College & Research Libraries
news
Association of College & Research Libraries

January 2025
Vol. 86 No. 1
ISSN: 2150-6698

College & Research Libraries news

January 2025
Vol. 86, No. 1

Features

Departments

This month's cover features a photograph of a group of marchers with the banner "Black and White together" walking to the memorial service held at the Virginia State Capitol in Richmond on April 4, 1969, the one-year anniversary of Martin Luther King Jr.'s death. The image is part of the Virginia Commonwealth University (VCU) Libraries Richmond Police Surveillance Collection.

With support from a Council on Library and Information Resources (CLIR) Recordings at Risk Grant, the VCU Libraries are working to preserve and provide access to 156 films and 13 audio reels from the Richmond, Virginia, Police Department (RPD) Surveillance Records (1961–1973). The films include footage of Black Panther Party meetings and activities in the 1960s; anti-draft, anti-war, and anti-busing protests; student protests at local universities; marches including the Poor People's Campaign; and the trial of H. Rap Brown. Learn more at https://www.library.vcu.edu/about/news/2024-news/grant-will-preserve-richmond-civil-rights-era-films.html.

Editor-in-chief: David Free

Recruitment ad sales manager: David M. Connolly

Product sales manager: Pam Marino

***C&RL News* Editorial Board:** Amanda Nichols Hess (Chair), José A. Aguiñaga, Erin Louiza Cassity, Heather A. Dalal, Jessica Sheara Epstein, Kelly Karst, Natalie Eloisa Marquez, Willie Miller, Kristen Totleben (C&RL Editor), Allison Payne (ACRL Interim Executive Director), David Free (Editor-in-Chief), Téa Rokolj (ACRL Publications Committee Chair), Beth McNeil (ACRL Past-President)

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.

Job advertising: Contact *ALA JobLIST*, 225 N. Michigan Ave, Suite 1300, Chicago, IL 60601-7616; (312) 280-2513; e-mail: joblist@ala.org.

Production office: 225 N. Michigan Ave, Suite 1300, Chicago, IL 60601-7616

College & Research Libraries News (Online ISSN 2150-6698) is published by the Association of College & Research Libraries, a division of the American Library Association, as 11 monthly (combining July/August) online-only issues, at 225 N. Michigan Ave, Suite 1300, Chicago, IL 60601-7616. Submission guidelines are available on the *C&RL News* website. Inclusion of an article or an advertisement in *C&RL News* does not constitute official endorsement by ACRL or ALA.

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

Back issues: $11.00 each.

ACRL 2025 Conference Registration Opens

ACRL announces the opening of registration for the ACRL 2025 Conference, to be held April 2–5, 2025, in Minneapolis, Minnesota, 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 the profession. The conference will focus on themes like embedded bias, inclusive excellence, and the role of technology. Together, we can build a future where knowledge is accessible to all.

Whether you join us in-person or remotely, we welcome you to be a part of this important conversation. ACRL 2025 will include opportunities to be inspired by keynote speakers Ruha Benjamin and Saeed Jones, participate in concurrent programs, and connect with colleagues. ACRL 2025 features more than 500 live educational programs including keynote and invited presentations, panel sessions, contributed papers, workshops, lightning talks, community chats, roundtable discussions, and poster sessions offering insights and inspiration to enhance your library's programs and services.

Virtual registration includes live streams of the opening and closing keynotes; live stream programs, including webinars and programs with live chat; virtual-only presentations; and networking opportunities. All registrants also receive free virtual conference access for six months following the end of the conference. Register by the February 7, 2025, early bird deadline and save. Group discounts are also available. Complete details on ACRL 2025, including registration information, are available on the conference website at https://web.cvent.com/event/98632c12-9bee-4ab5-bb05-5fcf69f453a4/summary.

Harford Community College Library Named Federal Depository Library of the Year

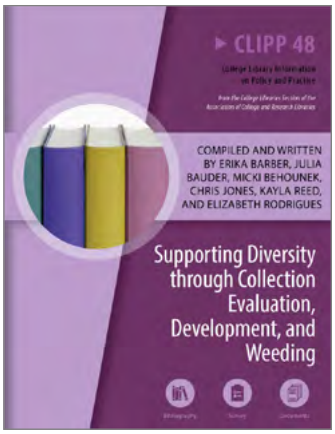
The US Government Publishing Office (GPO) names Harford Community College Library as the 2024 Federal Depository Library of the Year. The Bel Air, Maryland, library was selected for its excellent promotion of the Federal Depository Library Program (FDLP) and FDLP digital and physical resources. In addition, Harford Community College has been actively engaged with the transition to a digital FDLP. Harford Community College Library promotes the FDLP through engaging campus activities and library displays. It works to generate awareness and usage of FDLP resources through events for National Library Week, Constitution Day, and much more. The library boasts a well-curated collection of Federal depository resources to meet the needs of its campus. Its staff is known for being well-trained with processing government documents.

Native American Library Services: Basic Grants Applications

The Institute of Museum and Library Services (IMLS) is now accepting applications for The Native American Basic Grants (NAB) program through February 4, 2025. The NAB program assists Native American Tribes in establishing, sustaining, and improving library

services and operations with their communities. As information needs change, Tribal libraries must be able to serve as knowledge and resource centers to benefit their users and the wellness of their communities. The NAB program supports Tribes across the country to address their individual information needs and priorities. NAB grants are noncompetitive one-year grants of $6,000 to $10,000. The grants are available to Federally recognized Native American Tribes and Alaska Native villages, corporations, and regional corporations. Learn more at https://www.imls.gov/grants/available/native-american-library-services-basic-grants.

New from ACRL—Supporting Diversity through Collection Evaluation, Development, and Weeding: CLIPP #48



ACRL announces the publication of *Supporting Diversity through Collection Evaluation, Development, and Weeding: CLIPP #48*, compiled and authored by Erika Barber, Julia Bauder, Micki Behounek, Chris Jones, Kayla Reed, and Elizabeth Rodrigues. The book offers information on, and examples for, incorporating diversity concerns and policies into collection management practices.

The College Library Information on Policy and Practice (CLIPP) book series from ACRL provides college and small university libraries analysis and examples of library practices and procedures. *Supporting Diversity through Collection Evaluation, Development, and Weeding* contains a thorough literature review and bibliography, analysis and discussion of survey results, and sample library collection development policies; diversity, equity, and justice statements; and a harmful content policy.

There are emerging practices for evaluating collection diversity and for diversifying collections via acquisitions, but the question of how to weed in a way that protects and enhances collection diversity has not been thoroughly explored. *CLIPP #48* provides a comprehensive survey of how diversity-enhancing collection management practices have filtered into the day-to-day work of average small and medium-sized academic libraries and offers replicable models for library workers.

Supporting Diversity through Collection Evaluation, Development, and Weeding: CLIPP #48 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 University Libraries Open Publishing Launches Stroke Clinician Journal

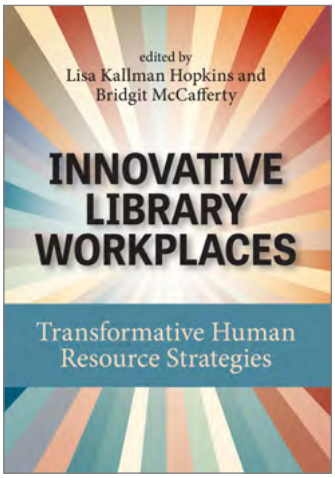
The Penn State University Libraries' Open Publishing program has partnered with the Association of Neurovascular Clinicians (ANVC) to launch a new open access clinical journal, *Stroke Clinician*. The interdisciplinary publication provides clinically relevant articles for health care professionals caring for patients who are at risk for or have suffered a stroke. *Stroke Clinician* is exclusively publishing clinically relevant papers that cover all aspects of neurovascular disease practice and are of interest primarily to practicing interdisciplinary clinicians and stroke administrators. The journal will publish all issues open access and

without any article processing charges. The first quarterly issue launched in February 2024 and the journal is available at https://journals.psu.edu/strokeclinician.

Charleston Hub Debuts Podcast Parade

A new regular column, Podcast Parade, featuring library podcast reviews by digital publishing platform Exact Editions, has been launched by the Charleston Hub. Each instalment includes key information and analysis, serving as an essential guide to librarians who want to deepen their industry knowledge through an audio medium. The column starts with basic information such as number of episodes and their length, as well as a summary. More detailed analysis follows, including a breakdown of the format, the hosts and guests, and highlights both "a nice touch" and "an area for improvement" before giving an overall opinion. Podcast Parade posts are available as part of the Charleston Hub blog at https://www.charleston-hub.com/category/blogs/.

New from ACRL—Innovative Library Workplaces: Transformative Human Resource Strategies



ACRL announces the publication of *Innovative Library Workplaces: Transformative Human Resource Strategies,* edited by Lisa Kallman Hopkins and Bridgit McCafferty, providing the tools you need to make your workplace a good one for your employees.

Good workplaces require both autonomy—giving employees a sense of ownership over how and where they work—and collaboration in pursuit of common goals. They see employees for who they are and support them, pay them enough money to live comfortably, and provide the resources, training, and support they need to be successful. In two parts, *Innovative Library Workplaces* collects strategies for establishing a good workplace.

- Human Resources in Libraries
  - Recruiting and Hiring
  - Onboarding and Training
  - Salary Studies and Unions
- Work Culture and Organization
  - Employee Morale
  - Flexible Work Arrangements
  - Strategic Planning and Reorganizing

Though this book took root during the pandemic, it is not of the pandemic: The changes wrought are permanent. *Innovative Library Workplaces* proposes a way forward after this monumental disruption, recognizing that neither the pandemic nor the work culture prior to it is a good model for what comes next.

Innovative Library Workplaces: Transformative Human Resource Strategies 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.

Taylor & Francis Announces Open Access Collective Funding Pilot

A new Taylor & Francis pilot aims to support open access (OA) publishing using a combination of existing funding sources, enabling authors of every article type to choose OA at no cost. Collective Pathway to Open Publishing (CPOP) has been designed as an OA solution for humanities and social sciences (HSS) journals, especially those focused on regions with a high uptake of OA agreements.

CPOP builds on the success of Taylor & Francis' OA (Read & Publish) agreements, which now help researchers at more than 1,000 institutions to publish OA. Some HSS journals with author communities in regions where agreements are common now publish most of their articles OA. However, meeting the criteria for conversion to a full OA journal under an Article Publishing Charge (APC) model remains a challenge due to limited OA funding in HSS fields for articles not covered by an agreement. CPOP aims to solve this challenge by combining funding from OA agreements with "read" income from subscriptions and other reading access fees. Through CPOP these funding sources can be used collectively to support the journal's conversion to OA, one volume at a time, without any APCs. Complete details are available at https://librarianresources.taylorandfrancis.com/open-research/choose-open-access/collective-pathway-to-open-publishing/.

Tech Bits . . .

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

OmniFocus is a powerful task management tool for iOS and macOS, offering advanced features that make it more versatile than most to-do list apps. The web app works on Windows or Linux but is not standalone. For Android users, third-party apps like Focus GTD sync with OmniFocus.

A key strength is its tagging system, which helps librarians categorize tasks by context, like "on campus" or "email," making it easier to focus on relevant tasks. The "waiting on" perspective helps track and manage follow-ups without cluttering active lists. The forecast feature integrates tasks with your calendar, allowing efficient planning. Finally, the review function helps track projects and tasks, ensuring long, complex projects stay on schedule. OmniFocus is an essential tool for managing complex tasks.

—Rachel Besara
Missouri State University

. . . Omnifocus
https://www.omnigroup.com/omnifocus

Springshare Acquires CareerShift

Springshare recently announced the acquisition of CareerShift, the software platform that helps students with job search, career, and company research. Springshare acquired CareerShift from Student Playbook LLC who, after this divestiture, will focus on serving the alumni associations market. CareerShift will operate as an independent brand under Springshare's corporate umbrella. Springshare will provide investment, resources, and assistance to grow the CareerShift software platform to realize its full potential as a must-have job and career-seeking resource for students and library patrons. More details Springshare are available at https://springshare.com/careershift-faq.html.

Kevin Adams

Surveillance and Privacy

How Can the Framework Support Privacy Literacy?

Scholars have proposed a variety of ways to approach privacy literacy in the library classroom.[1] Privacy is a core value of librarianship, but personal privacy is being eroded at a rapid rate. Students leave data tracks all over the internet; their personal information is constantly collected outside of the classroom. This alone is enough for privacy literacy to be on the librarian's radar. Alarmingly, recent studies show that publisher platforms may be harvesting student personal information inside of the library classroom as well.[2] This article explores current critical perspectives on privacy literacy, the urgency of privacy literacy, and how the ACRL Framework for Information Literacy can and cannot support privacy literacy initiatives.

