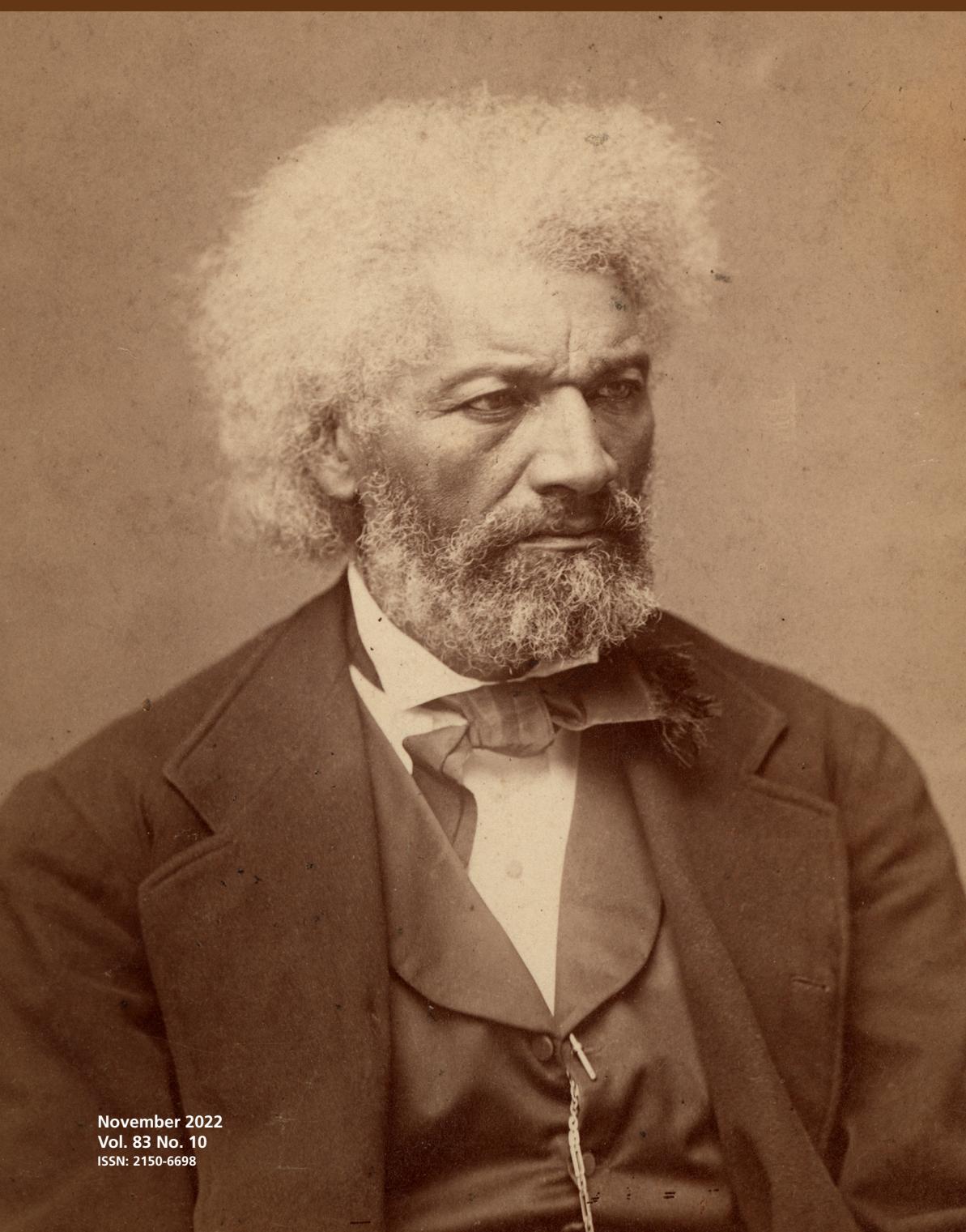


College & Research Libraries

*news*

Association of College & Research Libraries



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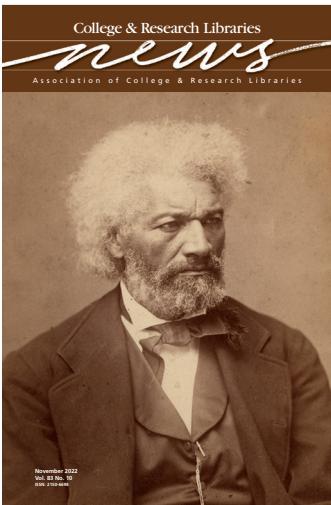
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This month's cover features a photograph of abolitionist Frederick Douglass taken by Luke C. Dillon circa 1880. Featured in *Picturing Frederick Douglass: An Illustrated Biography of the Nineteenth Century's Most Photographed American*, by John Stauffer, Zoe Trodd, and Celeste-Marie Bernier, the image is part of the St. John Fisher University Lavery Library's collection of four photographs of Douglass, including a unique carte de visite taken in Massachusetts in 1863. Douglass spent 25 years of his life (1847–1872) in Rochester, New York, home of the university.

In addition to the four photographs, the library has an extensive collection of Douglass' newspapers that have all been digitized. Chronologically, they are the *North Star*, *Frederick Douglass' Paper*, and *Frederick Douglass Monthly*, all published during his time in Rochester, along the *New National Era*. Learn more at <https://nyheritage.org/organizations/st-john-fisher-university>.

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## UBC Library's Joan Gillis Fonds added to the Canadian Commission for UNESCO's Canada Memory of the World Register

The University of British Columbia (UBC) Library's Joan Gillis Fonds has been added to the Canadian Commission for UNESCO's Canada Memory of the World Register in recognition of its historical value. The Joan Gillis Fonds, selections from which can now be explored online through *I Know We'll Meet Again*, a digital exhibit featuring photographs and letters from the collection, consists of the incoming correspondence to Joan Gillis from a group of young Japanese Canadians she met while attending Queen Elizabeth Secondary School in Surrey. The fonds includes 149 letters and 10 small photographs sent from 13 correspondents. Most of the correspondence took place from 1942 to 1946, with different friends writing from farms and work camps in British Columbia, Manitoba, and Alberta. The letters provide insight into the Japanese Canadian internment, which occurred against the backdrop of a larger cultural context.

Showcasing the most significant documents of our heritage, UNESCO's Memory of the World program is an international initiative launched to safeguard the documentary heritage of humanity against collective amnesia, neglect, the ravages of time and climatic conditions, and willful and deliberate destruction. It calls for the preservation of valuable archival holdings, library collections and private individual compendia all over the world for posterity, the reconstitution of dispersed or displaced documentary heritage, and the increased accessibility to and dissemination of these items. More information is available at <https://about.library.ubc.ca/2022/07/26/ubc-libraries-joan-gillis-fonds-is-added-to-the-canadian-commission-for-unescos-canada-memory-of-the-world-register/>.



Sample items from the UBC Library's Joan Gillis Fonds.

## UC San Diego announces 2022 Undergraduate Library Research Prize winners

Five University of California (UC) San Diego students have been selected to receive the annual Undergraduate Library Research Prize, an annual awards program that enriches the undergraduate student experience at UC San Diego by promoting innovative and collaborative research. Now in its 16th year, this annual award recognizes the outstanding scholarly work of undergraduate students who demonstrate critical thinking, problem-solving, and strategic use of Library services, resources, and expertise in support of the university's mission. The prize is co-sponsored by the UC San Diego Library, the Office of the Vice Chancellor for Student Affairs, and UC San Diego alumni.

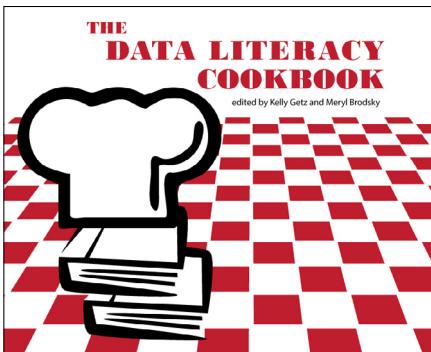
Cash awards are given at the end of spring quarter each year—\$1,000 and \$500 for first and second place, respectively. To be considered for the prize, students must be nominated by a faculty member and must participate in either the annual UC San Diego Undergraduate Research Conference (hosted by the Undergraduate Research Hub), or in other university programs that foster and recognize student research and scholarship. Complete details, including a list of recipients, is available at <https://library.ucsd.edu/news-events/uc-san-diego-announces-2022-undergraduate-library-research-prize-winners/>.

## **PALNI awards Library Innovation Grants to three supported institutions**

The Private Academic Library Network of Indiana (PALNI) has awarded grants to the libraries of three of its institutions to support their innovative ideas for enhancing student learning and success. DePauw University, Taylor University, and the University of Saint Francis are the 2022 recipients of the PALNI Library Innovation Grant—an award that funds programs, projects, and initiatives that align with PALNI strategic priorities and support deep collaboration throughout the consortium.

As higher education evolves, academic libraries continue to be agile hubs that provide students with a sense of community and ubiquitous access to information. These grants will fund the libraries' proposed initiatives in areas that meet students' growing needs, including access to collections through controlled digital lending, developing interactive online tutorials, and creating enhanced learning spaces. Complete details are available at <https://www.palni.org/palni-awards-library-innovation-grants-to-three-supported-institutions/>.

## **New from ACRL—The Data Literacy Cookbook**



ACRL announces the publication of *The Data Literacy Cookbook*, edited by Kelly Getz and Meryl Brodsky, containing a multitude of approaches to and lesson plans for teaching data literacy.

Today's students create and are confronted with many kinds of data in multiple formats. Data literacy enables students and researchers to access, interpret, critically assess, manage, handle, and ethically use data. *The Data Literacy Cookbook* includes simple activities to self-paced learning modules to -for-credit and discipline-specific courses. Sixty-five recipes are organized into nine sections based on learning outcomes:

1. Interpreting Polls and Surveys
2. Finding and Evaluating Data
3. Data Manipulation and Transformation
4. Data Visualization
5. Data Management and Sharing
6. Geospatial Data
7. Data in the Disciplines
8. Data Literacy Outreach and Engagement
9. Data Literacy Programs and Curricula

Many sections have overlapping learning outcomes, so you can combine recipes from multiple sections to whip up a scaffolded curriculum. *The Data Literacy Cookbook* provides librarians with lesson plans, strategies, and activities to help guide students as both consumers and producers in the data life cycle.

*The Data Literacy Cookbook* is available for purchase in print and as an ebook through the ALA Online Store; in print through Amazon.com; and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.

## **AALL launches new legal information resource**

The American Association of Law Libraries (AALL) is offering a new resource for information professionals—law librarians, legal information professionals, and public librarians—and members of the public to easily locate online primary legal materials. The new Online Legal Information Resources (OLIR) includes information for US states, the District of Columbia, US territories, the US Federal Government, and Canada. Developed by the AALL Advancing Access to Justice Special Committee, the OLIR includes links to session laws, statutory codes, registers, administrative codes, and court opinions. To help users easily identify reliable online sources, the OLIR contains information about whether the legal materials are official, authentic, preserved, and copyrighted. The OLIR also includes contact information for state and local public law libraries, covering whether services to incarcerated people are provided. The new resource is available at <http://bit.ly/AALLOLIR>.

## **Five journals confirmed to join Project MUSE collections for 2023**

Project MUSE is pleased to announce five titles confirmed to join its curated Journal Collections beginning in 2023. All titles will be included in the Premium Collection. At least one additional new title is expected to be announced shortly. New journals confirmed to date are *Journal of Supreme Court History*, *Journal of Gender and Sexuality Studies/Revista de Estudios de Genero y Sexualidades*, *Rhetorica*, *Russell: The Journal of Bertrand Russell Studies*, and *The T.S. Eliot Studies Annual*.

Selected titles have also been added to other Project MUSE journal collections for 2023. Visit the Muse Collection Updates page at <https://about.muse.jhu.edu/librarians/journal-title-upgrades/> for full details.

## **CUPA-HR releases research data on higher education workforce gains, declines**

Like so many employers, higher education institutions have been experiencing the effects of the Great Resignation and the subsequent challenges of talent recruitment amid the growing availability of remote and flexible work options. New data from CUPA-HR shows which higher education workforce positions and academic disciplines have seen the greatest growth and which have seen the greatest decline from 2020–21 to 2021–22. The higher education staff and professional-level positions that saw the greatest growth included event planning assistant (up 193%), institutional research analyst (up 161%), head of campus museum (up 120%), and tutor (up 114%). These increases reflect an increase in the number of people hired to fill existing or newly created positions since 2020–21.

