Message from the Chair
Elizabeth Fox

Welcome to the second half century of ANSS! I hope the 2022-23 year, ANSS's 51st year, has begun well for all our continuing and new members. I look forward to the next year of ANSS and working with all of you.

We have had some success in the last year as we got the sociology companion document to the Framework for Information Literacy through all the review stages and published on ACRL's website. Congratulations to the Instruction and Information Literacy Committee for that major accomplishment!

Going forward, we are working toward joining with other sections to provide interesting and useful programming at our conferences. We are also working on finding how best we can operate to include all of our members. While the last two years have been hard on all of us, I believe some good can come of them as we have had to find new ways to operate that can benefit us as we come to a new way of interacting. I would like to encourage everyone to join us at our meetings and let us know how the section can help you or how you can help the section.

One thing I have noticed this year is that it is harder than before to get volunteers. In a number of organizations I volunteer with – library and non-library – we are all struggling to get people for things that were fairly easy before. For myself, I worry that events will end up being canceled. I love having time for myself rather than
Benchmark

Benchmark is the newest tool for data-driven planning and advocacy in academic libraries. Launched by ACRL in late 2021, Benchmark provides enhanced access to ACRL annual survey data from 1998-2020. With Benchmark, you can illustrate ongoing activities and usage in a compelling fashion for different audiences, as well as generate key metrics for strategic planning, budget justifications, annual reports, fundraising, and more! Benchmark is also where you can contribute your library’s data to national surveys to further research and advocacy. Login to your free account today to complete the 2022 Academic Library Trends and Statistics Survey, which includes trends questions on the topic of post-Covid library service and workplace trends!

Midwinter Committee Meetings

LibLearnX will take place in New Orleans, LA, January 27-30, 2023. ANSS committees can continue as in the past to meet virtually during January or February while avoiding the LibLearnX dates. Please remember to announce your committee’s meeting date, time, and agenda 10 days prior to the meeting and post the meeting minutes within two weeks of the meeting on ALA Connect.

ALA’s Annual Conference and Exhibition will be in Chicago, IL, June 22-27, 2023.

Project Outcome

Project Outcome is a FREE online toolkit designed to help libraries understand and share the impact of essential library programs and services by providing simple surveys and an easy-to-use process for measuring and analyzing outcomes. Participating libraries are also provided with the resources and training support needed to apply their results and confidently advocate for their library’s future. Project Outcome’s standardized surveys allow libraries to aggregate their outcome data and analyze trends by service topic, program type, and over time. Sign up today!
The ANSS Nominating Committee has been busy developing a slate for the section’s officers. These positions will appear on the ACRL ballot for the elections that run from March to April, 2023. The candidates’ biographical information is listed below in random order.

**Vice-Chair/Chair-Elect**

Ilka Datig  
**Head of Instruction and Outreach, Nazareth College**

Thank you to the Nominating Committee for suggesting me as a candidate for Vice-Chair/Chair-Elect. I would consider it a privilege to serve in ANSS in this capacity. I originally joined ANSS in 2016 to expand my professional network, and have truly enjoyed being able to collaborate with this group of friendly, welcoming, and inspiring librarians.

I am excited for the opportunity of a leadership role as Vice-Chair/Chair-Elect. I am currently serving as ANSS Secretary, before which I served as the ANSS Member-at-Large and co-chair of the ANSS Membership Committee. I also recently served as Vice-Chair (and then Chair) of the ACRL Membership Committee, during which time we worked on issues of diversity and inclusion in regards to ACRL committee membership and engagement. Through my role as Secretary and Member-at-Large, I feel very well-informed on the inner workings of ANSS and where we have room to grow. In particular, as Member-at-Large I was responsible for keeping track of membership statistics, coordinating the activities of the Membership Committee, and reaching out to new members. In the past I have served on several other committees in ANSS, including Conference Program Planning (2017 and 2018) and Membership. Through my work in these roles and committees I have worked on issues of membership recruitment and retention, professional development within ANSS, and collaboration with other ACRL sections.

Over the years I have seen the impact ANSS has had on individual members, ACRL, the professional academic librarian community more broadly, and beyond. I feel that one of the biggest strengths of ANSS is our community of welcoming and professionally-engaged members. If elected as Vice-Chair/Chair Elect, I would continue our outreach to new ACRL members and encourage more people to join and get involved. It would be my privilege to support the great work that ANSS members do and further develop our community.

**Secretary**

Scott Hertzberg  
**Reference Librarian, National Criminal Justice Reference Service**

Thank you to the Nominating Committee for inviting me to run for the Secretary position in ANSS. Since 1999 I have been a reference librarian at a small research library within the U.S. Department of Justice (DOJ). I provide reference support to staff at several DOJ agencies. The work focuses on criminology and criminal justice questions but ranges across the social sciences. I also work part time at the library at Castleton University, near my home in Vermont. I am originally from Baltimore and received my MLS from the University of Maryland.

