Branch, and Julia Voss

Peer Reviewing Sources

A Framework-Informed Approach to Information Literacy in First-Year Writing

Scholarship on peer review has demonstrated its value for students.[1] Standard peer review processes, however, tend to focus on students' writing rather than their engagement with the sources they work with, leaving the evaluation of students' information literacy skills to instructors.[2] In the course of our research, we observed in interview transcripts that minoritized students, in some cases, had very different experiences with sources than their majoritized peers, describing strategies for navigating and redressing sources that were biased against some aspect of their identity. Our research team's work on information literacy has shown that (1) students need support in their writing about popular sources; (2) minoritized students demonstrate superior critical information literacy skills compared to majoritized students; and (3) standard measures of assessment often overlook the superior information literacy skills that minoritized students possess.[3]

To support students' writing about popular sources, our team of two undergraduate student researchers, one librarian, and two faculty members has created a tool for peer review of research and source use. This tool addresses some of the problems with peer review identified by the student members of our team and uses an asset-based approach to foreground the sophisticated information literacy skillset, which our research suggests that minoritized students are more likely to hold.

This tool—which provides a way to engage students with the ACRL Framework for Information Literacy Scholarship as Conversation frame—was built on our research findings about minoritized students' awareness of the concept of contextual and constructed authority, and our peer review tool draws on the authority constructed by the experience of our student researchers.[4]

Reflection

Because of the critical role of experience and identity in our research and the development of this tool, we begin with personal reflections by the undergraduate research team members.

Bryce Nishikawa

As a student during the pandemic years, I had a unique experience with peer review activities, since they were conducted in a remote environment. I found it difficult to sustain my engagement in academic work without the social opportunities that college normally

Julia Kovatch is an administrative assistant and former student research assistant at Santa Clara University, email: jkovatch@alumni.scu.edu. Bryce Nishikawa is a former research assistant at Santa Clara University, email: bryce.nishikawa@alumni.scu.edu. Loring Pfeiffer is associate teaching professor of English at Santa Clara University, email: lapfeiffer@scu.edu. Nicole Branch is the dean of the University Library at Santa Clara University email: nbranch@scu.edu. Julia Voss is associate professor and chair of English at Santa Clara University, email: jvoss@scu.edu.

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affords. In my first-year English courses, my peers and I partook in peer review activities to facilitate inter-classroom camaraderie and obtain a second perspective. However, due to distance learning, the time and effort devoted to providing thorough feedback was not always even, which meant peer review activities yielded varying results in improving student work.

Later interactions with peer review activities, which altered the protocol for assessment by requiring feedback on areas the author did well alongside areas for improvement, fostered more enriching takeaways. After the peer review process, the author and reviewer came together to discuss the choices made and reflections on them. The conversations inspired me to critically reflect on my writing and identify alternatives that would strengthen my capacities as a scholar. The emphasis on both exceptional and underdeveloped aspects of the student writer's work also removed the burden of needing to tread between offering feedback but not to the extent that peers may feel offended or discouraged. I came to appreciate that everyone progresses at their own pace as a scholar, but is never done learning. I hope to share with others the tools that shaped these fruitful interpersonal interactions.

Julia Kovatch

Prior to this project, my experience with peer review activities was limited. I completed an asynchronous introductory writing course at a community college in the spring of 2020. In that class, students anonymously traded papers with each other and left comments primarily focusing on writing mechanics and the main arguments of each other's papers. Peer review activities in my other classes never included a review of the sources I cited in my papers. Similar to Bryce's experience in first-year writing, I often felt that peer review activities did not provide much value to my writing process or the end result. The impersonal nature of asynchronous and anonymous peer review activities combined with their primary focus on mechanics meant that I did not focus my time or energy on information literacy skills.

As a research assistant for this project, I gained a new perspective on different source attributes and how students used them in their writing through the collaborative nature of our coding process. By double-coding each source and then discussing our choices to reconcile the data, each member of the research team developed a stronger understanding of our coding categories. Having to explain my reasoning helped me develop my metacognitive awareness of information literacy. The back-and-forth conversations about each source and how a student wrote about it were critical to growing my critical information literacy skills, and I think this feature is too often missing in peer review activities.

Peer Review Tool

The peer review tool we created asks student reviewers, first, to read one of the sources that a peer incorporated into their writing and, using table 1, to assess the source using four categories of analysis: source content, source type/genre, source venue, and author expertise.

Table 1. Reviewer Source Analysis

Briefly make note of the following:	**Source content** Describe what the source is about, the perspective(s) presented, any biases, and how the claims are written and supported.	**Source type/genre** Note the genre of the piece (or attributes of it), the audience it is intended for, writing mechanics utilized, and how the claims are conveyed.	**Source venue** Analyze the site where the piece was published. Is the site well known? What are its affiliations? Does the source fit with the nature of the venue?	**Author expertise** What information about the author's life, credentials, and/or affiliations is available? What do we know or not know about the author?

After reviewing the source independently, the peer review tool has student reviewers turn to the student writer's use of the source. As seen in table 2, the peer reviewer uses the same four categories of analysis to assess how the source is used in the student writer's paper: source content, source type/genre, source venue, and author expertise.

Table 2. Reviewer Writing Analysis

Strengths	Criteria	Suggestions for Improvement
	Source content Does the information used in the student writer's paper accurately represent the information in the original source? Does the student writer include the source's argument in its entirety? Does the student writer accurately portray opinions and/or biases of the original source?	
	Source type/genre How does the student writer represent the genre of the source? Does the student writer make note of instances when the genre was unclear? Is the source type crucial to understanding the content or context?	
	Source venue How does the student writer represent the publication the source came from? Does the student writer comment on how they evaluated the trustworthiness of the information or venue? Is the source venue crucial to understanding the content or context?	
	Author expertise Does the student writer accurately represent the author's relationship to the source content, including any special expertise or personal stakes in the issue they are discussing?	

When the reviewer has completed tables 1 and 2, they meet with the student writer to discuss their feedback on the way the source was incorporated into the paper. The reviewer grounds their response to the student writer's incorporation of the source into the paper in the independent analysis of the source they did before reading the student writer's work. The tool thus scaffolds both the reviewer's understanding of the source and the student writer's engagement with it.

Discussion

This peer review tool draws on our experience as researchers and seeks to address the previous positive and negative experiences of peer review described by Bryce and Julia. In developing this tool, Bryce and Julia drew on the coding categories our research team had developed to identify key components we felt were most important to include.

ACRL states that its "Framework depends on these core ideas of metaliteracy, with special focus on metacognition, or critical self-reflection, as crucial to becoming more self-directed in that rapidly changing ecosystem."[5] The results of our study and our student researchers' experiences illustrated the importance of conversation as a source of metacognitive meaning-making, which is why we made constructive discourse about source use a key component of our peer review tool.[6] This tool was developed out of the findings of our research that revealed how identity and experience shaped students' critical information literacy skills, as well as how students interacted with sources.

This peer review tool improves students' information literacy skills by synthesizing our student researchers' experience and the lessons learned from reviewing student work. The tool is a model for inter-classroom activity that centers the Scholarship as a Conversation frame. Where our student researchers' experiences with peer review were ambivalent-to-negative, our tool reengages students in conversations with both sources and their peers' writing. Students are prompted to review their peers' work critically in ways that identify strengths and areas for improvement regarding the student writer's choices. The conversation between the peer reviewer and student writer that follows is a site for the development of critical reading and writing skills. In the conversation that concludes the peer review activity, the reviewer shares their findings with the writer, who is then encouraged to defend their source interpretation or consider how to incorporate the reviewer's feedback into future drafts. The result of this process is the evolution of both the student writer's scholarship and their metacognitive information literacy skills. Student writers have the opportunity to use their voices in these purpose-driven conversations, which allows them to contribute and benefit from a diversity of opinions because they comprehend that their peer reviewers are working to improve their capacities as scholars rather than working to critique and belittle.

Conclusion

In analyzing multiple aspects of sources from different perspectives, students acknowledge that scholarly conversations extend beyond traditional academic venues and learn new ways to contribute to scholarship. The peer review process exposes students to others' interpretations of sources, encouraging them to see and accept ambiguity in different formats of information. Additionally, minoritized students are invited to bring their superior information literacy skills to the classroom, without coercing them to display those skills publicly or requiring these students to educate teachers or peers. The tool is an example of an asset-based approach to developing equitable learning tools that foregrounds scholarship and interpersonal relationships.

Notes

1. Kristi Lundstrom and Wendy Baker, "To Give Is Better Than to Receive: The Benefits of Peer Review to the Reviewer's Own Writing," *Journal of Second Language Writing* 18, no. 1 (2009): 30–43.

2. It is notable that none of the chapters in *Rethinking Peer Review* focus on source use. Phoebe Jackson and Christopher Weaver, eds., *Rethinking Peer Review: Critical Reflections on a Pedagogical Practice* (Fort Collins, CO: WAC Clearinghouse; Denver: University Press of Colorado, 2023).

3. Julia Voss, Nicole Branch, and Loring Pfeiffer, "Assessment is Constructed and Contextual: Identity, Information Literacy, and Interview-Based Methodologies in the First-Year Writing Classroom," under review at *The Journal of Writing Assessment*.

4. Scholarship as Conversation and Authority is Constructed and Contextual are two of the six frames in the Association of College and Research Libraries Framework for Information Literacy for Higher Education, January 11, 2016, https://www.ala.org/acrl/standards/ilframework.

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

6. Voss, Branch, Pfeiffer, "Assessment is Constructed and Contextual."

Lily Dubach, Lee Dotson, Bobby Ciullo, and Kerri Bottorff

Connecting Students to Free Course Materials

An eTextbook Portal Using Digital Commons and WordPress

When you think of textbook affordability, your mind likely goes to open educational resources (OER).[1] Numerous academic libraries are involved in OER efforts, and institutions with successful OER programs see entire departments or large classes adopt OER instead of traditional, costly textbooks. However, even with the most successful programs, not every class will use OER. This is where library-sourced ebooks can help fill some gaps to promote textbook affordability. It is meaningful when the library can provide an ebook that matches an expensive textbook used for a course. This means that one library resource can make a big impact in a student's life. For example, a student might have needed to choose whether to use their money on a textbook or groceries, and then experienced negative learning outcomes from not having access to the course material. The meaningful impact of providing such a library ebook is tempered, unfortunately, with what can be a daunting task for the library to sift through thousands or even tens of thousands of course textbook lists each semester. After that is another daunting task to alert the faculty and students in time for classes to begin. To enhance the way libraries promote ebooks matching course materials, some libraries have created what the authors call an eTextbook portal. This article will discuss what an eTextbook portal is, examples of some, how the authors developed one, and what the reader could consider if aiming to create one at their institution.

eTextbook Portal

An eTextbook portal is a website that helps students and faculty locate library-sourced ebooks that match required textbooks for classes. The title "eTextbook portal" is chosen for the following reasons. The words "ebook" or "eTextbook" are both viable options, but "eTextbook" quickly communicates to students that the content is digital and relates specifically to required course materials. The next term, "portal," is defined as "a website serving as a guide or point of entry to the World Wide Web and usually including a search engine or a collection of links to other sites arranged especially by topic."[2] This broad sense could include a database, list, repository, or other way to connect students to library eTextbooks, while at the same time differentiating from the library catalog. Technically, many of the eTextbooks listed in portals may be more accurately referred to as ebooks, since the books may not have been published in a textbook format, so both terms will be used in this paper.

Lily Dubach is the textbook affordability librarian at the University of Central Florida, email: lily@ucf.edu. Lee Dotson is the former digital initiatives librarian at the University of Central Florida, email: leedotson@gmail.com. Bobby Ciullo is the web applications developer at the University of Central Florida, email: bobby.ciullo@ucf.edu. Kerri Bottorff is the former digital collections projects coordinator at the University of Central Florida, email: kerribeth1@gmail.com.

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The layout, search interface, and information presented in a library-created eTextbook portal varies according to institution. Our eTextbook Portal[3] was inspired by the ones developed by Louisiana State University (LSU) and Florida State University (FSU). Individuals from both institutions met with us and provided valuable insights as we developed our own platform, and they have presented and published about their respective websites.[4,5] FSU's version is titled eTextbook Search[6] and was based on the LSU platform titled E-Textbooks for Students.[7] LSU provides a second interface titled E-Textbooks for Faculty, and in this faculty can look for ebooks to select for their courses, which can trigger a request for LSU to purchase an ebook if not already available.

Some other eTextbook portals include East Carolina University's E-Textbooks database,[8] Ebooks for the Classroom+ from the University of South Florida's Textbook Affordability Project,[9] Eastern Michigan University's LibGuide called Library Ebooks Used in Classes,[10] Affordable Learning @ Franklin University's LibGuide,[11] and Concordia University Chicago's lists in their Library eTextbook Initiative.[12]

Our own portal includes approximately 500 library ebooks used as course materials. It currently offers four search options: (1) course number, (2) course department drop-down list, (3) book title, and (4) course instructor. Visitors can choose one or multiple methods to narrow down their search. Otherwise, they can scroll the entire list.

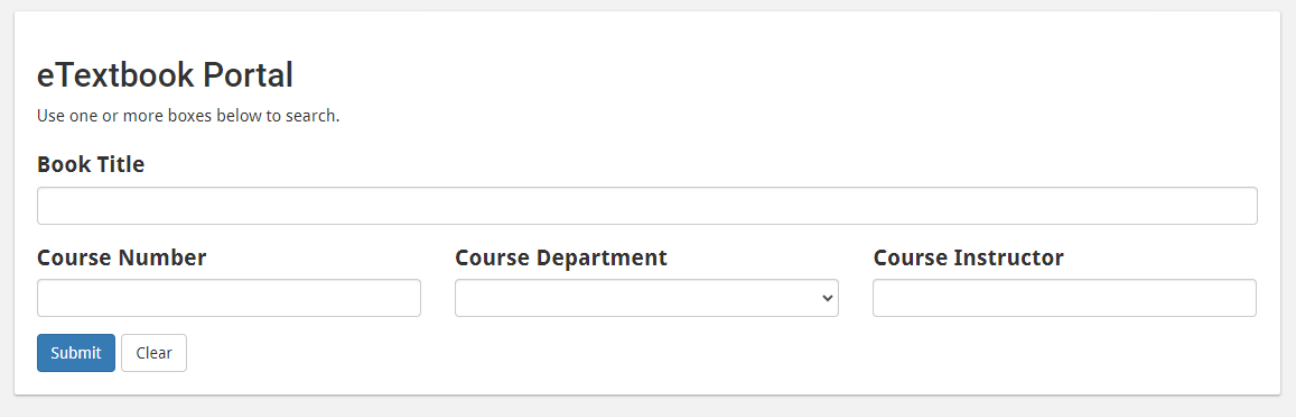

Figure 1. eTextbook Portal Search Interface

The ebooks display with a cover picture, title, edition, author(s), course number, course title, course instructors, license, and links as buttons either to read the full text or view instructions. The license section includes specifics on the ebook access model. With few exceptions, the ebooks are unlimited user access rather than being limited by the number of users at a time. Any ebooks with limited access, such as only permitting one or three users at a time, are not added to the portal since these limited-access ebooks cause frustrations to students in courses. The "Read Full Text" link takes visitors directly to the ebook platform, bypassing extra links through the library catalog, and prompts visitors to log in with their institutional account to access the content. Some OER or open access ebooks are included in the portal and labeled as such, so these materials do not require a login. The "View Instructions" link takes visitors to videos explaining how to use specific ebook platforms.

