Features

Departments

This month's cover features a black-and-white photograph of members of the historic University of Nevada, Reno's 1899 women's basketball team; the first team in university history to score the institution's first official intercollegiate sports win. This photo, and the legend that has grown around it, occupies a unique place in the University of Nevada, Reno's rich 150-year-long history. Celebrated as the University's first victorious sports team, this image has become an iconic emblem of the University of Nevada, Reno, and the women's athletic program.

This photograph is part of the Wolf Pack Athletics Collection from the University Libraries' Special Collections and University Archives Department at the University of Nevada, Reno. This photograph, along with others, is available as part of the University Libraries Online Digital Collections located at https://unr.dgicloud.com/node/47.

Vanderbilt University launches Digital Lab

The Vanderbilt University Jean and Alexander Heard Libraries have strengthened their resources for teaching and learning with the recent launch of the Digital Lab, an initiative that equips faculty, students and staff to create, develop, and sustain digital projects. The new Digital Lab combines three library departments—Digital Scholarship and Communications, the Digital Commons, and the Digital Humanities Center—into one overarching unit, realizing efficiencies that advance the Heard Libraries' goal of facilitating transdisciplinary research and teaching through cohesive services.

Led by Senior Director Andrew Wesolek, the Digital Lab supports several existing digital projects, such as the Slave Societies Digital Archive and Syriaca.org: The Syriac Reference Portal, but also works to identify and cultivate emergent projects and partners. The lab incubates these nascent projects, connecting them with local experts, finding funding opportunities, and anchoring them within the university's broader initiatives, including Discovery Vanderbilt. In addition to supporting digital projects, the Digital Lab offers technology-rich discovery spaces for experiential learning, such as Peabody Library's new GIS Lab, which features state-of-the-art computers and software for geospatial visualization and analysis. Learn more at https://www.library.vanderbilt.edu/digital-lab/.

DOAJ, Lyrasis collaborate to facilitate open access support

The Directory of Open Access Journals (DOAJ) and Lyrasis are pleased to announce a new partnership that enables libraries to provide crucial financial support to DOAJ. This collaboration underscores the commitment of both organizations to strengthen open access and democratize access to scholarly research. The collaboration opens up the possibility for US libraries without existing opportunities to support DOAJ via a consortial arrangement to directly contribute to DOAJ's sustainability and its mission of enhancing the visibility and accessibility of open access research. This partnership simplifies the process of library contributions for both libraries and DOAJ, facilitating financial support for DOAJ's vital work and ensuring that it can concentrate its efforts on its core mission of evaluating and indexing trusted open access journals. Learn more at https://lyrasisnow.org/doaj-and-lyrasis-collaborate-to-facilitate-library-support-for-open-access/.

Penn State recognizes Open Champions

At the end of the spring 2023 semester, six Penn State Commonwealth Campuses named faculty members as Open Champions, recognizing their work with open education in the second year of Penn State's Open and Affordable Educational Resources (OAER) Champion Awards. A collaboration between Penn State University Libraries and the University-wide OAER Working Group, the OAER Champion Award began as a pilot initiative in 2022 and seeks to recognize excellence, innovation, and impact in open educational practices at Penn State campuses. Complete details and a list of honorees is available at https://www.psu.edu/news/academics/story/second-annual-open-champion-award-winners-honored-work-open-education/.

PALNI recognizes affordable learning champions with Open Educator Award

The Private Academic Library Network of Indiana (PALNI) has named nine faculty and staff members from its supported institutions as recipients of the PALSave Open Educator Award for the 2022–23 academic year. The award recognizes innovation and excellence in support of higher education, textbook affordability, and student success. As part of the PALSave: PALNI Affordable Learning Program, these individuals have been key players in the creation and adoption of Open Educational Resources, or OER—a move that reduces costs for students, improves access to required texts, and increases student success and retention. For more information and list of honorees, visit https://palni.org/palsave/open -educator-awards.

ACRL publishes Scholarly Communication Librarianship and Open Knowledge

ACRL announces the publication of *Scholarly Communication Librarianship and Open Knowledge*, edited by Maria Bonn, Josh Bolick, and Will Cross. This open textbook and practitioner's guide collects theory, practice, and case studies from nearly 80 experts in scholarly communication and open education.

The intersection of scholarly communication librarianship and open education offers a unique opportunity to expand knowledge of scholarly communication topics in both education and practice. Open resources can address the gap in teaching timely and critical scholarly communication topics—copyright in teaching and research environments, academic publishing, emerging modes of scholarship, impact measurement—while increasing access to resources and equitable participation in education and scholarly communication.