The Urgency of Privacy Literacy

"Privacy is about respect for persons, not about protecting data."[3] This is the guiding philosophy of the privacy literacy library pedagogues Sarah Hartman-Caverly and Alexandria Chisholm. Much like information literacy as defined by the Framework, Hartman-Caverly and Chisholm define privacy literacy as "a suite of knowledge, behaviors, and critical dispositions regarding the information constructs of selfhood, expressive activities, and relationships."[4] Privacy literacy at its heart is connected to human identity. Privacy knowledge, behaviors, and critical dispositions enable users to protect their privacy.

Under what Soshana Zuboff terms surveillance capitalism, people's personal information is collected for commercial purposes and used by corporations to predict and dictate the direction of the market. Zuboff draws out the ways this introduces "epistemic chaos." Corporations harvest personal and behavioral data from individuals and plug that data into profit-driven algorithms. With total disregard for corrupt data and disinformation, these algorithms drive new market and information creation. This disregard for truth in favor of profit generation bombards people with information and advertisements that are not based in reality. This move away from truth fundamentally undermines democratic control of society in favor of corporate control.[5]

Hartman-Caverly and Chisholm build on Zuboff's work extending this existential crisis to the individual. Seeking to restore privacy norms, their proposed framework, The Six Private I's, provides insight into the effects of violations of personal privacy on the individual. The framework explores how loss of privacy impacts identity, intellect, integrity, intimacy, interaction, and isolation. Ultimately, they argue "ubiquitous surveillance undermines personhood itself."[6]

Kevin Adams is information literacy librarian at Alfred University, email: adamska@alfred.edu.

Complicity in the Library

Libraries have started to play an active role in the corporate and institutional collection of personal information. In *Data Cartels*, Sarah Lamdan helpfully breaks personal information into two types: information used for commercial purposes and information used for institutional purposes. Corporations that use personal information for commercial purposes operate in ways illustrated by Zuboff, to sell consumers commodities and dictate the market. Corporations that use personal information for institutional purposes collect personal information, compiling it into data dossiers, and selling it to interested parties like government agencies, law enforcement, and banks.

Lamden writes from an academic library perspective, focusing on institutional usage of personal information.[7] Corporations that collect, package, and sell personal information for institutional purposes are commonly referred to as data brokers, but could be more accurately referred to using Lamdan's language: data cartels. Academic libraries work closely with a couple of these data cartels. Thomson Reuters and RELX (Reed, Elsevier, LexisNexis) in addition to being database vendors, collect personal information from internet (and library database) users to create data dossiers that are sold to government agencies, law enforcement, banks, and other interested buyers like Immigration and Customs Enforcement (ICE).[8] This has implications reaching far beyond the walls of the library. Scholars like Safiya Noble and Virginia Eubanks have written about how algorithms and technologies that use data dossiers negatively impact people with marginalized identities.[9] Policing through data has not led to decreases in crime but has "embedded the discriminatory policing problems . . . into digital policing infrastructure."[10]

According to a 2023 SPARC Report that analyzes the privacy practices of RELX, publisher platforms regularly track user behavior and information. One Elsevier database, ScienceDirect, can collect and track patron personal information on and beyond the ScienceDirect website. The report goes into great detail, but suffice to say, this type of data collection violates the ALA Code of Ethics, Library Bill of Rights, and the IFLA Statement on Privacy in the Library Environment.[11]

Andrew Weiss identifies academia's relationship to various invasive information technologies as a looming problem.[12] Academic librarians find themselves promoting the tools that extract personal information from patrons, while at the same time teaching patrons privacy literacy, putting the onus for digital hygiene on the user. Librarians are forced to pit core values of privacy and access to information against one another by corporations like RELX that have monopolized access to academic information. Libraries' continued participation with these database providers enables the companies to continue their extractive practices, but many libraries do not feel that they have a choice because the database provider may be the only provider of content required for academic programs.

How Can the Framework for Information Literacy Address Privacy Literacy?

The ACRL Framework for Information Literacy focuses on helping people, primarily students, conduct research by way of understanding how information works. The Framework can be used to address privacy literacy, but it is not tailor-made for this purpose. The frame Research as Inquiry encourages learners to ask critical questions as they go through an

iterative research process. Librarians often encourage students to ask new questions as they develop research questions and ask questions about which research strategies to implement. This frame creates an opportunity for librarians to encourage students to ask questions about the platforms and databases that they are selecting to conduct their research. Understanding platforms, search engines, websites, and databases is a vital first step for learners to start to interrogate how their personal information and data is generated, harvested, and sold; the value of their personal information; and the impact of data harvesting on society.

The Value of Personal Information

The frame Information Has Value guides learners toward a broad understanding of the value of information, including as commodity and as influence. These two ways of understanding information are vital for privacy literacy. The frame explicitly mentions "the commodification of personal information" and can be applied to help learners understand how aggregated personal information is used by institutions and corporations to exert influence. As Zuboff argues, corporations and institutions influence information creation and market creation, with impacts on people such as purchasing decisions, personal life decisions, and even voting decisions.[13] The frame states that experts will understand how to make deliberate and informed decisions about their participation with information creation. While the frame is primarily talking about participation in scholarship, learners can also use this disposition to identify ways they might choose to protect their personal information or allow their information to be used.

Personal Information as Created Information

The frame Information Creation as a Process encourages information users to think about the way that information is created, packaged, and disseminated. This frame can be helpful for learners to explore the way their personal information is harvested, compiled, and used, but it requires some reframing. The frame argues that "information in any format is produced to convey a message."[14] This assigns intention to the information production process and assumes some agency for the producer. Internet users are not intentionally generating behavioral or personal information while using websites, rather trackers acting as digital eavesdroppers are used to harvest data. However, once the data is harvested, packaged, and disseminated by data brokers or commercial enterprises, it takes a form that this frame allows learners to analyze. An important element of privacy literacy is understanding how personal information and the life cycle of personal data are connected. Learners can start to ask how data extraction processes impact their privacy.

The frame Scholarship as Conversation, frequently used to teach about citations, emphasizes the importance of transparency in understanding the evolution and complexities of scholarly ideas. The life cycle of personal information looks quite different from that of scholarship, and there is not the same transparency around personal information generation, harvesting, or usage. While this data is put into conversation with other data, it is not done in a transparent way. Without the transparency that comes with scholarship, it is far more difficult to engage with what is being done with the data. Paralleling the disposition learners "see themselves as contributors to scholarship rather than only consumers of it," privacy literacy learners may apply this frame to critique data collecting practices and reclaim their agency by learning about and protecting their personal information.

Impact on Searching

Susan Archambault argues for expanding the Framework to include algorithmic literacy, illustrating that the current iteration of Searching as Strategic Exploration falls short of teaching learners the impact that algorithms have on their search results. The frame "hints at but fails to explicitly include the idea that search results are personalized through both invisible digital profiling and the collective actions of other users (e.g., popularity ranking) in endless dynamic feedback loops."[15] Personal information influences the ways that different search engines respond to a prompt, and learners could benefit from an understanding of the way that their digital profiles shift search results.

Privilege and Bias

The frame Authority is Constructed and Contextual looks at how researchers evaluate the authority of a piece of information, suggesting that information users should be skeptical of information sources' authority and evaluate the context that is lending it authority. This frame is particularly helpful for encouraging students to critically evaluate privilege and bias when looking for authoritative sources and can be used to better understand how marginalized voices are often left out of the conversation. This line of critical thinking can be applied to personal data collectors by encouraging learners to ask questions like, how does collecting personal data reinforce traditional forms of knowledge privilege?

Librarians may also use this frame to begin to question the authority of databases that harvest data from their users. What does it mean for the largest academic database providers to be transitioning their profit models away from knowledge dissemination to data brokering?

Conclusion

The Framework can be helpful for understanding the way that personal information is created, harvested, sold, and used, but it was not created with privacy literacy in mind. Ultimately, shoehorning privacy literacy into the Framework is awkward. This could be helped by an expansion of the frames to address privacy literacy, as Archambault suggests they should be for algorithmic literacy.[16] Librarians and learners can also look to frameworks established outside of the Framework for Information Literacy, like Chisholm and Hartman-Caverly's Six Private I's.[17] However privacy literacy is addressed in the classroom, libraries urgently need to address the ways they are complicit in personal information collection to better uphold the profession's core value of privacy.

Acknowledgment

Thanks to Samantha Dannick, Engineering and Scholarly Communications Librarian, Alfred University.

Notes

1. Alexandria Chisholm and Sarah Hartman-Caverly, eds., *Practicing Privacy Literacy in Academic Libraries: Theories, Methods, and Cases* (Chicago: ALA, 2023).

2. Becky Yoose and Nick Shockey, "Navigating Risk in Vendor Data Privacy Practices: An Analysis of Elsevier's ScienceDirect" (SPARC, November 7, 2023), https://doi.org/10.5281/zenodo.10078610.

3. Chisholm and Hartman-Caverly, *Practicing Privacy Literacy in Academic Libraries*.

4. Sarah Hartman-Caverly and Alexandria Chisholm, "Privacy Literacy," *ScholarSphere*, June 12, 2020, https://scholarsphere.psu.edu/resources/7b120743-5f28-4a5d-954b-90856130a722.

5. Shoshana Zuboff, "The Coup We Are Not Talking About," *The New York Times*, January 29, 2021, https://www.nytimes.com/2021/01/29/opinion/sunday/facebook-surveillance-society-technology.html.

6. Alexandria Chisholm and Sarah Hartman-Caverly, "Privacy as Respect for Persons: Reimagining Privacy Literacy with the Six Private I's Privacy Conceptual Framework," in *Practicing Privacy Literacy in Academic Libraries: Theories, Methods, and Cases* (Chicago: ALA, 2023), 15.

7. Sarah Lamdan, *Data Cartels: The Companies That Control and Monopolize Our Information* (Stanford, CA: Stanford University Press, 2023), 28.

8. Lamdan, *Data Cartels*, 2.

9. Safiya Umoja Noble, *Algorithms of Oppression: How Search Engines Reinforce Racism* (New York: New York University Press, 2018); Virginia Eubanks, *Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor* (New York: St. Martin's, 2018).

10. Lamdan, *Data Cartels*, 30.

11. Yoose and Shockey, "Navigating Risk in Vendor Data Privacy Practices."

12. Andrew Weiss, "Libraries, Privacy, and Surveillance Capitalism: The Looming Trouble with Academia and Invasive Information Technology," in *Practicing Privacy Literacy in Academic Libraries: Theories, Methods, and Cases*, ed. Alexandria Chisholm and Sarah Hartman-Caverly (Chicago: ALA, 2023).

13. Zuboff, "The Coup We Are Not Talking About."

14. "Framework for Information Literacy for Higher Education," Association of College and Research Libraries, January 11, 2016, https://www.ala.org/acrl/standards/ilframework.

15. Susan Archambault, "Expanding on the Frames: Making a Case for Algorithmic Literacy," *Communications in Information Literacy* 17, no. 2 (December 14, 2023): 542–43, https://doilorg/10.15760/comminfolit.2023.17.2.11.

16. Archambault, "Expanding on the Frames."

17. Chisholm and Hartman-Caverly, "Privacy as Respect for Persons."

Emily Jaeger-McEnroe

Rethinking Authority and Bias

Modifying the CRAAP Test to Promote Critical Thinking about Marginalized Information

Many information evaluation methods include values like objectivity and authority that imply that only traditional scholarly sources are acceptable for inclusion in scholarly work. Although this is often a desirable outcome, it can bias research to exclude groups traditionally disenfranchised from scholarship, such as Indigenous, racialized, queer, and disabled communities.

The CRAAP test, originally created in 2004,[1] is a commonly taught method of source evaluation. The acronym, standing for Currency, Relevance, Authority, Accuracy, and Purpose, is intended to guide readers in thinking through different aspects of what makes a source trustworthy. Twenty years after its creation, increased efforts to include a diversity of perspectives have soured some of the CRAAP criteria. Its conception of authority and requirements that sources be unbiased, objective, and impartial risks excluding certain groups and people from scholarship. This article presents a few simple modifications to the CRAAP test that provide a means to evaluate marginalized information and prevent its exclusion.

Exclusionary Criteria

Some of the particularly egregious exclusionary criteria from the CRAAP test are the following:

- What are the author's credentials or organizational affiliations?
- Does the language or tone seem unbiased and free of emotion?
- Are there spelling, grammar, or typographical errors?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional, or personal biases?