While I have been in the field for more than twenty years, I only recently joined ALA and ACRL. In 2021 I joined the ANSS Instruction and Information Literacy Committee, helping the committee complete a final draft of the *Framework for Information Literacy in Criminology*. I see the secretary position as an opportunity to learn more about ANSS and contribute to the section’s work to strengthen our part of the profession.
Member-at-Large
Wayne Bivens-Tatum
Librarian for Philosophy, Religion, & Anthropology, Princeton University

Thank you for nominating me as a candidate for ANSS Member-at-Large. For the past seven years, I have served as the anthropology departmental liaison and subject selector at Princeton. Although relatively new to both anthropology and ANSS, I’ve worked hard the last two years in the ANSS Instruction and Information Literacy Committee helping to create criminology and anthropology companions to the ACRL Framework for Information Literacy. The section has been welcoming, the committee collegial and productive, and my fellow members enjoyable to work with. I welcome the opportunity to serve ANSS further as a Member-at-Large.

Member-at-Large
Rebecca Freeman
Director of Medford Library, Associate Librarian, University of South Carolina Lancaster

Thank you for the opportunity to run for the Member-at-Large position for ANSS. I am the library director at a small, rural academic campus. I joined ANSS to relate to others interested in the same subjects and in providing support for the faculty and students in these disciplines. I have an undergraduate degree in anthropology and provide support to students and faculty on my campus, as well as to upper division students in our online programs.

I am currently serving on the ANSS Conference Program Planning 2023 Committee and have served on multiple local and regional library association boards. On these boards I have worked to further the goals and missions of the different organizations, as well as to increase membership and the worth of the membership.

Membership in these organizations connects librarians in ways that not only support their librarianship but also them as people. I am committed to finding ways to increase membership and inform our members on how this membership can support them. I am also committed to actively creating a diverse and inclusive community. I am excited to be working with and be a part of ANSS because it is such an important resource, and I would be honored if you would consider me for the position of Member-at-Large.
Our committee is collaborating with the Conference Program Planning committee of the Educational and Behavioral Sciences Section (EBSS) to propose a panel for ALA 2023 (Chicago, June 22-27). Our planned proposal has to do with systematic and evidence synthesis reviews. We hope to convene a panel of librarians who help social science graduate students to conduct those advanced types of research. If our proposal is accepted, the panel will briefly introduce the audience to evidence synthesis and related research models. The panel will show how evidence synthesis, though primarily used in health sciences, is increasingly important in the social sciences. Audience members will learn ways to support their social science students in evidence synthesis research. Our committee is excited to be working with our counterparts in EBSS to submit the proposal!
ANSS Liaison Committee Report
Tom Diamond, Chair

The Liaison Committee met on June 9, 2022 to discuss the three open liaison positions - the American Anthropological Association (AAA), the American Sociological Association (ASA), and the Academy of Criminal Justice Sciences (ACJS) - and the two recruitment calls. Neither recruitment call generated any applications for any of the positions. The committee discussed the situation and developed two proposals to present to the ANSS Executive Committee at the June 15, 2022 meeting:

1. Waive the ALA and ACRL annual conference registration fee and annual membership fee for each liaison for each year served;

2. Guarantee travel funding for each liaison to attend the AAA, ASA, and ACJS annual conferences. In-person attendance is preferable, but virtual is also acceptable. An application would still need to be filed with ACRL to demonstrate meeting ACRL strategic goals.

The ANSS Executive Committee meeting minutes document responses from the board members. There will be follow-up discussion between the Liaison Committee chair and ANSS Section Chair, Elizabeth Fox.

Membership Committee
Jylisa Kenyon and Krystal Lewis, Co-Chairs

The Membership Committee held two socials this summer, an in-person social on June 24 during ALA Annual and a virtual social on July 12. Our in-person social was co-hosted by PPIRS (Politics, Policy and International Relations Section) and co-sponsored by HeinOnline. Nineteen attendees joined us at Rasa, “a fine casual restaurant in the D.C. area,” to socialize and eat appetizers, chai chocolate chip cookies, and a small build-your-own-bowl buffet (with vegan and gluten-free options). During our virtual social, we discussed ANSS volunteering opportunities and played a few awesome rounds of library-themed Scattergories, hosted by Hailey Mooney. Jennifer Joe (Assistant Professor and Undergraduate Engagement Librarian, University of Toledo) was our Scattergories Champion! The committee is already starting to plan future virtual and in-person socials and hopes you’ll join us for more fun and opportunities to get to know each other better.