Divided into three parts, *Scholarly Communication Librarianship and Open Knowledge* delves into the economic, social, policy, and legal aspects of scholarly communication as well as open access, open data, open education, and open science, and infrastructure.

- What is Scholarly Communication?
- Scholarly Communication and Open Culture
- Voices from the Field: Perspectives, Intersections, and Case Studies

Practitioners provide insight into the relationship between university presses and academic libraries, defining collection development as operational scholarly communication, and promotion and tenure and the challenge for open access.

Scholarly Communication Librarianship and Open Knowledge is a thorough guide meant to increase instruction on scholarly communication and open education issues and practices so library workers can continue to meet the changing needs of students and faculty. It is also a political statement about the future to which we aspire and a challenge to the industrial, commercial, capitalistic tendencies encroaching on higher education. Students, readers, educators, and adaptors of this resource can find and embrace these themes throughout the text and embody them in their work.
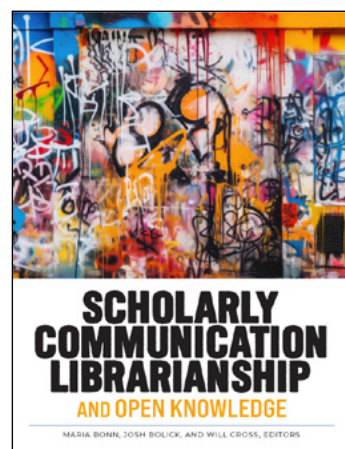
Scholarly Communication Librarianship and Open Knowledge is available for purchase in print through the ALA Online Store and Amazon.com; by telephone order at (866) 746-7252 in the Unites States or (770) 442-8633 for international customers; and as an open access edition at https:\\bit.ly\SCLAOK.

GPO digitizes Congressional Directories

The US Government Publishing Office has completed an effort to digitize and make available all historic Congressional Directories on GovInfo, the one-stop site to authentic information published by the Federal Government. The public now has free and easy access to nearly 130 years of additional directories and can explore directories from the 41st Congress (1869–1870) through the 117th Congress (2021–2022). Future Congressional Directories will continue to be released on GovInfo as they are completed.

Historically, the Congressional Directory has been one of the most comprehensive and detailed resources for identifying the components of the three branches of the Federal Government. It includes short biographies of each member of the Senate and House, as well as terms of service and contact information for members of Congress. In addition, it provides descriptions of various executive branch departments and judiciary information. The Congressional Directory serves as the official handbook for Congress and is also widely used by Federal Agency officials and the general public.

New from ACRL—Comic Books, Special Collections, and the Academic Library

ACRL announces the publication of *Comic Books, Special Collections, and the Academic Library*, edited by Brian Flota and Kate Morris, a collection of best practices for the acquisition, preservation, storage, and cataloging of comics, particularly single-issue (or floppy) comics, within the special collections units of academic library collections.

Comic book properties continue to dominate popular culture, and there has been continued growth in the academic field of comics studies. Graphic novels and comic trade paperbacks populate the shelves of many academic libraries. Single-issue collections of "floppy" comic books, however, tend to find their home in special collections libraries because their flimsy construction, highly acidic paper, and, occasionally, the scarcity of certain specific issues warrants special storage and handling. Thoughtful consideration must go into any decision to begin or sustain these collections.

In *Comic Books, Special Collections, and the Academic Library*, four sections answer:

- Why Should Your Institution Collect Comics?
- Your Library Collects or Wants to Collect Comics. Now What?
- How Do You Engage in Library Instruction and Outreach with Your Comics Collection?
- How Can Comics Be Used as Primary and Secondary Source Material by Students and Faculty?
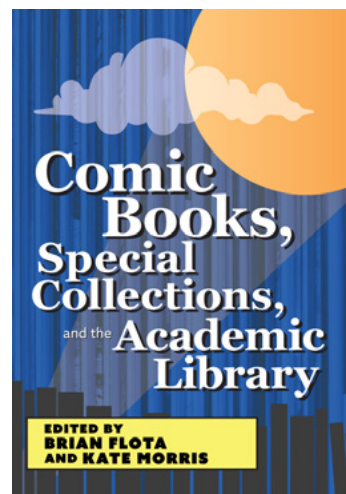
Chapters address challenges specific to comic book collections in academic libraries, such as finding space and funds to build a collection, making diverse and inclusive collections, leading innovative library instruction sessions with comics, and working with undergraduate and graduate students on comics research. *Comic Books, Special Collections, and the Academic Library* can help you develop, cultivate, grow, catalog, and make use of comic book collections.