This version of authority prioritizes credentials like degrees, official positions, and organizational affiliations. Historically and, to lesser extent, contemporarily, these types of status were impossible or much harder to obtain for all but privileged rich, white, heterosexual, abled, cis men. When looking for the voices of those not part of this privileged group, this style of authority would label most as "untrustworthy" for not being authoritative enough.

Similarly, objectivity, impartiality, and lack of bias are largely constructed concepts that serve to privilege a certain perspective as the default. All people and information have a perspective, and pretending that some things do not leads to only accepting things from a predominately white, male, heterosexual, able-bodied, etc., perspective that has had the privilege to be considered "unbiased."

Emily Jaeger-McEnroe is liaison librarian at McGill University, email: emily.jaeger-mcenroe@mcgill.ca.

The original CRAAP contributes to the continued disenfranchisement of marginalized communities from academia by labeling certain information untrustworthy and perpetuating these patterns of exclusion.

CRAAP Alternatives

Disillusioned with CRAAP but still wanting to teach evaluation, I was on the lookout for alternatives. One popular alternative is SIFT.[2] However, SIFT does not solve the problems of authority and what qualifies as accurate. "Finding better coverage" and "tracing claims"[3] may be impossible for marginalized groups because the knowledge does not exist in a format readily available for consumption by outsiders, either because of hegemonic structures of oppression and epistemicide or intentionally withheld due to principles of Indigenous data sovereignty. These issues are compounded by the word "better." Unqualified, "better" imports societal and personal biases about what a "good" source is, likely leading to things like colonial sources being rated more valuable. I also considered less popular evaluation methods. Some, such as CCOW,[4] made improvements but did not deconstruct authority sufficiently, and others, such as ACT UP,[5] doubled down on requirements that sources be unbiased.

Back to CRAAP

My unfruitful attempts to find a less marginalizing evaluation method came to a head in 2022, when I was invited to speak in the course "Indigenous People's Contemporary Issues." The course was new, for first or second year students, and intended to engage with "both Western science and Indigenous knowledge systems." The standard CRAAP test would go against the principles they were learning, such as listening to traditional Indigenous knowledge, and would disqualify the types of resources they needed. Without an alternative that sufficiently addressed constructed authority and objectivity, I decided to heavily modify CRAAP to remove or requalify the problematic aspects. Some criteria remain crossed out as a reminder to not judge sources on those criteria.

As a preface, I introduce bias by asking students to consider how their own might influence their assessments. This step is like the S from SIFT, which asks us to STOP before diving into evaluation.[6] This prepares students with the understanding that bias and positionality are unavoidable but should always be considered. I also emphasize that there are no right answers and that each item of CRAAP is a consideration rather than a requirement. The starting idea that the criteria are not absolute, but adaptable to the type of source, allows for more flexibility in integrating non-scholarly sources.

Currency remains largely the same as the original CRAAP, but with more explicit mention of the relativity of time for different topics. It asks students to critically consider whether older information might be acceptable in particular situations. Introducing the idea of the CRAAP criteria being relative to the situation is easier in this simple category and prepares students for thinking critically about why other criteria might also warrant an exception in certain circumstances.

Many alternatives to CRAAP remove **Relevance** because it is "not directly related to evaluating the source."[7] However, some students struggle to keep it in mind, or they noncritically use it as their *only* selection criteria. In either case, the R reminds students to consider Relevance and how it should be evaluated. As well, although Relevance does not say whether a source "is good" or not, I am trying to move away from *objective goodness* and more toward

what credentials, accuracy, etc., are needed in a particular instance. Relevance is relevant to remind us that what different criteria might be relevant in different situations.

Although **Authority** is the CRAAP item I felt needed the most change, I did not want to get rid of it entirely. If alternate forms of Authority are not talked about explicitly, source evaluators are likely to fall back on traditional conceptions of authority such as only trusting people with university credentials or other official positions. Keeping Authority as a criteria, with modifications, creates a site to consider alternate forms of authority and conforms to the ACRL Framework for Information Literacy for Higher Education where "unlikely voices can be authoritative, depending on need."[8] This version of Authority focuses less on abstract credentials and more on matching "qualifications" such as lived experiences to the need of a particular topic. I added a callout specifically addressing how the internet has allowed marginalized communities that are authorities on their own lives easier access to knowledge production.

I often use a trivial example to illustrate authority: If I cooked and ate alone last night, I am the ultimate authority on my meal. This example is overly simple, but it reinforces the idea of lived experience accounts having their own kind of authority that does not need external validation.

Accuracy is massively simplified, basically asking students to consider if the information is supported by evidence or other sources. Hopefully, with the addition of messaging about there being no right answers presented at the beginning of the exercise and present in other aspects, students will understand that these questions do not always need to be answered perfectly. Wording about the tone being "unbiased and free of emotion" is struck through as requiring information to be emotionless will disqualify many types of useful information such as accounts of lived experiences. Spelling and grammar also mostly only function to exclude people who speak or write in nonstandard ways, such as African American Vernacular English.

Purpose is unchanged other than crossing out the requirement for objectivity and impartiality and qualifying the question about biases. The original CRAAP test mentioned bias in both Accuracy and Purpose; I believe it should be retained in Purpose only, where it is less a question of if there is bias (as there always is) and more about identifying what that bias is. From there, we can consider how the bias of a particular source might interact positively or negatively with the specific research topic. My favorite example is a study funded and published in 2021 by employees of the airplane company Boeing, stating that there is low risk of COVID-19 transmission on airplanes.[9] Although published in a peer-reviewed journal, the bias of wanting people to continue using their product makes their purpose suspect. This example demonstrates that even traditionally "trusted" sources like peer-reviewed journals and large companies are not inherently better than the less established sources that marginalized groups might use to spread information. Bias can exist equally in both cases, and an examination of how it interacts with the topic and Purpose of the source is always required.

This pared down version of the CRAAP test hopefully allows for a greater diversity of voices and sources while still providing enough guidance to make good critical choices.

Reactions and Reflections

This new version of CRAAP promotes deeper critical thinking about what information should be considered contextually trustworthy as it emphasizes nuance and thinking holistically about the context in which the information was generated and how it will be used

in research. After presenting it in an Indigenous art history class, students prompted discussions about "Pretendians" (people who claim to be Indigenous but are not recognized as such by Indigenous communities), positionality statements,[10] and what to do when you need a certain number of scholarly sources but have an Indigenous non-scholarly source. Before guiding them through my CRAAP test, this same group stated that they mostly picked sources based on relevance or peer review.

In addition to the necessary modifications to prevent it from automatically disqualifying relevant sources, the modified CRAAP test seems to prevent students from using the CRAAP test as a checklist where every criterion must be met. By resisting easy answers—students have to identify both if a criteria needs to be met and then whether it is—the modified CRAAP test promotes deeper critical thinking.

In the spirit of not producing static checklists, I do not want to consider this version of the CRAAP test as "done." I modified it to suit the needs I saw in students over the course of several years as I found different knowledge gaps that needed to be addressed. Discussion with colleagues at a recent conference presentation[11] provided new avenues for continued development, such as integrating elements of BEAM[12] to consider how sources will be used. It has changed slowly over time and will no doubt continue to do so in the future. Being adaptable is the only way to avoid reproducing the knowledge gatekeeping of the past.

Notes

1. Sarah Blakeslee, "The CRAAP Test," *LOEX Quarterly* 31, no. 3 (2004), https://commons.emich.edu/loexquarterly/vol31/iss3/4.

2. Mike Caulfield, "SIFT (the Four Moves)," https://hapgood.us/2019/06/19/sift-the-four-moves/.

3. Caulfield, "SIFT (the Four Moves)."

4. Anthony Bernard Tardiff, "Have a CCOW: A CRAAP Alternative for the Internet Age," *Journal of Information Literacy* 16, no. 1 (2022), https://doi.org/10.11645/16.1.3092.

5. Dawn Stahura, "ACT UP for Evaluating Sources: Pushing against Privilege," *College & Research Libraries News* 79, no. 10 (2018), https://doi.org/10.5860/crln.79.10.551.

6. Caulfield, "SIFT (the Four Moves)".

7. Tardiff, "Have a CCOW: A CRAAP Alternative for the Internet Age," 124.

8. American Library Association, "Framework for Information Literacy for Higher Education," January 11, 2016, https://www.ala.org/acrl/standards/ilframework.

9. Jenna K. Pang, Stephen P. Jones, Lindsay L. Waite, Nels A. Olson, Jason W. Armstrong, Robert J. Atmur, Joshua J. Cummins, "Probability and Estimated Risk of Sars-Cov-2 Transmission in the Air Travel System," *Travel Medicine and Infectious Disease* 43 (2021), https://doi.org/10.1016/j.tmaid.2021.102133. This and similar research were previously linked on Boeing's "Is It Safe to Fly?" webpage, which has since been taken down, though an archived version can be viewed here: https://web.archive.org/web/20201217102218/http://www.boeing.com/confident-travel/index.html

10. Positionality statements are a great place to learn about what kind of alternate authority an author might have, but some of the harsher evaluation methods could disqualify a source simply for having one and therefore admitting to having a position (i.e., not being impartial) at all.

11. Emily Jaeger-McEnroe, "Rethinking Authority: Modifying the CRAAP Test to Promote Critical Thinking About Marginalized Information," in *Workshop for Instruction in Library Use* (Richmond, BC, Canada, 2024), https://doi.org/10.17605/osf.io/hc6vu.

12. Joseph Bizup, "BEAM: A Rhetorical Vocabulary for Teaching Research-Based Writing," *Rhetoric Review* 27, no. 1 (2008), https://doi.org/10.1080/07350190701738858.

Appendix: Modified CRAAP Test

Stop! Check Your Biases!

Our own beliefs can make it difficult to judge the credibility of a resource, especially if it concerns a sensitive subject. Be aware of your potential biases when reading information that contradicts or challenges your personal beliefs.

Conversely, read items that support your belief with an equally critical eye. It's easier to miss or ignore problems when something confirms your bias.

(Modified) CRAAP Test for Evaluating Information

- Guidelines for thinking critically about information and sources
- Types of questions you should **consider** before trusting a source
- There are **no right answers** to every question. There can be reasons to use a source even if it doesn't score well on some of the questions

Currency: The timeliness of the information

- Is this the most up-to-date information available for this topic?
- Has the information been revised or updated?
- Does your topic require current information, or will older sources work?
  - Some information ages faster than others
  - Different timelines for different disciplines and topics

Relevance: The importance of the information for your needs

- Does the information relate to your topic or help answer your research question?
- Have you considered other resources before choosing this one?
- Is this the best resource or is it just good enough?

Authority: The source of the information

- Who is the author/publisher/source/sponsor?
- What are the author's credentials?
  - This does not mean you should only trust people with PhDs!
- Is the author qualified to write about this topic?
  - Someone without formal credentials can still be an authority—**it's more about matching their "qualifications" to the topic!**

People traditionally disenfranchised by academia and/or mainstream popular resources are more likely to use things like social media or websites to spread information. Information from these sources CAN BE good even if low in official Authority—just make sure it does well in other categories of CRAAP, and think about how Indigenous people are "Authorities" about Indigenous topics!

Accuracy: The reliability, truthfulness and correctness

- Is the information supported by evidence?
  - Are any sources given? Most popular resources, especially news stories, don't have reference lists, but some may link to other articles or name their sources.
- Are there other sources (that also pass the CRAAP test) that confirm the information?
- ~~Does the language or tone seem unbiased and free of emotion?~~

Purpose: The reason the information exists

- What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact, opinion or propaganda?
- ~~Does the point of view appear objective and impartial?~~
- Are there political, ideological, cultural, religious, institutional or personal biases?
  - There's no such thing as something completely unbiased – but think about what the bias is and how it could affect the information

ACRL Candidates for 2025

A Look at Who's Running

Dawn Behrend is the Dean of the University Libraries at Lenoir-Rhyne University, a position she has held since 2024. Behrend has held several other positions at Lenoir-Rhyne University, including Instruction and Outreach Librarian (2019–2024) and Adjunct Instruction and Reference Librarian (2016–2019).

During her 11 years of ACRL membership, Behrend has served as vice-chair (2023–2024) and chair (2024–present) of the ACRL College Libraries Section (CLS); ex-officio member of the ACRL Academic/Research Librarian of the Year Award Committee (2024–present); member of the ACRL Appointments Committee (2023–2024); vice-chair (2020–2021), chair (2021–2022), and past-chair (2022–2023) of the ACRL Chapters Council; and as a member (2017–2018), vice-chair (2018–2019), and chair (2019–2020) of the ACRL Membership Committee.