Our most recent membership statistics show that as of March 2022, ANSS had a total of 613 members, slightly more than in March 2021 (602 members). In March 2022, 17 new members joined ANSS, 44 members renewed, 7 members reinstated, and 17 members dropped. Student membership (148 members), support staff membership (12 members), and non-salaried membership (39 members) were each higher in March 2022 than in March 2021 (133 members, 6 members, and 32 members, respectively), but regular membership was slightly lower in March 2022 (355 members) than in March 2021 (368 members). In the coming year, the ANSS Membership Committee will continue exploring ways to recruit and retain ANSS members.

The Membership Committee would like to thank Hailey Mooney, whose term ended in June 2022, for her service as Co-Chair of the Membership Committee and ANSS Member-at-Large.

Publications Committee
Steve Rokusek, Chair

The Publications Committee held a virtual meeting on Friday, July 8. Departing website manager Nidia Bañuelos and incoming website manager Melissa Gonzalez reported that the ANSS website had over 3,500 visitors in the first half of 2022, twice as many compared to the same period last year. Nidia believes this increase is the result of users’ growing awareness of the new site. Aside from the homepage, the most popular pages were the ANSS Currents page and the Cataloging Q&A page. Most visitors are finding the website through search engines, while ala.org and the old site are also top referrers.

Social media manager Jennifer Joe reported that the ANSS Facebook page has 901 followers, an increase of 16 from the same time last year. The Facebook post with the furthest reach (most viewers) was the one announcing openings for ACRL liaison positions, while the post with the most engagement (most likes, comments, etc.) was the sharing of an ACRL post about the Companion Document to the ACRL Framework for Information Literacy for Higher Education: Sociology. Jennifer also reported that ANSS has 258 Twitter followers. On Twitter, the liaison position announcement received the most impressions (views) and the most engagement.
It was also announced that ANSS is in the process of establishing a section-wide Google account for working on shared documents. Once up and running, a member of Publications will manage this account.

**Resource Review and Bibliography Committee**  
Tom Durkin and Virginia Pierce, Co-chairs

The Resource Review and Bibliography Committee (RRBC) met for a virtual meeting via Zoom on June 6, 2022. All but one committee member was in attendance. Two articles were submitted for the Spring 2022 issue of *Currents*. The committee successfully moved articles by Wade Kotter (“Homosaurus”) and Virginia Pierce (“Topo-View: The USGS Historical Topographic Maps Collection”) through the peer review and editing process in March 2022. They were published in the Spring issue of *Currents*.

As discussed with the editors of *ANSS Currents*, the deadline to have all content sent to the Currents editors was September 1st. We planned our fall peer review schedule accordingly. Author submissions were due to the committee by August 1st and the peer-review process was completed by August 22nd. The committee will be sending out calls for new review articles to the ANSS and ACRL communities through ALA Connect very soon. The committee brainstormed ways to encourage future article submissions from the ANSS community. The committee discussed the types of articles accepted in the Resource Review Section of *Currents*, and the committee will include this information in the calls for new articles.

RRBC will have another virtual meeting in January 2023 to plan for the Spring 2023 issue of *Currents*. Please contact RRBC Co-Chairs, Tom Durkin (thomas.durkin@wisc.edu) or Virginia Pierce (vpierce@statelibrary.sc.gov) if you have any questions.

**Review and Planning Committee**  
Elizabeth Fox, Chair

Over the next year, the Review and Planning Committee will be reviewing the *Manual for Officers* and looking at other documents regarding action plans and goals for the section. The committee will be working to make sure these documents are up to date and readily available to all members. We are lucky in having the manual updated recently so we will focus on other documents this year.

**Subject and Bibliographic Access Committee**  
Liu Xiping and Ngoc-My Guidarelli, Co-Chairs

The Subject and Bibliographic Access Committee held a meeting for ALA Virtual. During the meeting, members discussed the selection of a new chair for the committee because the current chair’s two-year term is up. Ngoc-My Guidarelli and Xiping Liu volunteered to be the new co-chairs for a two-year term. The group then discussed a series of proposals for new “Cataloging Questions & Answers” reports. The topics of these proposals included: description of artists’ nationalities, using FAST vs. LCSH to describe the chronological and geographical aspects of works, an update on the Library of Congress’s change of subject heading “Aliens” to “Noncitizens” and “Illegal aliens” to a combination of “Noncitizens” and “Illegal immigration,” and other subject heading and classification changes, such as Concentration camps, Japanese Americans ǂx Evacuation and relocation, 1942-1945; Blacks; Whites; and cutter changes from “N” (Negros) to “B” (Blacks).