The positions that saw the greatest decline in number of employees were environment, health, and safety technician (down 37%); head of campus learning resources center (down

36%); online instruction operations manager (down 32%); and dishwasher (down 29%). These decreases reflect a decrease in the number of people in these positions since 2020–21, either because the institution has reduced the number of available positions or because those positions have unfilled vacancies. An interactive graphic for this data is available in CUPA-HR's Research Center at <https://www.cupahr.org/surveys/workforce-data/positions-disciplines-with-the-greatest-growth-and-decline/>.

## **IMLS releases research on COVID-19 library services**

The Institute of Museum and Library Services (IMLS) recently released two pieces of research on libraries and the COVID-19 pandemic. The first, a two-page infographic titled “How Public Libraries Adapted to Serve Their Communities at the Start of the COVID-19 Pandemic,” highlights strategies public libraries used to ensure patrons had access to library services as the pandemic forced closures in communities around the nation beginning in March 2020. The infographic is available at <https://www.imls.gov/publications/info-graphic-how-public-libraries-adapted-serve-their-communities-start-covid-19>.

IMLS also released the latest research brief on the State Library Administrative Agencies (SLAA) Survey, titled “State Library Administrative Agency Adaptations in the Initial Months of the COVID-19 Pandemic and Ongoing Trends,” which chronicles how SLAAs formed new partnerships with other government departments and agencies to provide services to libraries in their jurisdictions or members of the public during the onset of the pandemic. The brief is available at <https://www.imls.gov/publications/research-brief-state-library-administrative-agency-adaptations-initial-months-covid-19>. **»**

## **Tech Bits ...**

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

Tired of always having to update graphics on your website, or having to constantly upload new versions of the same document? Canva, the popular web-based graphic design platform, has a new embed feature allows you to add Canva designs into your site using HTML or smart embed links. Any updates you make to the Canva project will be automatically applied to the embedded item. You can find the Embed option under the “more” tab under Share button. Embed is available for free or Pro versions of Canva, though any premium features will retain their watermark in the embedded version of a document.

—*Cori Biddle*  
*Penn State Altoona*

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Shyam K. Sriram, Shayna Pekala, and Stephanie Plowman

# Inspiring Asian American awareness through archival research

A Gonzaga case study

The recent rise in anti-Asian violence in the United States necessitates urgent and immediate scholarly engagement and classroom interventions. The fact that Illinois and New Jersey are the only two states to make Asian Pacific American history a mandatory part of public school curricula<sup>1</sup>—and only did so in 2022—should trouble anyone who believes in equitable representation and education.

Drawing on the expertise of two librarians and one political science professor, we created an assignment in the spring 2022 semester—for the first “Asian American Politics” seminar ever offered at Gonzaga University—that combined physical and digital resources for a new kind of archival journey into Japanese American incarceration and internment.

## How we worked together

At the end of the fall 2021 semester, the Asian American Politics instructor reached out to the liaison librarian for Political Science about collaborating on the course in the spring. This was an upper-division seminar for 12 students, most of whom were political science majors. The instructor was keen to build on the research he had been doing with students on the need for more Asian American–inspired courses.<sup>2</sup> We met to discuss possibilities for assignment design that would draw on library resources and deepen students’ understanding of the research process. Because one of the primary topics of the course was Japanese American internment, we decided to pursue developing an assignment that incorporated one or more of the library’s special collections relating to Asian American history.

A few weeks later, we visited the University Archives and Special Collections department in Gonzaga University’s Foley Library. We met with the special collections librarian and looked at two collections relating to Asian American history for possible use in the course. After a closer look, the three of us realized that one of the collections contained former student records, so we had to rule it out due to FERPA. However, the second collection of interest, the Victor McLaughlin Papers, seemed like a perfect fit for the course.

The Victor McLaughlin Papers contain records and materials related to the World War II internment of Japanese Americans at Minidoka War Center in Hunt, Idaho.<sup>3</sup> This small collection was created and collected by Victor McLaughlin, a War Relocation Officer at the camp. The papers include McLaughlin’s correspondence, official documents, and newspapers. The bulk of the collection consists of copies of the *Minidoka Irrigator*, the camp newspaper

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## POLS 325: Asian American Politics

This is the library research guide for students enrolled in POLS 325: Asian American Politics in Spring 2022.

Introduction

Textbook Access

Key Library Resources for  
Asian American Politics

Archives & Special Collections  
Research at Gonzaga

Japanese American Internment

Korean Adoption

Asian Americans & Political  
Participation

### Japanese American Internment

Digital Primary Source Collections

Books

Databases

Documentary Films

- [Japanese-American Relocation Camp Newspapers: Perspectives on Day-to-Day Life](#)

This digital collection of Japanese relocation camp newspapers record the concerns and thoughts of the interned Japanese-Americans. Although articles in these files frequently appear in Japanese, they are also in English or in dual text. Many of the 25 titles constituting this collection are complete or substantially so. Editions have been carefully collated and omissions are noted. A sampling of titles include the Gila River Chronicle, Gila News Courier, Tulean Dispatch, Granada Pioneer, Minidoka Irrigator, Topaz Press, Denson Tribune, and Heart Mountain Sentinel.

- [Japanese-American Internment Camp Newspapers, 1942 to 1946 \(Library of Congress\)](#)

Screenshot of the Asian American Politics LibGuide.

written and published by the Japanese American internees between 1942 and 1945; however, the holdings at Foley are predominately from 1945.

Once we viewed the collection ourselves and had a better understanding of the materials within it, we began planning the details of the assignment and how the two librarians would be involved throughout the semester. One of the assignment's outcomes was to introduce students to primary source research. To prepare students for the project, we introduced them to the University Archives and Special Collections at the start of the semester. The special collections librarian taught a session about primary source research, showed the students how to handle the fragile newspapers, and gave students a tour of the vault. Afterward, the students were given time to explore issues of the *Minidoka Irrigator* at their own pace, and we encouraged them to take notes about anything in the newspapers they found interesting or that stood out to them.

At the same time, the liaison librarian for Political Science created a new online research guide that contained resources related to the main topics covered in the course.<sup>4</sup> Midway through the semester, the liaison librarian visited the class to share information about digital special collections that the students could use to supplement their research with the physical materials in the Victor McLaughlin Papers. Given that the physical collection at Foley does not contain a complete run of the *Minidoka Irrigator*, showing students where to find digital copies of additional issues housed at other institutions expanded their access to the newspaper.

Students were required to meet at least once during the semester with the liaison librarian for a research consultation, which was feasible due to the small class size. We decided to include this requirement to ensure that all students received individualized support tailored to their specific paper topic and to their level of research experience. Because students could

## Key Terms

**Primary Source:** An original record of events, such as a diary, a newspaper article, a public record, or scientific documentation.

**Secondary Source:** Materials such as books and journal articles that analyze primary sources. Secondary sources usually provide evaluation or interpretation of data or evidence found in original research or documents such as historical manuscripts or memoirs.

**Database:** A collection of information stored in an electronic format that can be searched by a computer.

**Archives:** 1. A space which houses historical or public records. 2. The historical or public records themselves, which are generally non-circulating materials such as collections of personal papers, rare books, ephemera, etc.

\*All definitions are from the ["Multilingual Glossary for Today's Library Users"](#) by the Association of College and Research Libraries-Instruction Section (2018), and are used under a CC-BY-NC license.

## Your Librarian



Shayna Pekala

Key terms page from the Asian American Politics LibGuide.

fulfill this requirement at any time of their choosing during the semester, the consultations occurred at the point of need.

## Why it worked

We asked students to write a paper on Japanese American internment that drew heavily from the archives to tell a story from the perspective of those incarcerated. The assignment included three graded components: a research consultation, a draft, and the final paper. We believe the assignment worked so well for several reasons.

First, the assignment required students to engage physically with the library too—visiting as a group first and then individually. Multiple students discussed the value of physically holding a newspaper, which provided a connection to the past that cannot be replicated just by viewing archives online. As one student wrote in a reflection, “Just to feel the old paper in my hands, was a feeling of joy.” Another said, “To feel the old paper in my hands, to know that I was holding a piece of history, was awesome in itself.” Part of the final rubric was also asking students to reflect on internment from a perspective different from that of Lorraine Bannai’s *Enduring Conviction*, a mandatory text. One student commented on this, writing, that “it was one thing to read stories in history books . . . but an entirely different experience to *have* the articles in my hands, to smell the old paper smell, to feel the crinkly paper in my fingertips.”

Second, the mandatory research consultation with the liaison librarian was invaluable. While some students took it more seriously than others, some had multiple consultations with both the liaison and Special Collections librarians. Several students commented on how beneficial it was to have a research guide just for the course, and how the liaison librarian made them think about research arcs they had not considered. According to one student, “The amount of knowledge she has as a librarian was super helpful in finding extra topics and resources. I never would have thought to explore the idea of Japanese American Veterans.”

Or to look at the government's perception of Japanese American soldiers during and after World War II. She also gave me the advice to look at letters from citizens to see what they are saying about the perception of the soldiers."

Third, this project introduced the library to the students in a way that made the undergrads reevaluate what archives and college libraries can offer. One student wrote, "This paper required me to familiarize myself with resources available at Foley, for which I am thankful as it has proven useful in various other classes. It also has honed my skills with smart searching." Another wrote, "The traditional archives made this process more personal because it was not just looking at data but people's actual stories, which are heart wrenching and made me want to keep digging and learning more." One student commented on the sensation of sitting in the silence of Special Collections, gingerly handling a newspaper that was written only 550 miles away in Jerome County, Idaho, and "nothing left but a reeling sensation coming from the images of the war-torn world." A graduating senior also wrote about her gratification in doing this project just weeks before commencement: "I am glad I was able to be in the presence of so much historical content. Not everyone can say they have sorted through original prints of an internment newspaper and examine their contents. I felt like I was going back in time as I read war reports in the present tense and saw ads with dated aesthetics."

Lastly, seminar participants had the freedom to develop their own research agenda. This generated a flurry of final paper topics, including women's lives in the camps; pre- and post-war trauma; the lives of Japanese American soldiers; mental health and suicide in the camps; postwar experiences with resettlement; internment newspapers and marketing; intra-camp education; and economic opportunities for the incarcerated.

## Lessons learned

The special collections librarian pulled all the hard copies of the *Minidoka Irrigator* for the students to examine. In hindsight, only a select few issues needed to be available for the experience of handling the primary documents. Newspapers by nature are very fragile, and repeated handling could cause their condition to deteriorate. Each time the class is taught, different issues could be pulled to not put stress on the same newspapers. Students could do their research using the digital copies.

During the class session in the University Archives and Special Collections, the students were given a tour of the vault. This experience was well received by the students, as they were surprised by what is housed there. This awareness of what can be found in archives will continue with them as students and as lifelong learners.

Another unexpected outcome is that when working with McLaughlin's correspondence, some students could not read the cursive writing and asked the special collections librarian to read it for them. One student took photos with her phone to take home for a roommate to translate. Students today are not learning cursive writing in school, so it is like a foreign language to them.

## How others can implement something similar

We believe this project can be replicated at other colleges and universities through our collaborative model. It really only requires one dedicated faculty person and at least one research librarian (if the library does not have a special collections librarian or archivist). In theory, this project could be done by accessing only the digital copies of the *Minidoka*

*Irrigator*, which are freely available through the Library of Congress collection, Japanese-American Internment Camp Newspapers, 1942 to 1946.<sup>5</sup> Students could still do primary source research but would not have the opportunity to handle the original papers, which our students felt was an important aspect to the assignment. Libraries that do not hold any internment records themselves could seek partnerships with other local libraries that do have them, including public libraries or neighboring universities, as well as visit any of the 10 wartime relocation centers in Arkansas, California, Colorado, Idaho, Utah, and Wyoming.<sup>6</sup> If it is not feasible to bring students in contact with any original materials, perhaps the assignment could be more focused on creating new materials to add to the collection, such as conducting oral interviews with formerly interned Japanese Americans.

We also recognize the value of this project was in how it helped first-generation students “discover” what libraries can offer, but also giving them the onus of responsibility to create an original research project on a marginalized community and topic.

In conclusion, we believe that all colleges have a responsibility to educate students on Asian American history, which is a preemptive step in ending anti-Asian bias. As one of the seminar participants wrote in her final paper, “This paper has prompted me to learn all I can at Gonzaga University so I can do my part, in the future, to ensure our country does so much better going forward.” *rr*

## Notes

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Gina Schlesselman-Tarango

# Looking at information with the sociological eye

Introducing the sociology companion document

In January 2022, the ACRL Board of Directors approved the Companion Document to the ACRL Framework for Information Literacy for Higher Education: Sociology.<sup>1</sup> A product of the ACRL Anthropology and Sociology Section's Instruction and Information Literacy Committee, this document employs the *sociological eye* to frame knowledge production and use. In doing so, the Companion Document to the ACRL Framework for Information Literacy for Higher Education: Sociology—which, moving forward, will be referred to as the companion document—invites us to explore how inequities are reproduced (and challenged) through information processes often cast as neutral. The companion document therefore provides tools for educators to incorporate diversity, equity, inclusion, and accessibility (DEIA) and social justice into their information literacy pedagogy.