Comic Books, Special Collections, and the Academic Library is available for purchase in print and as an ebook through the ALA Online Store; in print through Amazon.com; and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.

Project MUSE expands availability of Latin American university press books

Project MUSE has launched an initiative to greatly expand the Spanish and Portuguese language book content on its platform, via partnerships with a large number of distinguished university presses from Latin America. Much of the current output from these presses is not easily available to libraries digitally in unlimited-use models, and MUSE hopes to help the publishers significantly expand their global reach through our variety of library acquisition options. Project MUSE currently hosts nearly 1,000 Spanish language titles, which have been accessed across 300 institutions in 44 countries. To help reach a broad group of university press publishers from the region, MUSE engaged with EULAC, the Association of University Presses of Latin America and the Caribbean, which represents more than 350 university presses across Latin America. More details are available at https://about.muse.jhu.edu/news/latin-american-expansion.

Tech Bits . . .

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

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—Jennifer Long
University of Alabama at Birmingham

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Clarence Maybee, Karen F. Kaufmann, Virginia M. Tucker, and John Budd

Recognizing information literacy as a discipline

Reflections on an ACRL 2023 panel discussion

There has long been debate, even controversy, around the nature of information literacy. Is it comprised of a set of skills as laid out in the now-rescinded Information Literacy Competency Standards for Higher Education,[1] inter-related concepts as laid out in the Framework for Information Literacy for Higher Education,[2] or perhaps can it be conceptualize in yet another way? What if information literacy were an academic discipline, such as education, nursing, or social work? In October 2021, an international group of information literacy educators and researchers came together to explore the idea that information literacy is a discipline and speculate about what that could mean for education and research. We read articles arguing that information literacy is a discipline by Sheila Webber and Bill Johnston,[3,4] who later joined the group. Examining its decades-long history, Webber and Johnston have suggested that information literacy should be recognized as a "maturing" discipline.[5] We reviewed the literature to determine the characteristics of a discipline identified by scholars, which include (1) a community of scholars, (2) communications networks, (3) a code of ethics, (4) traditions and history, (5) modes of inquiry, and (6) shared ideas about what constitutes knowledge.[6,7] Information literacy meets these criteria.

Our group, which became known as Information Literacy is a Discipline, or ILIAD, decided to bring this conversation to the information literacy community for a larger discussion. To that end, members of the group have been presenting at conferences and meetings, including the four authors offering a panel presentation at the ACRL 2023 Conference in Pittsburgh. Our goal for the panel was to learn how attendees (more than 120 in-person and 200 virtual) view the idea and implications of recognizing information literacy as a discipline to their work in academic libraries. Select topics covered in the panel included (1) possible changes to library and information science curriculum, (2) the ethics of the information literacy discipline, and (3) implications for information literacy content taught in higher education. For each topic, we used a polling software called Slido to gather thoughts from the audience. In this article, we will outline the topics covered by the panelists at ACRL 2023 and share reflections of what we learned from our interaction with attendees.
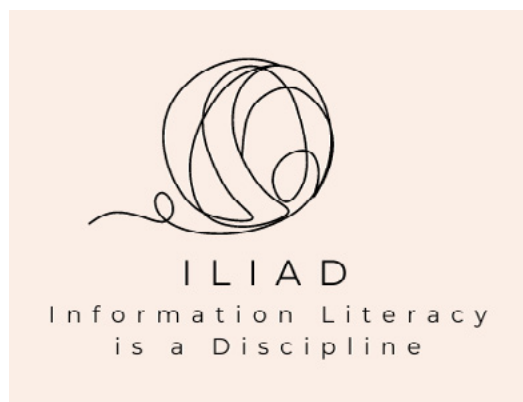
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"Casting a New Conversation: Recognizing Information Literacy as a Discipline" panel presentation at ACRL 2023.

Implications for the MLIS curriculum

If information literacy were recognized as a discipline, an essential area for consideration would be the master of library and information science (MLIS) curriculum. In the ACRL panel session, this area was positioned initially as a wide-ranging question: What would be the impact on the MLIS curriculum if information literacy was an academic discipline? To gain traction on this big question, three smaller questions were posed:

- How would current MLIS students learn to think differently about information literacy?
- What kinds of different abilities would MLIS graduates have, what different career paths or work environments would they be prepared for?
- What new kinds of contributions would MLIS students and graduates be likely to make?