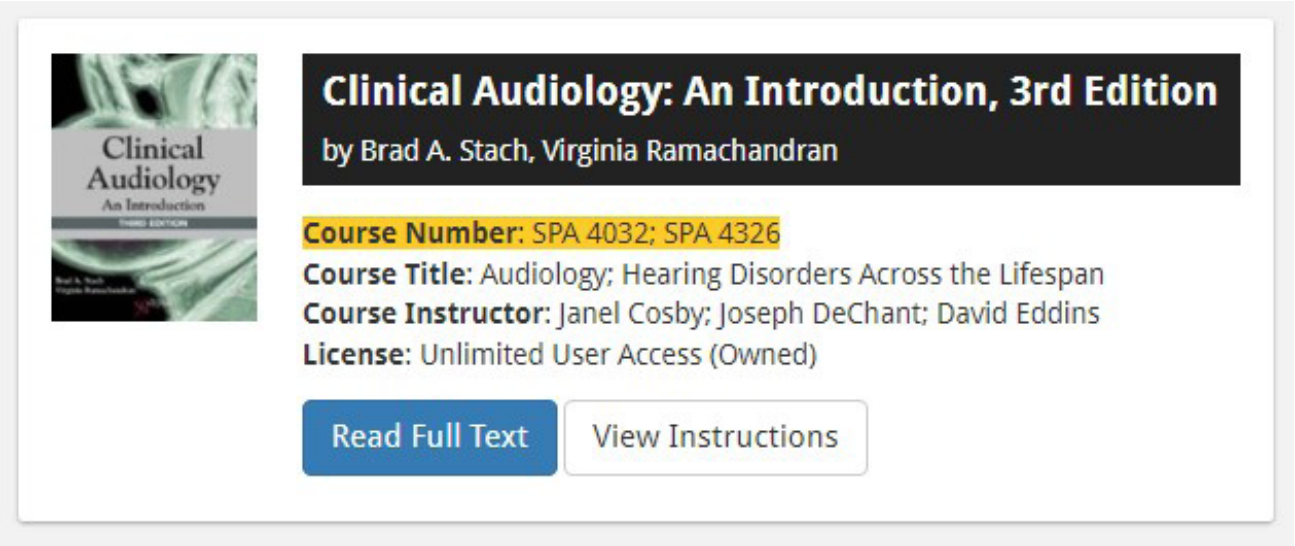

Figure 2. Example Format for ebook listed in the eTextbook Portal

WordPress, Digital Commons, and the API

Behind the scenes, the eTextbook Portal's architecture is critical for its success. It employs a WordPress webpage as its primary access and display interface, complemented by a Digital Commons-hosted institutional repository[13] that serves as the backend for organizing and storing eTextbook records. Within the repository, a visually engaging book gallery format is utilized to store and present textbook information. This innovative solution addresses critical aspects of eTextbook record management, including customizable metadata fields, streamlined uploading and updating processes, and the incorporation of cover image thumbnails.

Within the eTextbook repository, each entry is curated to provide metadata for display on the portal's webpage. Beyond the standard fields—such as title, author, and publication date—the repository accommodates custom fields, allowing additional metadata that aligns with the eTextbook context. Certain fields can be reserved for administrative purposes to track internal processes, such as acquisition dates, licensing agreements, or copyright status. Reserved fields ensure efficient management behind the scenes. The integration of metadata from the repository records to the portal webpage enables students and faculty to easily browse through the collection, making informed choices based on cover images and relevant fields.

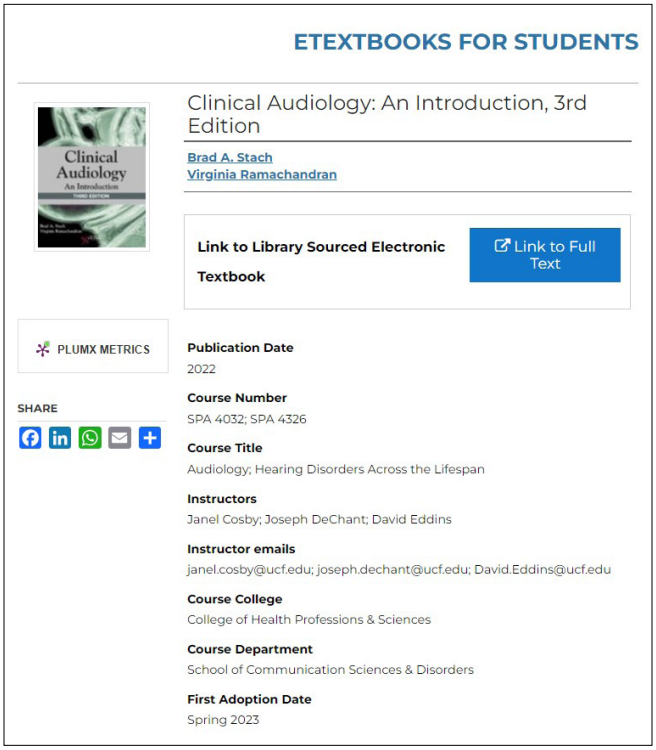

Figure 3. Example of metadata stored in the repository

The repository platform plays a pivotal role in maintaining an up-to-date eTextbook collection. Librarians have the ability to add new titles and refine existing entries, ensuring that the content remains current and relevant. Two options are available to add or edit records: manual submission or batch processes for uploading or revising metadata.

Manual submissions allow individual records to be uploaded by completing a web form. Each record can be edited individually as well. When logged in, those with administrative permissions for the eTextbook collection will have access to an "Edit Book" option at the top of the screen for each book record. From there they can update the information such as editing any of the fields or replacing the book cover. For efficiency, batch uploads and revisions often come into play. Librarians compile the necessary information in a spreadsheet, aligning metadata with the corresponding fields. Once prepared, the librarian uploads the spreadsheet through the system, automating the process for multiple records simultaneously. Repository administrators provided hands-on examples and training to the textbook affordability librarian spearheading the portal project. This librarian is growing the program and has since trained two others to manage eTextbook records in the repository.

Since the eTextbook records take a unique form as metadata-only entries, there is no file associated with the record for the purpose of generating a book cover image for display. If a book record is individually uploaded, the book cover can be added to the web form at the time of submission. However, if book records are uploaded via the batch process a link to the book cover image must be provided in the spreadsheet. This issue was resolved by having the librarians upload cover images directly from their local computers to the Batch Upload File Manager. This temporary storage acts as a bridge, providing a unique URL for each image. These URLs are then added to the batch upload spreadsheet, ensuring that every book cover finds its rightful place alongside its corresponding record.

This metadata-centric approach emphasizes efficiency and accuracy. Newly added records and changes reflected in the repository are automatically pushed to the portal webpage with no additional intervention via the Digital Commons Application Programming Interface (DC API).[14] The API enables integration with other systems. Metadata from the portal on the repository can be exposed via the API, allowing external applications (such as WordPress) to retrieve relevant information. However, integrating the DC API with WordPress posed a couple of initial challenges.

The API, designed by bepress (bepress.com) to provide secure access to repository data, needed to integrate with the WordPress ecosystem. One issue we encountered involved the WordPress functions used to make the API call to bepress. For university security purposes, our WordPress customizations must use the built in wp_remote_get functions to make API calls. Initial tests to the bepress API were performed in Postman and raised no issues. When the API call was made in WordPress, we discovered an issue where the authorization header was being sent twice. This double sending of the header caused the API call to fail and not return data. The web developer worked with IT to create a new function that would send the authorization header, collect the response, and then resend the request without the header to get the successful results from the API.

While powerful, the API had a limitation that needed to be addressed for the portal implementation. Notably, book cover images displayed within the repository were not exposed through the API. This posed a concern because visual appeal was crucial. A hidden metadata field, discreetly tucked away in the repository's backend, became the solution. When book cover thumbnail images are available in the repository, the URL for each book cover is added into this field. While adding an additional step, the book cover images are now accessible via the API, enriching the experience for users. With this final challenge overcome, the last step was to create the eTextbook Portal.

Conclusion

Creating the eTextbook Portal involved designing the aesthetics and search capabilities of the webpage itself, setting up hundreds of metadata records in the bepress institutional repository, and fine-tuning the API to bring it all together. All this work inspires an important question: why was the portal designed this way? An alternative may have been to use the library's current Course Reserves section of the Primo discovery system. The possibility to use the established discovery system was explored, but it lacked important features such as customized displays, batch uploads and edits, and flexibility for access and changes. The added work on the front end to build the portal made the final product and its features worthwhile.

As with any project, it is important to circle back to the purpose of it. The eTextbook Portal is a key part of the institution's Affordable Instructional Materials Initiative,[15] as it helps to inform students about free course materials required for classes. Potential student savings from courses using library-sourced ebooks reached over $3.68 million for approximately 46,800 students in 2023 alone.[16] Providing access to digital textbooks—and an intuitive eTextbook portal to find the materials—is an investment in student success.

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Lori Lysiak

Gateways to OERs

Scaffolded Strategies for Success

This article is focused on Phase Three of a multi-phase project aimed at breaking down barriers to open educational resources (OER) at Penn State Altoona. Phases One and Two, featured in a *C&RL News* article in 2022, were centered on strategies to find, secure, and promote library-licensed e-books as a mechanism to bridge faculty to the idea of open access.[1] With that foundation in place, the next step is to transition faculty members to greater independence with OERs. This phase employs the use of a two-year Action Plan with seven goals designed to meet that end. Each goal helps to raise a higher awareness of and increased support for the adoption of OERs. Collectively, these measures will support our objectives of increased student retention and attracting new students to our campus by offering zero or low-cost course materials.

Phase Three Goals

The seven goals of the Action Plan are scaffolded to build momentum among faculty. It is an intentional plan, beginning with low-stakes goals that build upon each other to achieve high-stakes goals aligned with our university and libraries strategic initiatives. In addition to the timeframe and goal description summarized below, each goal is further detailed in the Action Plan to include Specific Steps Needed, Potential Collaborators and Resources, Potential Barriers, Questions/Issues to Resolve, and Desired Outcomes.

Goal 1: By the end of fall 2022, design and distribute a faculty survey to determine what OER support they value the most.

Goal 2: By the end of fall 2022, design and distribute a student textbook survey to determine impact of cost and to ask students to self-identify if they would like to volunteer with a Student OER Advocacy Group.

Goal 3: By the end of each semester starting with spring 2023, oversee a Student OER Advocacy Group (with library work-study students and students recruited from the survey).

Goal 4: By the end of spring 2023, increase faculty awareness in the online Barnes & Noble Adoption and Insights Portal (for textbooks and course materials adoption) and, by the end of Fall 2023, recruit faculty participants in the Course Marking Initiative Pilot (CMIP) developed by the University Libraries OER Working Group. (This group examined the University of Kansas's course-marking model,[2] assessed the status of course-marking efforts at Penn State, and developed a CMIP proposal vetted by the University Faculty Senate and the Administrative Council on Undergraduate Education. The key outcome is to implement student-facing course-marking as a matter of policy in LionPath, the student information

Lori Lysiak is reference and instruction librarian at Penn State Altoona, email: lal29@psu.edu.

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system.) This two-part goal is high stakes. Faculty training in the Barnes & Noble Adoption and Insights Portal will increase cost transparency to enable students to plan for course material costs during registration and before they are financially committed.

Goal 5: By the end of fall 2023, redesign and promote the existing OER Library Guide to incorporate what faculty need and value the most, as well as upcoming opportunities and publicity tied to goals six and seven. While this is not a high-stakes goal, the timing is strategic to be able to draw on the experiences and lessons learned thus far.

Goal 6: By the end of spring 2024, launch the first annual Open and Affordable Showcase (a half-day conference to recognize and celebrate OER-related work on the campus, and to advance the importance of the resources regarding student access, affordability, and retention). This is a high-stakes goal that will provide faculty with the opportunity to share, learn, and create synergy by evaluating each other's efforts and contributions. Tied to the seventh goal, these faculty champions will nominate and select a winner to be featured as a Textbook Hero on the library's website.

Goal 7: By the end of fall 2024, initiate Textbook Heroes publicity (public acknowledgement of Altoona faculty who've increased access to and affordability of required course materials by implementing and advocating for OER and other zero or low-cost course materials.) This is a high-stakes goal inspired by the University of Kansas's successful Textbook Heroes Campaign launched in 2019.[3] Each featured hero will receive a certificate, and a letter will be sent to their supervisor outlining the benefits of OERs and the relationship of this work with the promotion and tenure process.

Goal Implementation

During the implementation of each goal, unexpected benefits and challenges arose. For example, the opportunity to engage in the OER Leads Adoption Program (detailed in the following section) had a significant impact as did the appointment of a new, visionary chancellor. But at the same time faculty demands outside of the scope of the established goals, as well as sustaining a Student OER Advocacy Group, required further consideration. Progress on implementing each goal is detailed below.

Goal 1: The faculty survey was designed with Qualtrics. It was emailed to the faculty list, sharing that the survey had five questions, should take less than two minutes to complete, and would be open for 10 days before the 2022 winter break. Out of approximately 300 faculty members, 55 responded, but not to each question. This survey yielded two key findings:

1. Faculty currently using OER materials communicated it to students by linking OER materials in Canvas and including a statement in their course syllabus.
2. Faculty are most interested in more information on how to search required textbooks as ebooks in the library catalog and exploring options to adopt or adapt OER materials.

Goal 2: The student survey was designed as a simple holiday-themed handout in keeping with other holiday activities before the 2022 winter break. It was available in the library for one week to capture a sample group who received candy for their survey submission. With 46 students voluntarily answering eight questions, four findings rose to the top:

1. If students only buy some or none of the required textbooks, it is because they want to wait to see if they need them.

2. If students buy any textbooks, they buy used copies from Amazon or another online source.
3. Students prefer free ebooks over purchasing print textbooks.
4. Students want more information on OERs and want their instructors to offer them.