Behrend has held various positions within the ACRL Education and Behavioral Sciences Section (EBSS), including member-at-large on the Executive Committee (2023–2025); secretary of the EBSS Psychology Committee (2023–2024); member of the EBSS Nominating 2024 Committee (2022–2024); member of the EBSS Conference Program Planning Committee (2021–2023); member of the EBSS Membership and Orientation Committee (2021–2023); member (2017–2020) and co-chair (2020–2022) of the EBSS Reference Sources and Services Committee); and member (2017–2018) and co-chair (2018–2020) of the EBSS Higher Education Committee.

Behrend's experience with ALA includes being a member of the ALA Committee on the Status of Women in Librarianship (2017–2019).

Behrend's activity with state, regional, and other national associations include serving on the North Carolina Library Association (vice-president/president-elect, 2021–2023, and president, 2023–present), North Carolina Library Association ACRL-NC Chapter (chair, 2019–2021, and past-chair, 2021–2023), NC LIVE HomeGrown Selection Working Group (member, 2018–2024), Appalachian College Association Collection Development Committee (member, 2023–present), and Appalachian College Association Programming and Membership Committee (member, 2016–2020).

Behrend's honors and awards include Appalachian College Association grant recipient (2018 and 2021) and the North Carolina Library Association First-Time Attendee Scholarship (2016).

Other notable accomplishments for Behrend include her role as the Dean of the Libraries at Lenoir-Rhyne University, where she manages the integration of a library collection

of more than 100,000 volumes into the existing library on the main campus. This project has involved logistical planning, weeding, budgeting, communicating with stakeholders, re-envisioning existing spaces, and developing familiarity with a specialized collection on the main campus.

Additionally, Behrend is a second-career librarian with a previous career as a master's level clinical psychologist where she has used this knowledge to provide workshops for library professionals on the topics of self-care, neurodiversity, and mental illness including being an invited speaker in nine states and Canada.

Behrend has been a prolific contributor to the library science literature having completed 21 works, of which 15 are either a peer-reviewed chapter or a journal article. She has also served as the chair of the conference planning committee for three conferences, one of which was the statewide NCLA biennial conference with close to 800 attendees.

Her publications include "Supporting the Academic and Mental Health Needs of First-Generation Students: An Exploration of Library Services, Outreach, and Mental Health Advocacy in Fostering the Success of First-Generation Students" in O. Patterson and M. L. Rood (eds.), *Student Success Librarianship: Critical Perspectives on an Evolving Profession* (ACRL, forthcoming); "Fostering Awareness of Neurodiversity at a Liberal Arts University Library via Dedicated Collections, Targeted Library Events, and Cross-Campus Collaborations" in A. M. Boyer and A. R. El-Chidiac (eds.), *Supporting Neurodiverse Students in Libraries* (ACRL, forthcoming); and "Distinguishing Depression from Burnout: Implications for Impactful Interventions for Long-Term Improvement" in C. Holm, A. Guimaraes, and N. Marcano (eds.), *Academic Librarian Burnout: Causes and Responses* (ACRL, 2022).

Alexia Hudson-Ward is the Associate Director of Research, Learning, and Strategic Partnerships at the Massachusetts Institute of Technology (MIT) Libraries, a position she has held since October 2020. Prior to her current role, Hudson-Ward served as the Azariah Smith Root Director of Libraries, Oberlin College and Conservatory (2016–2020), and Associate Librarian, Reference and Instruction, Pennsylvania State University Libraries Abington College and the Great Valley School of Professional Studies (2006–2016).

During her 22 years of ACRL membership, Hudson-Ward has held several positions on the ACRL Conference Committees, including chair of the ACRL 2025 Conference (2023–2025), co-chair of the ACRL 2023 Conference Keynotes Committee (2021–2023), and a member of the ACRL 2011 Conference Virtual Conference Committee (2009–2011).

Hudson-Ward has also served on the ACRL College Libraries Section (CLS) as past chair (2020–2021), chair (2019–2020), vice-chair (2018–2019). She was a member of the ACRL Budget and Finance Committee (2016–2020), co-chair of the ACRL Instruction Section (IS) ALA Midwinter Conference Instruction Section Soiree (2007–2008), and a member of the ACRL Marketing to Academic and College Libraries Committee (2007–2010). Hudson-Ward also served as a member of the ACRL Instruction Section and the Women and Gender Studies Section (2007–2009), the ACRL IS Instruction for Diverse Populations Committee (2007–2009), and a member of the ACRL IS Advisory Committee (2007–2008).

Hudson-Ward's experience with ALA includes Life Membership in ALA and the Black Caucus of ALA. She has also served as a member of the ALA Executive Board (2012–2015) and divisional executive board liaison to ACRL, ALSC, and United for Libraries. She was also the ALA Councilor representing the Pennsylvania State Chapter (2010–2015). Hudson-Ward was a member of the ALA Committee on Professional Ethics (2020–2021); a member of the ALA Steering Committee on Organizational Effectiveness (2018–2020); a member of the ALA Budget and Planning Assembly (2011–2015); a member of the ALA Training, Orientation, and Leadership Development Committee (2007–2011); a member-mentor for the ALA Emerging Leader Program (2008–2009); and a member of the ALA Recruitment Assembly (2007–2008). She is currently a member of the Library History Round Table (LHRT).

Hudson-Ward's activity with state, regional, and other national associations include serving as the Pennsylvania Library Association's ALA Chapter Councilor (2010–2015); a Board of Directors member (2010–2015); and chair of the Annual Conference Evaluation (2008–2010). She also served at the Pennsylvania African American Library Association as president (2007–2008), vice-president/president-elect (2006–2007), and immediate past-president (2008–2009).

Hudson-Ward's honors and awards include ALA Emerging Leader (2007), the Pennsylvania Library Association's New Librarian of the Year (2007), a *Library Journal* Mover and Shaker (2008), Penn State Great Valley School of Professional Studies Faculty Diversity Achievement Award (2008), and the University of Pittsburgh School of Information Sciences Outstanding Young Alumni Award (2013). She was a Penn State Big Ten Academic Alliance Academic Leadership Program Fellow (2013–2014) and a UCLA Library Senior Fellow 2024 cohort member.

Other notable accomplishments for Hudson-Ward include co-creating the successful MIT Libraries-ACRL Diversity Alliance Administrative Fellow program to prepare underrepresented talent for future academic library leadership. During her tenure as Oberlin College's first BIPOC director of libraries, she spearheaded naming the main library after civil rights leader Mary Church Terrell and supported an educational partnership with the Smithsonian.

Hudson-Ward's board memberships, both past (LYRASIS and Center for Research Libraries) and current (*The Conversation* US edition and the Corning Museum of Glass) support the global library community, scholars, writers, and artists across the disciplines through publishing, research, curatorial, and shared resourcing. As a faculty member of Harvard's Leadership Institute for Academic Librarians and a nonprofit volunteer, she has positively impacted nearly 1,000 leaders as a leadership development educator.

Additionally, Hudson-Ward conceptualized Choice Publishing's *Toward Inclusive Excellence*, an award-nominated multimedia blog that advances discourse regarding diversity, equity, inclusion, accessibility, belonging, and social justice in higher education, along with Mark Cummings and Bill Mickey, serving as its inaugural editor-in-chief for three years.

Her publications include co-authoring, with Dustin Fife, "Professional Development" in *A Starter's Guide for Academic Library Leaders: Advice in Conversation*, edited by Amanda Clay Powers, Martin Garnar, and Dustin Fife (ALA Editions, 2019); co-editing, with Julie Rodrigues Widholm and Scott Walter, *Cultural Heritage and the Campus Community: Academic Libraries and Museums in Collaboration* (ACRL, 2022); and authoring "Open, Inclusive and Diverse" in *Library 2035: Imagining the Next Generation of Libraries*, edited by Sandra Hirsh (Rowman and Littlefield, 2024).

ACRL Board of Directors

Vice-President/President-Elect: *Dawn Behrend,* Dean of the Libraries at Lenoir-Rhyne University; *Alexia Hudson-Ward*, Associate Director of Research, Learning, & Strategic Partnerships at Massachusetts Institute of Technology (MIT) Libraries.

Director-at-Large: *Andrea Falcone*, Dean of Libraries, Binghamton University–SUNY; *Arianne Hartsell-Gundy*, Head, Humanities & Social Sciences Department & Librarian for Literature, Duke University.

Director-at-Large: *Kimberley Bugg,* Associate Library Director, AUC Woodruff Library; *Elaine Gass Hirsch,* Associate Director of Watzek Library, Lewis & Clark College.

ACRL Councilor: *Millie Gonzalez,* Library Dean, Framingham State College Henry Whittemore Library; *Cassandra Kvenild,* Dean of Libraries, University of Wyoming Libraries.

Anthropology and Sociology Section

Vice-chair/Chair-elect: *Catherine Bowers,* Reference Librarian, Valdosta State University.

Secretary: *Monique K. Clark*, Librarian, Loyola University Chicago; *Jeffrey S. Wheeler*, Assistant Professor and Reference & Liaison Librarian, University of Illinois at Chicago.

Member-at-Large: *Emera Bridger Wilson,* Collection Management Librarian, Assistant Professor, Northern Michigan University.

Arts Section

Vice-chair/Chair-elect: *Megan Lotts,* Art Librarian, Rutgers, the State University of New Jersey; *Lauren Puzier,* User Experience Librarian, University at Albany.

Secretary: *Cory Budden*, Instruction & Outreach Librarian, University of Maine at Augusta; *Cassandra Belliston*, Art and Design Librarian, Brigham Young University Library.

Community and Junior College Libraries Section

Vice-chair/Chair-elect: *Christine (Mi-Seon) Kim*, Chief Librarian/Associate Professor/Science Librarian, Queensborough Community College.

Member-at-Large: *Jaimee McRoberts,* Learning Commons Director, Prince George's Community College*; Elizabeth Nebeker,* Instruction Librarian, Lone Star College CyFair/HCPL.

College Libraries Section

Vice-chair/Chair-elect: *Susan Mythen,* Dean of Library and Tutoring Services, Florida State College at Jacksonville.

Secretary: *Krista Pegnetter*, Reference and Instruction Librarian, Assistant Technical Professor, King's College; *Jessica Epstein*, Social Science Librarian, Georgia State University.

Member-at-Large: *Ping Fu,* Library Director & College Librarian, Whitman College.

Digital Scholarship Section

Vice-chair/Chair-elect: *Teresa Schultz,* Scholarly Communications & Social Sciences Librarian, University of Nevada, Reno.

Member-at-Large: *Katie Mika,* Data Services Librarian, Harvard University*; Olivia Wikle,* Head of Digital Scholarship and Initiatives, Iowa State University; *John Knox,* Digital Scholarship Librarian, University of North Carolina Wilmington.

Distance and Online Learning Section

Vice-chair/Chair-elect: *Hope Kelly,* Online Learning Librarian, Virginia Commonwealth University; *James K Teliha,* Dean of the Library & Learning Commons, Utica University.

Secretary/Archivist: *John Stawarz,* Online Learning Librarian, Syracuse University Libraries.

Member-at-Large: *Laura Harris,* Web Services and Distance Learning Librarian, SUNY Oswego.

Education and Behavioral Sciences Section

Vice-chair/Chair-elect: *Stephen Maher,* Librarian for Social Work and Psychology, NYU Libraries; *Carin Graves,* Social Sciences Librarian, Michigan State University Libraries.

Secretary: *Sabine Jean Dantus*, Outreach & Reference Librarian, Florida International University; *Brittany Kester*, Education Librarian, University of Florida George A. Smathers Libraries.

Member-at-Large: *Amy James,* Online Librarian for Education & Information Literacy, Baylor University*; Caitlin Stewart,* Teaching and Learning Librarian, Illinois State University.

European Studies Section

Vice-chair/Chair-elect: *Tom Harding*, Liaison Librarian, University of Waterloo; *Chellammal Vaidyanathan,* European/World History, Philosophy, and Classics Librarian, Emory University.

Secretary: *Tara Murray Grove*, Librarian for Germanic and Slavic Languages and Literatures, Penn State University Libraries.

Member-at-Large: *Milan Pohontsch*, Cataloger, Brigham Young University.

Instruction Section

Vice-chair/Chair-elect: *Maoria J. Kirker,* Lead, Teaching & Learning Team, George Mason University.