With these questions as background, findings were presented on how information literacy is currently being taught in MLIS courses using course syllabi from three programs (Drexel University, Simmons University, and San José State University). The syllabi showed that information literacy is taught with the emphasis on five major conceptual and practical areas:

- *applications* in different environments: public libraries, academic libraries, corporate workspaces
- *issues* related to information literacy: accuracy, privacy, authenticity
- *pedagogy* basics: learning outcomes, assessment, formats/platforms
- designing instruction for *diverse learners*
- alignment with ACRL *definitions*, such as the Standards or Framework

In a similar way, an exploration of the literature showed consistent themes at a high conceptual level:

- an expanded understanding of information literacy "emphasizes dynamism, flexibility, individual growth, and community learning"[8]
- "information literacy has its own epistemology and ontological reality"[9]
- "information literacy is the adoption of information behavior . . . leading to wise and ethical use of information in society"[10]

The discussion then returned to the opening questions so that participants could contribute their ideas using the Slido tool. Both the attendees in the room and those participating online were able to contribute. The question posed was "What would you see as shifts within the MLIS curriculum in having information literacy as an academic discipline?"

Responses were immediate and continued for several minutes, for a total of 195 posts, 15 of which received a total of 29 up-votes. In addition, because attendees could see everyone's responses on the room screen and their own devices, they also began to interact with each other's ideas, generating a further level of engagement. For example, an early post was for "more theory," and others jumped in with "less theory" and "time wasted with theory," but also "grounding in theory!" To encourage further interactions, the presenter called out some of the posts about new topical areas and contrasting ideas as the discussion proceeded. The 195 posts and up-votes were organized thematically, resulting in six prominent themes representing likely implications for the MLIS curriculum:

- information literacy would be a required course.
- improvements to pedagogy in information literacy.
- more theoretical grounding for information literacy.
- more focus on and rigor in research methodologies.
- information literacy faculty would deepen self-image as experts.
- stronger advocacy for and positioning on campus.

Ethical guidelines

The consideration of information literacy as a discipline necessitates developing a set of ethical guidelines that can inform its *practice*. These guidelines must be in keeping with one of the commonplaces identified by Howard Gardner and Lee Shulman, who state (about professions, but the same applies to disciplines),

> The hallmark of all professions, even beyond the prototypical practices of each, is the ubiquitous condition of uncertainty, novelty, and unpredictability that characterizes professional work. . . . This means that professional practice is frequently pursued at or beyond the margins of previously learned experiences.[11]

Their words inform the development of ethical statements that can be employed by practitioners and in MLIS education.

In preparation for the ACRL panel session, the authors determined that there are at least five such statements that can be formulated, which include the following:

1. Treat students with respect and dignity and as individual learners and information seekers.
2. Acknowledge the role of *teacher* for instructors, critically engaging students and information seekers in becoming informed.

3. Instill in students and information seekers a commitment to intellectual integrity.

4. Admit to the tension between speech by people with knowledge and speech by those who espouse ideologies.

5. Recognize the complexities underlying the infosphere and the learning environment.

During the panel session, attendees (in-person and virtual) were asked to suggest additional areas of ethical concern. Responding in Slido, more than ninety suggestions were made, and they tended to cluster around three themes. This resulted in an additional three statements being added to the original five:

1. Make certain that students are fully cognizant that artificial intelligence and algorithms are human products and, so, can lead to errors of fact and of omission.

2. Ensure that students understand that the production of all information (popular and scholarly) is controlled by relatively few actors.

3. Be aware that scholarly information can tend to amplify established voices and approaches to knowledge growth and can limit access to underrepresented groups and perspectives.

Making the totality of the statements more exhaustive and efficacious, the three added statements enhance the guidelines materially, and address some essential ethical concerns.

Academic librarians teaching information literacy: Impact of a disciplinary lens

Teaching and learning information literacy in higher education is essential for an information literate, educated, and informed civil society. If information literacy is recognized as a discipline, it may have a major impact on academic librarian teaching practice.