Goal 3: The Student OER Advocacy Group was formed with a core group of library work-study students. The students were incentivized to engage with OER-related projects while on paid time and recruit like-minded friends to volunteer time. During two semesters the students accomplished creating promotional digital signage, distributing "No Cost" and "Low Cost" buttons for the student Involvement Fair and the faculty CMIP, and providing a student perspective on the redesign of the OER Library Guide. Two work-study students competed for and received monetary outreach awards from the University Libraries for their contributions and scholarly work.

Goal 4: Six faculty members attended training for the Barnes & Noble Adoption Insights Portal, and a recording of the training was made available to all faculty. The spring 2023 training also included a refresher on e-books, OERs, and an invitation to participate in the fall 2023 CMIP. The training was then taken "one the road" at each academic division meeting at the start of the fall 2023 semester. Invitations were emailed to all faculty to complete a survey for any spring 2024 course sections that were either no-cost (no cost to the students for all course materials) or low-cost (all combined course materials cost less than $50). Approximately one in six responded, representing about 120 course sections of the nearly 670 courses anticipated to be open for spring 2024 (ultimately, some sections were not opened or were canceled due to low enrollment).

Goal 5: At the start of the spring 2024 semester, the OER Library Guide was streamlined to feature items typically asked for by faculty.[4] This revision included a reduction from 30 OER platforms to a recommended list of eight commonly used broad collections. Additions to the guide included promotional information on the Open and Affordable Showcase and the Textbook Heroes, as well as recommended external partners and practitioners. The work-study students suggested developing a video tutorial on foundational OER content to support faculty new to open education initiatives. While this recommendation was not acted upon, it is under consideration for the next annual revision for 2025.

Goal 6: The half-day Open and Affordable Showcase cast a spotlight on seven lightning talks, two roundtable discussions, and one video address to "spark" open conversations. Topics included ebooks, course marking, annotation tools, writing OER modules, and several others of high interest. Participants celebrated the efforts and contributions of each other and voted to select a Champion for 2024. The Champion transformed her course to exclusively zero or low-cost materials and laid the foundation to shift to open pedagogy.

Goal 7: During the summer and fall of 2024 the Champion at Penn State Altoona, as well as other locations with similar initiatives, were recognized by the university publicity and a plaque was provided for each campus to add names to each year. To capture the momentum of 2024, a new webpage featuring all Textbooks Heroes who participated in the Showcase was developed for the Altoona homepage. Additionally, planning is underway to create a centralized Textbook Heroes webpage in 2025 where Champions and their significant accomplishments at each campus may be easily searched in one place.

Discussion

During the timeframe of implementing the seven goals of the Action Plan, Penn State Altoona appointed a visionary chancellor keen on expanding OERs. This support came at a time when another window of opportunity presented itself—the University Libraries OER Leads Adoption Program expanded to include Altoona. This collaborative program is a community of librarians who *lead* OER efforts across multiple Penn State Library locations. Ten Altoona faculty members who best met the criteria of this grant-funded project were selected to collaborate with a librarian to transition to OERs during summer 2023, fall 2023, or spring 2024, with each receiving a $500 stipend. As of fall 2023, OER Leads librarians supported the adoption of OERs into 34 courses across eight Penn State locations.

Yet not all faculty answered the call consistently. Surprisingly, several faculty members asked for impromptu support outside of any initiatives that were offered. On the other side of the spectrum, both internal and external demands on time prevented several other faculty members from shifting their courses to open and affordable even if they wished to do so. Similarly, sustaining the Student OER Advocacy Group was challenging. Most of the students were committed to other student organizations, held jobs, and had hectic academic schedules. Their passion for open initiatives was restrained by these factors, slowing progress on an otherwise hopeful student initiative.

Next Steps

With the completion of Phase Three's two-year Action Plan, many Penn State Altoona faculty members are well on their way to greater independence with OERs. Moving forward, the first three goals related to surveys and student advocacy will fall away. The fourth goal will move to the purview of the campus registrar, since student-facing course-marking is now a matter of policy, and the last three goals will remain, since these are the thrust of faculty support, promotion, and recognition.

While thriving, the OER Leads Adoption Program underwent modifications. For 2024–2025 the model remained centered on a community of librarians who lead OER efforts across multiple Penn State locations. The stipend increased to $1,000 for each accepted faculty member; however, only 20 seats were available across all 24 Penn State locations. Vetting became more stringent, and acceptance carried additional expectations. To ensure that a cohort of Altoona faculty could continue to receive support, Altoona's Academic Affairs agreed to offer $500 stipends to five faculty members who best met the criteria without additional expectations beyond transitioning to zero or low-cost course materials. This funding is committed for 2025–2026 as well. Four Altoona faculty members applied for the Altoona stipend and were accepted. One Altoona faculty member applied for the university-wide stipend but did not secure a seat. As an alternative, that faculty member was offered (and accepted) the last stipend at Altoona.

A natural progression from the completed multi-phase OER project is open pedagogy. Planning is underway to investigate the best path on how to promote and assist faculty members with integrating inclusive shared learning into their curriculum. Inclusion in open education is more than zero or low-cost textbooks. Further conversations will seek to frame inclusivity as shared learning centered in social justice through a fully open educational experience.

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Jesse Carliner and Tys Klumpenhouwer

From Book Space to People Space

Using Oral History to Celebrate and Reflect on a Major Milestone Anniversary in an Academic Library

Major milestone anniversaries in libraries provide library administrators, library workers, and the wider community with rich opportunities for both celebration and reflection. In 2023, the University of Toronto Libraries celebrated the 50th anniversary of its flagship library branch, the John P. Robarts Research Library, a monumental Brutalist building that has become an iconic part of the university's identity and the city skyline. One of the initiatives undertaken to celebrate this milestone was an oral history project to interview past and current library employees and community members about their experiences, thoughts, and reflections about the library. Interviews were conducted with 30 participants, including alumni, faculty and staff, architects, and architectural specialists. The result was a primary source collection of interviews deposited at the University of Toronto Archives for future researchers interested in topics like the history of Robarts Library and the University of Toronto, the history of academic libraries and higher education, the impact of technology on libraries and research, and the history of student life, labor relations, and work at the library. The interviews also generated material for use in 50th anniversary events and programming and proved particularly valuable for the curation of a physical and online exhibition that explored the history, the challenges, and the accomplishments of the library. The oral history project provided an opportunity for the library community to reflect on major themes and drivers of change in its history.

The interviews and exhibition research surfaced a key theme: the transformation of Robarts Library from a formal, book-centered research facility to a student-centered place of learning, study, and collaboration. Interview participants discussed the evolution of priorities regarding accessibility, service philosophies, space usage, and policies, the factors that shaped this evolution and the challenges that needed to be overcome to maintain Robarts Library's role as a significant academic library focused on supporting the research, teaching, and learning needs of the University of Toronto community.

This article presents a curated dialogue, composed of excerpts from the oral history interviews. We hope to illustrate how library oral history projects can provide valuable content to libraries both for advancing operational and strategic goals like celebrating milestone anniversaries, and for staff and researchers interested in topics related to a library's history. Interview excerpts have been edited for clarity and length. A list of resources and readings used to support this project is provided in an appendix at the end of the article.

Jesse Carliner is user services librarian at the University of Toronto, email: jesse.carliner@utoronto.ca. Tys Klumpenhouwer is university archivist at the University of Toronto, email: t.klumpenhouwer@utoronto.ca.

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1. How was space prioritized when Robarts was opened, and how did library services reflect those priorities?

Carole Moore (Chief Librarian Emerita, University of Toronto Libraries, 1986 to 2011): For many years the collection was seen as the number 1 priority. As many books and journals as we possibly could acquire would be the priority, and I think that reflected the faculty's feelings as well. But such things as outreach to the community and giving timely service, and not allowing backlogs to occur or huge lineups for service were definitely—were lower priorities. That was always a challenge.

Dr. Siobhan Stevenson (Associate Professor at the Faculty of Information): The first time I walked in, I thought Robarts was a pretty intimidating space—it didn't feel welcoming at all! Once you know it, you're okay to be there, but they did a good job of making it intimidating—the riot proof doors instead of having a big open door to come through, the process by the elevators with the person who sits there and you have to show your T-card.... that's like, whoa... yikes... this seems intimidating!

Eveline Houtman (Reference Librarian [retired], Robarts Library): When I was a student at U of T, I was walking along, and there was the library. I thought, "Let's go in." And in those days, the entrance was up the steps on the second floor. And I got to the top, I went in, and all I remember seeing is an expansive granite floor and escalators, and not a book in sight. I don't remember any signs, so I had no idea where to go or anything! Maybe it was between semesters when I made my trip to campus, because I remember there was nobody, just a big expansive floor and escalators, totally scary and intimidating. I got out of there and I didn't go back until my fourth year.

Terrence Correia (Supervisor [retired], Robarts Library): In the early days, you had to go up the stairs and then into the building. It was not a user-friendly building in that sense, because people with mobility challenges—it was horrible for them. The accessibility ramp was at the back, on the west side of the library school. People didn't know it was there, you know? It wasn't telling people "Come on in!"

2. How have the priorities changed over the past 50 years?

Gabriella Bravo (Head, Patron Relations and Public Affairs [retired], University of Toronto Libraries): In the late 90s and early 2000s, the student experience became a big concern for the university. The U of T ranked high in many areas, but the student experience wasn't great, and they began to try to do something about it. Better service to the students became important, and the library began to think about our own services.

Also, with all the automated and online services there was the fear that the libraries were going to disappear. And therefore, the library had to become a meeting place like an agora. We would provide a place for the students to study and to work together. We moved from a Bodleian type of a place where the first thing you see when you go to the Bodleian Library, you enter the courtyard, and there's a huge sign that says "Silence." There were international students, people from other provinces, that came from student housing conditions that perhaps were not ideal for studying. So, the library had to provide that space. For them, it became their second home. And sometimes a lot of students just went home to sleep. We created a working group and started working on improving customer service.

Debbie Green (Retired Head, Reference and Research Services, Robarts Library): At first, the Robarts librarians were famous for being scary, so there were a couple of overarching

staff development initiatives by HR to improve public service. I think there was a fair bit of resistance to those training programs. I think library staff felt that their current method of providing service was being questioned, the quality of their work was being questioned, and so there was resistance right off the bat.

Lari Langford (Head of User Services [retired], Robarts Library): In 1993, the student administrative council sponsored the relocation of the main entrance to Robarts to the first floor instead of the second floor, which was a significant development in making the library more accessible. The librarian who oversaw services for students with disabilities lobbied for improvements to library spaces like getting wheelchair-height water fountains installed, putting in height-adjustable study tables, setting up a scent-free study zone, or even getting the elevator programmed to go to the fifth floor. In the early years, you needed to take the escalator to the fourth floor and climb the stairs to the fifth.

Terrence Correia: When the first-floor entrance opened, I think the building became more user-friendly. You're not walking into this cavernous space, there's interaction and you could see things happening; the loan desk, a library card office, an information desk; and the stack entrances appeared much more user-friendly. You have staff contact when you come in right away.

Lynne Howarth (Professor Emerita, Faculty of Information, University of Toronto): In terms of architecture, the building—which seems in so many ways so inelastic—has, in fact, changed. People have worked within the library to make it a very welcoming, very usable, very amenable space for teaching, research, learning, studying, just even meeting with your friends, your colleagues, and you know, for students to have places where they can just literally go and hang out, as well as having family-friendly spaces. So, I think it has become a very different place than when it was opened. Even concrete can be elastic.

Dana Kuszelewski (Reference Specialist [retired], Gerstein Science Information Centre, University of Toronto): One of the big milestones for me was the library's shift to a student space, going from the traditional library focused on books to a library for people. Whether patrons need to use the books or not, the library is now a place for an exchange of information and exchange of thoughts and ideas. Whether it's for a research proposal, a meeting place for students... to be able to come together and have a place to sit and relax to some degree, the library is no longer just a place where someone runs around shushing everyone for making too much noise. The library has transitioned into a meeting place, into a place to come in and just relax, and meet with friends, work on projects.

Francisco Fernando-Granados (Guatemalan-born, Toronto-based professor, artist, writer, and alumnus): Robarts felt like a space that I could easily access, and I think that's really important—it's a rare space in the city where you can be without having to consume, right, because my other sort of instinct would generally be to go to a coffee shop. Robarts is a place where you can go and be, and not have to buy anything. In a city that's as expensive as Toronto, especially for students, that's a really important function.

3. What factors motivated and shaped change in the library, and what challenges were encountered?

Carole Moore: I would say the huge expansion in student enrolment. We needed to expand both the individual and group study space with appropriate equipment. The majority of students were commuters with inadequate space at home or on campus. Also, the

growth of the collections beyond the planned capacity of Robarts and in different formats. The library was built to last 50 years, but it didn't quite make it in terms of space for both books and users.

Gabriella Bravo: The early perception of the library wasn't positive, so we had to work hard to change that perception. Robarts was called "Fort Book," and services and collections were scattered on different floors which made it difficult for the users to navigate. So, one thing that we did, at the beginning of each term, we had a whole bunch of staff from every department register to welcome the students. And we would print T-shirts with nice messages—we were all wearing them!

Carole Moore: We also had complaints…things like the carpets, and the need for repairs, particularly in the washrooms. Drs. Katherine and Russell Morrison, alumni and major donors to the library, came in to support the revitalization. Katherine said, "Yes, this place is badly in need of updating, badly in need of renovating." She was convinced immediately, because she'd been one of the first occupants of Robarts when it opened and loved it at the time and remembered the way it was.

Russell wanted to invest in students. He was always saying that he didn't want to just throw money over the wall—he was investing in students. It wasn't his generosity—this was just a good investment. He recalled his own need for library study space during his university days, because he lived at home in a crowded environment. As an undergraduate he worked in a library, but he said it had creaky floors and not enough washrooms. At the event to celebrate a renovation project, he said, "There is a synergy between a chair and a student, a student and a light, a light and books, as well as other students in the room. Those synergies make the whole thing productive. If you think the productivity of students is improved by 10%, the return on investment is unbelievable." In making a case for library resources, we were often asked, "Well, what's the return on investment in a library?" I think he stated it as well as anybody could.

Alfred Cheng (Retired Chief Administrative Officer, University of Toronto Libraries): In 2000, the Arts and Sciences Student Union proposed the idea for the 24-hour overnight service. They took the initiative and went to the provost and proposed the idea. Then the provost talked to Chief Librarian Carole Moore, and then the representative from the Arts and Science student union came over. We all met, and they asked if we could open some library space overnight for studying. I developed an operational plan and budget to keep the first three floors of Robarts Library open overnight. We tested it for one year, then again for a second year. The provost provided money initially for what we required, and then everybody decided to make it permanent and part of the library's regular budget.