Secretary: *Jamie Johnson,* Research and Instruction Librarian, California State University, Northridge; *Rachel Trnka,* Instruction & Engagement Librarian, University of Central Florida.

Member-at-Large: *Alyssa Denneler,* Scholars' Commons Librarian, Indiana University Bloomington; *Renae Watson,* Head of Research Services, Washington and Lee University; *Nicole LaMoreaux,* Director of Library Services, LIM College; *Jessica Szempruch,* Associate University Librarian, University of South Florida.

Literatures in English Section

Vice-chair/Chair-elect: *Mark Dahlquist,* Humanities and Social Sciences Librarian, Miami University; *Eric Jeitner,* User Experience Librarian, Stockton University.

Secretary: *Carla Baricz,* Librarian for Literature in English and Comparative Literature, Yale University*; Brian Matzke,* Digital Humanities Librarian, Central Connecticut State University.

Member-at-Large: *Sam Lohmann,* Reference Librarian, Washington State University Vancouver; *Laura Semrau,* Humanities Librarian, Baylor University.

Politics, Policy, and International Relations Section

Vice-chair/Chair-elect: *Danya Leebaw,* Director, Social Sciences Department, University of Minnesota Libraries.

Secretary: *Ameet Doshi*, Head, Donald E. Stokes Library, Princeton University.

Member-at-Large: *Jennifer Castle,* Librarian for Human and Organizational Development, Vanderbilt University; *Shaunda Vasudev,* International Studies Librarian, American University Bender Library.

Rare Books and Manuscripts Section

Vice-chair/Chair-elect: *Jamie Cumby,* Librarian, The Grolier Club; *Julie K. Tanaka,* Associate Dean for Distinctive Collections, University of Washington.

Secretary: *Jana Gowan*, Reference & Outreach Librarian, Helmerich Center for American Research, Gilcrease Museum; *Juli McLoone*, Curator, University of Michigan Library Special Collections Research Center.

Member-at-Large: *Rafael A Linares Blasini*, Special Collections Librarian, La Casa Del Libro Museum & Library; *Sara Schliep,* Archivist and Cataloger, Folger Shakespeare Library.

Science and Technology Section

Vice-chair/Chair-elect: *Tara Radniecki,* Associate Dean, University Libraries, University of Arizona; *Chapel Cowden,* Health & Sciences Librarian, University of Tennessee at Chattanooga.

Secretary: *Kirstin Duffin*, Research Support Librarian, Eastern Illinois University; *Nicole Helregel*, Librarian for Open Science, New York University.

Member-at-Large: *Greg Nelson,* Chemical and Life Sciences Librarian, Brigham Young University*; Christina Chan-Park,* Science Librarian, Baylor University.

University Libraries Section

Vice-chair/Chair-elect: *Carrie Donovan,* Head of Public Services, Hillman Library, University of Pittsburgh; *Jane Hammons,* Teaching and Learning Engagement Librarian, The Ohio State University.

Secretary: *Holly Kouns*, Coordinator of Public Services, Missouri State University; *Anna Sandelli*, Head, Teaching and Learning Programs, University of Tennessee, Knoxville.

Member-at-Large: *Caterina Reed,* Academic Engagement Librarian, Stony Brook University; *Karen Doster-Greenleaf,* Director, Academic Engagement and Instruction, Kennesaw State University; *Symphony Bruce,* Critical Pedagogy Librarian, New York University.

Women and Gender Studies Section

Vice-chair/Chair-elect: *Katerina Allmendinger,* Success and Engagement Librarian, University of Colorado Boulder.

Secretary: *Jillian Sandy,* Instruction & Outreach Librarian, Binghamton University Libraries.

Member-at-Large: *Alison Wessel,* Social Sciences Librarian, University of Delaware.

Hailley Fargo and Brianna Marshall

Library as Learning Organization

Reimagining Our Committee Structure

This article, the first of a two-part series, explores the efforts of a mid-size academic library to reinvigorate and expand upon our committee structure to transition to a more flexible, employee-driven learning organization. Part two is scheduled to be published in summer 2025.

By strengthening our committees and defining new ways of working together, including creating communities of practice (CoPs) and action teams, we sought to empower everyone in the organization to contribute to important shared work and enable employees to grow as leaders, facilitators, and project managers. We believe that as a learning organization we are able to advance work that is more collaborative, timely, and impactful.

Prior Committee Structure and Challenges

Within the past five years, the Northern Kentucky University Steely Library has had different committee models, depending on the leadership at the time. As recently as FY23, the library had three standing committees: Inclusive Excellence, focused on cultivating diversity, equity, and inclusion; Library Appreciation, focused on supporting a positive organizational culture; and Training and Engagement, focused on identifying employee learning opportunities. In this model, one representative from each department served on each committee, as identified by department heads.

One of the biggest impediments to a sustainable committee structure was persistent personnel turnover. In 2023, the dean of the library accepted a new position, with an interim dean of the library stepping into this role mid-year. Spurred by the university's fiscal deficit, a faculty retirement incentive was offered, leading to several concurrent retirements in 2023 and the need to fill these positions in spring 2024. Outside the library, leadership changes also took place at the university level, with a new president appointed in 2023 (followed shortly by a new provost in 2024).

During FY24, library leadership focused on addressing stressors that strained the organizational culture. Strategies included hosting monthly informal colleague check-ins and offering individual listening sessions with the interim dean. Clear and continuous communication was a priority, along with empowering employees to move forward on ideas they had. One such idea came from the Library Appreciation Committee, whose chair suggested a reading group. The interim dean had recently heard about the book *The Art of Gathering* by Priya Parker, and they chose to move forward with this selection. Interested employees met four

Hailley Fargo is interim associate dean and head of education and outreach services at the Northern Kentucky University Steely Library, email: fargoh1@nku.edu. Brianna Marshall is interim dean of the Northern Kentucky University Steely Library, email: marshallb7@nku.edu.

times during the academic year to discuss the book and recommend improvements to the library's meetings. Later, the successful engagement and impact of the reading group proved to be an exciting model for what could be, inspiring us to apply the same creativity to our broader committee structure.

Beyond the reading group, with library employees stretched so thin, committee work was deprioritized. One committee (Training and Engagement) was intentionally disbanded during this time, with the remaining two admirably pursuing their work with reduced membership.

Collaboratively Creating Our New Structure

By summer 2024, the library was fully staffed and eager to move forward, ready for the collaborative work needed to make change happen. The opportunity to envision a new structure in this reenergized environment was a unique benefit. We could tap into a multitude of perspectives, from employees with deep experience at the organization and those who had recently participated in different committee structures elsewhere. Two of our newest hires were department heads, who joined the library's Leadership Team. This group, consisting of the interim dean, interim associate dean, and department heads, was well-aware that we needed to establish a sustainable structure. Realistically, we would not gain approval for additional positions, so we needed to determine new ways of working and learning together across departments. There were several key considerations that we grappled with as leaders and managers.

- **Strategy for supporting cross-unit projects:** We were increasingly aware of the types of work that our library needed to be positioned to address—and currently was not. One priority was cross-units projects, some of which were overdue to be addressed (an updated strategy for our digital repository) and others that had a particular time sensitivity (a forthcoming migration to a new discovery layer). We lacked a mechanism to pull groups together or shared language to refer to these groups. Task Forces? Working Groups? Action Teams? All those terms had been used, somewhat interchangeably, in recent years at our organization, and we lacked a common terminology and shared understanding.
- **Structure for nurturing new skillsets:** Library personnel at every level of the organization had recognized new and evolving skillsets that we needed to develop. Ultimately, we landed on three CoP topics, proposed by library employees who would serve as facilitators: artificial intelligence (AI), the data visualization platform PowerBI, and the pedagogy of teaching and learning. AI was a hot topic at the national and institutional level, and our library also felt an urgent need to jump into developing our AI knowledge, skills, and strategies. PowerBI was a new-to-us tool that we used during electronic resource cancellations in spring 2024, sparking an interest in advancing our ability to organize information and convey stories about library impact. We also had an influx of new librarian educators who would hold various teaching responsibilities, including teaching information literacy and cultivating maker literacy in our makerspace, as well as those without formal teaching responsibilities who wanted to develop skills to further their career aspirations, leading to the desire for a teaching-focused CoP.
- **Shared approach to library service opportunities:** As managers, it was our responsibility to provide meaningful service opportunities upon which employees are evaluated

during annual performance reviews. We grappled with how to establish a standard engagement expectation, especially recognizing that many employees have campus-level service commitments. Our lean staffing meant that each person's active involvement was crucial to the successful functioning of library groups. Without equitable engagement, staff and faculty who are more involved would carry the brunt of the work, leading to burnout and unsustainable conditions. We strove to create shared expectations that could be applied equitably but flexibly, allowing the individual and their manager to work together to balance their interest and capacity.

FY25 was almost underway, and it was clear that re-envisioning our committee structure needed to be a priority for the Leadership Team to complete prior to August 2024, when the fall semester would begin. We had discussed as an organization, largely informally, that this work would be taking place, so we did not expect our colleagues to be surprised. Many were awaiting guidance on committee membership, as some had remained on the same committee for the past two years given the lack of process the prior year.

We knew we needed a multi-stream plan of gathering questions and suggestions that would inform the structure. We developed a scaffolded information gathering approach to learn what was going well and what could be improved upon, including soliciting feedback from current committees and department-level conversations. The entire library remained involved through emails and verbal updates shared by the interim dean, inviting feedback every step of the way, on both the content of the structure as well as the change process itself. Once the new committee structure was solidified, a preference survey allowed employees to rank their interest in the available committees and CoPs. The Leadership Team reviewed the preference survey and finalized group membership, with all employees joining one of their top selections. Overall, the active work of developing and implementing the structure took place over a three-month timeline (see table 1).

Table 1. Timeline

Timing	Action
Early June 2024	Leadership Team meets to discuss summer priorities and decides to update our committee and group structure.
Throughout June	Departmental conversations on past committee structure, using shared guiding questions across units.
Mid-June	Prospective CoP facilitators complete a template describing their vision and plan for the group.
End of June	Interim Dean meets with all committee chairs to gather feedback and share preliminary plans for new structure.
End of June	Interim Dean shares new structure during library-wide meeting, inviting feedback and discussion.
Mid-July	CoP topics are finalized for upcoming year.
Early August	Leadership Team creates preference survey for committees and CoPs.
Early August	Action Teams are formally charged, and work is initiated.
Mid-August	Interim Dean distributes preference survey, with employees indicating group preferences for the upcoming year.
End of August	Leadership Team finalizes FY25 group membership, using survey preferences.
Early September	Committee and CoP leaders convene kickoff meetings, and the work begins!

Our Reimagined Committee Structure

The Leadership Team prioritized creating documentation that would support organizational alignment, including an overview that included committee and group definitions, purposes, guidelines, and an annual timeline. This allowed us to clearly delineate between the different types of work that groups would take on, signaling which ones were continuous and which were time-bound. We landed on the following definitions for five different group types:

- **Committees** are continuous groups that recur from year-to-year, with annual outcomes and anticipated deliverables. Members have two-year appointments, ideally with staggered membership so not all members roll off in the same year. Committees identify a chair and vice chair with staggered appointment terms for continuity.
- **Communities of Practice (CoP)** are learning communities led by library employees and focused on topics of interest to the library. CoP proposals are solicited each spring with a limited number selected for the upcoming academic year (either for fall semester, spring semester, or both). CoPs allow participants to learn new skills they can apply to their role and generate a concrete deliverable that will benefit the entire library.
- **Action Teams** are time-bound groups with role-based membership. Action teams have a charge and anticipated deliverables. Participation counts toward job performance rather than service in the context of annual performance reviews.
- **Workgroups** are continuous groups with role-based membership. They have yearly outcomes and anticipated deliverables. Participation counts toward job performance rather than service in the context of annual performance reviews.
- **Reading Groups** collectively read and discuss a book on a topic relevant to academic libraries and/or higher education. Participants collaborate to identify how to apply lessons learned from the book into our library context.

We currently only have one workgroup (focused on student supervisors) and opted to skip the reading group this year, given the overwhelming interest in exploring CoPs. Thus, here was our list of groups for FY25:

- Inclusive Excellence Committee
- Library Appreciation Committee
- Teaching and Learning CoP
- Artificial Intelligence CoP
- Assessment with PowerBI CoP
- Digital Repository Action Team
- EBSCO Migration Action Team

Within the overview document mentioned above, we provided clear rules of engagement and directly mapped this work to annual performance reviews:

> Employees will likely engage in a mix of groups. Everyone should serve on at least one library committee, community of practice, or reading group. All employees should plan to actively engage and contribute to groups they are members of. During annual performance reviews, employees should document their committee, CoP, or reading group role and impact as a service opportunity (workgroups and action teams should be counted as part of job performance).