This article will introduce the companion document to the higher education information literacy community and share initial ideas for how it might be used in the classroom. It should be noted that while the companion document is disciplinary in nature, its content is relevant to anyone wishing to incorporate an exploration of the social structures that influence the production, dissemination, and use of information into their instruction, regardless of content area.

## Sociological information literacy

In thinking through how to best develop a companion document for sociology, the committee looked to the Sociological Literacy Framework,<sup>2</sup> which points to five essential concepts for sociology for undergraduate students:

- sociological eye
- social structure
- socialization
- stratification
- social reproduction

In exploring the ways in which these concepts speak to the ACRL Framework, the committee found it useful to craft a definition that captures these connections, which it calls *sociological information literacy*:

Sociological Information Literacy is an understanding of how information and scholarship are created, published, disseminated, and used by individuals and organizations. It is

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informed by sociological thinking and scholarship, though SIL is not limited to sociological knowledge itself. Instead, it is an application of what Ferguson and Carbonaro (2016) call “sociological eye,” a distinctive disciplinary perspective that—like the “sociological imagination” or “sociological perspective”—encourages students “to see sociology in everyday life” (p. 143) with a wide variety of information.<sup>3</sup>

With this definition in mind, the committee then generated a visual conceptual cross-walk that allowed us to illustrate the relationships between the five concepts and the ACRL Framework. The crosswalk consists of tables organized by frame that are accompanied by abbreviated definitions for each sociological concept. Each table contains themes or examples illustrative of these connections.

The sample tables presented below are pulled from the companion document to provide readers a better understanding of what they will find in the disciplinary framework. While these tables are presented in isolation, readers are encouraged to consider the companion document as a whole, as there are themes throughout that speak to and complement one another and could be productively used in tandem. It is also important to note that the ideas presented in the tables are not an all-encompassing or exhaustive representation of how the ACRL Framework or sociological literacy concepts overlap, or of sociological information literacy more broadly. The content contained within the companion document is not meant to be prescriptive and does not necessarily translate into learning objectives (for educators or students). Rather, the companion document is meant to generate further ideas for how to engage the sociological eye when we talk about information with students and to encourage students to think critically about knowledge.

## **The sociology companion document**

Sociological information literacy challenges students to deconstruct processes that often seem natural or apolitical, such as search and search algorithms, peer review and citational practices, architectures of information access, and even disciplinary epistemic norms.

For example, the Socialization column (figure 1, 4c) in the Research as Inquiry table points to how learned research processes are often bounded, marking certain forms of inquiry as irrelevant or unacceptable to a discipline. The Stratification column (figure 1, 4d) further reminds us that certain questions or ways of knowing are often discounted until, perhaps, they are deemed “publishable” or “trendy” to the power players who dictate the boundaries of a discipline (from individuals and professional societies to publishers and funders). We have seen this play out time and time again regarding the knowledge and work of Black, Indigenous, and People of Color (BIPOC) scholars, whose research is often exploited yet undercited after white scholars “discover” the problems their BIPOC counterparts have been writing about for years. A classic example from the field: in 1935 W. E. B. Du Bois, a Black sociologist, theorized about what is often today referred to as white privilege, yet this concept is often attributed to Peggy McIntosh, a white scholar whose work was published more than fifty years later.<sup>4</sup>

These themes can be incorporated into information literacy instruction in many ways. For example, in a recent research institute for graduate students, I incorporated a text critiquing what are described as “health equity tourists,” or typically white medical researchers who are increasingly receiving funding and publishing in the field without the proper training or background, often at the expense of scholars and communities of color.<sup>5</sup> Elle Lett, a

#### 4. Research as Inquiry

Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.

Sociological Eye (4a) Sociology as a distinctive discipline that investigates the social roots of everyday life, including micro and macro phenomena	Social Structure (4b) The impact of social structures on human action	Socialization (4c) The relationship between the self and society	Stratification (4d) The patterns and effects of social inequality	Social Change and Social Reproduction (4e) How social phenomena replicate and change
Sociologists examine the world and ask questions specifically about the nature of social structures' and practices' (e.g. institutions, social groups and interactions, ideologies, social categories) influence on human life experience. Their intellectual inquiries presuppose that social life and social realities matter to understanding and explaining the human experience and why individuals and societies behave in particular ways.	Expert knowledge is shaped by institutional systems such as peer review and established research methodologies and practices are subject to oversight by Institutional Review Boards.	The standard practices of research in a given field are learned from disciplinary authorities, where certain kinds of inquiry are prioritized or bracketed as irrelevant to a given discipline. Scholarly inquiry is a social process, undertaken in interaction with other scholars' ideas (see: Scholarship as Conversation) and/or in interaction with other people (e.g., lab science, interview studies, journal reviewers and editors, etc.).	Patterns and effects of social inequalities determine if certain lines of inquiry are even regarded as valid scholarly pursuits. The opportunity of individuals to pursue academic research is itself influenced by these patterns of social inequality. Paradigms like Collins's "matrix of domination" (1991) and Crenshaw's "intersectionality" (1991) give us analytical tools that address the intersecting and overlapping nature of these social inequalities, including those of race, class, gender, ability, and sexuality.	Every day, scholars encounter phenomena that cannot be explained by existing theories. This drives the production of new scholarly knowledge. These anomalies instigate scientific/scholarly revolutions only when they question the fundamental principles upon which knowledge paradigms are based (Kuhn 1962). Additionally, the practice of critical self-reflexivity (Bourdieu 1992) in knowledge production allows one to identify and analyze how social forces act upon oneself, allowing one to attempt to change in light of this new knowledge.

Figure 1: Research as Inquiry table, Companion Document to the ACRL Framework for Information Literacy for Higher Education: Sociology.

Black trans statistical epidemiologist, describes the anticipated aftermath: “Eventually this interest will wane and we’ll go back to a place where resources are scarce. If the science has been polluted, not only will we have to do new work, we’ll have to go back and fix all the mistakes.”<sup>6</sup> This text was placed alongside other texts detailing the crisis of confidence in the medical literature (p-hacking, publication bias, funder influence, paper factories, etc.), and students were asked to reflect on how the idea of the “purity” of science is flawed as well as the implications for researchers, the public, and patients.

Students might investigate the racial or gendered makeup of research teams doing work in particular areas over time or of the editorial boards who put out calls for DEIA-related submissions. They might interview faculty specializing in DEIA or social justice to learn more about how their work is perceived and received in the field broadly or, more specifically, in tenure considerations. Indeed, the Stratification column of the Research as Inquiry table (figure 1, 4d) directs readers to the importance of calling upon insights of women scholars of color to best situate and understand the intersecting and overlapping nature of social inequalities related to race, class, gender, ability, sexuality, and the like.<sup>7</sup>

In fact, the companion document allows for exploration of the ways librarians and teaching faculty can use information literacy instruction as an opportunity to engage students in changing information structures and practices they deem unjust. It moves beyond simply pointing out how society’s injustices are reproduced in the information landscape and incorporates ways seemingly calcified knowledge structures can be challenged and how people can make change toward a more equitable future.

The Scholarship as Conversation table (figure 2), for example, addresses the role of the relationship between self and society, or Socialization (5c). Here, readers see that researchers are taught to master a scholarly discourse in order to contribute to it. The second theme in this column in turn speaks to how communities or individuals can use information (and potentially the very discourse they want to challenge) to influence structures or institutions that produce scholarly knowledge. The open access movement, equitable and transparent

## 5. Scholarship as Conversation

Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.

Sociological Eye (5a) Sociology as a distinctive discipline that investigates the social roots of everyday life, including micro and macro phenomena	Social Structure (5b) The impact of social structures on human action	Socialization (5c) The relationship between the self and society	Stratification (5d) The patterns and effects of social inequality	Social Change and Social Reproduction (5e) How social phenomena replicate and change
Sociologists are in a unique position to evaluate the social context in which scholarly discourse occurs—including the power structures that determine (a) who is an expert in a field, (b) where the boundaries of a field lie, and (c) what can be said within these boundaries.	Social structures influence where and how scholarly conversation occurs, e.g. predominantly in the context of peer-reviewed journal publications, books published by academic presses, and disciplinary conferences. The material, cultural, and incentive structures of these contexts influence what and who is incorporated into the conversation.	Participants in scholarly discourse are socialized into contributing to those conversations with respect to particular norms, habits, and expectations of the field. Communities or individuals may use information to challenge or influence dominant social structures and institutions that produce scholarly knowledge.	Members of marginalized social categories have historically been excluded from or sidelined within “the scholarly conversation.” New forms of scholarship (e.g., feminist epistemology, critical legal studies) aim to include these historically marginalized voices by valuing ways of knowing previously rejected by the academy (e.g., <i>testimonios</i> in Chicana Studies). The opening up of established fields of study to the previously excluded also benefits those fields in the form of novel contributions and analyses. Exclusion from scholarly conversations can lead to lack of understanding and distrust of experts and scientific fact, and to the distortion of what is taken as “objective” knowledge to be biased toward dominant groups’ viewpoints and assumptions.	In order for a scientific revolution (i.e. change) to occur, many prominent scholars in a field need to recognize an anomaly for what it is and to view the resolution of this problem as a central one for their discipline. If we think of scholarship as a conversation, the anomaly must come up regularly in this conversation as a key puzzle. If existing theories cannot be adapted to explain the anomaly, scholars must generate new, speculative theories to address it. In the end, this crisis may be resolved with the emergence of a new paradigm—one that treats the anomalous as the expected. This is how knowledge processes change.

Figure 2: Scholarship as Conversation table, Companion Document to the ACRL Framework for Information Literacy for Higher Education: Sociology.

processes behind deciding authorship order, and citational justice efforts are but a few of a growing number of examples librarians can incorporate into information literacy instruction to demonstrate how dysfunctional and inequitable practices can be prodded and changed.<sup>8</sup>

The Stratification column of the Scholarship as Conversation table (5d) points to the value of scholarship that centers ways of knowing traditionally rejected in the academy, such as *testimonios* and feminist epistemologies.<sup>9</sup> In the spring 2021 meeting of the ANSS Sociology Librarians Discussion Group introducing the companion document (then still in development), participants pointed out that, in fact, thinking deeply about where authority and expertise lie is a throughline of the document. They suggested that one might engage the companion document to explore how participatory and community-based research are promising methods that challenge the academy’s traditional—at times patronizing—engagement with the public. Again, here we see examples of how, though the information landscape is rife with inequality and exclusion, those in and outside of higher education have been able to push back, making scholarly communication structures and practices more just.

## Conclusion

For those interested in continuing or implementing a DEIA- or social justice-oriented pedagogical practice, the Companion Document to the ACRL Framework for Information Literacy for Higher Education: Sociology can be a useful tool. Indeed, the sociological eye not only invites a focus on the construction of knowledge and its attendant inequities, but it also provides space to explore alternatives to the practices and infrastructures that mark oppressive epistemologies. Rather than focusing on de-contextualized platforms or skills that still characterize many information literacy approaches, this companion document asks that educators and students seriously consider the role of the social world in information production, dissemination, and use.

Because of this, those involved in the creation of the companion document recognize that many of the ideas it surfaces are likely already being employed in exciting ways, and we encourage further exploration of how it might be of use to disciplines or in teaching contexts outside of sociology or be put in conversation with other disciplinary companion documents.<sup>10</sup> Finally, while the companion document's core audience is teaching librarians, we imagine it might also prove a productive tool for those in other areas of librarianship, archives, and scholarly communication, as well as for faculty colleagues across campus.

## Acknowledgements

Much appreciation to Krystal Lewis for her feedback on earlier drafts of this article and for her partnership over the years. Many thanks to contributing members of the ACRL Anthropology and Sociology Section's Instruction and Information Literacy Committee for their work on the companion document. A full list of those involved in the project can be found in the Companion Document to the ACRL Framework for Information Literacy for Higher Education: Sociology. Finally, thank you to the Perspectives on the Framework column's editorial team for their thoughtful feedback and suggestions. 

## Notes

1. ACRL/ANSS Instruction & Information Literacy Committee, “Companion Document to the ACRL Framework for Information Literacy for Higher Education: Sociology,” January 27, 2022, [https://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/framework\\_companion\\_sociology.pdf](https://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/framework_companion_sociology.pdf).
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9. For LIS-specific work that “expand[s] what is considered knowledge and establish[es] the significance and worth of BIPOC knowledge and experiential knowledge,” see Sofia Y. Leung and Jorge R. López-McKnight, eds., *Knowledge Justice: Disrupting Library and Information Studies through Critical Race Theory* (Cambridge: MIT Press, 2021), 323.