Lynne Howarth: About two or three years ago, I was meeting with an international colleague in the lounge area of Robarts, and this student came along. She had a backpack and there was a teddy bear sticking out of the top of the backpack. She asked if we would mind watching her stuff, and we noticed she also had a pillow and a blanket. It was right around exam time, and she said that she'd spent the night at Roberts studying! So, we looked after the teddy bear and the pillow and the blanket. I think it was definitely illustrative of the changes that had been made that Robarts was open to students 24/7 during the exam period, and if they needed to stay, they could stay, and it was a safe space.

4. How do you see Robarts Library evolving over the next 50 years?

Gary McCluskie (Principal Architect at Diamond Schmitt, designers of the Robarts Common addition): Part of it will be generational changes. Small renovations have taken place over the past 40–50 years, but fundamentally looking at the entire facility, it's time to renew the infrastructure. That was the focus of the recent renewal of the interior environment for student use. With projects like the Robarts Common addition, we were looking to add and improve things like lighting, data outlets, and power—these things that were not really considered in 1968 when they were originally designing Robarts.

Robarts is continuing to participate in the evolution of what is happening in the academic library community, but I think the real question is about how media is going to be used in 30 or 40 years, as more and more of the material is created or accessible digitally. Will there continue to be consideration for the role of print media in libraries? I'm sure there will be! But the library is also a social space, it's a digital access space, certainly a study space, and a space for content creation.

Dr. Siobhan Stevenson: Despite all of this change, Robarts still has an excellent collection of books, and 99.9% of the time, they're exactly where you hope to find them. One of the things I love about libraries and books is you go to a catalog, you get a record, you get a number. And then you go all the way up all those stairs, and all this everything, and through this and that, and then out of the elevator and then down, you have to look around, right? But then you find your aisle, the stack lights go on, and you find that book. That's a real buzz for me. I just think that's magic!

Conclusion

This curated dialogue describing the evolution of Robarts Library into a people-centered space is just one way to utilize interviews from an oral history project and introduce readers to the rich research and public history potential of oral history interviews. Other outputs (links in the appendix) included "Robarts Library: An Architectural Oral History" published in *Spacing*, an urban issues magazine and website. The interviews were also used to inform a physical and digital exhibition, *From Fort Book to the Heart of Campus: 50 years of Robarts Library*.

Future projects using this oral history collection will leverage the popularity of podcasts with a series highlighting other notable themes in the interviews. Soon, the interviews will be available at the University of Toronto Archives and Records Management Services, where we hope students, scholars, public historians, and university administrators will use them to support research and other projects. We hope this project and its outputs inspire other libraries to take on similar projects to highlight and preserve their institutional histories.

Appendix of Project Outputs and Suggested Oral History Resources

Online Exhibition

From Fort Book to the Heart of Campus: 50 years of Robarts Library. https://features.library.utoronto.ca/robarts50/exhibit/index.html.

Oral History Article

Carliner, Jesse, and Tys Klumpenhouwer. "Robarts Library: An Architectural Oral History." Spacing. November 30, 2023. https://spacing.ca/toronto/2023/11/30/robarts-library-an-architectural-oral-history/.

Web Resources

"Oral History Best Practices and Resources." University of Toronto Archives and Records Management Services (UTARMS). https://utarms.library.utoronto.ca/archives/oral-history-resources.

Selected Readings

Boyd, Doug. "'I Just Want to Listen': Oral History Archives, Orality, and Usability." In *The Oral History Reader*, edited by Robert Perks and Alistair Thomson, 117–34. New York: Routledge, 2016.

Fry, Amelia. "Reflections on Ethics." In *Oral History: An Interdisciplinary Anthology*, edited by David K. Dunaway and Willa K. Baum, 94–114. Walnut Creek, CA: AltaMira Press, 1996.

Rakerd, Brad. "Making Oral Histories More Accessible to Persons with Hearing Loss." *The Oral History Review* 40, Issue 1 (2013): 67–74. https://doi.org/10.1093/ohr/oht022.

Ritchie, Donald. "Setting up an Oral History Project." *Doing Oral History: A Practical Guide*, 47–79. New York: Oxford University Press, 2003.

Thompson, Paul, with Joanna Bornat. "The Interview." *The Voice of the Past: Oral History*, 4th Edition, 308–31. New York: Oxford University Press, 2017.

Trainings and Workshops

Oral history training at the Science History Institute, Philadelphia, Pennsylvania: https://www.sciencehistory.org/research/research-centers/center-for-oral-history/oral-history-training/.

Institute for Oral History at Baylor University: https://library.web.baylor.edu/visit/institute-oral-history/workshops.

Karen O'Grady

Embedded Librarianship

Why Getting Out of the Library Made Me a Better Librarian

2023: Every morning, I walk across my campus—past the library—and head to my office in our school of nursing. I greet my colleagues—none of whom are librarians—and we chit-chat about our work and our lives while we pour coffee or alert one another that someone brought doughnuts.

These morning chats are never about who's on the reference desk or last-minute instruction requests from demanding faculty. They are instead about our nursing students' participation in our campus flu shot clinics, or about an upcoming nursing licensure exam. These conversations are about what is happening in the school of nursing.

Naturally, I share a few things. I excitedly share my news of getting another essay published in *C&RL News*, or my nervousness about presenting at an upcoming library conference. My nursing school colleagues absorb these tidbits about my work, gleaning a little more information about librarianship each time we talk.

Sometimes I hear, "Hey Karen might know. Ask Karen." And I do know. Ask A Librarian is standing right there, scarfing doughnuts with my fellows, answering questions about all things library as we chat. Most of the questions are not matters any of them would journey across campus or compose an email to ask, but I happen to be right there, so they ask. These teachable moments are peppered throughout my day, every day.

I am the embedded librarian for the Hahn School of Nursing at the University of San Diego. I am surrounded by nursing faculty, staff, and students rather than by librarians. This has proven to be an incredible gamechanger for the way I see things.

Compare this to a librarian who must locate the correct classroom in an unfamiliar building to meet a faculty instructor, possibly for the first time. This awkward exchange might occur while a classroom of students looks on. The librarian must then deliver the one-shot that makes or breaks their reputation. They get just one chance to convince students to like them, to trust them, and to reach out to them for help. If the instructor happens to helpfully interrupt with one innocent but incorrect or discrediting sentence ("No they already know all that. Just show them Ebsco."), confusion and distrust result, narrowing the future possibility that students will ask the librarian for help.

In contrast, every student in my school knows me by name. I am often stopped in the hallway to answer questions ("Hey Karen, what time does the library close today?" or "Karen what does impact factor mean?"). Every correct answer I give increases my authority and builds trust. Students watch me answer their classmates' questions, and it emboldens them to ask me things they are too embarrassed to ask in a classroom setting. Knowing me and seeing me around makes it safe to ask me anything.

Karen O'Grady, email: karenogradymlis@gmail.com.

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Through these casual mini-lessons, this foreign animal called *librarian* slowly becomes an approachable, knowledgeable person. I am no longer some murky juxtaposition of an administrative assistant and whatever archaic version of their childhood librarian their minds conjure. What I do, what I know, and what I would love to help them with unfolds organically and is reinforced daily.

Being embedded allows me to understand the culture of nursing in a way that would remain invisible to me through the limitations of email, meetings, and those awkward one-shots. The small talk with my faculty around the microwave is priceless. I can help them with almost everything I hear them discussing. I keep an eye out for anything that relates to their research interests. I attend dissertations, panel discussions, and important ceremonies specific to nursing. I have attended faculty happy hours; I have volunteered with nursing students at community events; and I have attended birthday and holiday parties at faculty members' homes. How many liaison librarians can say that?

The magic sauce is simply being there, being near, being available and curious about everyone's background, their research interests, and the subjects they teach. I have learned so much about my discipline (which I see as nursing, rather than librarianship) because I am surrounded by it. I learn more every day about nursing standards, nursing education, and the minutiae of nursing *culture*. I learn about them, and they learn about me. It is a win-win for everybody.

Here comes the controversy. The longer I am in this position, the more I can't help but view the library and the librarians from across campus . . . the way everyone else sees them. This has been powerfully illuminating for me.

During my visits to the library, when I witness librarians speaking to people and to each other, I suddenly understand how *foreign* librarians can seem. I see with new eyes how walking into the building can be confusing and intimidating. I am struck by all the *librarianese* being tossed around but not explained—reference, holdings, ILL, non-circulating, embargo. This is a language spoken only by librarians. I of course speak this language, but no longer being surrounded by it, I can plainly see that others are not following.

These stark realizations have shifted my perspective immensely, and they are very valuable. I no longer take offense when students innocently ask me to proofread their papers, or when faculty express surprise that librarians have faculty status on my campus. Their questions make perfect sense to me given the non-library context where I spend my workday.

The further I get away from my campus library, the *more* helpful I am to my patrons. The embedded model switches everything around, so my loyalties lie more with helping my school's students and faculty rather than with defending my profession.

As liaison librarians are increasingly untethered from physical hardcover books, and therefore less required to stay anchored in the library building, I believe embedded librarianship is the future of library models. Information needs throughout campus are better served, strong librarian relationships with faculty and students are established, and everyone on campus gains a greater understanding and respect for the work librarians do.

2024: Ironically, since I wrote this essay in high praise of the embedded model, I have moved on from librarianship, due in part to the epiphanies I share here. I wholeheartedly believe that embedded librarianship could be the most progressive forward step for the profession since online catalogs, but a brave seismic shift must first occur in librarians' professional priorities and in their self-perception.

Make a Difference—Connect, Contribute, Collaborate

Volunteer for Division and Section Committees and Editorial Boards

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

Are you ready to be considered for an opportunity to advance learning and transform scholarship through a committee appointment? I invite you to volunteer (https://www.ala.org/acrl/membership/volunteer/volunteer) to serve on a 2025–26 division or section committee. Face-to-face attendance at conferences is **not** required and committee work can be completed virtually throughout the year. I have found my own participation as a volunteer with ACRL to be personally and professionally rewarding and look forward to hearing from you!

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

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

Thank you,
Brad Warren
ACRL Vice-President/President-Elect

The Rewards of Volunteering

Volunteering offers many benefits and opportunities. You can

- connect with others in the profession who are passionate and committed to academic librarianship,
- learn from those who share similar professional concerns and interests,
- network with information professionals in higher education,

- become part of a community of academic and research librarians,
- gain insights into the profession,
- enhance your leadership abilities through consensus building and project management,
- discover new ways to work,
- expand your awareness and understanding of the value of academic libraries in higher education,
- influence and advance the work of the association and the profession, and
- promote excellence within the profession.

The Appointment Process

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

Current committee members whose terms conclude at the 2025 ALA Annual Conference should submit a new volunteer form if they wish to be considered for re-appointment. The online volunteer form closes February 28, 2025, and most committee appointment offers will be sent by May 2025.

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

Core Commitment to Equity, Diversity, and Inclusion

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

Factors Influencing Appointments

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

- Evidence of prospective committee member's interest and expertise.
- Seek geographic diversity on committees and sections. This can include international

representation, and/or it can include representation from different regions of the United States.
- Seek diversity in types of institutions represented on committees and sections. Candidates from public, private, and non-educational (research) institutions, consortia, and other institutions should be included, as well as candidates from community colleges, four-year college and universities, and research and doctoral universities. Historically, community college representation is particularly needed to ensure equitable representation for colleagues employed in community colleges.
- Consider diversity in roles and duties represented on committees and sections. Candidates from all areas of academic and research librarianship should be considered for appointment, although in some cases it may be important to appoint candidates with particular expertise to carry out particular duties.
- Seek to balance seniority, experience, and tenure in committees and sections.
- Recommendation from the current committee chair. (Source: Board, Midwinter 2009)

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

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

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

How to Apply

1. Identify the committee(s) that interest you.

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

2. Submit a volunteer form (Chrome or Firefox are the recommended browsers for accessing the form).
The volunteer forms must be submitted by February 28, 2025. You will be asked to log in using your ALA member ID and the password you created. Please be sure that you are a *current* ALA/ACRL member before attempting to log in.

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

If you experience issues logging into the form, please contact ALA Member Relations and Services at 1-800-545-2433 to check your membership status. If your ALA/ACRL membership is current and you still have an issue accessing the form, clear your cache and refresh your browser.

3. Volunteer again and check out other opportunities.
Know that we value you as a member. If you are not appointed, we hope that you will consider reapplying during the next appointment cycle. In addition, continue to explore ACRL's many opportunities to network and connect at https://www.ala.org/acrl/aboutacrl/getinvolved. Review the many discussion and interest groups. Each group selects a new leader in the spring outside of the volunteer process described above. If you would like to start a new discussion or interest group, contact ACRL Professional Development Support Megan Griffin at mgriffin@ala.org.

ACRL Division-Level Committee Appointments

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

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

Questions about ACRL division-level appointments may be directed to the chair of the Appointments Committee, Jenna Pitera, Instruction Librarian, Union College, piteraj@union.edu.

If you have any questions about using the volunteer form, please contact ACRL Program Officer Elois Sharpe for division-level committees at esharpe@ala.org or (312) 280-5277, or ACRL Professional Development Support Megan Griffin for section committees at mgriffin@ala.org.

ACRL Section Appointments

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

If you wish to be considered for a section committee appointment, complete the ACRL volunteer form at https://www.ala.org/CFApps/volunteer/form.cfm by February 28, 2025.

(Chrome or Firefox are the recommended browsers for accessing the form.) For more information about section appointments, please contact section vice-chairs:

Anthropology and Sociology Section (ANSS): Domenico P. Bonanni, Arizona State University Library, mimmo@asu.edu.

Arts Section (Arts): Ann Holderfield, Clemson University, kaholde@clemson.edu.

College Libraries Section (CLS): Michael Waldman, Baruch College Newman Library, michael.waldman@baruch.cuny.edu.

Community and Junior College Libraries Section (CJCLS): Nelson Santana, Bronx Community College (CUNY), nelson.santana02@bcc.cuny.edu.

Digital Scholarship Section (DSS): Taylor Davis-Van Atta, University of Houston Libraries, tgdavisv@central.uh.edu.

Distance and Online Learning Section (DOLS): Brittni Ballard, Towson University, brnballard@gmail.com.

Education and Behavioral Sciences Section (EBSS): Robin L. Ewing, St. Cloud State University, rlewing@stcloudstate.edu.

European Studies Section (ESS): Walter Schlect, Washington University in St. Louis, wschlect@wustl.edu.

Instruction Section (IS): Benjamin M. Oberdick, Michigan State University, ob1@msu.edu.

Literatures in English Section (LES): Alexis L. Pavenick, California State University, Long Beach, alexis.pavenick@csulb.edu.

Politics, Policy and International Relations Section (PPIRS): Nadine R. Hoffman, University of Calgary, nadine.hoffman@ucalgary.ca.