To keep this information and our various groups organized, we created a new Microsoft 360 Teams space. This space contained all documentation on any library committee or group. Each committee or group received their own channel where they could talk amongst one another and store all their documentation in one place. This also allowed our library to retain knowledge and past work as employees cycled off groups or left the organization. We created templates to ensure sustainable and consistent documentation of committees and groups year after year.

What's Next

Our FY25 committees, CoPs, and action teams are now underway, and each group provides updates at our monthly library-wide meetings. We look forward to discovering how their work spurs new ideas for next year's committee cycle and to continuing to refine our overall model so that it remains effective.

Part two of this article, scheduled for publication in summer 2025, will delve more deeply into the work of our three CoPs. Our CoP facilitators will join us as co-authors to describe the impact of the CoPs on our organization and strategies for other libraries seeking to implement an employee-led CoP structure.

Jennifer McCabe Klotz

Promoting Creativity in Libraries

Consider the Artist Residency

Art has the power to enhance our surroundings and enrich our lives. From the visual artworks adorning our spaces to the music that fills our environments, creative expressions encourage us to embrace fresh perspectives and open our minds to epistemic diversity. The infusion of creativity within our work settings boosts contentment and fosters overall well-being. The recent conversation between Sydney Adams, Lisa Forrest, and Nancy Falciani-White shows that this is a sentiment that is spreading through libraries.[1] I believe that creativity is a skill that can be cultivated and taught, and it thrives when given ample time, determination, and resources. With a background in art and art history before transitioning to a librarian role, I have engaged with students and faculty in various fields such as health sciences, nursing, social work, writing, and the arts. Through these interactions, I have realized that creativity is essential across all disciplines. Drawing from this conviction, I embarked on a research journey in the fall of 2022 to explore the concept of artist residencies, specifically examining how they could integrate into academic library settings.

I began my exploration with several questions:

- How could a creator-in-residence program align with library goals?
- What advantages could a residency bring to a library?
- What opportunities do libraries present for a creator?
- What are the financial implications of establishing residency?
- What challenges and considerations might arise from implementing a residency?

As I immersed myself into researching residencies, I ruminated on the ways a residency could simultaneously challenge and complement a library's offerings. Philosophical dilemmas emerged, like the extent to which a library can accommodate artistic expressions that challenge conventional norms and rules that are foundational in libraries. Additionally, practical concerns arose regarding the financial feasibility of compensating a creator-in-residence adequately. To grasp the intricacies of hosting and sustaining such a program, I recognized the need to understand creatives and how institutions could collaborate with them for their mutual benefit.

I began by researching artists working in unconventional settings like scientific laboratories,[2] urban landscapes,[3] cemeteries,[4] and government institutions.[5] I explored nontraditional environments that lead to fruitful residencies and considered whether academic libraries should support creator-in-residence programs. Key principles for success emerged, include

Jennifer McCabe Klotz is development and philanthropy librarian at James Madison University, email: klotzjm@jmu.edu.

defining clear roles between the artist and the host organization and avoiding exploitative practices that reinforce the financial precarity that artists often face.

Residencies in Libraries

Art residency programs have demonstrated immense potential for fostering creativity, community engagement, and interdisciplinary collaborations. As I was beginning my research on residencies in 2022, Georgia Tech began their artist-in-residence program, which focuses on arts-based programming that relates to the STEM fields.[6] With additional examples ranging from public library initiatives in Australia,[7] Great Britain,[8] and the US[9] to academic institutions offering fellowships in the US,[10] the outcomes of such programs have been diverse and impactful. The stories that emerge from residencies hold great potential for outreach and philanthropic work in libraries,[11] and improvements in engagement and problem solving among participants are seen. Moreover, residencies may help shift the mindset of funders and policy makers, as shown in the Engaging Creative Minds program.[12]

One avenue for academic libraries to consider might be identifying where change would be welcome and thinking creatively about how an artist might contribute to the mission. For example, a library that maintains a brand guide for its communication could engage with an artist to integrate accessibility or justice (or any of its values) into its communications.

My initial questions evolved throughout my research, concluding with broader considerations. These included whether the library is resourced adequately to ensure that the creator is not exploited, whether the library is organizationally ready to embrace creative friction, and whether the purpose is both clear and flexible.

Conclusion: Facilitating Creative Collaborations

The possibilities surrounding residency experiences are boundless. If an institution chooses to embark on creating residency programs, considerations must encompass elements such as purpose clarity, artist-oriented approaches, community integration, and a willingness to navigate potential challenges and conflicts in the service of creativity.

The integration of artist residencies within academic library settings presents an exciting opportunity for innovation, collaboration, and the cultivation of a vibrant creative ecosystem. By fostering artist-in-residence programs, libraries can not only enrich their cultural offerings but also contribute to the advancement of artistic practices. Just as art enriches our world, libraries stand as essential champions of knowledge, creativity, and cultural preservation. The combination of artistic endeavors and library spaces promises to be a mutually enriching and transformative venture.

Notes

1. Sydney Adams, Lisa Forrest, and Nancy Falciani-White, "Creativity in the Library: Intentionality and the Art of Making Space," *College & Research Libraries News* 85, no. 3 (March 2024), https://doi.org/10.5860/crln.85.3.103.

2. Sunanda Sharma and Vera Meyer, "The Colors of Life: An Interdisciplinary Artist-in-Residence Project to Research Fungal Pigments as a Gateway to Empathy and Understanding of Microbial Life," *Fungal Biology and Biotechnology* 9, no. 1 (2022): 1, https://doi.org/10.1186/s40694-021-00130-7.

3. Justin Langlois, "Recuperating Conflict: Between Critical Generosity and Antagonistic Activation," *Art/Research International* 5, no. 1 (2020): 148–57, https://doi.org/10.18432/ari29489.

4. Michael Lithgow and Karen Wall, "When the Dead Rise: Encountering Resistant Legacies of Creative Economy within an Artist's Residency at a Municipal Cemetery," *Cultural Trends* 27, no. 5 (2018): 353–66, https://doi.org/10.1080/09548963.2018.1534719.

5. "PAIR—DCLA," accessed April 9, 2024, https://www.nyc.gov/site/dcla/publicart/pair.page.

6. "ARTS Initiatives," Georgia Tech Library, accessed April 17, 2024, https://library.gatech.edu/library-arts.

7. Celia Brown, "We Just Aim to Print Well: The University of Sydney Library Printer in Residence," *Art Libraries Journal* 46, no. 3 (2021): 70–77, https://doi.org/10.1017/alj.2021.11.

8. Clare Qualmann, "The Artist in the Library," *Performance Research* 22, no. 1 (2017): 12–24, https://doi.org/10.1080/13528165.2017.1285557.

9. "The BUBBLER @ Madison Public Library," The BUBBLER @ Madison Public Library, accessed April 9, 2024, https://www.madisonbubbler.org.

10. "Foundry Makerspace," Foundry Makerspace, accessed April 9, 2024, https://www.foundrymakerspace.com.

11. Brown, "We Just Aim to Print Well."

12. Tracey Hunter-Doniger and Robin Berlinsky, "The Power of the Arts: Evaluating a Community Artist-in-Residence Program through the Lens of Studio Thinking," *Arts Education Policy Review* 118, no. 1 (2017): 19–26, https://doi.org/10.1080/10632913.2015.1011814.

Jill Cofield, Sheila Craft-Morgan, and Kristen Totleben

The C&RL News Scholarly Communication Column

A Two-Year Retrospective and Call for 2025 Submissions

Dear Readers:

Happy 2025! The beginning of the new year marks a time of reflection and renewal for many of us. In this month's scholarly communications column, we reflect on the significant contributions of librarians and information professionals in the scholarly communications space and on the outstanding work underway in the field by looking back on the topics discussed in this column over the last two years.

Similar to the trends identified by the ACRL Research Planning and Review Committee,[1] authors have written about the strategic leadership they have provided in the field to respond to the open research movement. They have shared lessons learned from their experiences with open access, open science, and open data; expanded collaborations; and adapting to new tools and technologies. Our colleagues have highlighted significant developments and trends impacting scholarly communications and have provided us with insights into practice in the future.

Open Access and Open Research

Several columns in the last two years featured discussions of the new requirements, opportunities, and challenges for open access and open research.

Caitlin Carter, Kimberly Cox-York, and Lorraine Haricombe discussed the important role of the Higher Education Leadership Initiative for Open Scholarship (HELIOS) and its member institutions in responding to the White House Office of Science and Technology Policy's memorandum on Ensuring Free, Immediate, and Equitable Access to Federally Funded Research—known as the Nelson Memorandum.[2] The authors shared examples of how two HELIOS member institutions worked to raise awareness about the benefits of open scholarship, promote new programs and resources, and expand institutional structures.

Ana Peršić and Tiffany Straza discussed the 2021 UNESCO Recommendation on Open Science as a mechanism for advancing open science globally. According to the authors, "with the adoption of the Recommendation, 193 countries have committed to promoting an enabling policy environment, investing in infrastructure for open science and capacity-building, as well as to aligning incentives and promoting innovation and cooperation to foster open science."[3]

Jill Cofield is visiting assistant professor in the University at Albany Department of Information Sciences and Technology and College of Emergency Preparedness, Homeland Security and Cybersecurity, email: jcofield@albany.edu. Sheila Craft-Morgan is research impact librarian at The Ohio State University Libraries, email: craft-morgan.1@osu.edu. Kristen Totleben is open publishing librarian at the University of Rochester, email: ktotleben@library.rochester.edu.

Ally Laird shared Penn State University's experiences participating in the Toward an Open Monograph Ecosystem (TOME) Initiative.[4] TOME was launched by the Association of American Universities, the Association of Research Libraries, and the Association of University Presses as a five-year pilot with colleges and universities and university presses. As a result of the success of TOME and the Penn State University Libraries' commitment to open access publishing, the program was continued beyond the pilot, re-branded as "Open Access Monograph Funding."

In "If Not a Transformative Agreement, Then What? Nine Questions and Answers about an Alternative," A.J. Boston challenged readers to rethink assumptions about the tools in place to make the scholarly record accessible and equitable.[5] Boston discussed the "Read & Let Read" (R&LR) proposal as a framework for reflecting on current practices and forging a path forward for making scholarly output open and accessible.

Elizabeth Bedford, Chloe Dufour, Corinne Guimont, Rachel Howard, and Shane Nackerud discussed the outcomes of their leadership on the Preservation Task Force, which was charged by the Library Publishing Coalition (LPC) in 2021 to examine "the preservation activities and challenges of library publishers, and recommend actions for LPC to strengthen practice."[6] They shared findings and calls to action for the LPC and library publishers to advance the future of long-term preservation for open access publications.

Andrea Hacker contributed to an international perspective on open access in Switzerland by discussing the National Open Access Strategy and sharing highlights of work underway by higher education institutions and academic libraries to make all taxpayer-funded research publications available in open access in 2024.[7]

The Role of Repositories for providing Infrastructure for Dissemination of Research and Scholarship

Two articles discussed the importance of repositories to an open research infrastructure.

Meg Wacha, Michael Kirby, jean amaral, Elizabeth Jardine, Meagan Lacy, and Catherine Lyons discussed how while community colleges in the United States educate nearly one-third of undergraduate students, most do not maintain institutional repositories. The authors argued that it is "imperative that the faculty and students at community colleges are recognized as contributors to the scholarly communications landscape and empowered to disseminate their works, via repositories, to the larger knowledge ecosystem."[8]

Tina Baich shared her experience serving as visiting program officer leading the work of the partnership of the Scholarly Publishing and Academic Resources Coalition (SPARC) and the Confederation of Open Access Repositories (COAR) to launch a repository network in the United States.[9] Baich discussed how the U.S. Repository Network (USRN) is working to support research repositories and has become recognized as fundamental to the nation's research infrastructure.

Tracking, Capturing, and Curating the Scholarly Output of Faculty Members

Amanda Y. Makula discussed how the University of San Diego Copley Library partnered with the Office of the Provost and the Office of Sponsored Programs to "identify, organize, and celebrate the intellectual output of the university"[10] by hosting a re-envisioned Research

and Scholarship Recognition Reception in 2023. The reception featured faculty scholarship, showcased by comprehensive bibliographies, displays of faculty-authored books, and posters of the first page of scholarly or research articles.