10. For a list of ACRL companion documents to the Framework for Information Literacy for Higher Education, see <https://www.ala.org/acrl/standards/standardsguidelinestopic>.

Zachary L. Brodt, Jeffrey D. Werst, and Ethan P. Pullman

# Discovering Pittsburgh

Bridging neighborhoods



Pittsburgh Skyline, by Bobak Ha'Eri, licensed under CC BY-SA 2.5.

The recent collapse of the Fern Hollow bridge in Pittsburgh's Frick Park might cause a snicker or two, but Pittsburgh bridges are iconic, and icons don't crumble easily. Pittsburgh bridges have historically connected its greatly diverse neighborhoods and communities.

Affectionately known as the "City of Bridges," Pittsburgh boasts 1,500 bridges, in Allegheny County alone, and is home to the Three Sisters, the only three identical self-anchor bridges in the world: The Rachel Carson Bridge (aka the Ninth Street Bridge) and the Andy Warhol Bridge (or the Seventh Street Bridge) opened in 1926, followed by the Roberto Clemente Bridge (or the Sixth Street Bridge), which opened in 1928.<sup>1</sup>

Designated as one of the country's most livable cities, Pittsburgh has plenty to offer visitors. From history to art, food, and more, there is something for everyone. You may have already read about art and culture in our article in the October issue. In the next three issues, you will also learn about Pittsburgh's people, explore its mysteries, and read about its restaurants, too. This month, Zachary Brodt and Jeffrey Werst showcase some of Pittsburgh's neighborhoods and their history.

—Ethan P. Pullman, ACRL 2023 Local Arrangements Committee

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A view of the Point in downtown Pittsburgh, by Zach Brodt, licensed under CC-BY-NC 2.0.

## **Three Rivers, 90 Neighborhoods: There's Something for Everyone in Pittsburgh—Zachary L. Brodt and Jeffrey D. Werst**

*Won't you be my neighbor?* was an appropriate tagline for Pittsburgh's Mr. Rogers. The city boasts 90 distinct neighborhoods encircling the confluence of the Allegheny, Monongahela, and Ohio Rivers, each with its own personality, hidden treasures, and history. While it is impossible to provide an overview of every neighborhood in the city, we have selected a few that are easily accessible and have attractions that might appeal to ACRL 2023 attendees.

### **Downtown (or “Dahntahn” in Pittsburghese)**

Pittsburgh's downtown,<sup>2</sup> also known as the Golden Triangle or the Central Business District, is the administrative and business heart of the city. It was here in 1754 that the French constructed Fort Duquesne at The Point, where the Allegheny and Monongahela Rivers meet to form the Ohio River. During the French and Indian War, the British replaced this fort with Fort Pitt<sup>3</sup> in 1759, which propelled extensive European development of the area and the modern city. Today, the outline of both forts can be found at Point State Park,<sup>4</sup> where you can enjoy the meeting of the rivers and various views of the city's skyline. Eighteen of the city's 446 bridges connect to downtown, including those crossing to the nearby North Shore and South Shore.

The Central Business District, as the name implies, contains most of the city's high rises and skyscrapers, where companies like U.S. Steel and PNC Financial Services have their headquarters. Here, you can also find the Cultural District,<sup>5</sup> where you can catch a show at Heinz Hall or the Benedum Center.

Some consider “downtown” to also include the adjacent neighborhoods of the Strip District, Uptown, and sometimes the Hill District neighborhoods of Crawford-Roberts, Bedford Dwellings, Middle Hill, and Terrace Village. However, these are independent neighbor-

hoods, each with their own history and charm. Uptown, or the Bluff, is home to Duquesne University. The Strip District is a favorite of shoppers and foodies, especially on weekends. The Hill District<sup>6</sup> is the heart of Black Pittsburgh and a major cultural and jazz center that many recognize today from the works of local playwright August Wilson.

## North Side

Across the Allegheny River from downtown, Pittsburgh's North Side<sup>7</sup> contains several interesting features including the city's baseball and football stadiums.

Art lovers will want to visit the Andy Warhol Museum,<sup>8</sup> which is the largest museum in North America dedicated to a single artist. In this neighborhood, you'll also find The Mattress Factory,<sup>9</sup> a contemporary art museum, and the outdoor art studio Randyland.<sup>10</sup> Complementing the art scene is the Mexican War Streets Historic District,<sup>11</sup> which consists of row houses dating from the late 1840s.

Prior to 1907, the North Side was its own thriving city. Andrew Carnegie grew up in Allegheny, after immigrating from Scotland. Here Carnegie benefited from the private library of neighbor James Anderson, where he borrowed books on American history to learn about his new home. As a result, he became interested in libraries. It is no surprise, then, that Carnegie placed his second American library in his old neighborhood in 1890.<sup>12</sup> In addition to books, the Allegheny library contained a large pipe organ inside its music hall, which was the first to be called Carnegie Hall. The building was designed by the same firm who designed the Library of Congress and meant to replicate the style of H. H. Richardson's famous Allegheny County Courthouse in downtown Pittsburgh.



The Homestead Branch of the Carnegie Library of Pittsburgh, by Zach Brodt, licensed under CC-BY-NC 2.0.

## Oakland and the East End

East of downtown and the Hill District is Oakland, the center of academia in Pittsburgh.<sup>13</sup> Oakland is home to the University of Pittsburgh, Carnegie Mellon University, and Carlow University. While students and scholars frequent this neighborhood, anyone can enjoy the architecture of these campuses, including Pitt's towering Cathedral of Learning and its Nationality Rooms.<sup>14</sup> Along with these academic institutions, two features of Oakland directly contributed to the neighborhood becoming Pittsburgh's civic center at the turn of the 20th century: Schenley Park<sup>15</sup> and the Carnegie Institute. Donated to the city in 1889 by heiress Mary Croghan Schenley, the park includes the Phipps Conservatory and Botanical Gardens,<sup>16</sup> a golf course, footpaths, a lake, and more. Situated at the entrance to the park, you'll find, the Carnegie Institute, which consists of the largest of the Carnegie Free



The University of Pittsburgh's Cathedral of Learning on the Oakland Campus, by Zach Brodt, licensed under CC-BY-NC 2.0.

way in the Point Breeze neighborhood marks the end of the official city limits, but those interested in Pittsburgh's past will want to visit Clayton,<sup>20</sup> the former mansion of coal and steel tycoon Henry Clay Frick.

Nestled between these communities are Squirrel Hill North and South, two massive neighborhoods that contain over a thousand acres of parkland, including Schenley Park and Frick Park,<sup>21</sup> featuring the popular Blue Slide Playground, which serves the students and families that call the East End home. Squirrel Hill is also the heart of Pittsburgh's Jewish community and is well known for its shopping and restaurants.

## South Side and Mount Washington

While many of Oakland's academics and students call the East End home, more still live in the southern neighborhoods separated from the rest of the city by the Monongahela River: the South Side and Mount Washington. The river's flat banks used to house thousands of the area's steelworkers, and even a steel mill, but now include popular destinations for those looking to enjoy Pittsburgh's nightlife. The land quickly rises with Mount Washington, which locals use to describe both the neighborhood and general area. Two historic inclines<sup>22</sup> from the South Shore's Station Square shopping center<sup>23</sup> can take you to the top of Mount Washington<sup>24</sup> for a view of the city that is a favorite for wedding proposals.

## Mill Towns

Outside of Pittsburgh proper, mill towns were some of the most active and innovative areas of the region. While most of the area's famous steel mills have been demolished over the last

Libraries,<sup>17</sup> the Carnegie Music Hall, the Carnegie Museum of Art (CMOA), and the Carnegie Museum of Natural History.<sup>18</sup> Together, these landmarks served as the epicenter of Pittsburgh leisure at the turn of the 20th century and are lasting reminders of the city's foray into the City Beautiful Movement.<sup>19</sup>

Oakland also serves as one of the main thoroughfares from points west to the East End, which is the general term for all the neighborhoods east of downtown (and sometimes Oakland too, depending on who you ask). Nearby Shadyside is a popular neighborhood for graduate students, but its quieter streets are lined with mansions built during the height of the steel industry and home to Chatham University. North of Oakland and Shadyside is Pittsburgh's own Little Italy, Bloomfield. Further north, Bloomfield gives way to Lawrenceville, an area popular with young professionals and full of bars and restaurants. The eastern bus-

several decades, vestiges of their presence can still be found along the banks of the Monongahela and Ohio Rivers. Compact housing, a variety of churches, and memorials, particularly speak to the lives of the tens of thousands of steelworkers who toiled and resided in these towns. That said, grander institutions have also survived the deindustrialization of communities that once thrived there: it was here that Andrew Carnegie developed some of his earliest free libraries in the United States.

At Carnegie's first steel mill, the Edgar Thomson Works in Braddock, he initially created a reading room for the benefit of his employees. After establishing a library at his birthplace of Dunfermline, Scotland, in 1881, Carnegie next sought to expand this small room in Braddock into its own complete library. Dedicated in March 1889, the Braddock Free Library<sup>25</sup> was Carnegie's first in the United States. In addition to a lending library, the building would later include a music hall, gymnasium, pool, and bathhouse. Designed to resemble a mansion, the library gave the sense that the benefactor was inviting visitors into his home and set the standard for future mill town Carnegie libraries. The Braddock Library still stands today near the only large steel mill remaining in the region, the Edgar Thomson Works.

Another impressive Carnegie Library can be found in nearby Homestead,<sup>26</sup> the site of the infamous 1892 strike that pitted the townspeople against guards from the Pinkerton Detective Agency. The 1898 library served as a peace offering to the steelworkers from Carnegie, whose reputation was damaged during the strike, but by placing it high above the mill the building was also a message that Carnegie dominated life in Homestead. Like its counterpart in Braddock, this library also featured a pool, gymnasium, and a music hall that is still in use today. The site of the former Homestead Steel Works has been repurposed into the Waterfront shopping center,<sup>27</sup> but the Rivers of Steel Heritage Corporation<sup>28</sup> maintains the mill's pump house as well as the Carrie blast furnaces across the river, two reminders of the region's once dominant steel production.

If you are new to Pittsburgh, traveling by car might be a frustrating experience, but don't let that stop you from experiencing Pittsburgh's rich cultures and unique neighborhoods. Walk the Burgh (including Free Pittsburgh Walking), Bike the Burgh, Segway the Burgh, or cruise down our rivers<sup>29</sup> are always good options. Of course, there's always Port Authority (Pittsburgh's bus transit),<sup>30</sup> taxis, and ride share too.

So go on! Let Pittsburgh's bridges welcome you to its neighborhoods, experience its rich cultures, appreciate its unique offerings, and celebrate its diversity. 

## Notes

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2. <https://downtownpittsburgh.com/visit/>
3. <https://www.heinzhistorycenter.org/fort-pitt/>
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8. <https://www.warhol.org/>
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10. <https://www.discovertheburgh.com/randyland/>

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12. <https://museumlab.org/explore/photos-videos/>
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15. <https://pittsburghparks.org/explore-your-parks/regional-parks/schenley-park/>
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23. <https://www.stationsquare.com/>
24. <https://www.visitpittsburgh.com/neighborhoods/mt-washington/>
25. <http://braddockcarnegielibrary.org/our-histories>
26. <https://carnegieofhomestead.com/library/>
27. <https://www.waterfrontpgh.com/>
28. <https://riversofsteel.com/>
29. <https://www.visitpittsburgh.com/things-to-do/>
30. <https://www.portauthority.org/>

Will Cross, Maria Bonn, and Josh Bolick

# Finding your way in academic librarianship

Introducing the Scholarly Communication Notebook

Scholarly communication, often called “scholcomm,” is one of the fastest growing and most rapidly changing fields in librarianship. Scholcomm jobs are increasingly prevalent at all types of institutions, and there is increasing recognition that, in a sense, every academic librarian’s work serves and is driven by changes in scholarly communication. Unfortunately, while scholcomm is something we all need to understand, it’s not taught in many LIS programs. Only a handful of programs offer dedicated courses, and only 12% of respondents from a recent survey indicated that scholarly communication was addressed in other courses.<sup>1</sup>

As three people working across diverse roles in the field, we’re excited to share a resource that we hope can help academic librarians understand this work, skill up in areas that are relevant to their own practice, and share their own projects with others in the field: the Scholarly Communication Notebook (SCN).