The group agreed to review every six months a Google Doc created by Isabel Quintana that serves as a clearinghouse of all projects that focused on DIBAR (diversity, inclusion, belonging, anti-racism) in libraries, especially in cataloging. The committee paid tribute to its members for their in-depth research to offer erudite Q&As since January (see *Cataloging Questions & Answers*).

- What subject headings are applied to works about musical instruments, especially those from non-Western traditions?
- What subject headings are used for materials about statues, monuments, and memorials?

Finally, Wade Cotter, faithful and outgoing member, shared the review of Homosaurus he wrote for the Spring issue of *ANSS Currents*.
ACRL Books
ACRL books provide timely, practical advice and thought-provoking research for academic library workers worldwide. Some recent titles:

- Designing Libraries for the 21st Century
- Intersections of Open Educational Resources and Information Literacy
- Learning in Action: Designing Successful Graduate Student Work Experiences in Academic Libraries
- 3D Data Creation to Curation: Community Standards for 3D Data Preservation
- Embracing Change: Alternatives to Traditional Research Writing Assignments

Explore ACRL's online catalog for more great books, and visit our site to learn more about publishing your own.

ACRL 2023, Forging the Future, March 15 – 18, 2023, Pittsburgh, PA

Higher education has changed dramatically over the last few years. Academic libraries are addressing an increased emphasis on remote learning, rising calls for social justice, and an acknowledged need for flexibility that supports a sustainable work-life balance. At ACRL 2023, we will explore these issues and more around the theme of Forging the Future. If you are interested in finding strength in a community of academic library professionals, discussing our mutual issues while crafting innovative ways to solve them, enhancing relationships with faculty, and re-engaging with students, we welcome you to join us in Pittsburgh or virtually! Registration opens in October, and proposals for select session types are being accepted through October 14, 2022. See the ACRL 2023 Conference Website for details.

ACRL Off-RoadShows

Bring robust online learning directly to your library, chapter, or consortium with ACRL's virtual Off-RoadShow workshops! Led by expert presenters over multiple days, these online workshops are based on our popular in-person RoadShow workshops and support academic library professionals in tackling the greatest issues facing the profession. Workshop hosts can work with presenters to adapt the content to their institutional contexts. Schedule a virtual workshop for your library or organization today. Organizational members of ACRL receive a 10% discount off the hosting cost!
For the 2022 ALA Annual meeting, the Sociology Librarians Discussion Group hosted a presentation and conversation with Sebastian Karcher and Dessi Krilova of the Qualitative Data Repository (QDR). The QDR, which came online in 2014 with initial funding from the National Science Foundation, hosts data and documentation from a range of disciplines with a goal of ensuring better preservation, sharing, and access to qualitative and mixed methods data. QDR originated as a U.S. political science data repository but has become increasingly international and interdisciplinary, with qualitative data projects from public health, education, and various social science disciplines. Sebastian and Dessi discussed examples of data included in the QDR, such as ethnographic interviews from sociology dissertations and videos from presidential campaigns in Latin America. The speakers extolled the many benefits of strong research data management plans and sharing research data in a repository. Additionally, the speakers outlined QDR’s deposit process.

The discussion addressed important topics in data sharing and re-use, including the ethical implications of sharing human subjects data, controlled access, and standard access. The presenters shared several examples of data re-use in practice. A recording of this conversation, along with the slides shared by the presenters, is available online.
The ANSS Membership Committee hosted a virtual social on July 12, 2022. Attendees included Jylisa (Doney) Kenyon, Sarah Dahlen, Miriam Rigby, Hailey Mooney, Juliann Couture, Monique Oldfield, Jennifer Joe, and Steve Roku-sek. The group played a library-themed game of Scattergories, and Jennifer Joe won with an outstanding 19 points!

ACRL Online Learning
ACRL’s live webcasts and multi-week online courses are designed to meet the demands of your location, schedule, and budget. Learn more about these events on the ACRL website.
Real-Time Collaboration Tools for Library Instruction

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Reviewed: Fall 2022

Introduction
This review provides a brief introduction to six, real-time collaboration tools that library workers can use in instruction sessions or to connect with students. One tool is free and open-source (Scrumblr), two are free with premium options available (Padlet and Whiteboard.fi), and three are part of existing services (Google Jamboard, Zoom Whiteboard, and Microsoft Whiteboard). Four of the six tools require library workers to create or have an existing account. Based on my testing, at least four of the six tools allow students to view and contribute content without an account, but two tools may require students to sign in to their own accounts prior to participating if public sharing options are disabled by institutional IT departments. Throughout this review, I will use the terms library workers and students, but terms like librarians, library employees, library staff, patrons, community members, etc. can be used interchangeably.