Rare Books and Manuscripts Section (RBMS): Anna Chen, UNC-Chapel Hill, hac320@gmail.com.

Science and Technology Section (STS): Rebecca Hill Renirie, Central Michigan University Libraries, hill2ra@cmich.edu.

University Libraries Section (ULS): Rosan Mitola, UNLV Libraries, rosan.mitola@unlv.edu.

Women and Gender Studies Section: Natalie Dickinson Kulick, Northampton Community College, nkulick@northampton.edu.

Editorial Boards

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

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

If you would like to be considered for appointment to an editorial board (https://www.ala.org/acrl/aboutacrl/directoryofleadership/editorialboards/ebs), contact the editor of the editorial board early in the fall and indicate your interest on the ACRL online volunteer form.

Academic Library Trends and Statistics Survey **Editorial Board chair:** Jeannette E. Pierce, University of Missouri Libraries; phone: (573) 882-6450; email: piercejea@missouri.edu.

ACRL/Core Interdivisional Academic Library Facilities Survey Editorial Board ACRL co-chair: Delores Carlito, University of Alabama at Birmingham; phone: (205) 934-6364; email: dcarlito@uab.edu.

CHOICE **Editorial Board editor and publisher:** Rachel Hendrick, Choice; phone: (860) 347-6933 x29; email: rhendrick@ala.org.

College & Research Libraries **Editorial Board editor:** Dr. Michelle Demeter, New York University; phone: (212) 998-2480; email: med15@nyu.edu.

College & Research Libraries News **Editorial Board editor:** David Free, ACRL; phone: (312) 280-2517; email: dfree@ala.org.

New Publications Advisory Board chair: Heidi Steiner Burkhardt, University of Michigan Library; phone: (734) 615-6130; email: heidisb@umich.edu.

Project Outcome for Academic Libraries Editorial Board chair: Kate Langan, PhD, Western Michigan University; phone: (269) 387-5823; email: kathleen.langan@wmich.edu.

Publications in Librarianship chair: Samantha H. Peter, University of Wyoming; phone: (307) 766-5566; email: scook13@uwyo.edu.

RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage **editor:** Diane H. Dias De Fazio, John Carroll University; email: diane.diasdefazio@gmail.com.

Resources for College Libraries **chair:** Stephen Patton, Indiana State University; phone: (812) 237-3180; email: stephen.patton@indstate.edu.

Threshold Achievement Test for Information Literacy (TATIL) Editorial Board chair: Joseph W. Aubele, California State University, Long Beach; email: jaubele@csulb.edu.

ACRL

Advancing learning
Transforming scholarship

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

ANNUAL REPORT 2023–2024

Message from the President

Beth McNeil
ACRL's 84th President

What a privilege it was to serve as ACRL president. My term sped by so quickly and I believe that was largely due to the great work of our association. Our members are committed to ACRL and their work in it, as evidenced by the significant initiatives and products coming out of committees, conference programming, and publications. To borrow from the philanthropy field, our members share their "time, talent, and treasure" and keep ACRL not just alive but thriving. I am grateful to have served with such a talented group of library workers on committees, the Board of Directors, and with the experienced and always excellent ACRL staff.

This was a year of uncertainty and change, as we continued to work to understand how to help ALA move forward to financial stability and the related implications for ACRL. Much credit goes to ACRL Councilor Kara Whatley, ACRL Past-President Erin Ellis, ACRL Budget and Finance Chair Joe Mocnik, and ACRL Interim Executive Director Allison Payne. This work will continue. I am pleased that ACRL units and sections can now offer honoraria to speakers and the Board reaffirmed discounted registration for speakers at biennial ACRL conferences. The Board also lifted the pause on awards and formed an ACRL Awards Coordinating Committee to work with sections and committees moving forward.

I owe much thanks to my President's Program Committee, led by ACRL members Lauren Pressley and Michael Flierl. Our program took place during the ALA Annual Conference in San Diego and continued the tradition of recent past President's Programs to focus on an equity, diversity, and inclusion, with this year specifically on belonging. Dr. Terrell Strayhorn, a professor, center director, and founder of Do Good Work Consulting Group, presented "Workplace Belonging Matters: Key Insights for Library Professionals." Strayhorn had the standing-room-only crowd enthralled; we laughed, some cried, and we all clapped wildly.

Through personal anecdotes as well as his important and timely research on college students' sense of belonging Strayhorn held attendees' attention in ways I have rarely seen at an academic conference presentation. I am eager to read his upcoming book on workplace belonging, promised for spring 2025, a topic of ongoing interest for me and if the crowd at his presentation is any indication, also for library workers. Kudos to the program committee!

Message from the President

ACRL staff and member leaders do excellent work in support of our members and library workers in academic and research libraries. ACRL's programming, including the biennial conference, publications, service opportunities, and advocacy are such a significant benefit for members and for our field. I strongly believe ACRL's work makes important contributions both financially and programmatically for ALA and all its members. During this time of great change in our society, higher education, and our professional associations I remain confident that ACRL will continue to be the place for academic and research librarians. It has been my honor to serve.

FRIENDS OF ACRL

3 ways to give!

Advancement Fund

RBMS Scholarships Fund

ACRL Conference Scholarship Fund

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

The Friends of ACRL donations support ACRL's mission in key areas, including the ACRL Advancement Fund, ACRL Conference Scholarship Fund, and RBMS Scholarships Fund. Since the establishment of the Friends of ACRL in 1998, 1,674 donors have become Friends and contributed more than $565,00 to provide support for ACRL initiatives. Money from the Friends Funds has been used to provide scholarships for ACRL professional development activities, support for the Library Copyright Alliance Project, Project Outcome, Benchmark: ACRL Metrics & Trends, and providing open access for *C&RL News* backfiles.

Thanks to our 137 donors who contributed more than $27,000 to the Friends of ACRL in FY24 (September 1, 2023– August 31, 2024). A complete list of Friends of ACRL is available on the ACRL website at https://www.ala.org/acrl/friends-acrl-2024.

ACRL also expresses its sincere appreciation to its sponsors for their generous donations to the various programs and events the association has offered throughout the year. Thanks to your support, ACRL members benefited from enhanced programs and services this year.

Annual Conference Programs

ACRL Programs at the 2024 ALA Annual Conference
—San Diego, CA—

- 2024 President's Program—Workplace Belonging Matters: Key Insights for Library Professionals
- Centering the Student: Gathering Student Perspectives and Creating Content on Generative AI
- Developing Data Literacy Champions: Building a Culture of Critical Engagement with Data
- Developing Immersive Experiences from Library Collections
- Inclusive Scholarly Publishing: Demystifying Processes & Empowering New Scholars
- Introducing LibParlor Online Learning: An Open-Source Curriculum for LIS Researchers
- Marked for Death? Challenges to the Humanities and Humanities Librarianship
- One More Hat: Community College Librarians as AI Leaders on Campus
- Open Science Conversations: Academic Library Engagement, Outreach & Services in the Year of Open Science
- Our Diverse Characters Book Club: Discussing Divisive Concepts in Red States
- Reengineering Research: Integrating Generative AI and Prompt Engineering into Information Literacy Programs
- Resilient Learning Landscapes: Exploring Post-Pandemic Student Perspectives on Information Literacy
- "Superior Performance": How Can Librarians Set Boundaries Without Clear Expectations of Labour?
- Team Up! Building Student Community with Trivia Nights in the Academic Library
- When copyright and contracts collide: Advocacy to advance library and user rights
- Working Towards Equitable Access for Blind, Visually Impaired, and Print-Disabled Students

Message from the Vice-President

Leo S. Lo
Vice-President/President-Elect

Serving as the vice-president/president-elect of ACRL during the 2023–2024 fiscal year has been an honor and an invaluable experience. Working alongside a dedicated team of ACRL staff, Board of Directors members, and volunteers, we've navigated a rapidly changing landscape in academic libraries. Throughout the year, we focused on several key areas to ensure that ACRL remains relevant, resilient, and forward-looking as we approach the challenges of the future.

One of the major initiatives during my term as vice-president was establishing a task force to develop a set of AI competencies for library workers. As AI technology continues to evolve rapidly, this task force's work is pivotal in ensuring that our profession remains at the forefront of technological advancements. The competencies will help guide library workers in adopting and integrating AI into their daily practices and services, preparing them for an AI-driven world.

Additionally, I worked closely with the Appointments Committee to fill ACRL committee positions, ensuring diverse and inclusive representation across the association. By prioritizing ACRL's Core Commitment to Equity, Diversity, and Inclusion (EDI), we continued building a workforce that reflects the diverse communities we serve.

As an ex-officio member of the ACRL Budget & Finance Committee, I participated in essential discussions about the financial health of the organization, particularly in light of ongoing changes within ALA. Our focus remained on balancing financial sustainability with delivering valuable member services, ensuring ACRL continues to thrive while aligning with necessary ALA governance adjustments.

Looking forward, as ACRL president, I will continue to build on the AI initiatives started during my vice-presidency. This year, we are establishing a new AI Discussion Group that will serve as a platform for exploring the ethical, practical, and innovative uses of AI in academic libraries. My priority is advancing ACRL's role as a leader in AI literacy and workforce upskilling, positioning libraries to prepare students and faculty for the future of work. I believe academic libraries should be at the forefront of this transformation.

Message from the Vice-President

Additionally, we will continue to expand ACRL's commitment to EDI by integrating it into all aspects of our work, ensuring that we not only foster a more inclusive profession but also advocate for systemic change in the broader higher education community.

Finally, I'm excited to look ahead to the ACRL 2025 Conference in Minneapolis, where our community will once again come together to share ideas, learn from one another, and celebrate the remarkable work being done across academic libraries. The conference will be a key moment for reflecting on our progress and charting the course for the future of the profession.

The upcoming year presents exciting opportunities for ACRL to position itself as a central player in shaping the future of academic libraries. With the support of our vibrant membership, I am confident that we will continue to innovate, collaborate, and lead in advancing learning, scholarship, and research.

Message from the Interim Executive Director

Allison Payne
ACRL Interim Executive Director

It has been a pleasure to serve as the ACRL interim executive director this past year. I am fortunate for this experience and for the trust of our members and staff in serving as a division leader. While I have worked at ACRL for more than a decade, this role has given me deeper insight and appreciation for the members and staff who implement high-quality, timely, and engaging programs and services to support the goals and objectives outlined in the ACRL Plan for Excellence. This past year, I have been delighted to work more closely with the ACRL Board of Directors and ACRL Budget and Finance Committee, and I would like to express my gratitude for their leadership and commitment to service. It has been a highlight to carry out the important work of the association with ACRL members, leaders, and staff.

ACRL supported its Equity, Diversity, and Inclusion goal area by continuing to provide ALA and ACRL memberships for those from and those serving underrepresented groups. This past year, ACRL provided memberships for up to 25 library workers who identify as Black, Indigenous, and/or People of Color (BIPOC) and 15 library workers who identify as persons with disabilities. ACRL also developed professional development opportunities for the ACRL/ALA/ARL/PLA Cultural Proficiencies for Racial Equity: A Framework; awarded subsidized RoadShows; and included questions on accessibility as a special section on the 2024 ACRL Academic Library Trends and Statistics Survey as part of our support of EDI.

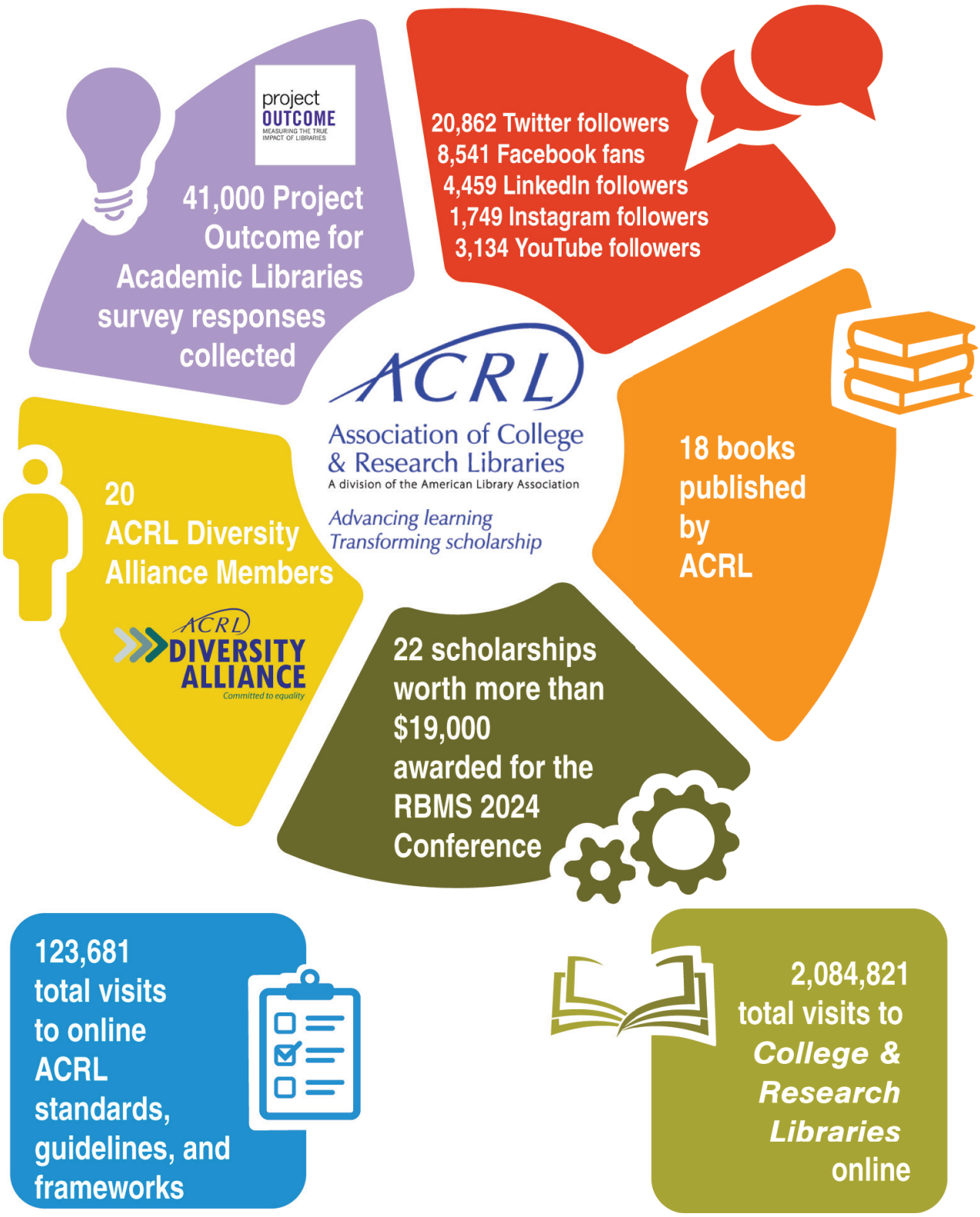
The ACRL awards' program pause was lifted and the ACRL Awards Coordinating Committee was established to provide leadership and oversight for the ACRL awards program. The committee will work closely with the ACRL awards' committees to adopt new policies and procedures to ensure increased equity and cohesiveness for the program. It is expected that nominations will be collected, and awards will be issued in 2025–2026.