## Overview of the SCN

The SCN (<https://www.oercommons.org/hubs/SCN>) is an extension of an earlier, related, effort to create an open textbook about scholarly communication librarianship. That book, *Scholarly Communication Librarianship and Open Knowledge*, is forthcoming from ACRL in 2023. It features the contributions of more than 80 of our peers, and we’re excited and a bit relieved to see that facet of our work wrapping up, at least for now. While developing that work, and in conversation with contributors and peers, we became increasingly aware that a book alone is insufficient to increase scholcomm knowledge and instruction in the way that we hope to enact. The book format is linear, constrained by space limitations, and the number of contributors is finite. We have done our best to include a wide set of perspectives and experiences but still recognize these limitations. Even if openly licensed, a book remains a relatively static resource. Scholarly communication is not static at all. Far from it, as many will attest and recognize through hard-won experience. Our contribution is the SCN, an online collection of contributed, modular, open content scoped to scholarly communication topics, which might complement the book or find use independent of it. With the generous support of the Institute of Museum and Library Services (IMLS), we set about building the SCN in 2019.<sup>2</sup>

The SCN is a community hub, a space for sharing ideas and models, and a space to dem-

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onstrate the many ways scholarly communication work can and is being done. Setting up as an ISKME OER Commons Hub enables us to benefit from OER Commons' existing visibility, structure, support, and ease of use. The SCN consists of seven collections: Open Access, Copyright, Scholarly Sharing, Open Education, Data, Impact Measurement, and What/Why Scholarly Communication, the last capturing content that is broader than the subareas. While we are interested in existing content, with funding support from IMLS, we commissioned new content through three calls for proposals in 2020 and 2021.<sup>2,3</sup> In each of these calls, we selected approximately ten projects and provided \$2,500 to each as incentive and compensation. As a result, 34 projects were sponsored, with more than 60 authors representing institutions ranging from community colleges to regional teaching institutions to research intensive universities. Projects included games, slides, tutorials, exercises, videos, and readings. Next, a team of curators set about identifying existing openly licensed content for inclusion. As of time of writing, there are more than 100 items, with more added regularly.<sup>4</sup>

## Case study

All three of the principles on these projects have taught on scholarly communication topics in a variety of settings, ranging from one-on-one consultations to full semester for-credit courses. As an associate professor at the School of Information Sciences at the University of Illinois Urbana Champaign, Maria Bonn has taught a 16-week, graduate-level course titled “Issues in Scholarly Communication” off and on since 2014. Her annual scramble to populate a syllabus with timely and interesting content was part of the impetus for her being part of this collaboration.

In the spring semester of 2022, Bonn experimented with offering the class as an eight-week accelerated, specialized course. As both a field test for the SCN and as a demonstration of her commitment to the quality of its content, she built the course around the SCN “collections” and used resources from those collections each week for instruction and activities. The results were outstanding: the course engaged students and created a clear sense of the relevance of the material for academic and professional success. From an instructional perspective, the experiment was also a resounding success in easing class prep and providing a bank of material to draw upon for quick pivots in class topics in response to student interest or current events.

Bonn’s class began and concluded with the students playing ScholCom 202X, an interactive fiction game.<sup>5</sup> Its creator, Stewart Baker, tells us, “In ScholCom 202X, the player takes on the role of a new scholarly communication librarian at a small public university in a ‘distant future’ that shares elements with our own time (Zoom jokes included). The game is structured as ten distinct scenarios covering four general areas of scholarly communication (rights, publishing, institutional repositories and dissemination, and open access). In each scenario, the player is introduced to a library patron with a scholarly communication problem or question for them to respond to.” In good pre- and post-test fashion, the students did indeed progress further the second time, and some even caught on to Baker’s more subtle work-life balance agenda embedded in the game. One student called out in the middle of the class session, “Hey, you get points for saying no!” We can all learn to do that better, right?

Another gamified resource came into play (literally) on the day the class discussed impact measurement, when the students played Kathryn Gannon and Nora Bird’s “Altmetrics

Bingo,” designed to “introduce graduate students and faculty to altmetrics and new ways to evaluate engagement with scholarly publications.”<sup>6</sup> As a bonus, the first scholar the students discovered for whom they were able to “bingo!” is a faculty member at their own university.

Both resources resulted from the awards made possible by our IMLS grant. Along the way, the class also used resources identified by our curatorial team, things like PhD Comics’ YouTube video “Open Access Explained” featuring Jonathan Eisen and Nick Shockey and *Creative Commons for Educators and Librarians*, the book companion to the Creative Commons Certificate.<sup>7, 8</sup>

## **Tips for using SCN in practice**

We’ve spoken in the past about opportunities to incorporate the SCN into classroom instruction and facilitate open educational practices in formal LIS education.<sup>9</sup> We believe that the SCN has just as much potential to support continuing education and meet immediate instructional needs for librarians in the field.

### **Discovering scholarly communication**

As described, the SCN can be a resource not only for library students but also any librarian who is new to scholarly communication topics. Recent LIS graduates who have not had training in scholarly communication topics (likely to be most librarians given that our study found only 3% report having access to a scholarly communication-focused course and fewer than 10% report coverage in their other courses!) can look to the SCN to learn the basics. In addition to the openly licensed textbook discussed above, the SCN has a carefully curated collection of materials focused on foundational scholarly communication topics.

Similarly, librarians who are beginning a new role in scholarly communication—regardless of how recently they graduated—can benefit from the materials in the SCN. If they are considering a new position that is focused on scholarly communication, they can quickly get a sense of the work as well as hot topics in the area by consulting the SCN’s subject-based collections. The SCN can also be a tool for preparing for a job interview, furnishing the candidate with a wealth of examples and case studies, and coming up with some good ideas for new projects once they land the job.

### **Skilling up in the field**

The SCN can also help librarians keep up with the quickly evolving and emergent topics in scholarly communication. Librarians with scholarly communication responsibilities in their current role will benefit from refreshing their understanding of specific topics with recently added materials. Recently contributed resources on labor equity in open science and trans inclusion in OER can help introduce and refine your understanding of emergent topics while recently contributed resources focused on critical explorations of peer review and teaching copyright through podcasting can refresh your understanding by bringing a new lens to foundational topics in the field.<sup>10, 11, 12, 13</sup>

In addition to librarians with a role devoted completely to scholarly communication, many academic librarians have roles that are adjacent to these topics. A scholarly communication librarian or team expanding into a new area of work will benefit from reviewing the existing models and inspiring new approaches included in the SCN. Similarly, the far-too-common situation where a librarian is “volun-told” to take on some aspect of scholarly communication

as part of their “other duties as assigned” can lean on the wealth of materials as a foundation and source of inspiration as they find their bearings.

### **Explore new ideas and present in a pinch**

The SCN can also be a resource for exploration and to whet your appetite with new models and ideas. If your scholarly communication program is facing new challenges or just feels stuck in a rut, browsing through the growing number of exciting projects and models can offer new insights and approaches. An existing department or team might benefit from collaboratively talking through the examples included in the SCN to refresh their approach, and a department head or library director can triangulate their strategy with the latest in the field and chart a better course for their organization by referring to the SCN.

Finally, the SCN offers materials ready-made for practice on the ground. If you suddenly find yourself scheduled to present on a topic later this week (or even later today), the SCN can be a source of inspiration and openly licensed materials that can help teach a workshop, present to colleagues, or just respond to an urgent request for more information from a boss.

### **Conclusion: Make your mark in the notebook**

Regardless of how your role intersects with scholarly communication, the SCN can be a resource for keeping up with the state of the art in the field. There are some amazing things there, with more added regularly. All credit is due to the creators of these resources and to our curatorial team for helping to discover and deposit existing content. We have plans for continuing to improve and make the resource sustainable, but we know it will live or die based on community engagement. We intend for the SCN to continue to grow and evolve, with new collections emerging organically from the gathered materials and curated intentionally to map to practice in the field in the years to come.

We hope this overview has inspired you to check out the SCN. In addition to catching up on what your peers are doing, you should consider adding your voice and perspective to the SCN by contributing your materials.<sup>14</sup> If you have made something that you are proud of, share it with your peers. If you find something inspiring in the current materials, please give it a try at your own institution and share your own experiences. If you find something that worked at a different kind of institution than your own, remix and share the new localized version back. The next chapter of scholarly communication is yours to write. 

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Sara McCaslin, Katherine Howell, and Laura DeLancey

# Library outreach to Living Learning Communities

A case study

Living Learning Communities (LLCs), defined as “group[s] of students who live together in the same on-campus building and share similar academic interests,” have been proven to be successful in terms of increasing retention, improving GPAs, easing the transition to college, fostering a sense of community and belonging, and improving the student experience in general.<sup>1</sup> In addition to grouping students in a residence hall and offering a shared learning experience, LLCs provide cocurricular learning activities for engagement with peers. Cocurricular learning activities take place outside of the classroom but complement what is learned within it.<sup>2</sup> On campus, university libraries have long been thought of as key providers of cocurricular opportunities, offering programming such as faculty lectures, film screenings, game nights, and other research-based events.

Western Kentucky University (WKU) is a public four-year institution that enrolls more than 15,200 undergraduate and more than 2,200 graduate students annually. Approximately 30% of first year students are first generation college students, and 17% of undergraduates identify as an underrepresented minority. WKU has offered LLCs off and on since 2006 but began to emphasize and invest in them in earnest in 2019. Currently, WKU offers roughly 20 LLCs every year, with academic, identity-based, and shared interest options. The overarching goal of the LLCs is to improve student success and retention, and early data indicates they have been successful in achieving this goal: in the 2022 academic year, WKU retained LLC students at a significantly higher rate than non-LLC students.

This article describes how the partnership between WKU Libraries and WKU LLCs began, offers a case study demonstrating alignment between library programming and LLC goals, and explores future goals for the partnership.

## Case study: Criminology and Forensic Sciences Living Learning Communities

WKU Libraries’ Department of Library Public Services (DLPS) is responsible for library instruction, reference services, collection development, and outreach activities throughout the university. Historically, most library outreach has occurred during class time and by invitation of the teaching faculty, with librarians offering information literacy and research instruction sessions. As part of an effort to find more ways for the library to connect with students outside the classroom, DLPS partnered with the university’s LLCs in the spring of 2020. Each LLC was assigned a librarian based on subject specialty or interest so the

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librarians could offer information literacy workshops to support students' coursework and facilitate cocurricular learning. Although delayed due to a curtailment of group activities during the COVID-19 pandemic, direct collaboration between WKU LLCs and DLPS began in fall 2021 with the return to campus.

This case study will focus on DLPS's involvement with two academic LLCs: Criminology and Forensic Sciences. Both LLCs offered linked core curriculum courses that spanned the academic year and enhanced the student experience while engaging students interested in professions related to the two fields. The linked classes for Criminology included CRIM 101 (Introduction to Criminal Justice) and CRIM 234 (Crime and Popular Culture). The Forensic Sciences classes included CHEM 111 (Introduction to Forensic Chemistry) and PS 220 (Judicial Process). These classes and the LLCs themselves represented three WKU academic colleges: the Potter College of Arts and Letters, the Ogden College of Science and Engineering, and the College of Education and Behavioral Sciences. Beyond the classroom, students enrolled in these courses lived in one of the new First-Year Village residence halls, which were constructed specifically to house students enrolled in an LLC. These residence halls feature classroom space in the hall itself, as well as pod-style living, which can accommodate up to twenty-five students with a large community living space. Housing and Residence Life designed these new halls to foster faculty and student interaction both inside and outside the classroom.

Directed by Housing and Residence Life, WKU LLCs were supported by the institutional administration and faculty. Specific goals, objectives, and activities were established to align with the university's strategic plan. Given the increased support for LLCs and academic integration, DLPS recognized the opportunity to support the university's goals and objectives in the LLC initiative. Of the goals and objectives for LLCs at WKU, DLPS strived to assist in reaching the following:

**Goal 1:** First year students who participate in an LLC will experience a smooth academic transition to WKU.

**Objective 1.b**—As part of their organized LLC programming each academic term, students will engage the services of at least one WKU academic resource (in addition to standard academic advising).

**Goal 2:** First year students who participate in an LLC will experience a smooth social transition to WKU.

**Objective 2.a**—By the end of the first academic term, students will participate in at least two LLC-related activities, with the intention of creating opportunities to connect with a peer group.

**Goal 3:** First year students who participate in an LLC will develop a sense of belonging at WKU.

**Objective 3.a**—By the end of the program, students will identify at least one WKU-affiliated individual with whom they have established a relationship.

When DLPS renewed outreach efforts to LLCs at the beginning of the fall 2021 semester, the humanities and social sciences librarian was assigned to the Criminology and Forensic Sciences LLCs to provide outreach for information literacy instruction. Early in the fall semester and during a library faculty meeting, the special collections library instructor suggested that the Criminology and Forensic Sciences students might be interested in primary sources related to a local true crime story. These sources, including crime scene photos, autopsy photos, and personal journals, were used to author the book, *The Cemetery Road Murders: The Shocking True Tale of Kentucky's Murder Mansion*, which tells the story of a double murder that occurred in Bowling Green, Kentucky, in 1948.<sup>3</sup> This suggestion sparked a new collaboration among DLPS, the Department of Library Special Collections, and the LLCs.