Library Publishing

Brandon Locke shared lessons learned from the Library Publishing Workflows project, a collaboration between Educopia Institute, the LPC, and 12 partner libraries.[11] From 2019 to 2022, project leaders investigated and modeled journal publishing workflows used by library publishers and worked to foster greater conversation about workflows in the library publishing community—all in an effort to fill gaps in workflow documentation and knowledge exchange.

The Importance of Cross-Campus Collaboration to Research Data Management

Kelsey Badger, Anna Biszaha, and Stephanie Schulte shared experiences from a collaboration between The Ohio State University Libraries, Health Sciences Library, and key research-support departments to advance data management and sharing practices.[12] Cross-campus collaboration has led to formalized commitments positioned to sustain change in the long-term. Lessons learned through this partnership are applicable to any large collaboration in an institution.

New Technologies

Danny Kingsley's column on the impact of generative artificial intelligence (AI) on the research process was one of the readers' most highly reviewed columns.[13] Kingsley discussed the "complicated" world of AI and shared predictions for how AI will be influential in the future. He reflected on the benefits of AI for coding survey responses, assisting with literature reviews, formatting bibliographies, and more. Kingsley also advised that users exercise caution using generative AI as it continues to develop.

The Future of Collections Assessment

Taylor Ralph discussed opportunities and challenges for libraries and their collections following adaptations made in response to fiscal constraints stemming from the COVID-19 pandemic.[14] Ralph shared the importance of careful planning and offered three recommendations for collections assessment: (1) ensure the health and relevancy of e-resource collections as user needs evolve, (2) ensure necessary data is available to make informed decisions about collections budgets, and (3) practice care for library staff.

Protecting Library Rights into the Future

Finally, Katherine Klosek emphasizes the importance of protecting libraries' rights in the access and preservation space into the future.[15] She discussed how private contracts, licensing agreements, and negotiations with vendors are challenging the special rights granted to libraries by Congress through limitations and exceptions in the US Copyright Act. The article summarizes recent bills introduced in states and includes recommendations for the US Congress to protect library rights into the future.

Invitation to Contribute

As we embark on 2025, we invite you contribute to this conversation by sharing your experiences, research, or perspectives on a wide range of scholarly communications topics such as the following:

- AI and other technologies and tools
- responsible use of metrics, including alternative metrics
- diversity, equity, inclusion, justice and accessibility in scholarly communications
- multimedia content and scholarly communications
- new publishing models
- digital content accessibility and preservation
- the role of social media in scholarly communications

Consider submitting a proposal or topic to the column editors at crlnscholcomm@gmail.com. For details on publishing with *C&RL News*, visit the Instructions for Authors at https://crln.acrl.org/index.php/crlnews/about/submissions#authorGuidelines.

Thank you for the leadership you provide to support and strengthen scholarly communications in your institutions, across the country, and globally. Best wishes for a happy and prosperous 2025.

Sincerely,
Jill Cofield, PhD, MLIS
Sheila Craft-Morgan, JD, MLS
Kristen Totleben, MA, MLS

Notes

1. ACRL Research Planning and Review Committee, "2024 Top Trends in Academic Libraries: A Review of the Trends and Issues," *College & Research Libraries News* 85, no. 6 (2024): 231–46, https://doi.org/10.5860/crln.85.6.231; ACRL Research Planning and Review Committee, "2023 Environmental Scan," ACRL Association of College and Research Libraries, 2023, https://www.ala.org/sites/default/files/acrl/content/publications/whitepapers/EnvironmentalScan2023.pdf.

2. Caitlin Carter, Kimberly Cox-York, and Lorraine Haricombe, "The Nelson Memorandum: How Two HELIOS Members Are Responding." *College & Research Libraries News* 84, no. 11 (December 2023): 428–33, https://doi.org/10.5860/crln.84.11.428.

3. Ana Peršić and Tiffany Straza, "Open Science for All: Implementing the UNESCO Recommendation on Open Science for an Equitable and Just Transition to Open Science," *College & Research Libraries News* 84, no. 10 (November 2, 2023): 381, https://doi.org/10.5860/crln.84.10.377.

4. Ally Laird, "Supporting Open Access Monographs: Penn State University Libraries' Participation in the TOME Initiative," *College & Research Libraries News* 85, no. 3 (March 2024): 66–70, https://doi.org/10.5860/crln.85.3.114.

5. A. J. Boston, "If Not a Transformative Agreement, Then What? Nine Questions and Answers about an Alternative," *College & Research Libraries News* 84, no.1 (January 2023): 22–26, https://doi.org/10.5860/crln.84.1.22.

6. Elizabeth Bedford, Chloe Dufour, Corinne Guimont, Rachel Howard, and Shane Nackerud, "Preserving What We Publish: Findings from the Library Publishing Coalition Preservation Task Force," *College & Research Libraries News* 85, no. 1 (January 2024): 32–37, https://doi.org/10.5860/crln.85.1.32 .

7. Andrea Hacker, "Open Access in Switzerland: An Institutional Point of View," *College & Research Libraries News* 84, no. 6 (June 2023): 212–16, https://doi.org/10.5860/crln.84.6.212 .

8. Meg Wacha, Michael Kirby, jean amaral, Elizabeth Jardine, Meagan Lacy, and Catherine Lyons, "What's Missing? The Role of Community Colleges in Building a More Inclusive Institutional Repository Landscape," *College & Research Libraries News* 84, no. 4 (April 2023): 173–76, https://doi.org/10.5860/crln.84.4.173.

9. Tina Baich, "From Vision to Action: Catalyzing the U.S. Repository Network," *College & Research Libraries News* 84, no. 5 (May 2023): 172–75, https://doi.org/10.5860/crln.84.5.172.

10. Amanda Makula, "Celebrating the Scholarly Communication of Our Campus Community: How Can Today's Academic Library Play an Integral Role in Its Parent Institution's Scholarly Output?" *College & Research Libraries News* 85, no. 9 (October 2024): 387–91, https://doi.org/10.5860/crln.85.9.387.

11. Brandon Locke, "Library Publishing Workflows: Three Big Lessons Learned from Cohort-Based Documentation," *College & Research Libraries News* 84, no. 3 (March 2023): 123–26, https://doi.org/10.5860/crln.84.3.123.

12. Kelsey Badger, Anna Biszaha, and Stephanie Schulte, "We Couldn't Have Done It Alone: Reflections on Getting Started with Cross-Campus Service Coordination," *College & Research Libraries News* 85, no. 10 (November 2024): 439–43, https://doi.org/10.5860/crln.85.10.439.

13. Danny Kingsley, "Can Generative AI Facilitate the Research Process? It's Complicated," *College & Research Libraries News* 84 no. 9 (October 2023): 342–45, https://doi.org/10.5860/crln.84.9.342 .

14. Taylor Ralph, "Preparing for the Best: Adapting Collection Assessment for an Era of Transition," *College & Research Libraries News* 85, no. 2 (February 2024): 67–71, https://doi.org/10.5860/crln.85.2.67.

15. Katherine Klosek, "Protecting Library Rights: Considerations for Congress," *College & Research Libraries News* 84, no. 8 (September 2023): 296–300, https://doi.org/10.5860/crln.84.8.296.

Beth Clausen and Preeti Gupton

Things to Do in Minneapolis and St. Paul

Explorations and Experiences

If you are a new visitor to the Twin Cities of Minneapolis and St. Paul, Minnesota, or if you have spent time here, you will recognize many landmarks and iconic symbols of "the Metro" or "the Cities" as you may hear the area called. We encourage you to visit, explore, and experience as much as you can as you enjoy the conference and your time in Minneapolis; or perhaps you will be enticed to stay longer (or come back!) and see some of our notable sights that take more time to visit and experience everything the area offers.

Downtown Minneapolis

Foshay Tower (https://www.exploreminnesota.com/profile/foshay-museum-observation-deck/3510) was built in 1929 as a tribute to the Washington Monument, and this recognizable landmark features an observation deck. You can also learn more about the building and its interesting creator in its museum.

The Mary Tyler Moore sculpture (https://www.minneapolis.org/honoring-mary-tyler-moore/) is found at 700 Nicollet Avenue and captures the opening credits moment when character Mary Richards throws her hat in the air. It's a great photo opportunity!

Mary Tyler Moore Statue, Downtown Minneapolis.
© Greg Gjerdingen, CC BY 2.0.

The Basilica of St. Mary (https://mary.org/) is a classical revival marvel that was built 1907–14 and takes up its own city block on Hennepin Avenue between 16th and 17th streets. It was the first Basilica established in the United States.

Minneapolis Central Library (https://www.hclib.org/about/locations/minneapolis-central) is the largest public library in the Hennepin County Library System and was designed by world-renowned architect Cesar Pelli. It is a great place to visit, relax, and, of course, it is totally free!

Nicollet, formerly Nicollet Mall, (https://www.minneapolis.org/neighborhoods/downtown/nicollet/) is a downtown Minneapolis mile long pedestrian-friendly (buses and taxis are the only allowed motor traffic) area that is a great place to explore, people watch, find

Beth Clausen is dean of library and information services at Metropolitan State University, email: beth.clausen@metrostate.edu. Preeti Gupton is the online learning librarian at St. Catherine University, email: pgupton986@stkate.edu.

good food, experience entertainment, do some shopping, and enjoy art. Don't forget to look up and note the renowned skyway system which has several access points along Nicollet making it even easier and more comfortable to explore downtown.

Loring Park (https://www.minneapolisparks.org/parks-destinations/parks-lakes/loring_park/) is one of Minneapolis' easily accessible parks. It contains gardens, walking paths, and is connected to the Minneapolis Sculpture Garden via the Hixon Whitney Footbridge.

For the sports fans among us, a tour of Target Field (https://www.mlb.com/twins/ballpark/tours/public) or US Bank Stadium (https://www.usbankstadium.com/tour) might be just the ticket for exploration. Target Field, home of the Minnesota Twins, and US Bank Stadium, home of the Minnesota Vikings, both offer public tours. Wheelchair accessibility available on request, but make sure to purchase tickets in advance and wear comfortable shoes!

A Short Jaunt from Downtown Minneapolis

Minnehaha Regional Park (https://www.minneapolisparks.org/parks-destinations/parks-lakes/minnehaha_regional_park/) includes Minnehaha Falls, a stunning 53-foot waterfall in an urban setting and one of Minneapolis' most popular parks. In addition to the natural beauty and gardens, paths, and more, there are a few historical sites including the Princess Depot, which was part of the first railroad line from Minneapolis.

George Floyd Square (https://www.minneapolis.org/support-black-lives/38th-and-chicago/) is located at the site of George Floyd's murder at 38th St. and Chicago Ave. This intersection now has several permanent art installations. It is a powerful space to memorialize George Floyd and discuss police brutality, racial disparities, and the BLM movement. There is nearby parking or take public transit.

George Floyd Square. © ruthdaniel3444, CC BY 2.0.

Located on Lake St. you'll find three great places to get a sense of Minneapolis, all within a short distance from one another and all easily accessible by public transit. The Midtown Global Market (https://midtownglobalmarket.org/) is a global themed market with hundreds of vendors in South Minneapolis. With many different cultures represented, this is a great place to grab a bite and pick up a souvenir. A few blocks away is Quatrefoil Library (https://qlibrary.org/), the second oldest circulating LGBTQIA+ library in the United States and a cornerstone for the queer community in the Twin Cities. Finally, a short jaunt from Quatrefoil you'll find the Somali Museum of Minnesota (http://www.somalimuseum.org/), showing the history, arts, and culture of one of the newest immigrant communities in Minnesota.

If you are looking for a museum, the Twin Cities has you covered, with a wide range of educational museum experiences. Choose from the Mill City Museum (https://www.mnhs.org/millcity), which celebrates the city's heritage as the Flour Milling Capital of the World; the

Bakken Museum (https://thebakken.org/), a smaller STEM museum also in the city; or the American Swedish Institute (https://asimn.org/), a historic cultural center and mansion about the Swedish presence in Minnesota. All are easily accessible by public transit. If you are looking for bigger museums, check out the Minnesota History Center (https://www.mnhs.org/historycenter); the Science Museum of Minnesota (https://new.smm.org/), which contains 8.5 acres of science exhibits and activities; or the Bell Museum (https://www.bellmuseum.umn.edu/), Minnesota's official natural history museum and planetarium. All are located in St. Paul, and you could easily spend all day at any of these locations.

Mill City Museum. © quaziefoto, CC BY 2.0.

Visit St. Paul: The Twin to Minneapolis

St. Paul, the smaller population wise of the Twin Cities, serves as the state capital of Minnesota. It is easily accessible by bus, the Green Line train, and ride shares.