What real-time collaboration tools did we miss? Share your ideas with us!

Padlet
URL: https://padlet.com/

Description: Padlet is an online tool that library workers can use to create editable bulletin boards, called Padlets. Library workers can select from six format options when
designing their Padlet: Stream, Grid, Shelf, Map, Canvas, and Timeline. Each format option changes how posts on the Padlet are arranged. For example, the Stream option offers a top-to-bottom organization structure while the Canvas option allows students to drag their posts anywhere. Library workers can set the access level (read, write, or edit), select reaction options (none, like, vote, star, or grade), and set content filtering restrictions as well as change the Padlet’s appearance. Students can post text, images, or videos in-real time as well as comment and react to others’ posts. See Figure 1 for an example Padlet.

**Sharing** Library workers can set Padlets as private (available to the library worker), password-protected (available via a password), secret (available to those with the link), or public (available to everyone; appears on your Padlet profile). Team-wide and organization-wide sharing options are also available to those who have signed up for team, business, or school accounts.

**Platform** Web browser or mobile app

**Account Requirements** Library workers must sign up for a free account to use Padlet; students do not need an account to view or add content. Padlet offers personal, team, business, and school accounts.

**Cost** Free personal (up to three Padlets) and free team (up to three Padlets) accounts, with premium options available (ranging from 20 Padlets to unlimited Padlets).

**Benefits** Library workers can choose from different sharing options, students are not required to have an account to view or add content, and library workers/students can post various types of content.

**Challenges** Free accounts are limited to three Padlets, which could be challenging for library workers who want to design Padlets for multiple courses.

**Additional Resources** Padlet Help

**Whiteboard.fi**

**URL** [https://whiteboard.fi/](https://whiteboard.fi/)

**Description** Whiteboard.fi is an online tool that library workers can use to create a ‘class’ with editable whiteboards available for the library worker and students. From their screen, the library worker can see all student whiteboards, but students can see only their own and the library worker’s whiteboard. Library workers and students can add text, post images, or write with the pen tool. Library workers can also save all student
whiteboards as PDFs and students can save their own as a PDF. See Figures 2 and 3 for an example of a library worker’s and student’s Whiteboard.fi screen.

**Sharing** Each class is accessible via a unique URL, QR code, or room code. Permanent URLs are only available for premium users.

**Platform** Web browser

**Account Requirements** Library workers only need to enter their name to use Whiteboard.fi for free. A box appears for entering your email address, but at the time of this review an email address was not required. Students are required to share their name, but they do not need an account to view or add content.

**Cost** Free (temporary rooms without registration; erased after 2 hours of inactivity) and premium options available.

**Benefits** Neither library workers nor students need to have an account to view or add content. Library workers can create multiple whiteboards, with one whiteboard visible to students at a time. Library workers can also view students’ whiteboards in real-time and download all student whiteboards. Students can participate without having other students see their work.
**Challenges**: Classes are erased after two hours, and if library workers choose to ‘push’ their whiteboard to students, all content is erased from students’ whiteboards. This ‘push’ feature can be useful, but it would likely be best to push the whiteboard ahead of time to avoid deleting any student work.

**Additional Resources**: Whiteboard.fi Support Center

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**Scrumblr**

**URL**: [http://scrumblr.ca/](http://scrumblr.ca/)

**Description**: Scrumblr is an open-source, online tool that library workers can use to create editable bulletin boards. Each bulletin board is accessible via a custom URL chosen by the library worker. Columns can be used to organize the board. Students can post text as sticky notes or notecards. Students can react to, and in essence vote on, posts by dragging and dropping colored dots to other posts. See Figure 4 for an example Scrumblr board.

**Sharing**: Boards are only available to those with the link, but someone else could potentially access your board if they guessed the URL.

**Platform**: Web browser

**Account Requirements**: No account is needed to create, view, or contribute content. Scrumblr’s code is open-source and available on GitHub, meaning that library workers could download and edit the code and host their own version of Scrumblr.

**Cost**: Free

**Benefits**: This tool is free and open-source and neither library workers nor students are required to have an account to view or add content.

**Challenges**: The character limits on sticky notes and note cards restrict how visitors can engage with the bulletin board. The only option for students to engage directly with other posts is by dragging and dropping a dot onto it; there are no options to comment directly.

**Additional Resources**: Scrumblr GitHub page
Google Jamboard

**URL**: https://jamboard.google.com/

**Description**: Google Jamboard is an online tool that library workers can use to create editable whiteboards, called Jams, with each Jam including one or more whiteboards. Library workers can change the appearance of each whiteboard and students can share text via textboxes, sticky notes, or by writing with the pen tool; they can also share images. Jams are limited to 50 users at once. See Figure 5 for an example Google Jamboard.