ACRL celebrated the fifth anniversary of Project Outcome for Academic Libraries, which is a free online toolkit designed to help academic libraries understand and share the impact of essential library programs and services. ACRL and Core laid the groundwork for the re-launch of ACRL/Core Academic Library Facilities Survey, which opened in September 2024. For ACRL Benchmark: Library Metrics and Trends, the division continues to explore new opportunities, partnerships, and ways that the survey can fill the

anticipated gap due to the proposed elimination of the Academic Libraries component from the IPEDs survey.

ALA, ACRL, and the profession are at a place of much change and some uncertainty. While change can be uncomfortable, I see the organization and profession at a crossroads that can, and will, lead to new opportunities, increased collaborations, and creative endeavors. I believe this will happen through championing our achievements, expanding our successes and reimagining an organization that best fits the needs of the current and future academic and research library profession. I'm hopeful for the years to come and can't wait to see the amazing accomplishments that I know will take place in the coming years.

By the Numbers



Year in Review

ACRL Bylaws Revisions

Five proposed amendments to the ACRL Bylaws were adopted by the ACRL membership in the spring 2024 ALA/ACRL election. The revisions align the ACRL Bylaws with current ALA and ACRL policies along with defining action for special elections:

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

ACRL's Plan for Excellence

This report highlights ACRL's many accomplishments during the 2023–24 fiscal year across the five strategic goal areas highlighted in the Plan for Excellence—the value of academic libraries; student learning; research and scholarly environment; new roles and changing landscapes; and equity, diversity, and inclusion—along with the association's enabling programs and services.

Year in Review

The Value of Academic Libraries

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

Project Outcome for Academic Libraries continues to be a vital part of the association's Value initiatives. Based on a model developed by the Public Library Association (PLA), this free toolkit is designed to help academic libraries understand and share the impact of essential library programs and services by providing simple surveys and an easy-to-use process for measuring and analyzing outcomes. The standardized surveys allow libraries to aggregate their outcome data and analyze trends by topic and program type. This winter, ACRL published the fiscal year 2023 report for the Project Outcome for Academic Libraries toolkit. Data in this report includes all immediate and follow-up surveys and responses from institutions in the United States and covers the period September 1, 2022 – August 31, 2023.

This year, Project Outcome for Academic Libraries published a new toolkit resource Accessibility and Project Outcome, created through grant funding from the ALA Public Programs Office. ACRL also worked with our technical partner, Community Attributes, to ensure that the toolkit remains accessible to both users and survey participants, including improvements to make the Project Outcome surveys and toolkit easier to use with a screen reader to benefit those who are blind or have low vision.

ACRL and PLA held a free webcast in December 2023 to discuss how the data and assessment products Project Outcome and Benchmark can help groups, consortia, or state library administrative agency. As of August 2024, Project Outcome for Academic Libraries 5,692 users and 850 academic libraries have created surveys and collected more than 225,000 responses.

ACRL's Standards for Libraries in Higher Education (SLHE), another important component of the Value of Academic Libraries work, has been visited more than 9,500 times this year. At the request of the ACRL Board of Directors, the VAL Committee began

the process of reviewing and revising the Standards for Libraries in Higher Education. The review and revision process is scheduled for completion in June 2025.

The virtual workshops "Putting the Standards for Libraries in Higher Education into Action" and "Assessment in Action: Demonstrating and Communicating Library Contributions to Student Learning and Success" continue to help academic library professionals tackle value and assessment issues facing the profession today.

Developed by a joint task force comprised of members from the VAL and New Roles and Changing Landscapes Committees, the ACRL Academic Library Advocacy Toolkit is a curated collection of resources that can help equip academic library administrators and library professionals with the resources they need to advocate for the value, roles, and contributions of academic libraries to their campus communities. The toolkit has garnered more than 6,500 views this year.

The Learning Analytics Toolkit, a freely available professional development resource developed by the VAL Committee, provides an avenue for library professionals to learn more about learning analytics and how they intersect with academic libraries. There have been more than 1,300 visits to the toolkit during the fiscal year.

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

The ACRL Academic Library Trends and Statistics Survey incorporates the Integrated Postsecondary Education Data System (IPEDS) Academic Library Component and makes the results available through ACRL Benchmark: Library Metrics and Trends. The 2023 survey closed on April 8, 2024. 1,435 institutions completed the 2023 survey for a 43% response rate, and the survey data, including trends data on equity, diversity, and inclusion, is expected to be published in summer 2024. The survey also enabled participants to easily transfer their IPEDS responses to the institutional keyholder for the IPEDS survey. ACRL joined ALA, the Association of Research Libraries (ARL), and the Association of Southeastern Research Libraries (ASERL) in a comment objecting to the proposed elimination of the Academic Libraries component from IPEDS, the interrelated surveys conducted each year by the National Center for Education Statistics (NCES).

Year in Review

Student Learning

The following activities are examples of ways ACRL moved towards meeting the association's goal of assisting librarians in transforming student learning, pedagogy, and instructional practices through creative and innovative collaborations during my term. The ACRL Framework for Information Literacy for Higher Education has introduced a new way of thinking and practicing to the academic library community and continues to bring both inspiration and challenge to librarians as they explore new directions in information literacy practice and research.

Based on the ACRL Framework, the Threshold Achievement Test for Information Literacy (TATIL), is a simple, easy-to-use standardized test that measures the achievement of the information literacy education outcomes, regardless of a student's major or research focus, across four modules which address learning across all the frames. TATIL reports help educators identify student areas of strength and areas that need improvement, supporting evidence-based decision-making and inform actions for strengthening student outcomes. Following a redesign and rebuilding period, TATIL relaunched under the ACRL brand in summer 2023. As of August 2024, TATIL has been used by 21 schools to administer 111 tests and collected 17,078 responses.

A free ACRL Presents webinar on TATIL was presented in June 2024 to demonstrate how the tool can help facilitate conversations throughout the profession about what information literacy means to students today and into the future.

The ACRL Framework Sandbox, an openly accessible platform and repository for librarians and their educational partners to discover, share, collect and use ongoing work related to the ACRL Framework in practice and professional development, was visited more than 60,000 times this fiscal year. The Framework itself was viewed more than 96,500 times this year.

At the request of the ACRL Board of Directors, the Student Learning and Information Literacy Committee and Instruction Section began collaborating to review and revise the ACRL Framework for Information Literacy this year. The review and revision process is scheduled for completion in June 2025.

Year in Review

ACRL published a number of books including *Information Literacy and Social Media: Empowered Student Engagement with the ACRL Framework, Spatial Literacy in Public Health: Faculty-Librarian Teaching Collaborations, Unframing the Visual: Visual Literacy Pedagogy in Academic Libraries and Information Spaces,* and *Universal Design for Learning in Academic Libraries: Theory into Practice* related to student learning and information literacy issues this year.

A variety of Online Learning offerings focused on student learning and information literacy topics were presented this year, including "Exploring AI with Critical Information Literacy;" "Developing Signature Pedagogies;" "Transforming Information Literacy Instruction through the Lens of Our Instructional Identities" (three-part series); "Building an Information Literacy Micro-Course in Six Weeks;" and "Making Connections: Strategies for effective, engaging one-shot library lessons." The virtual workshop "Engaging with the ACRL Framework: A Catalyst for Exploring and Expanding Our Teaching Practices" continues to help academic library professionals tackle student learning-related issues facing the profession today.

Perspectives on the Framework, a column focusing on the Framework and edited by the Student Learning and Information Literacy Committee, continues to appear bimonthly in *C&RL News*. Column topics this year have included "It's not just us: Sharing the ACRL Framework with writing tutors," "Where does ChatGPT fit into the Framework for Information Literacy? The possibilities and problems of AI in library instruction," "Six frames, four moves, one habit: Finding ACRL's Framework within SIFT," "Pairing Texts and Podcasts: Teaching Scholarship as Conversation in First-Year Seminar," "Teacher Education and Information Literacy: Introducing the Instruction for Educators Companion Document," and "Incompatible with the Framework: State Laws Targeting DEI, LGBTQIA2s+, and CRT."

Information Literacy Immersion Program

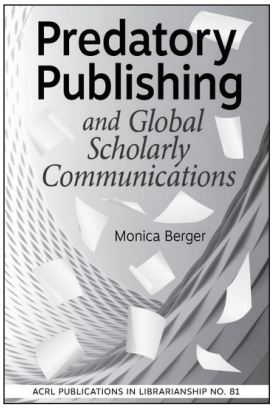
The ACRL Immersion Program has been on hiatus since March 2020 due to the COVID-19 pandemic. Over the past four years, however, the Immersion facilitator team has stayed connected and collaborative. As part of this process, the facilitators launched a five-part blog series, "Discussing the Four Pillars of Immersion," in April 2024 on ACRLog. The series delves into information literacy, the educational role of librarians, leadership, and critical reflection, sparking conversation and reconnection with these core tenets of Immersion. The program is relaunching in next fiscal year with the 2025 Immersion Program, to be held July 23–25, 2025, in Chicago, along with a new regional Immersion in a Box program.

Year in Review

Research and Scholarly Environment

ACRL's scholarly communication program actively promotes a commitment to the greater good through the transition to a more open system of scholarship.

The free, virtual ACRL/SPARC Forum "Editorial Board Resignations to Align Journals with Community over Commercialization" was held in October 2023. This ACRL/SPARC Forum featured a discussion among representatives from editorial boards that have recently resigned in protest over publisher policies. As a lead-in to International Open Access Week, the forum provided important context for this year's theme of "Community over Commercialization" and examples of researchers using their power to better align a community's journals with that community's interests.



Articles on scholarly communication issues and trends edited by the Research and Scholarly Environment Committee (ReSEC) for publication in *C&RL News* continue play an important role in disseminating a body of knowledge for the field. ACRL also published four books, *Digital Humanities in the Library, Second Edition; Predatory Publishing and Global Scholarly Communications; Rethinking Institutional Repositories: Innovations in Management, Collections, and Inclusion,* and *Scholarly Communication Librarianship and Open Knowledge* on scholarly communication-related topics this year.

The Scholarly Communication Toolkit, developed and maintained by ReSEC, continues to provide content and context on a broad range of scholarly communications topics and offers resources and tools for the practitioner. The freely available toolkit features sections on topics such as fair use, public access mandates, and library publishing in addition to more fully developed sections on open access publishing and repositories. The toolkit has been visited more than 16,500 times this year.

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

Year in Review

New Roles and Changing Landscapes

The New Roles and Changing Landscapes (NRCL) goal focuses on assisting the academic and research library workforce in effectively navigating change in higher education environments.

The NRCL Committee User Experience subcommittee, working with the Value of Academic Libraries (VAL) Committee, held a Trend Talk in April 2024. Building on the success of their initial collaborative Trend Talk in June 2023, the session discussed how to use the ACRL Academic Library Advocacy Toolkit created by the committees last fiscal year.

At the request of the ACRL Board of Directors, the NRCL Committee is additionally working with the VAL Committee to review and update six ACRL documents related to the status of academic librarians—Joint Statement on Faculty Status of College and University Librarians; Statement on the Certification and Licensing of Academic Librarians; Statement on the Terminal Professional Degree for Academic Librarian; Standard for the Appointment, Promotion, and Tenure of Academic Librarians; Standards for Academic Librarians without Faculty Status; and Standards for Faculty for Academic Libraries.

The ACRL books *Critical Library Leadership: Managing Self and Others in Today's Academic Library, Toward Inclusive Academic Librarian Hiring Practices,* and *Toxic Dynamics: Disrupting, Dismantling, and Transforming Academic Library Culture* related to the changing landscape of academic and research librarianship were published this year. The virtual workshop "Open Educational Resources and Affordability" continues to help academic library professionals interested in learning about OER and/or developing OER initiatives.

ACRL Consulting Services

Delivered by a knowledgeable, experienced team of consultants, ACRL Consulting Services works with libraries to design and assist with library reviews and planning activities, organizational change and development initiatives, staff retreats, and campus collaborations. In June 2024, Ari Zickau joined the ACRL staff as program manager for consulting and professional development to develop and expand the Consulting Services program, along with the ACRL RoadShows.

Year in Review

Equity, Diversity, and Inclusion

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

This year, the ACRL Board of Directors approved funding for one year of ALA and ACRL membership for up to 25 library workers who identify as Black, Indigenous, and/or People of Color (BIPOC) and 15 library workers who identify as persons with disabilities. This membership amounts to annual savings ranging from $106 to $236 per membership for the recipient. Funding for the memberships will be provided for two years (July 2024 – June 2026). The ACRL EDI Committee will request an additional year of funding from the ACRL Board for recipients interested in continuing for a second year.

As part of ACRL's commitment to supporting institutions serving diverse communities, the association offered subsidized RoadShows to Historically Black Colleges and Universities, Tribal Colleges or Universities, and other minority-serving institutions this fiscal year. Through a cost-sharing model, ACRL covers the majority of the workshop expenses, requiring only a minimal contribution of $2,000 from successful host institutions.

ACRL published three books—*Supporting Student Parents in the Academic Library: Designing Spaces, Policies, and Services; Toward Inclusive Academic Librarian Hiring Practices;* and T*oxic Dynamics: Disrupting, Dismantling, and Transforming Academic Library Culture*—on EDI-related topics this year. The Academic Library Workers in Conversation column in *C&RL News* moved to a monthly format starting in January 2024. The column focuses on minimizing barriers to traditional publishing with an accessible format through the sharing of conversations about transforming libraries with ideas from the frontlines, often focusing on EDI-related topics.

A free ACRL Presents webinar, "Cultural Proficiencies for Racial Equity Framework," was held in February 2024 and four-part webcast series exploring the CPRE Framework

and its practical applications in libraries was presented in April 2024. ACRL also offered the Online Learning webcast "Exploring AI with Critical Information Literacy" this year.

The ACRL Dr. E.J. Josey Spectrum Scholar Mentor Program paired five ALA Spectrum Scholars interested in careers in academic librarianship with ACRL members to mentor them this year. The program has matched more than 200 pairs of mentors and Scholars since its establishment in 2003.