The humanities and social sciences librarian connected with the faculty fellows and devised a plan for the LLC students to visit the Special Collections Library early in the spring 2022 semester. The special collections instruction librarian prepared for these visits by gathering the pertinent materials related to the true-crime book and prepared to offer a short synopsis of the story. Several of the students participated in a book club during the spring semester and discussed aspects of the book. They also offered their thoughts and theories during the class visits.

It was at this time that the librarians and the chair of DLPS began discussions about a possible campus visit focused on *The Cemetery Road Murders*. The book's author, Wes Swietek, resided in Bowling Green and served as the managing editor of the local newspaper. Planning for this event began upon approval from the dean of University Libraries.

On April 19, 2022, more than 20 Criminology and Forensic Sciences LLC students gathered in the Hardcastle Kentucky Building, which houses the Department of Library Special Collections, to listen to Swietek speak about his book including his research process, his communications with the descendants of those directly involved in the story, and his writing process. Several students posed thoughtful questions to the author, and he responded with detailed answers. The time spent with the author offered the LLC students a chance to connect with a community leader.

Among the established goals and outcomes specifically for the LLCs at WKU, DLPS played a role in achieving several of these objectives. Through library instruction and the author event, DLPS directly impacted the academic transition, social transition, and sense of belonging for two of the university's LLCs throughout the 2021–2022 academic year.



Criminology Living Learning Community students view crime scene photos and autopsy photos housed in the WKU Special Collections Library during a class visit. Photo credit: Dr. Crystal Bohlander.

## Conclusion

In the example discussed above, WKU Libraries coordinated events for LLC students that met three of the LLC program's objectives: through their participation in a book club, close study of primary sources, and an author event, students in the Criminology and Forensic Science LLCs engaged with the services of the library (1.b.), participated in activities with their peer group (2.a), and established a relationship with a WKU librarian (3.a.). WKU Libraries will plan activities for other LLCs around these same goals and will also align programming with course-specific learning outcomes as appropriate.

The next step is to assess how well each activity met the goals of the LLC and identify areas for improvement. Libraries will continue to track student participation in outreach activities and will develop satisfaction surveys for LLC students and faculty mentors. For some programming (for example, the workshop on primary sources) the library will also assess the activity based on library learning outcomes. Finally, WKU Libraries will develop a plan to communicate touches the impact and value of library activities for LLC students in coordination with Housing and Residence Life. The partnership with LLCs effectively demonstrates the libraries' value based on several key components of the ACRL Academic Library Impact agenda: collaboration across campus, enhancing teaching and learning, alignment with institutional priorities, and communicating the library's contributions.<sup>4</sup>

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Anna Hulseberg and Tiffany Grobelski

# Collaborative synergy

## Building an energy geography resource hub

Library and geography faculty at our institution consistently partner on integrating information literacy and academic research skills into geography courses. Librarians typically create course guides as part of that effort. During the 2021–2022 academic year, we—an academic librarian and a geographer at a liberal arts college—co-created an energy geography LibGuide intended to serve a wider community.<sup>1</sup> In this article, we detail our collaborative process for creating a dynamic, interdisciplinary guide. While recognizing the challenges that can accompany this type of close partnership, we highlight the synergistic benefits to each of us, potential benefits to our audiences, and our plans for continued collaboration. Projects like this deepen interdisciplinary cooperation and may broaden the LibGuides audience.

### Impetus and goals

Energy geography is necessarily interdisciplinary; its topical coverage, vast. The lively field, which entails the study of energy's spatial dimensions and spans both human and physical relationships, continues to blossom with original publications. Whether analyzing patterns of energy production's environmental impacts, tracing transnational energy commodity chains, or assessing the justice implications of energy developments, energy geographers mobilize a diversity of approaches to understand complex energy issues, which are always both social and technical.

Geographer Tiffany Grobelski maintains working bibliographies of energy geography resources to incorporate in her teaching and research. She also developed a list of suggested news sources for students in her 200-level Energy Geography course as part of an assignment in which students locate reputable articles on a current energy issue of their choice. Grobelski's overriding goal as an educator is to advance energy literacy.<sup>2</sup> She realized that her mushrooming lists of resources should be consolidated and made available to others for the benefit of the campus community and really anyone interested in energy topics. She approached librarian Anna Hulseberg about creating a centralized hub for these resources. Her hope was that working with a librarian with expertise in designing, developing, and curating resources in content management systems would bring this daunting yet exciting act of public scholarship to fruition.<sup>3</sup>

Hulseberg has a history of collaborating with geography faculty,<sup>4</sup> and in recent years had worked with Grobelski on incorporating a library component into another research-based

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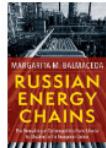
## Energy Geography: Current Events

[Start Here](#) [Current Events](#) [Energy Justice](#) [Nuclear Energy, War & Peace](#) [Scholarly & News Articles](#) [Books](#) [Government & International Sources](#)

### Current Events

An energy geography lens can help us make sense of the world around us. This page highlights resources that can help deepen our understanding of current events.

#### Russia-Ukraine Crisis

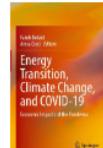


Russian Energy Chains: The Remaking of Technopolitics from Siberia to Ukraine to the European Union by Margarita M. Balmaceda

Call Number: HD9502.R82 B368 2021

- [Nuclear Safety and Security in Ukraine \(International Atomic Energy Agency\)](#)  
Provide "updates on nuclear safety, security and safeguards implications of the conflict in Ukraine as a result of the Russian Federation's military operation" that began in February 2022.
- [Petition of Solidarity with the People of Ukraine \(American Association of Geographers\)](#)  
"We, the undersigned members of the American Association of Geographers (AAG), declare our unequivocal support for the sovereign country of Ukraine and the families and individuals impacted." [\(Read More\)](#)

#### COVID-19 Pandemic



Energy Transition, Climate Change, and COVID-19 by Fateh Balaïd (Editor); Anna Creti (Editor)

Call Number: HC59.3 .E54 2021

- [COVID-19 \(International Energy Agency\)](#)  
Resources on this page explore the "impacts of the COVID-19 pandemic on global energy markets, energy resilience, and climate change."
- [COVID-19 Impacts on Oil Markets \(Energy Policy Institute\)](#)  
This page provides links to a podcast, and analysis, and related resources on the impact on oil markets of COVID-19. From the Energy Policy Institute at The University of Chicago.

Screenshot of the Energy Geography LibGuide.

class. Therefore this project was an opportunity for Hulseberg, as the liaison to the Department of Geography, to expand her involvement by working even more closely with faculty. This partnership would provide her new insight into how a geographer conceptualizes research in their field, and it would allow her to share and expand her expertise in developing research guides. In turn, Grobelski was inspired to work more closely with Hulseberg after reading a testament to the generative and active-learning potential of collaborations between geography faculty and librarians in research-based undergraduate learning.<sup>5</sup> The collaboration promised to be mutually beneficial in multi-directional ways, including for engaging our students.

Thus one main shared goal was to deepen liaison librarian–course instructor collaboration through co-creating a guide "from scratch." Another shared goal was to expand the research guide audience. Typically, the librarian is the sole author of course guides, although instructors are invited to suggest additional resources. Hulseberg uses the guides to engage students with resources, guide them through the research process, host research activities, and facilitate further engagement with librarians. Students in specific courses are usually the intended audience for course guides, but this does not preclude other students or librarians using them. However, in this case, Hulseberg more deliberately developed the guide for different audiences. Grobelski's vision was to create a visually appealing "landing page" that incorporated a variety of energy geography sources and showcased recent acquisitions. We both envisioned the guide serving multiple audiences, not only students enrolled in a specific course.

Although we came to the project with distinct goals and foci driven by our respective areas of expertise and disciplinary prerogatives, this is precisely what made the collaboration fruitful. As we moved through the process of co-authoring a guide, our goals interfaced in generative ways.

## Energy Geography: Start Here

[Search Research Guides](#) [Search](#)

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[Energy Justice](#)

[Nuclear Energy, War & Peace](#)

[Scholarly & News Articles](#)

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### About Energy Geography

**What is energy geography?** Energy geography is the study of energy's spatial dimensions, and the use of geographical concepts to understand energy issues. Energy is integral to social and spatial relationships, linking physical and human factors. Energy systems involve both social and technical aspects, which shape each other. This means that energy geography must necessarily be interdisciplinary. Geographical studies of energy have incorporated methods and ideas from a wide range of disciplines, including economics, cultural studies, political economy, political science, legal studies, history, sociology, anthropology, science and technology studies, urban planning, GIScience, and civil engineering—just to name a few. Whether analyzing patterns of human energy production's environmental impacts, tracing transnational energy commodity chains, or assessing the justice implications of energy developments, energy geographers mobilize a diversity of approaches to further our understanding of these complex issues.

### About this Guide

This guide serves as a general resource on energy geography as well as a guide for students in GEG 229. It was created Librarian Anna Hulseberg and Professor Tiffany Grobelski.

**Note:** Some resources on this guide are restricted to Gustavus users. If you are not a Gustavus user, you may need to contact your local library for assistance accessing material.

Questions? Contact Anna Hulseberg  
(ahulsebe@gustavus.edu). Helping students with research is my favorite part of my job!



"Winter Harbour - Cycling in Winter in Copenhagen" by Mikael Colville-Andersen is licensed under [CC0 1.0](#)

### Key Books on Energy Geography

### Review Articles

Review articles summarize the current state of research on a particular topic and are a good place to start. These two articles provide overviews of the field of energy geography:

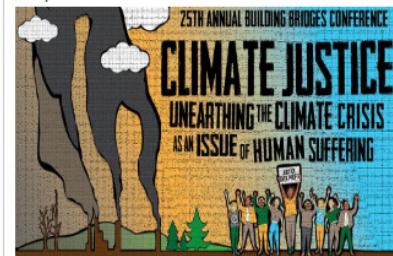
- Baka, J., & Vaishnav, S. (2020). The Evolving Borderland of Energy Geographies. *Geography Compass*, 14(7), 1–17. Energy geographers consider energy a "borderland topic" because of its ability to connect different geographic concepts and debates. In this review, the authors analyze scholarship in geography and energy studies to examine the development of the borderland of energy geographies in recent years. NOTE: Gustavus users may request this article through Interlibrary Loan.
- Calvert K. (2016). "From 'Energy Geography' to 'Energy Geographies': Perspectives on a Fertile Academic Borderland." *Progress in Human Geography* 40(1): 105–25. This article summarizes the contributions and relevance of geographical thought and practice to energy issues. It describes foundations of geographical approaches to energy studies and identifies current areas of energy geography research.

### Professional Associations

- Energy and Environment Specialty Group (EESG) of the American Association of Geographers (AAG)

### Gustavus Resources

Climate Justice: Unearthing the Climate Crisis as an Issue of Human Suffering (25th Annual Building Bridges Conference, 2020)



- Building Bridges Keynote Address: David Archambault II
- Building Bridges Keynote Address: Nnimmo Bassey

Climate Changed: Facing Our Future (Nobel Conference 55, 2019)



Start Here page from the Energy Geography LibGuide.

## Collaborative process

Our process has been iterative, mediated by a shared Google document, occasional emails, and Zoom meetings. Meetings kept the project moving forward by holding us accountable to respective tasks and allowing us to mutually envision a way forward. One of our first decisions was selecting a platform to host the guide. Hulseberg immediately suggested LibGuides, the content management system that our library (like so many other libraries) uses for research guides and with which much of our potential audience is familiar.

Grobelski shared a Google document containing initial ideas for sections of the guide. This step was difficult for her in the sense of not knowing what format or categories might be most helpful for LibGuide creation. Right away there was a dilemma about whether to organize the guide thematically or by source type, an issue familiar to librarians. We worked through this question together, with Grobelski bringing knowledge of the geography research landscape and Hulseberg drawing on her experience developing guides for a range of subject areas. Eventually we settled on a hybrid combination of thematic tabs (such as Energy Justice) and tabs based on source type (such as Scholarly and News Articles). This hybrid approach reflects the importance of both content and format for identifying and evaluating information sources.