**Sharing**: Library workers can restrict Jams to only those with invitations or make them accessible to anyone with the link. Within the ‘accessible to anyone with the link’ option, library workers can choose whether students can view or edit the Jam.

**Platform**: Web browser, mobile app, Google Meet video call

**Account Requirements**: Library workers must sign up for a free Google account or have institutional access to use Google Jamboard. Students do not need an account to view or add content if the Jam is set to ‘accessible to anyone with the link’.

**Cost**: Free (no restriction on the number of Jamboards, but storage size restrictions may apply)

**Benefits**: Library workers and students can post various types of content, and students are not required to have an account to view or add content. Library workers can create Jams with multiple pages and choose from two sharing options.

**Challenges**: It is easy for someone to accidentally delete the contents of a Jamboard and there are character limits on sticky notes.

**Additional Resources**: Jamboard Help
Zoom Whiteboard

**URL**: [https://zoom.us/wb/#/](https://zoom.us/wb/#/)

**Description**: Zoom Whiteboard is a tool that library workers can use to create editable whiteboards, with each whiteboard including one or more pages. Library workers can select from 15 templates or create a whiteboard from scratch. Library workers can also create a whiteboard on the fly in a Zoom meeting. If annotation tools are enabled or students are set as editors, students can annotate the shared whiteboard and add text, draw, or add a stamp. See Figure 6 for an example Zoom Whiteboard.

**Sharing**: Library workers can set Whiteboards as accessible to anyone, anyone in your organization, or restricted (invitation only). Within the “anyone” and “anyone in your organization” options, library workers can choose whether students can view, comment, or edit the whiteboard. Within the “restricted” option, library workers can choose whether invited students can view, comment, edit, or co-own the whiteboard.

**Platform**: Web browser, Zoom meeting, Zoom desktop client, Zoom web portal

**Account Requirements**: Library workers must sign-up for a free Zoom account, sign-up for a premium Zoom account, or have institutional access to use Zoom Whiteboard. If accessing Zoom Whiteboard via an institutional account, students may need to be signed-in to their own Zoom accounts to add or view content. Zoom offers personal and business accounts.

**Cost**: Free (up to three whiteboards). A whiteboard add-on with unlimited whiteboards is available for free and premium accounts; institutional accounts might also include this add-on.

**Benefits**: Library workers can choose from various templates, students can share various types of content, and the Whiteboards can be accessed during and separate from Zoom meetings.

**Challenges**: Institutional restrictions might require students to be signed in to their own Zoom accounts before accessing the whiteboard.
they can view or add content.

**Additional Resources** Getting Started with Zoom Whiteboard, Zoom Whiteboard User Guide, and Enabling or Disabling Annotation Tools for Meetings.

**Microsoft Whiteboard**

**URL**: [https://whiteboard.office.com/](https://whiteboard.office.com/)

**Description**: Microsoft Whiteboard is an online tool that library workers can use to create editable whiteboards. Library workers can start from scratch or select a template from one of nine categories (Brainstorming, Problem Solving, Design and Research, Strategy, Project Planning, Games, Retrospective, Workshops, and Learning). Library workers can also create a Whiteboard on the fly in a Teams meeting. Students can post sticky notes, add text, add images, draw, or react to content created by others. See Figure 7 for an example Microsoft Whiteboard.

**Sharing**: Library workers can set Whiteboards as accessible to anyone with the link, people in your organization with the link, people with existing access, or specific people.

**Platform**: Web browser, Microsoft Teams, Windows, iOS, Android, Surface Hub devices

**Account Requirements**: Library workers must sign up for a free Microsoft account, sign up for a premium Microsoft 365 account, or have institutional access to use Microsoft Whiteboard. If accessing Microsoft Whiteboard via an institutional account, students may need to be signed in to their own Microsoft accounts to add or view content.

**Cost**: Free (no restriction on the number of whiteboards, but storage size restrictions may apply)

**Benefits**: Library workers can choose from various templates, students can post various types of content, and students can engage with others’ posts.

**Challenges**: Templates can be a bit cumbersome to
work with, and institutional restrictions might require students to be signed in to their own Microsoft accounts before they can view or add content.