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

"ACRL places a strong emphasis on promoting diversity, equity, and inclusion within the library profession. By actively advocating for equitable access to information and resources, ACRL strives to create inclusive library environments that serve the diverse needs of all users. This commitment to social justice aligns with the core values of libraries as democratic institutions and contributes to the overall betterment of society."

– Alyse Jordan, ACRL Member of the Week

ACRL Diversity Alliance

The ACRL Diversity Alliance unites academic libraries who share a commitment to increase the hiring pipeline of qualified, talented individuals from underrepresented racial and ethnic groups. The ACRL Diversity Alliance grew out of an initiative led by founding members American University, the University of Iowa, Virginia Tech, and West Virginia University. At the beginning of the fiscal year, the ACRL Diversity Alliance moved from management by an ACRL Task Force to an ACRL division-level committee. The committee hosted an open conversation for all DA institutional coordinators on April 16, 2024, as part of its focus on rebuilding community among alliance members.

Year in Review

Enabling Programs and Services

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

Member Engagement

ACRL's membership activities build on retaining core membership while recruiting from new and diverse communities. At the end of the fiscal year, ACRL had 7,959 members. The association continues to look for ways to partner with ALA to enhance member recruitment and retention efforts.

ACRL sections offer 15 vibrant and dynamic communities that nurture individual development and foster a deeper connection to the profession. Sections continue to offer successful mentoring opportunities along with programming and social events to create community among new and continuing members. In addition, ACRL's 13 interest groups address emerging areas of interest in academic librarianship and our 18 discussion groups provide avenues for members to connect around issues through informal networks for exchanging ideas and problem-solving.

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

ACRL Committee Members 2023–24

The association is pleased to acknowledge the ACRL leaders and volunteers who have worked hard to move the profession and the association forward in 2023–24. ACRL could not accomplish as much as it does without the passionate commitment and expertise of its volunteers. Thanks to all the member volunteers for their service.

Year in Review

"My favorite thing about ACRL is the communities of practice, especially as a librarian fairly new to the field. I've learned a lot by connecting with people through ACRL and through its many publications that I always look forward to. The people that make up this organization are passionate about the open exchange of ideas and information, advocacy, and collaboration, which is inspiring to me both professionally and personally."

– Jaycee Chapman, ACRL Member of the Week

Awards

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

The ACRL Awards Process Implementation Task Force has completed its work and the ACRL Board of Directors approved the task force's recommendations at their January 26, 2024, virtual meeting. Included in the approved recommendations was the establishment of the ACRL Awards Coordinating Committee, lifting of the awards pause, ending cash awards, and aligning awards policies and procedures to ACRL's Core Commitment to Equity, Diversity, and Inclusion. These recommendations included that, during the 2024–2025 program year, each awards committee be charged with reviewing the description, selection criteria, and selection process for the award(s) it juries.

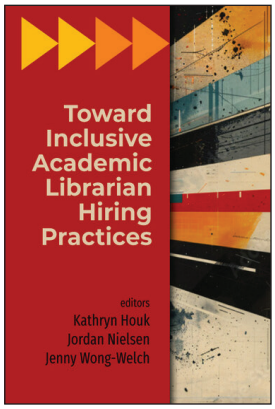
Publications

Monographs

ACRL's monograph publishing program was very active during 2023–24, releasing 18 new books. Titles focused on information literacy, scholarly communication, digital humanities, inclusive hiring, critical library leadership, empathy driven marketing, and more. A complete list of titles is available in the table on page 510.

Samantha H. Peter, chair of research and instruction and instructional design librarian at the University of Wyoming Libraries, was named the next editor of ACRL's Publications in Librarianship (PIL) book series. Peter began serving a three-year

term July 1,2024, succeeding Mark E. Shelton, director of library services at the College of the Holy Cross in Worcester, Massachusetts, as PIL editor.



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

Serials

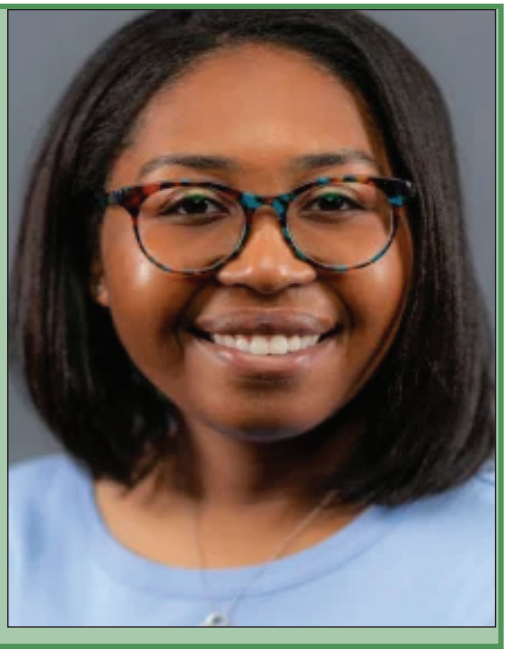
ACRL continues to make enhancements to the online versions of ACRL's *College & Research Libraries* (*C&RL*), *College & Research Libraries News* (*C&RL News*), and *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage* in the Open Journal Systems (OJS) platform.

Michelle Demeter, head of instruction and undergraduate services at New York University, was appointed to the post of editor for *C&RL*. Demeter began serving as editor-designate for the journal on July 1, 2024, and will begin an initial three-year term as editor on July 1, 2025, succeeding Kristen Totleben, open publishing librarian at the University of Rochester, as editor.

A special issue of *C&RL* published in January 2024 spotlighted new research advancing the priority areas established by ACRL's 2019 research agenda "Open and Equitable Scholarly Communications."

"I value the exchange of information from ACRL. There's always an item that piques my interest in the ACRL Update emails and listserv digest, whether it's a fascinating piece about slow librarianship, a professional development webinar, or a new publication on scholarly communication. I continuously learn something new when reading articles in C&RL News. Overall, ACRL is a great benefit to new, mid-career, and veteran academic librarians alike, and membership in ACRL has made me a well-informed and open-minded librarian."

– Chelsee Dickson,
ACRL Member of the Week



Year in Review

ALA JobLIST

ALA JobLIST is the online career center for job seekers and employers in library and information science and technology run cooperatively by ACRL's *C&RL News* and ALA's *American Libraries* magazines. Job ad volume in 2023–24 was significantly cooler than the previous two record-setting years, falling by 25% to a historically moderate level.

Staff continue to work with JobLIST's platform provider to develop improvements to the service to serve job seekers and employers well in any hiring environment, including the implementation of a more efficient ad viewing interface. Following years of productive discussions with the provider, an ACRL staff member was invited to join a new customer advisory board to offer direct feedback and ideas to the platform's product development team.

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

CHOICE

Choice continues to provide the academic library community with recommendations on what to read, what to collect, and how to navigate the constantly changing information technology landscape. In FY24, Choice concentrated on understanding AI in higher education and reworking its Toward Inclusive Excellence blog offerings.

After three years at the helm, Alexia Hudson-Ward, the editor in chief of Toward Inclusive Excellence (TIE), Choice's equity, diversity, and inclusion (EDI) channel, decided to step down. Although her vision and hard work is very much missed, Choice editor Fatima Mohie-Eldin stepped in, focusing on recruiting new writers for the blog and developing resources that help academic librarians diversify their collections. TIE has a roster of four regular contributors including Sam Berry-Sullivan (reference librarian at Gannett Library, Utica University), Brea McQueen (student success librarian, Rentschler Library, Miami University), Jamia Williams (consumer health program specialist with the Network of the National Library of Medicine Training Office), and Ashleigh Coren (a content strategist, educator, and curator based in the Washington, D.C. area).

Year in Review

This past year has been a period of rapid growth for LibTech Insights (LTI), Choice's library technology blog. Choice editor Daniel Pfeiffer manages this content vertical and has developed a vision that provides a multimedia look at technology trends in higher education. Choice began working with Gary Price of InfoDOCKET and ARL Day in Review to develop content that empowers academic librarians in the face of rapidly changing technology needs in higher education.

The Beyond the Job Title series cuts through the jargon of library job postings and speaks directly to the skills and expectations of positions. Choice additionally published a whitepaper on AI literacy, "Building an AI Literacy Framework: Perspectives from Instruction Librarians and Current Information Literacy Tools," researched and written by Sandy Hervieux Amanda Wheatley, both librarians at McGill University.

2024 marked the sixtieth anniversary of Choice and the unit has used this opportunity to take a moment to reflect on how Choice (and the higher education landscape) has changed since 1964. It was also a sad year for Choice as the decision was made to shut down Choice Reviews on Cards, first published in 1968 due to a rapid decrease in subscriptions during the COVID-19 pandemic. Choice is looking to the future with a new project: reviewing AI products for higher education. Knowledge about AI on campus should be centered in the library and Choice working hard to provide resources for librarians to assess generative AI tools.

Choice's reviews, which include *Choice* magazine (print), Choice Reviews (digital), Resources for College Libraries (RCL), and licensing business brought in more than 70% of Choice's revenue in FY24. The remaining 30% came from webinars and other sponsored content advertising vehicles, including newsletters, eblasts, whitepapers, and case studies. Although business has diversified, Choice is still very much committed to bibliography and collection development, producing content verticals centered in providing actionable advice for academic librarians across an array of subjects. These editorial products, combined with Choice's innovative sponsorship packages, have put the unit on track to contribute $181,000 to the ALA general fund in FY24.

Reports, Papers, Online Publications

The ACRL Research Planning and Review Committee is responsible for creating and updating a continuous and dynamic environmental scan for the association that encompasses trends in academic librarianship, higher education, and the broader environment. As a part of this effort, the committee develops a list of the top trends that are affecting academic libraries now and in the near future. The 2024 Top Trends in Academic Libraries appeared in the June 2024 issue of *C&RL News*.

Year in Review

Keeping Up With…, ACRL's online current awareness publication series, continued issuing concise briefs on trends in academic librarianship and higher education. Each edition focuses on a single issue including an introduction to the topic and summaries of key points, including implications for academic libraries. The series' offerings this year included information on Cultural Heritage Crowdsourcing, Peer Tutoring, Predatory Publishing, Primary Source Literacy, Slow Librarianship, Burnout, and Appreciative Inquiry, along with highlighting ACRL activities.

ACRL Publications

New ACRL Books in 2023–24

- *Comic Books, Special Collections, and the Academic Library*
- *Creators in the Academic Library (two volume set)*
- *Critical Library Leadership: Managing Self and Others in Today's Academic Library*
- *Digital Humanities in the Library, Second Edition*
- *Empathy by Design: Empathy-Driven Marketing for Libraries*
- *Everyday Evidence-Based Practice in Academic Libraries: Case Studies and Reflections*
- *Information Literacy and Social Media: Empowered Student Engagement with the ACRL Framework*
- *Predatory Publishing and Global Scholarly Communications*
- *Practicing Privacy Literacy in Academic Libraries*
- *Rethinking Institutional Repositories: Innovations in Management, Collections, and Inclusion*
- *Scholarly Communication Librarianship and Open Knowledge*
- *Spatial Literacy in Public Health: Faculty-Librarian Teaching Collaborations*
- *Supporting Student Parents in the Academic Library: Designing Spaces, Policies, and Services*
- *Toward Inclusive Academic Librarian Hiring Practices*
- *Toxic Dynamics: Disrupting, Dismantling, and Transforming Academic Library Culture*
- *Unframing the Visual: Visual Literacy Pedagogy in Academic Libraries and Information Spaces*
- *Universal Design for Learning in Academic Libraries: Theory into Practice*

(Publications continued next page)

(Publications continued from previous page)

ACRL Serials

- *College & Research Libraries* (https://crl.acrl.org) – The official open access, online-only scholarly research journal of ACRL.
- *College & Research Libraries News* (https://crln.acrl.org) – Publishes articles on the latest trends and practices affecting academic and research libraries and serves as the official newsmagazine and publication of record of ACRL.
- *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage* (https://rbm.acrl.org) – ACRL's journal covering issues pertaining to special collections libraries and cultural heritage institutions.

CHOICE Publications

- *Choice* magazine — Each monthly issue offers 600 new reviews, a bibliographic essay, and upcoming titles worth knowing.
- *Choice* Reviews on Cards — Choice reviews, and just the reviews, on cards.
- Choice Reviews — The completely rebuilt Choice Reviews gives subscribers immediate access to a comprehensive archive of nearly 200,000 reviews representing a quarter-century of scholarship.
- Resources for College Libraries — Copublished with ProQuest, Resources for College Libraries helps undergraduate institutions identify the essential titles for learning.

Blogs/Online Publications

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

ACRL Social Media

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

Standards, Guidelines, and Frameworks

The development of standards and guidelines for all areas of academic and research librarianship is a core service of ACRL. These standards, guidelines, and frameworks are a key ACRL contribution to the profession. The ACRL Board of Directors approved a new Companion Document to the ACRL Framework for Information Literacy for Higher Education: Instruction for Educators along with new Competencies for Academic Library Outreach Work this year. The Board also approved revised Guidelines for Loans of Special Collections Materials for Exhibitions and Resource Sharing, Guidelines Regarding the Security of Special Collections Materials, and Proficiencies for Assessment in Academic Libraries.

Education

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

ACRL Conference

The ACRL 2025 Conference will be held April 2–5, 2025, in Minneapolis and online. Themed Democratizing Knowledge, Access, and Opportunities, ACRL 2025 will be a platform to engage in critical conversations and explore solutions-centered approaches to the challenges facing our profession, focusing on themes like embedded bias, inclusive excellence, and the role of technology. The conference is planned as a hybrid event with live-stream sessions, as well as in-person and virtual-only programs.

Ruha Benjamin, professor of African American Studies at Princeton University, will be the conference opening keynote speaker. Author of the award-winning book *Race After Technology: Abolitionist Tools for the New Jim Code* and recipient of a 2024 MacArthur Fellowship, her work investigates the social dimensions of science, medicine and technology with a focus on the relationship between innovation and inequity, health and justice, knowledge and power. Poet and literary activist Saeed Jones will serve as the closing keynote speaker. An essential author, Jones has shaped his platform into a tool for social awareness, breakthroughs and connections with his no-holds-barred personality and unforgettable voice. His most recent collection, *Alive at the End of the World*, was published in 2022 and awarded the Anisfield-Wolf Book Award for Poetry. Conference registration opened in November 2024.

ACRL @ ALA Conferences

The ACRL President's Program at the 2024 ALA Annual Conference, "Workplace Belonging Matters: Key Insights for Library Professionals" featured professor Terrell

Strayhorn, one of the foremost authorities on sense of belonging in living, learning, and workspaces emphasizing the significance of building community, strengthening relationships, and fostering a strong sense of belonging in the workplace. Strahorn explored how libraries can create an inclusive environment where all employees feel valued, respected, and connected, drawing insights from his newest book, *Workplace Belonging.*

ACRL sponsored an additional 15 section, committee, and individual programs at the conference on topics such as artificial intelligence. inclusive scholarly publishing; equitable access for blind, visually impaired, and print-disabled students; LibParlor; setting boundaries in the workplace; challenges to humanities librarianship; and more.