## Energy Geography: Nuclear Energy, War & Peace

Search Research Guides

Search

[Start Here](#) [Current Events](#) [Energy Justice](#) [Nuclear Energy, War & Peace](#) [Scholarly & News Articles](#) [Books](#) [Government & International Sources](#)

### Nuclear Energy, War & Peace

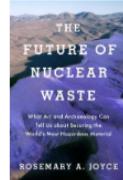
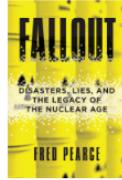
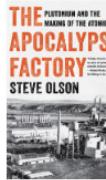
On this page you'll find new acquisitions and a selected bibliography of books on nuclear energy, war, and peace. You'll also find a selected list of films on the topic.

Looking for more books and DVDs? [Search the Library Catalog](#)



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### Recent Acquisitions on Nuclear Energy, War & Peace



The Apocalypse Factory:  
Plutonium and the  
Making of the  
Atomic Age  
Call Number: New  
Title Shelf  
QC773.A1 O47  
2022

Fallout: Disasters,  
Lies, and the  
Legacy of the  
Nuclear Age  
Call Number:  
TD196.R3 P43  
2018

The Future of  
Nuclear Waste:  
What Art and  
Archaeology Can  
Tell Us about  
Securing the  
World's Most  
Hazardous  
Material  
Call Number:  
TD898.14.S63 J69  
2020

Manual for  
Survival: A  
Chernobyl Guide  
to the Future  
Call Number:  
TD196.R3 B785  
2019

### Peace, Justice and Conflict Studies at Gustavus

- [Peace, Justice and Conflict Studies Library Guide](#)
- [Peace, Justice, and Conflict Studies Program](#)

### Selected Films on Nuclear Energy, War & Peace



"A comic horror film"  
**The Atomic Cafe**  
Call Number: Audio  
Visual U263.A798  
2002  
ISBN: 9780767043373



**Chernobyl**  
Call Number: Audio  
Visual PN1992.77.C44  
2019

Energy Geography LibGuide Nuclear Energy, War, & Peace page.

The Google document was our asynchronous “meeting place” and workspace. Grobelski included key authors, organizations, books, academic journals, news sources, films, and other sources to include. She added resources from our library collection and links to examples of library guides from which she drew inspiration and direction.<sup>6</sup> From the outset she wanted to feature resources at our own college, for example, recently hosted conferences about climate change and links to the college’s sustainability initiatives. At the same time, Hulseberg identified additional relevant resources (including subscription databases), investigated questions that arose (such as how to address access restrictions on a guide meant for a wider audience, the best way to provide access to archived footage from conference lectures, and options for incorporating conference poster artwork), and began building the guide. During the process we identified and ordered additional books and films to feature. Once we had a draft version of the guide, we could review and revise the structure and content in real time.

In our meetings we used the draft page to talk through design elements such as determining a logical order for the tabs, what content to add to each tab given the interconnectedness of the topics, how to balance thoroughness with highlighting key resources, and selecting images that would support our goals for the guide. We were committed to featuring people in all the images because energy is social, yet pictures depicting energy landscapes are commonly devoid of people and only show technology. Each of us developed enhanced content. For example, Grobelski curated review articles to feature and wrote blurbs for text boxes in the guide, such as, “What is energy justice?” Hulseberg added resource descriptions, tips for accessing full text, and options for getting help. When the guide went live, we associated it with multiple subjects in the LibGuides system: geography as well as peace, justice and conflict studies.

Initially, Grobelski struggled with sharing the guide in public form because she worried it was not exhaustive enough, a preoccupation many academics share. Hulseberg had also struggled with this issue and helped Grobelski overcome such perfectionist mental blockades by creating the initial structure and emphasizing that it could be reworked. We have already seen the salience of certain topics increase in unexpected ways that called for updates. For example, because of Russia's invasion of Ukraine in February 2022, Chernobyl and nuclear safety have become conspicuous. This led us to create a "Current Events" tab highlighting resources to help people expand their knowledge of current events through an energy geography lens.

## **Benefits of collaboration**

The experience of co-authoring a LibGuide expanded our skills and perspectives. We gained insight into how each conceptualizes research and best practices in her respective field, and we learned from questions and ideas the other brought to LibGuide creation, including our own blind spots. Hulseberg shared her expertise in research guide design and grew her knowledge of LibGuides. Grobelski learned about LibGuides as a content management system—what is possible, what design elements are available, and how they can be optimized. Together, we co-developed the form and substance of the guide, which clarified its scope and shape while generating novel insights along the way. The guide will continue to be a work in progress as we integrate more interdisciplinary sources, such as films and works of fiction. Our effort deepens interdisciplinary work at our college and furthers its liberal arts educational mission.

The project also holds potential benefits for our audience. Students benefit from a librarian with a deeper understanding of energy geography content, resources, and goals. They benefit from a professor invested in and knowledgeable about both the content and organization of the guide. Students and other users benefit from the collection development work that emerged from the process. They have access to an interdisciplinary energy geography hub intended to support integrative learning and help them make connections to other courses and interests.

Instead of hoarding a working list of energy geography resources, Grobelski was able to partner with Hulseberg to make it available to the wider community. The project provided an exciting opportunity to make a landing page that incorporates a wide variety of sources and hooks into community conversations, both at our college and beyond; for instance, with links to websites of local organizations working on energy issues. We hope the guide will serve a handful of audiences, not only students in geography but also in peace studies and environmental studies, faculty teaching about energy topics, and community members—perhaps in unforeseen ways.

## **Concluding thoughts**

We have established a collaborative effort that can serve as a springboard for future projects and a model that can be adapted by others. Based on our experiences, we recommend closer library liaison–departmental faculty collaboration on interdisciplinary guides for a wider audience. However, those endeavoring to undertake similar projects should be aware of a few challenges. First, partnering requires more communication and an iterative process that simply takes time. Second, creating a guide to serve both the local community and a

wider audience raises challenges such as access restrictions. Finally, maintaining a relevant, current guide takes ongoing labor.

Voices missing from this discussion are those of students and other users of the guide. We imagine them as key beneficiaries of our collaboration. We thus plan to explore user perspectives on the guide in the coming year. We will also explore how to make interested parties in our local community and beyond aware of our site. We look forward to continuing our collaboration and developing the guide based on what we learn about users' needs and experiences. //

## Notes

1. The guide is available at <https://libguides.gustavus.edu/energygeography>.
2. "Energy Literacy: Essential Principles for Energy Education," US Department of Energy, accessed May 13, 2022, <https://www.energy.gov/eere/education/energy-literacy-essential-principles-energy-education#:~:text=Energy%20Literacy%20is%20an%20understanding,in%20terms%20of%20energy%20systems>. See also Jan E. DeWaters and Susan E. Powers, "Energy Literacy of Secondary Students in New York State (USA): A Measure of Knowledge, Affect, and Behavior," *Energy Policy* 39, no. 3 (2018): 1699–1710, <https://doi.org/10.1016/j.enpol.2018.03.030>.
3. A joint intellectual endeavor that produces a public good. See "What is Public Scholarship?," Center for Community & Civic Engagement, Carleton College, accessed May 13, 2022, <https://www.carleton.edu/ccce/faculty/engaged-research-scholarship/what-is-public-scholarship/>.
4. See, for instance, Anna Hulseberg and Anna Versluis, "Integrating Information Literacy into an Undergraduate Geography Research Methods Course," *College & Undergraduate Libraries* 24, no. 1 (2017): 14–28, <https://doi.org/10.1080/10691316.2017.1251371>.
5. Conor Harrison and Kathryn Snediker, "Teaching Critical Resource Geography: Integrating Research into the Classroom," in *The Routledge Handbook of Critical Resource Geography*, ed. Matthey Himley, Elizabeth Havice, and Gabriela Valdivia (Abingdon, Oxon, UK: Routledge, 2021), 319–32.
6. We referred to these guides, which we originally consulted when creating a Lib-Guide for a commodities research assignment for a different class: "Commodities," University of South Carolina Libraries, last updated Jul 27, 2022, <https://guides.library.sc.edu/c.php?g=410229&p=2796636>; and "Doing Research on Commodities," Simon Fraser University Library, <https://www.lib.sfu.ca/help/research-assistance/subject/geography/commodities#introduction>.

Dina Mashiyane

# From the horse's mouth

BookTok as a collection development strategy in academic libraries

Information and Communication Technology (ICT) advancements have reimagined library book acquisitions, where platforms such as social media can be incorporated and embraced by libraries expanding their collections to meet the changing needs of their users. Never in my wildest dreams did I imagine using a platform such as TikTok for both personal and professional purposes, especially for collection development. Despite this, the platform for short videos has been increasingly popular in various contexts. Several academic libraries have implemented this platform to improve their visibility and increase user interaction. I have witnessed innovative challenges librarians embarked on to reach larger audiences, particularly during the COVID-19 lockdown period, which increased use and popularity of TikTok for leisure purposes and advocacy of virtual library services and resources and reading to keep users engaged.

Even though there is still reluctance from some university libraries, primarily owing to concerns about users' privacy, the benefits that may be gained from using this platform should not be overlooked. My motivation for using this to identify possible titles to add to my library collection comes from TikTok users who have since transitioned into content creators who share reviews and make reading fashionable. As a librarian serving a community consisting of many Generation Z users, it is imperative to embed myself on platforms they are most active in to be on par and stay abreast of new trends.

## BookTok sub-community

BookTok is a TikTok sub-community for readers and book lovers. With BookTok, users may share their favorite books, recommend titles, authors, and genres, and make literary inside jokes. Various TikTok users have taken advantage of this platform to share their love for reading and share their recommendations. The #BookTok has taken reading to another level, as individuals from all walks of life gather and share their book reviews. The pandemic has revitalized consumer ebook sales. However, as the BookTok sub-community has grown in popularity, print book sales have increased, particularly for fiction titles.

It has been an awakening for publishers: a sector that relies on people getting lost in the printed word is now reaping the benefits of a digital app designed for short attention spans. Since then, publishers have begun approaching individuals with large followings and offering free books or payment in exchange for publicity of their books.

I came across a display by one of the popular booksellers in South Africa (Exclusive Books),

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which has taken advantage of this platform to enhance their book sales with the hashtag “#BookTok Made Me Read It” trend of displaying popular BookTok titles in their stores and website. In the same way publishers are utilizing BookTok, libraries should be innovative leaders in collection development and management. As I browse through BookTok challenges, popular titles seem to be trending that have motivated TikTokers to get their own copies. Some of the titles include the following:

*The Spanish Love Deception* by Elena Armas

*It Ends with Us* by Colleen Hoover

*One of Us Is Lying* by Karen M. McManus

*The Midnight Library* by Matt Haig

*The Seven Husband of Evelyn Hugo* by Taylor Jenkins Reid

As I’m also responsible for collection development, I have taken advantage of this platform to build a collection appealing to the TikTok generation of library users to entice and nurture their leisure reading behaviors.

I believe that this sub-community can be regarded as a benchmarking tool for libraries to enhance their collection development strategies. In addition to getting book recommendations for collection development purposes, libraries can also market their collection on the platform with the assistance of their BookTok-active users.

## **Patron Driven Acquisition**

For over a decade, librarians have relied on patron- or demand-driven acquisition (PDA or DDA). Instead of relying on librarians to make book selections, the library turns to its users for advice on what materials should be purchased.

Libraries are now being engaged by users who need trending books recommended on BookTok. The platform enhances circulation in libraries as students seek out hot titles, and as a book club coordinator at my library, I’ve had my fair share of requests from students asking for titles shared and reviewed on BookTok. The excitement students get as soon as they realize that their popular BookTok titles are available in the library makes me realize how important our role is as librarians in embedding ourselves and meeting the changing needs of our users. Students are eager to approach our library staff to recommend titles identified on BookTok, which raises their confidence in engaging with their librarians in providing resources relevant to their needs. In addition, we also get an opportunity to reach our service standards in alignment with the institutional collection development policy and total quality management endeavors.

There is no doubt that this platform is changing the narrative and repurposing the use of social media platforms for enhanced library collection development.

Reading advisory programs and book clubs are also positively impacted as members demand that libraries purchase trending titles to add to the collection.

## **Conclusion**

TikTok seems to be a changemaker in libraries, reinventing and repurposing traditional processes and procedures. It has also changed people's perceptions of these institutions. Librarians must understand industry trends and adapt to entice their users through various technological means.

Academic libraries can cultivate and nurture reading behaviors by acquiring needed materials because the new generation of library users is active on TikTok and engaging in various aspects, including reading activities. BookTok not only benefits libraries in terms of book acquisitions but also in terms of marketing and visibility of their holdings. //

**The Center for Strategic & International Studies.** Access: <https://www.csis.org/>.

The Center for Strategic & International Studies (CSIS) is an independent nonpartisan think tank whose stated purpose is to “define the future of national security.” Reflecting this mission, the organization’s website serves as a clearinghouse of information on a range of related topics, as well as information on conferences and events, biographical information on board members and staff experts, and links to podcasts, web projects, and other materials.