**Additional Resources** Get Started with Microsoft Whiteboard and Guides to Microsoft Whiteboard

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**RBMS 2023, A New Kind of Professional, June 27 – 30**

**Indiana University Bloomington**

The need for greater focus on diversity, equity, and accessibility in all areas of Special Collections work, from hiring to acquisitions to researcher services, requires us all as practitioners to rethink how we recruit and retain special collections workers. This conference will explore how we educate both new and established workers at a time when the need to reframe and reimagine our collections and audiences is even more vital. The call for proposals will be announced this fall and registration will open in the spring. Watch rbms.info for details.
Introduction

*Hispanic American Periodicals Index* (HAPI) is one of the premier sources for academic articles published about Latin America, the Caribbean, and Latinos or Hispanics in the United States. For decades it has been an indispensable resource for scholars from a range of academic disciplines whose research focuses on the Latin American region. HAPI is a publication of the Latin American Institute at the University of California, Los Angeles. Publication of the printed version of the index, with which longtime Latin Americanist and Latin American scholars were well acquainted, ceased in 2008.

The HAPI database focuses on scholarship in the social sciences and humanities with a geographical focus on the Latin American or Caribbean region. It includes a significant amount of content relevant to research in anthropology, sociology, and related fields.
The HAPI database includes articles dating back to the late 1960s and published in a range of languages, including English, Spanish, Portuguese, French, German, Italian, Indigenous languages, Creole languages, and Korean. Korean-language articles are a very recent addition to the database. The database encompasses the work of scholars from all over the world who conduct research and publish work focused on the Latin American and Caribbean regions. In total, more than 700 journals have been covered in the index over the course of its long history. At present, more than 400 academic, peer-reviewed, or refereed journals are actively indexed each year. The database currently encompasses more than 335,000 records. According to the History of HAPI on the website, roughly 7,000 additional records are added to the database annually. Journal articles constitute the overwhelming majority of the sources indexed. Some book reviews are included in HAPI, but active indexing ceased in 2001. A full list of journals indexed by HAPI is available on the HAPI website. Detailed information about the criteria used to select journals to include in the index is available on the site.

Search Interface

One of the key features of the database is the multilingual search interface. The search interface can be converted from English to Español (Spanish) or Português (Portuguese) using the language links located in the header above the main navigation (see Figure 1). According to information provided on the database’s Search Help page, the results list contains the same set of articles regardless of which version of the interface is used. In addition, the language used for the search terms does not have to correspond to the version of the search interface selected. Users can add search terms in English, Spanish, and Portuguese no matter which version of the interface they use. This can be tremendously helpful when searching for scholarly sources published in a language other than the user’s native language.

The Advanced Search screen is very straightforward (see Figure 2). It starts with the two search rows by default, which are separated by a dropdown menu of the Boolean operators AND, OR, and NOT. Additional rows can be added if needed. The search field options are Title, Author, Journal, Subject, and Keyword.
search rows are followed by search limit options, which include: language, publication year, full text, peer-reviewed journals, citations about US Hispanics/Latinos, and exclude book reviews. Throughout the search screen, users can learn more about a particular search function by hovering over the question mark icon that appears next to it with their mouse pointer. For example, when a user hovers over the question mark icon next to the phrase Limit to full text, the content in the text box reads “Limiting to full text may exclude articles that are available through your institution’s other full text sources.”

There are several database features intended to enhance the search experience that are apparent only after the user begins the search process. For example, auto-complete is enabled by default. As a user begins typing search terms into a search box, suggested search terms are presented in a drop-down list based on the letters typed. The list may include search terms in English, Spanish, and/or Portuguese. An option to “Turn off auto-complete” is included at the end of the list (see Figure 3). In addition, truncation, also referred to as stemming, is enabled automatically; it is unnecessary to use a truncation device (e.g. democra*) to retrieve results that include alternate forms of the same term or alternate spellings. Staying with this example, typing democra in the search box would retrieve articles that include democracy, democracia, démocratie, democratic, democrática, democratization, democratização, democratizzazione, and other related terms.

Users may conduct a Basic Search, which is a keyword search, using the search box in the web page banner on every page of the site. As with the Advanced Search mode, auto-complete is enabled in the Basic Search box by default and can be disabled in the same manner, clicking on the “Turn off auto-complete” option at the end of the list of terms. Truncation is also enabled automatically in the Basic Search mode.

Electronic Record Structure, Retrieval, and Display

The results page includes a variety of features and functions commonly included on the results pages in research databases from major providers like EBSCO and
ProQuest (see Figure 4). For example, the search strategy is summarized in the upper left corner of the results screen. Record sorting is available, however sorting by relevance is not an option. Users may display assigned subjects and view abstracts from this page. By default, additional keywords are displayed when subject terms are displayed (see Figure 5). In addition, users may select individual titles or all of the

Figure 4: HAPI Search Results Screen with “Sort by” Options Displayed

Figure 5: HAPI Search Results Screen with Article Subjects and Abstract Displayed
titles listed on a particular page to email, export, or print. The export options are *RefWorks* and *EndNote*. Links to full text, represented by orange buttons, are also included on the results page.