RBMS Conference

The RBMS 2024 Conference, "Momentum," was held June 25–28, 2024, in Costa Mesa, California, and virtually. The conference featured an immersive exploration of how we can leverage the invaluable lessons, experiences, and progress of the past three years to propel our profession towards greater equity, diversity, inclusivity, and community engagement. RBMS 2024 delved into critical questions: How do we reignite and sustain vital initiatives in both physical and virtual realms? How can we maintain momentum in a landscape where change often comes in small steps? Attendees discovered the keys to fostering and sustaining momentum in collaborative partnerships with fellow librarians, special collections experts, booksellers, and museum curators. More than 400 in-person and virtual registrants, along with nearly 50 bookseller companies, participated in the conference.

RoadShows

The ACRL RoadShow program brings high quality workshops directly to campuses covering a wide range of topics that help academic librarians tackle the greatest issues facing the profession today. Following a hiatus due to the COVID-19 pandemic, ACRL's traveling RoadShow workshops are beginning to resume, along with the ongoing Off RoadShow virtual experiences. In-Person RoadShows include "Assessment in Action," "Engaging with the ACRL Framework," "OER and Affordability Research Data Management," "Scholarly Communication," and "Standards for Libraries in Higher Education." Off-RoadShow online experiences feature "Building Your Research Data Management Toolkit," "Engaging with the ACRL Framework," "OER and Affordability," and "Putting the Standards for Libraries in Higher Education into Action."

Year in Review

Online Learning

The ACRL Online Learning program offered 20 total events consisting of 4 webcasts, 3 multi-part webcast series, and 6 multi-week courses this year on a variety of topics including AI, signature pedagogies, transforming information literacy instruction, one shot lessons, digital preservation, building an information literacy micro-course, and more. More than 800 attendees participated in our Online Learning events this year.

ACRL Presents … Webcasts

The ACRL Presents… program offers free occasional webcasts on issues of broad interest and importance to the academic and research library community. ACRL Presents… webcasts offered this year included "Cultural Proficiencies for Racial Equity Framework" (January 2024), "Youth Services to Academia – Transitioning Positions within Librarianship" (March 2024) "Voices from the Stacks: Lived Experiences of Library Folks with Disabilities" (June 2024), and "The Threshold Achievement Test for Information Literacy (TATIL)" (June 2024).

ACRL-Choice Webinars

The ACRL-Choice webinar program provides a venue for publishers, library vendors, and education technology companies to speak directly to the Choice audience. In FY24, Choice hosted 37 programs (up from 27 programs in FY23) and had an average registration of 1,193 (up from 852 in FY23). The webinar that saw the most registrations this year was Toward Inclusive Excellence's "Inclusive and Ethical AI for Academic Libraries" in December 2023, with a registration of 3,292. Other popular offerings included Elsevier's "Unlocking Insights with Generative AI: How to Enhance Research Efficiency in the Library" with 2,615 registrants, Springer Nature's "Research Integrity and AI: Navigating Challenges and Leveraging Potential" with 2,484 registrants, and LibTech Insights' "CLEARer Dialogues with AI: Unpacking Prompt Engineering for Librarians" with 2,437 registrants.

"When I was still in library school, I received a scholarship to attend an RBMS conference, which was so informative and engaging. In the years since I've been a full-fledged librarian, ACRL has given me opportunities for committee and interest group membership and leadership, professional development, presenting at conferences, and publishing. All these opportunities have been and continue to be valuable for my learning and engagement in the field, and for the chance to meet and work with other librarians"

– Jessica Epstein, ACRL Member of the Week

Scholarships

Knowing that professional development is essential to the success of academic and research librarians, the Rare Books and Manuscripts Section (RBMS) awarded 22 scholarships for the RBMS 2024 Conference worth more than $19,000.

ACRL Speaks Out

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

Legislative Advocacy

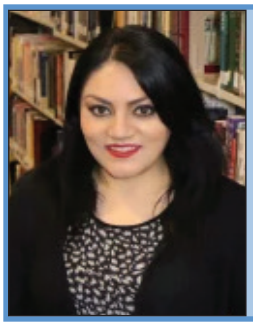
Public policy issues affecting higher education remain an essential focus of ACRL. We acted on this focus in a number of ways this year.

Each year, the ACRL Government Relations Committee, in consultation with the ACRL Board of Directors and staff, formulates an ACRL Legislative Agenda. Drafted with input from key ACRL committees, ACRL leaders, and the ALA Public Policy and Advocacy Office, the ACRL Legislative Agenda focuses on issues at the national level affecting the welfare of academic and research libraries. The 2024–25 ACRL Legislative Agenda focuses on five issues that will be the focus of ACRL's advocacy efforts, listed in priority order, Upholding Intellectual Freedom, Federal Funding for Libraries, Net Neutrality, Safety and Security of Artificial Intelligence, Open Access to Federally Funded Research, and the Affordable College Textbook Act

The agenda also includes a watch list of policy issues of great concern to academic librarians. The 2024–25 watchlist includes Proposed Elimination of the IPEDS Academic Libraries Survey, Deferred Action for Childhood Arrival (DACA)/Immigration Issues, Environmental Impact of Data Centers and Emerging Technologies, Consumer Data Privacy, Accessible Instructional Materials, and Pending Cases.

In May 2024, ACRL joined the ALA, Association of Research Libraries (ARL), and Association of Southeastern Research Libraries (ASERL) in a comment objecting to the proposed elimination of the Academic Libraries component from the Integrated Postsecondary Education Data System (IPEDS), the interrelated surveys conducted each year by the National Center for Education Statistics (NCES). The associations strongly object to the elimination of academic library data from IPEDS, believing it is essential to understanding the value of libraries and their contributions to the mission of higher education.

Year in Review



"ACRL holds significant value in my academic librarian role, providing exceptional opportunities for professional development, grants, recognition, and advocacy to help me excel in my mission to serve students and faculty. ACRL plays a pivotal role in shaping the future of academic libraries and higher education."

– Lorely Ambriz, ACRL Member of the Week

Partnerships with Higher Education

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

Organizational Effectiveness and Vitality

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

ACRL Staff

Ari Zickau was hired as ACRL's new program manager for consulting and professional development this year, leading and managing both ACRL's Consulting Services and RoadShow licensed workshops. They oversee ACRL's team of experienced adjunct consultants and work to expand Consulting Services through strategic marketing and outreach. Ari also ensures high-quality professional development for academic and research libraries through ACRL's online and in-person RoadShow program.

Sara Goek rejoined the ACRL staff as project manager, data and research, a position she splits between ACRL and the Public Library Association (PLA). Sara leads key data-related initiatives for both divisions, including the annual surveys, Benchmark tool, and Project Outcome. She also develops related research and training materials.

Program Officer for Member Services Lauren Carlton and Program Coordinator Aleah Price both left the association to pursue other opportunities this year.

Many of you have had phone and email contact with ACRL's staff in Chicago and at the Choice office in Middletown, Connecticut. Take a minute to "meet" ACRL's diverse staff on the association website at www.ala.org/acrl/aboutacrl/staff/contactacrl.

ACRL Board of Directors, 2023–2024

ACRL Board 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: Amy Dye-Reeves, Leo Lo, Mary Mallery.

ACRL Board of Directors, 2023–2024

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Purdue University

Vice-President/President-Elect
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(Ex-officio)
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North Carolina State University

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Walter Butler
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Amy Dye-Reeves
Auburn University

Mary Mallery
Brooklyn College CUNY

Yasmeen Shorish
James Madison University

Rebecca Miller Waltz
Pennsylvania State University

Financial Report

Joe Mocnik
Budget & Finance Committee Chair

Due to the timing of the ALA/ACRL financial closes, our usual budget report for FY24 was not available at press time. ACRL's full FY24 financial report will be added to the ACRL website when data is available, with a notice posted in a future issue of *C&RL News* and on additional ACRL communications channels. Thank you for your patience.

Budget & Finance Committee, 2023–2024

Joe Mocnik, *Kansas State University, chair*
Tracy Bicknell-Holmes, *Boise State University*
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Valerie Ila Minson, *University of Florida*
Katy O'Neill, *Loyola Notre Dame*
Matthew Shaw, *Ball State University*
Leo Lo, *University of New Mexico, ex-officio*
Allison Payne, *ACRL/ALA, ex-officio*

Climate Change and Human Health Literature Portal. *Access:* https://tools.niehs.nih.gov/cchhl/.

The Climate Change and Human Health Literature Portal (CCHHL Portal) is a resource of the National Institute of Environmental Health Sciences, an institute of the United States National Institutes of Health. Created to address challenges in accessing studies related to climate change and human health, the CCHHL Portal provides a convenient single search point that brings together scientific studies on topics related to the health implications of climate change from across disciplines and publishing platforms. The database indexes relevant scholarly literature from 2007 to the present (22,695 items at the time of writing), much of which is open access, though there is a delay of up to a year before newly published studies are added.

For a thorough introduction to conducting searches and navigating results, users can click the "Portal Instructional Video" link, which connects out to a YouTube tutorial. Midway down the CCHHL Portal landing page are links to nine topic-based "Example Explorations," which link to pre-set literature searches. These explorations can be useful in getting acquainted with the database or for a quick browse of topical literature. At the bottom of the page, users can find a link to "Frequently Asked Questions" about the database's purpose and functions.

The CCHHL Portal provides a simple text-based search, but equally useful is their rich hierarchy of filter options, available under the expandable "Search With Filters" menu. Search filter categories include "Exposure," "Geographic Location," "Geographic Feature," "Health Impact," "Model/Methodology," "Model Timescale," "Resource Type," "Special Topic," and "Year Published." A "Filter Criteria" link provides clear definitions of each category. On the search results page, users can add and remove filters, search within the results, and change the results sort. Each result includes an image of the geographic scope (continent or global), and clicking on a title brings up the abstract, basic metadata, and external links to access full text.

Overall, the CCHHL Portal is a useful resource for students, researchers, and practitioners looking for scholarly literature in areas related to climate change and human health education, research, and policy. It provides a curated portal of vetted scholarly publications in this interdisciplinary area, potentially simplifying and better targeting literature searches versus those in broader databases.—*Amy Jankowski, University of New Mexico, ajankowski@unm.edu*

Knight Foundation. *Access:* https://knightfoundation.org/.

Established in the 1950s by newspaper publishers John S. and James L. Knight, the Knight Foundation, with an endowment of approximately $2.4 billion, supports freedom of speech in journalism, the arts, and culture. The foundation's easy-to-navigate website is divided into four main headings: "Programs," "Newsroom," "Research," and "Events."

The "Programs" section highlights the four main program areas that are supported by the Knight Foundation: "Journalism," "Communities," "Arts," and "Learning and Impact."

Joni R. Roberts is associate university librarian for public services and collection development at Willamette University, email: jroberts@willamette.edu, and Carol A. Drost is associate university librarian for technical services at Willamette University, email: cdrost@willamette.edu.

Aligning themselves with the First Amendment's main tenets of free speech and press freedom, the foundation's "Journalism" program funds solutions in several areas such as technology and product innovation, and sustainability and revenue development. One of the highlights of this program is the launch of the Knight Election Hub, a collection of resources to support US newsrooms covering the 2024 elections.

The "Communities" program details the Knight Foundation's funding of urban revitalization and community engagement initiatives in 26 communities where the Knight brothers owned newspapers, including Akron, Detroit, and Miami. Users can click on the city links to find information about program staff in those cities and how to apply for grants. The resources for the "Learning and Impact" details recent research funded by the Knight Foundation, such as book challenges in American public schools and student perceptions of free expression on college campuses.

Under the site's "Newsroom" heading, users will find articles, press mentions, and press releases that can be searched by content type, program, and community. Researchers may also search by topic area, such as "Arts and Technology," "Elections and Voting," and "Trust, Media, and Democracy."

Under the "Research" heading, users of the site will find current research, including reports from the Pew-Knight Initiative, a research program funded jointly by The Pew Charitable Trusts and the Knight Foundation. These reports explore how Americans receive news, how they act upon it, and how they choose to share it. Several of the reports highlight perceptions of local news and the use of social media to stay informed on political news.

This site would be most helpful to students and faculty studying and teaching in several subject areas, including communications, economics, political science, sociology, and urban studies. In addition, the entire site is licensed under a Creative Commons Attribution-Noncommercial license, making it appropriate for inclusion in Open Educational Resources collections.—*Michele Frasier-Robinson, University of Southern Mississippi, susan.frasierrobinson@usm.edu*

United States Sentencing Commission. *Access:* https://www.ussc.gov.

The United States Sentencing Commission (USSC) is an independent, bipartisan agency in the judicial branch of government, created by the Sentencing Reform Act (SRA) of 1984. The Act was created by Congress in response to inequalities in federal sentencing. The USSC created "a new era of federal sentencing" and a goal to "reduce sentencing disparities and promote transparency and proportionality in sentencing." Seven voting members, appointed by the President and confirmed via Senate, serve staggered six-year terms. Only four members can belong to the same political party and at least three members must be judges. The Attorney General or designee, and the chair of the US Parole Commission serve as ex officio nonvoting members. Four members of the USSC must cast affirmative votes to promulgate amendments to the sentencing guidelines. The Commission advises and assists Congress and the Executive Branch in "developing crime policy and collecting and distributing information on a variety of federal crime and sentencing issues." Additionally, it serves as a resource for the Executive Branch, courts, practitioners, academics, and the public.

Categories of information on the homepage ("Guidelines," "Research," "Policymaking," "Education," "About," and "By Topic") help users locate material. "Guidelines" include the 2023 annotated guideline manual, a variety of primers, and a sentencing table. "Research"

provides "Data Reports," "Datafiles," "Research Reports," and a "List of Publications." "Policymaking" offers information on "Meetings and Hearings" and "Amendments." "Education" includes topics such as "Criminal History," "Relevant Conduct," "Supreme Court Cases," and more. "About" provides information on the commissioners, annual reports, employment, press releases, and podcasts. "By Topic" provides an extensive list of alphabetically arranged information such as "Amendments," "Backgrounder," "Escape," "Fentanyl," and "Recidivism," just to name a few.

"Quick Facts" publications give readers basic facts about a single area of federal crime in an easy-to-read, two-page format. Topics include sentencing issues, drug offenses, immigration offenses, and more.

This is a premier site providing information on federal sentencing and related topics in an accessible and user-friendly resource. A valuable source for those interested in federal sentencing policies, guidelines, and associated issues.—*Karen Evans, Indiana State University, karen.evans@indstate.edu*