The front page of the website contains current events examined through the lens of national security. In a snapshot of early September 2022, the page looked at the deadly flooding in Pakistan, Somalian security, and rebuilding Ukrainian agriculture. Each front-page link led to an article, critical questions, presentation, or other related materials, and most included an overview of the topic. In the case of the Pakistan floods, two CSIS representatives from the Humanitarian Agenda looked at the crisis. Users wanting to probe further can use the Sections dropdown menu to view topics such as climate change, defense and security, and human rights. Selecting any of these topics leads to a landing page with an overview of the topic and CSIS’s involvement. Each of these pages contains a sidebar of subtopics for users to peruse.

The subtopics pages are a mix of events and seminars, critical question reports and long form reports, podcasts, and more related to the topic. The “Human Rights” page subtopics include “Business and Human Rights” and “Transitional Justice.” Each subpage reveals the research and work CSIS is involved in with a view toward addressing human rights, climate change, and other crises as threats to national and global security and stability.

The broad range of topic experts have academic credentials, but also several have on-the-ground experience in the regions and countries discussed in their reports. Interested users may subscribe to updates as well as new podcast alerts. The homepage also links to information to support the organization financially. Students of global policy, business, economics, and national security as it relates to global threats from climate change to the rise of totalitarianism will find useful information on the CSIS’s website.—*Bart Everts, Rutgers University-Camden, bart.everts@rutgers.edu*

**WRSP: World Religions and Spirituality Project.** Access: <https://wrldrels.org/>.

The World Religions and Spirituality Project (WRSP) “is an international scholarly consortium that collaboratively assembles and disseminates information on alternative and emerging religious and spiritual groups around the world.” The website is open to the public without log-in and provides an extensive directory of encyclopedia-style articles relating to alternative spiritualities and new religious movements, as well as published materials contributed by scholars, interviews with scholars on relevant topics, links to media and other coverage, and links to archival materials.

The board of directors and all project directors are scholars in religious studies, philosophy, and other relevant fields, all employed at universities or institutes worldwide. Entries are written by scholars working in relevant fields.

The site is easily navigable, with a prominent search field on the main page, but it has no advanced search option. The front page also provides links to major sections of the site, including the directory, major projects (thematic collections of entries), and links to outside resources. Users can browse the directory of entries alphabetically or by topic. A sidebar highlights recent entries, interviews, and videos. There is an option to submit an email address to receive periodic updates.

The essays and other items cover wide-ranging topics. Among the highlighted materials at the time of this writing are biographic entries on author Doreen Virtue and spiritual leader John Frum, an entry about the Lost Cause narrative of the American Civil War, several interviews with scholars of Neopaganism, and a video on the Branch Davidian tragedy in Waco, Texas. The directory also includes entries on regional and local groups or movements and non-mainstream movements within major world religions such as Christianity and Islam. WRSP is a trove of information that will be helpful to all levels of students and scholars of non-mainstream religion.—*Margaret Froelich, Claremont School of Theology, mfroelich@cst.edu*

**Smarthistory.** Access: <https://smarthistory.org/>.

Since experiencing the COVID-19 pandemic, few people debate the importance of freely available, reliable, easy-to-use resources to support education. The nonprofit foundation The Center for Public Art History has known and responded to this need since their founding in 2005. Their website, Smarthistory.org, offers an incredibly rich resource to art history students and educators worldwide. A collaboration of more than 500 experts from colleges, universities, museums, and research centers provide the peer-reviewed, open-source content that makes this site “the most-visited art history resource in the world,” with more than 50 million views in 2021 alone. Each expert author is dedicated to Smarthistory’s mission to provide transparently reliable information about art history that resists colonialism and highlights under-represented cultures.

Smarthistory is intuitive to use. A banner across the top of the page offers drop-down menus: “About” for site information as well as links “For Learning,” “Book,” “For Teaching,” and “Support.” The first thing this reviewer noticed was a page under “About” that is titled “Is Smarthistory reliable?” With one click, any user can access the short answer—yes—followed by an explanation of author credentials, the site’s peer-review process, and other bona fides. The openness surrounding Smarthistory’s content creation makes the site more than just an excellent source of art history scholarship; it is also a good fit for instructors of information literacy and for students learning how to determine reliability online.

Smarthistory’s content is richly representative and appropriate for students and instructors from kindergarten to higher education. The teaching section offers webinars, syllabi, tutorials, and links to live online events. Open-source textbooks found under “Books” cover topics by era, world region, AP level, and more. These textbooks can be read online, downloaded, or even printed and bound. Learners can dive into art history on their own through the “Books” section, which is the richest section of the site. Pages grouped under “For Learning” cover art history across time and the globe, with topic pages, free courses, special online exhibits, and virtual museum tours.

Smarthistory is highly recommended for instructors and students at all levels. Librarians would do well to incorporate the site into their repertoire of recommended resources for any user group.—*Katherine Van Arsdale, Andrews University, vanarsdk@andrews.edu* 

**The Library of Congress has acquired the full body of radio producer and sound**

recordist Jim Metzner's work, including photographs, handwritten journals, podcasts, storybooks, and, of course, his thousands of recordings. The acquisition commenced shortly before the COVID-19 pandemic in early 2020. In total, the collection holds approximately 28,000 mixed material items from the 1970s to 2019. For nearly 50 years, Metzner has explored and celebrated the universe of sound around the world, most famously in his nationally distributed daily radio series *Pulse of the Planet*, which concluded a 34-year, 8,000-program run on public and commercial radio June 3, 2022, while continuing as a monthly podcast. Metzner's collection complements the library's extensive radio collections and perhaps has the most in common with the Tony Schwartz Collection, which preserves the work of another audio and broadcast pioneer who explored the world in sound. Both Metzner and Schwartz lent ears and gave voice to the mundane and exotic all around them and masterfully intertwined interviews, soundscapes, and narration in their audio essays. Fittingly, the Metzner Collection includes an interview with Schwartz.

**The Institute of Museum and Library Services recently announced awards totaling \$3,970,069 in Museum Grants for African American History and Culture.** The grants support activities that build the capacity of African American museums and support the growth and development of museum professionals at African American museums. Grant recipients include the Whitney Plantation Museum, which will create an exhibition and related programming focusing on resistance and freedom-seeking in south Louisiana before and during the Civil War; the Jefferson School African American Heritage Center to identify, map, and interpret the history of African American land ownership and residential life in central Virginia from 1744 through 2020; and the Louis Armstrong House Museum, which will catalog, digitize, and preserve multiple collections housed at the Louis Armstrong Archives.

**The Institute of Museum and Library Services has additionally announced 24** grants totaling \$2,194,142 to support Indian tribes and organizations that primarily serve and represent Native Hawaiians. Grant recipients include the San Carlos Apache Tribe, which will develop and offer programming to reintroduce traditional Apache games to tribal youth and families; the Three Chiefs Culture Center of the Confederated Salish and Kootenai Tribes, which will restore and rehouse artifacts damaged by an arson fire in 2020; and the Sealaska Heritage Institute, which will enhance digital preservation practices and expand digital storage capacity to increase access to their Indigenous archives. //

**Kristine Markovich Alpi** has been named associate dean of libraries and information sciences for the Icahn School of Medicine at Mount Sinai and Mount Sinai Health System. Alpi will play a critical role in fostering intellectual engagement among researchers and in making the admired Gustave L. and Janet W. Levy Library even more central to Icahn Mount Sinai's mission and future. In addition to her daily responsibilities, Alpi will helm a new strategic vision for information services and digital scholarship that will help steer the library through the rapidly evolving world of information management.



Kristine Markovich Alpi

**Scott Matheson** is the new superintendent of documents for the US Government Publishing Office. As superintendent of documents, Matheson will lead the agency in providing public access to government information published by the US Congress, Federal agencies, and the Federal courts. Matheson will also focus on modernizing the Federal Depository Library Program in cooperation with Congress and the GPO's library partners. He also oversees the GPO's Publication and Information Sales unit and its distribution warehouses in Colorado and Maryland.



Scott Matheson

**Renée Bosman** is now head of interlibrary services at the University of North Carolina-Chapel Hill.

**Adam Mazel** has been appointed digital publishing librarian at the Indiana University Libraries in Bloomington.

**James Henry Smith** is now a Jay Visiting Information Literacy Librarian, an online learning position in the Scholars' Common and Business SPEA departments at the Indiana University Libraries in Bloomington.

**Matthew Vaughn** has been appointed a Jay Visiting Information Literacy Librarian, a publishing position in scholarly communication with the Indiana University Libraries in Bloomington. 



# Fast Facts



## College graduation statistics

The number of bachelor's degrees conferred has risen consistently in the 21st century, from 1.24 million in 2000 to 2.04 million in 2020. "Bachelor's degree seekers are statistically more likely to graduate than associate's degree seekers. 1,018,233 college graduates earned associate's degrees in 2020, down 1.78 percent year-over-year from 2019. 2,038,431 graduates earned bachelor's degrees in 2020, up 1.23 percent year-over-year." Master's degrees (843,449) accounted for 20.6 percent of all graduates in 2020.

"Table 322.10. Bachelor's Degrees Conferred by Postsecondary Institutions, by Field of Study: Selected Years, 1970–71 through 2019–20," Digest of Education Statistics, 2021, National Center for Education Statistics, [https://nces.ed.gov/programs/digest/d21/tables/dt21\\_322.10.asp](https://nces.ed.gov/programs/digest/d21/tables/dt21_322.10.asp). Melanie Hanson, "College Graduation Statistics: Total Graduates per Year," Education Data Initiative, last updated June 12, 2022, <https://educationdata.org/number-of-college-graduates>.



## Media publishers' followings across social media

"Twitter is still the place where media publishers collectively have the largest audiences, followed by Facebook and Instagram, according to an Axios analysis of 82 major news, entertainment and sports publishers. National Geographic, by far, has the largest social following . . . with more than 340 million followers over six major platforms. The next closest publisher, the BBC, has more than 150 million followers across its main accounts on those platforms, followed by CNN and ESPN."

Sara Fischer and Kerry Flynn, "For Media Publishers, Twitter Still Dominates on Social," Axios, September 13, 2022, <https://wwwaxios.com/2022/09/13/twitter-publishers-social-media>.



## Coordinated book bans

"Throughout the 2021–22 school year, more than 1,600 book titles were banned, according to a new report by the group PEN America, which advocates for freedom of expression. According to the report, the surge in book bans is a result of a network of local political and advocacy groups targeting books with LGBTQ+ characters and storylines, and books involving characters of color. PEN America has identified at least 50 groups working at local, state, and national levels advocating for books to be removed from school curriculums and school library shelves."

Andrew Limbong, "New Report Finds a Coordinated Rise in Attempted Book Bans," NPR, September 19, 2022, sec. Books, <https://www.npr.org/2022/09/19/1123156201/new-report-finds-a-coordinated-rise-in-attempted-book-bans>.

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Gary Pattillo is reference librarian at the University of North Carolina-Chapel Hill, e-mail: [pattillo@email.unc.edu](mailto:pattillo@email.unc.edu)



## Index of School Book Bans

PEN America's Index of School Book Bans lists instances where student's access to books in school libraries and classrooms in the United States was restricted or diminished for either limited or indefinite periods from July 1, 2021, through June 30, 2022. Total book challenges in 2022 are set to exceed the 2021 record, with 681 attempts to ban or restrict library resources from Jan. 1–Aug. 31, 2022 and 1,651 unique titles targeted from Jan. 1–Aug. 31, 2022.

"PEN America's Index of School Book Bans (July 1, 2021–June 30, 2022)," PEN America, accessed September 26, 2022, [https://docs.google.com/spreadsheets/d/1hTs\\_PB7KuTMBtNMESFEGuK-0abzhNxVv4tgpl5-iKe8/edit#gid=1171606318](https://docs.google.com/spreadsheets/d/1hTs_PB7KuTMBtNMESFEGuK-0abzhNxVv4tgpl5-iKe8/edit#gid=1171606318).

Unite Against Book Bans—An Initiative of the American Library Association, accessed September 26, 2022, <https://uniteagainstbookbans.org>.



## Data governance ratings

"A new report from George Washington University's Digital Trade and Data Governance Hub rates 68 countries on their approaches to data governance. It scores each country on 26 indicators across six categories—for instance, whether it has a personal data protection law, publishes an open data portal, and/or says it adheres to the OECD AI Principles."

Jeremy Singer-Vine, "Employee Benefits, Cropland, Christianity in China, Data Governance, and Diplomatic Gifts," The Markup, August 3, 2022, <https://themarkup.org/data-is-plural/2022/08/03/employee-benefits-cropland-christianity-in-china-data-governance-and-diplomatic-gifts>.