The Hmong Museum (https://hmongmuseummn.org/) is the first museum dedicated to the preservation and education of Hmong culture, history, experiences, and arts. This small museum is volunteer run and open only by appointment, so please plan ahead for a visit.


Minnesota State Capitol at night. © McGhiever, CC BY-SA 4.0.

The Minnesota State Capitol Building and Grounds (https://mn.gov/admin/government/buildings-grounds/building-management/buildings/statecapitol.jsp), designed by celebrated architect Cass Gilbert, is a masterpiece of a capitol building, where the state's two legislative bodies are officed and conduct their primary work. It also houses the offices of the governor and attorney general and is open every day but Sunday. Guided tours are available, and visitors are also welcome to wander and explore on their own.

At Como Park Zoo and Conservatory (https://comozooconservatory.org/), you'll find animals, gardens (indoors and outside), and an expansive park to keep visitors busy, entertained, and learning. If bonsai art, orchids, zebras, giraffes, and thousands of other living things are your thing, you will find this worth a visit.

A Little Further from Downtown Minneapolis

These iconic or emblematic sites will take more planning and time to experience during the conference (or if you are getting here early or staying an extra day or two) but are well worth it.

Paisley Park (https://www.paisleypark.com/) is the studio and home to Prince Rogers Nelson, one of the two most famous musicians from Minnesota (the other being Bob Dylan). The experience at this studio, home, and concert venue allows visitors to become immersed in his life—onstage and offstage. A true celebration of his legacy of creative vision and innovation. Plan to purchase tickets in advance.

University of Minnesota Landscape Arboretum (https://arb.umn.edu/) is a 1,200-acre public garden known for its beautiful display gardens and protected natural areas. The Arb is easy to explore via foot or car but is further out and is easily a half-day visit.

Hocokata Ti (https://hocokatati.org/) is a beautiful museum about the Dakota people and their history, which contains moving and interactive exhibits. Walk-ins welcome.

Fort Snelling (https://www.mnhs.org/fortsnelling), where the Mississippi and Minnesota rivers meet, is a place of significance to all people who have lived in the area. It is on Dakota land and the site of one of their main creation places. In the 1820s, the US federal government built a fort on the unceded land. A visit to the site today is an opportunity to learn about the varied and complicated history of the area.

The Mall of America (https://www.mallofamerica.com/) is a famous megamall featuring a Nickelodeon-themed amusement park and other entertainment attractions as well as extensive food options. Yes, there are also shopping opportunities. And remember that shoes and clothing are not taxed in Minnesota!

Image Permanence Institute. *Access:* https://www.imagepermanenceinstitute.org/.

Founded in 1985, the Image Permanence Institute (IPI), located at the College of Art and Design at Rochester Institute of Technology, specializes in sustainable preservation practices. IPI has conducted more than 20 years of research in environmental management and has been awarded $1.5 million through multiple research grants. It is "an active preservation program that informs and advances professional-level education and training activities, publications, consulting services, and the development of practice preservation resources and tools." The information-rich website offers extensive web-based resources, training, and support for preserving cultural heritage collections in libraries, archives, and museums worldwide.

Visitors can learn more about the institute's services and offerings by browsing six major site sections beneath the homepage banner. Most sections have additional content accessible by drop-down menus. Start at the "Overview" page, where available, before moving on to other pages. Dive into the "Research" section to learn more about "Photographic Print Preservation," "Film Preservation," "Digital Print Preservation," "Collections Environmental Monitoring," "Sustainable Preservation Practices," and "3D Printed Materials."

The "Education" section organizes the institute's web-based resources in one place. These include the "eClimateNotebook," "Graphics Atlas," "DP3—Digital Print Preservation Portal," "FilmCare.org," "Sustainable Preservation Practices," and "Dew Point Calculator." Persistent links to these resources can be found at the top of any page throughout the site, except for Sustainable Preservation Practices. This section also has pages on upcoming workshops, a webinar archive, and links to publications. Subscribe to the institute's quarterly e-newsletter to track all the educational and training opportunities offered.

The "Work with Us" page describes environmental management services and preservation consultation services. The "Testing" section of the website offers explanations and pricing for collection testing. Visit the online store to purchase film testing strips, flash drives, various subscription levels of eClimateNotebook, or print titles. Reasonably priced print items related to preservation and storage and a full-color poster illustrating photographic negatives are available. In addition to these items for sale, numerous freely downloadable PDFs of guides and reports are embedded throughout the site.

IPI's website will appeal to cultural institutions that collect, maintain, and protect vulnerable image collections. Individuals who are the caretakers or curators of family archives looking for tips on protecting personal film or photographic collections may also find the information and resources valuable.—*Christa Bailey, San Jose State University, christa.bailey@sjsu.edu*

The Roosevelt Institute. *Access:* https://rooseveltinstitute.org/.

The Roosevelt Institute, established in 1987, honors the legacy and values of Franklin and Eleanor Roosevelt. As a progressive political think tank and the nonprofit arm of the Franklin D. Roosevelt Presidential Library and Museum, it has pursued its mission for nearly four decades through fellowships, undergraduate mentoring, public policy research, and funding special projects and exhibits for the FDR Library.

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.

The institute's website features a simple and uncluttered design, although a newsletter subscription invitation pops up on first entry. From the homepage, users can easily navigate the institute's core functions. Tabs at the top lead to sections on "Publications," "Think Tank," "Roosevelt Network," "Roosevelt Society," "FDR Library," and the institute's blog and upcoming events. The "About" page provides a brief history and structure of the institute, but distinctions between the Network and Society require further reading on dedicated pages. "About" also lists employees, senior fellows, and board members, many with impressive credentials that add to the institute's credibility.

The Roosevelt Institute's publications are a crucial resource for education and research. The "Publications" tab hosts an archive of briefs, fact sheets, reports, testimonies, and working papers from 2015 to the present. This catalog can be filtered by document type, program, or policy topic, with the most recent publications listed first. Most papers include in-text citations and footnotes, often linking to external abstracts or full texts when available. Author information at the end of each piece provides context for assessing expertise. However, the archive lacks a keyword search box, which many researchers expect. Fortunately, the available filters work well, and the small search box at the top right corner of the page does search the full text of publications.

This resource is certainly recommended for librarians and researchers interested in current trends and topics within progressive policy, but perhaps an even greater use case is in undergraduate political science classrooms. While the institute's scholarly publications and news blog offer valuable information, much of the site focuses on inviting undergraduates and young professionals to join the Roosevelt Network or become Fellows. Educators and mentors of tomorrow's policymakers should bookmark and share this site.—*Katharine Van Arsdale, Adventist Digital Library, vanarsdk@andrews.edu*

Victorian Web. *Access:* https://www.victorianweb.org/.

Victorian Web bills itself as "the internet's oldest and largest website devoted to Victoriana." Indeed, established in 1987, it predates the World Wide Web itself and retains the charming (though some may disagree) aesthetic of Web 1.0. While deepest in literature coverage, many aspects of Victorian history and culture are represented.

The site emphasizes the importance of its titular "web." Embedded links contextualize both primary sources and scholarship "as nodes in a network of complex connections." While Wikipedia makes a good analog, the site claims any encyclopedia "aims to present a single authoritative view of its subject," as opposed to their "multivocal" collection. (Though Wikipedia enthusiasts might highlight its multivocality of *authorship*, in contrast to the highly curated Victorian Web.)

But like Wikipedia, the site's linked and grouped pages provide ample opportunities for searching and browsing. From the homepage, one may choose among thematic groupings ("Gender Matters," "Religion," etc.), lists of authors and genres, and scholarly categories (primary texts, reviews, and bibliographies). Though dizzying in its breadth, readers can either engage briefly or delve deeply into particular topics. Groups of related pages do not provide comprehensive discussions but help build connections and guide additional study.

This review cannot attend to the quality of all site materials (more than 130,000 published items as of 2024). Unfortunately, though the site's complex editorial history is discussed generally, it is not always clear whether any given text is refereed. While all material

apparently comes with the imprimatur of the site as a whole, this may pose challenges for readers in assessing each text.

The website is updated regularly, with a page offering monthly narratives of new additions and related news. As to be expected with an older website, there are broken links throughout its pages.

Victorian Web was developed at Brown University, but it is independently hosted and operated as a 501(c)(3) nonprofit organization. An editorial board oversees submission of new and out-of-print materials for potential publication. In soliciting donations for upkeep, no discussion of open access or licensing was apparent, but given the site's history, it seems safe to assume it has no intention of a different revenue model.

Victorian Web can serve as a portal for many to foster engagement with the Victorian era's culture and history. It can also be a helpful open access resource both for original primary materials and difficult-to-find secondary research.—*John C. Rendeiro, University of Connecticut, john.rendeiro@uconn.edu*

Acquisitions

The Library of Congress has acquired the papers of songwriter and composer Burt Bacharach. Bacharach's songs are best known for influencing popular music starting in the late 1950s. This is the first collection acquired from a recipient of the Library of Congress Gershwin Prize for Popular Song. Songwriting duo Burt Bacharach and Hal David received the Gershwin Prize in 2012.

Bacharach was best known for his songwriting scores for various films and popular artists such as "Alfie," "Arthur's Theme," "Close To You," "Do You Know the Way to San Jose," "I Say a Little Prayer," "I'll Never Fall in Love Again," "Raindrops Keep Fallin' on My Head," "This Guy's in Love with You," and "What the World Needs Now is Love," to name a few. His work is recognized with three Academy Awards and eight Grammy Awards, including the 2008 Grammy Lifetime Achievement Award.

The Burt Bacharach Papers came to the library as a generous gift from his wife Jane Bacharach. The rich collection includes thousands of musical scores and parts, such as Bacharach's arrangement for "The Look of Love," and dozens of musical sketches, including for "Alfie" and "Raindrops Keep Falling on My Head." The collection also includes 180 photographs, letters and telegrams, passports and more.

The Burt Bacharach Papers join dozens of other songwriter collections in the Library's Music Division. These collections include the manuscripts and papers of Jerome Kern, Irving Berlin, George and Ira Gershwin, Cole Porter, Richard Rodgers and Oscar Hammerstein, Alan Jay Lerner and Frederick Loewe, Billy Strayhorn, Leonard Bernstein, Henry Mancini, Leslie Bricusse, Harry Chapin, and Judy Collins.

Grants

The Michigan State University Libraries was recently awarded a Congressionally directed grant through the National Historical Publications and Records Commission in the amount of $1 million to support a unique digitization project that will ensure the preservation of early Michigan public television footage for years to come. The $1 million award will go toward highly specialized digital media preservation equipment as well as the creation of a dedicated media preservation lab, which will be used to restore and digitally preserve MSU Libraries' historical media collections. This specific project will focus on the archive of early public television at MSU, which dates back more than 70 years to when WKAR-TV first aired on East Lansing's television broadcasting channel 60 on January 15, 1954. WKAR-TV is the second oldest continuously operating public television station in the country, and the oldest east of the Mississippi River. It is a Public Broadcasting Service (PBS) member television station licensed to East Lansing and owned by Michigan State University under the WKAR Public Media umbrella.

A project team representing the Penn State University Libraries and Penn State's College of Information Sciences and Technology has received a two-year Institute of Museum and Library Services (IMLS) National Leadership Grant totaling $104,771 to create and host a National Forum for Privacy Literacy Standards and Competencies. This national forum aims to address a primary responsibility of library workers who serve a variety of constituencies, including youth and family, K-12 schools, and higher education. In addition to its aim of developing consensus national standards and competencies for privacy literacy education in libraries across the K-20 educational spectrum, the project team plans to publish forum proceedings, a practitioner self-study guide, and an action handbook for implementing the standards and competencies. Project results will be open-licensed and freely accessible online.

The National Historical Publications and Records Commission (NHPRC) awarded the University of Cincinnati's Archives and Rare Books Library a $109,349 grant to support a project to complete archival processing of the records of the Cincinnati Branch of the NAACP related to the 1974 *Bronson v. Cincinnati Board of Education*, the city's most significant legal case in the fight for school desegregation. Filed in 1974, the Bronson case was not the first litigation to address segregation and discrimination in the Cincinnati Public Schools, but it was the first to create some accountability for the Cincinnati School Board. Housed in the Archives and Rare Books Library, the collection contains the Cincinnati Chapter of the NAACP's records related to the case, including correspondence, court filings, background research on segregation in education in Cincinnati and Hamilton County, the conditions of schools, curriculum, and how the Cincinnati Public Schools addressed the decree that was agreed upon as a result of the case. The project began October 2024 and will last through September 2025.