As indicated earlier, users can incorporate English, Spanish, or Portuguese terms into their searches. Notably, the subject headings displayed in article records are presented in the same language as the version of the search interface in use. For example, if a user searches for articles on the subject *Race discrimination* using the Español (Spanish) version of the search interface, the temas (subjects) assigned to the articles retrieved will be displayed in Spanish in both the results list and in the full citation, whether the article was published in English or a different language (see Figure 6). Additionally, changing the version of the search interface from one language to another while viewing the results list and the full citation will change the language of the subject headings to correspond to the version of the interface in use. This database design feature has the added benefit of expanding the user’s vocabulary.

*Figure 6: Results List from the Spanish Version of the Search Interface*
Similar to the results page, the full citation includes a variety of features and functions commonly included on the results pages in research databases from providers like EBSCO (see Figure 7). However, there are several notable differences. Clicking on a source name link (e.g., *Latin American Research Review*) in a full citation retrieves other articles in that source journal in the HAPI database. In contrast, doing the same using *Academic Search Complete* would instead direct the user to the publication details page for the journal. The subject heading links can be used to retrieve additional articles with the same subject assigned. However, the additional keywords, referred to as additional descriptors in the full citation, cannot be used to retrieve other relevant works. Notably, the volume/issue link enables users to retrieve other articles in the same issue in the database.

![Figure 7. HAPI Full Citation](image)
Indexing and Subject Access

The HAPI database includes three browsable indexes: Author, Journal, and Subject. A direct link to each browsable index is automatically added to the search screen underneath a search field box when the corresponding search field is selected (see Figure 8).

Each of the index screens includes useful guidance on how to use the index effectively. See Figures 9 and 10 for examples that illustrate this.
Document Availability

There are more than 335,000 bibliographic citations in the HAPI database, which is not a full-text database. However, when possible and available, the article citations include links to full-text copies through external sources, which are searched for and identified by HAPI staff. According to Orchid Mazurkiewicz (personal communication, June 22, 2022), Director of the Hispanic American Periodicals Index, “This allows those institutions that don’t subscribe to a linking service to still have access to full text as well as supplementing access for those journals that aren’t found through OpenURL links.” Mazurkiewicz also informed me that “approximately 80% of these full text links point to Open Access sites -- now very much the norm with journals from Latin America. The remainder point to journal content available through fee-based collections such as JSTOR, Project Muse, Taylor & Francis, etc.” Where available, an associated DOI (Digital Object Identifier) link and Google Scholar link is also displayed with each article citation. For institutions that use a linking service (e.g., Ex Libris SFX and EBSCO Full Text Finder) to provide full-text access via an online database or other electronic resource, HAPI staff can add an OpenURL link resolver. Related to this, Mazurkiewicz indicated, “We provide a customization option which allows the subscriber to designate which of these links are displayed for their users. For example, if you don’t subscribe to JSTOR, you can opt to turn off the display of the JSTOR links. The default is to display all links.” If a subscriber prefers, the display of Google Scholar links in article records can also be deactivated through customization.

User Guidance

The HAPI database Search Help page includes text instructions, which are illustrated with images throughout the page. The illustrations are particularly helpful for visual learners. The page is accessible from the Help link in the main navigation bar in the website header and in the footer. For users who prefer guidance via video, video tutorials are currently available on the following topics: Intro Tour, Advanced Search, Browse Options, Full Text Tutorial, and My Saved List. The collection of videos are hosted on YouTube and are accessible from the HAPI home page as well as the sidebar navigation on the Help page. An extensive FAQ is also accessible from the same location. Lastly, the Advanced Search screen includes a set of search tips in a sidebar on the left side of the page. The “See more search tips” link at the bottom of the list directs users to the Help page.

Comparison and Overall Review

A subscription to HAPI is also available now through EBSCO, which provides access to the database through the EBSCOhost research platform and the EBSCO Discovery Service. There are several advantages of the EBSCO version of the HAPI database over the Latin American Institute version. For example, a user’s search history is accessible in the EBSCO version, which allows the user to return to earlier searches and to save search strategies for future use. The EBSCO version of the database includes two sort options that are not available in the Latin American Institute’s version, sorting by relevance and by source. Lastly, users are able to search the HAPI database in combination with other relevant EBSCO databases available through their institution. See Gricel Dominguez’s (2021) product review of the EBSCO version of the Hispanic American Periodicals Index in Library Journal for more detailed information about that version of the database. Whichever version of the database is used, it is an indispensable resource for students and scholars around the world whose research focuses on Latin America, the Caribbean, and Latinos/Hispanics in the United States.

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