In the ACRL 2023 panel presentation, we suggested that learning is an interconnected experience that focuses on understanding and applying disciplinary content, including information literacy disciplinary content. Information literacy may be considered "transdisciplinary," meaning that although it is its own discipline, it can also be realized in other disciplines, such as history, nursing, business, and so forth. The idea that information literacy is closely related to disciplinary learning continues to emerge in contextual learning environments as stakeholders in higher education recognize that information literacy is required for academic success. One recent example of the growing recognition for the need for information literacy in curricula is reflected in the recent legislation enacted by the state of New Jersey making it the first state to require K-12 students to learn information literacy.[12]

Badke suggests the discipline of information literacy could be conceptualized as three elements: philosophy of information, methods, and applications.[13] Badke argues that information literacy education currently focuses primarily on applications, while learners should first be exposed to philosophy of information and information literacy research methods, which would provide them with the necessary context for learning information applications. Learning these essential foundational elements would enable students to recognize information literacy as a viable, core academic discipline.

In our presentation at ACRL 2023, we asked participants to respond to the Slido question "If information literacy is a discipline, how does recognizing information literacy as a discipline change or impact your practice?" The audience responses centered around a few primary themes:

- faculty status and teaching authority recognized within the academy
- collaborative work support and opportunities with scholars across the institutional landscape
- disciplinary curriculum development and teaching opportunities
- disciplinarity lends credibility to information literacy as a way of thinking—not segmented to skills or support

Another change that may result from the recognition of information literacy as a discipline is the expansion of information literacy research beyond the study of educational methods and pedagogy. This has already begun as the study of information literacy continues to develop and the research community's interests have expanded to include various personal and work-life contexts. Researchers conducting these investigations adopt several methods, theories, and epistemological frameworks to study information literacy outside of educational settings. The recognition of information literacy as a discipline opens a new lens that may nurture new research and educational efforts that explore and address the use of information in any context, including academic, civic, personal, or work life.

One particular outcome of recognizing it as a discipline would be the way the information literacy community frames the teaching of information literacy. Adopting a new lens in which it is characterized as a discipline would result in different conversations related to information literacy with faculty, administrators, and other stakeholders. Members of the ILIAD group believe this shift is needed to advance the teaching and development of information literacy curricula at all educational levels as well as to inform the development of learning experiences occurring outside of formal educational settings.

Conclusion

The ILIAD group continues to seek out ways to discuss the idea that information literacy is a discipline with the broader information literacy community. The group is working on a handbook scheduled to be released in 2025 intended to show the breadth of evidence that information literacy meets the criteria of being an academic discipline. In the meanwhile, members of the information ILIAD group continue to present at conferences. As we continue this work, we hope to hear your thoughts as well—what concerns do you have? what opportunities do you see?—about the implications of recognizing information literacy as a discipline. ✄

Notes

1. Association of College and Research Libraries, *Information Literacy Competency Standards for Higher Education* (Chicago: Association of College and Research Libraries, 2000), https://alair.ala.org/handle/11213/7668.

2. Association of College and Research Libraries, *Framework for Information Literacy for Higher Education* (Chicago: Association of College and Research Libraries, 2015), https://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/framework1.pdf.

3. Bill Johnston and Sheila Webber, "Information Literacy as an Academic Discipline: An Action Research Approach to Developing a Credit Bearing Class for Business Undergraduates," in *New Fields for Research in the 21st Century: Proceedings of the 3rd British Nordic Conference on Library and Information Studie*s, edited by Maj Klasson, Brendan Loughridge,

and Staffan Loof (Borås: The Swedish School of Library and Information Studies, University College of Borås, 1999).

4. Bill Johnston and Sheila Webber, "As We May Think: Information Literacy as a Discipline for the Information Age," *Research Strategies* 20, no. 3 (2006), https://doi.org/10.1016/j.resstr.2006.06.005.

5. Sheila Webber and Bill Johnston, "Information Literacy: Conceptions, Context and the Formation of a Discipline," *Journal of Information Literacy* 11, no. 1 (2017), https://doi.org/10.11645/11.1.2205.

6. Tony Becher and Paul R. Trowler, *Academic Tribes and Territories: Intellectual Enquiry and the Culture of Disciplines,* 2nd ed. (Buckingham, UK: Open University Press, 2001).

7. W. M. White and F. J. Hitt, "Expanding Leadership as a Discipline," in *Academic Administration: A Quest for Better Management and Leadership in Higher Education*, edited by Sheying Chen (New York: Nova Science, 2009).

8. Association of College and Research Libraries, *Framework for Information Literacy*, 8.

9. Johnston and Webber, "As We May Think," 102.

10. Bill Johnston and Sheila Webber, "Information Literacy in Higher Education: A Review and Case Study," *Studies in Higher Education* 28, no. 3 (2003), https://doi.org/10.1080/03075070309295.

11. Howard Gardner and Lee S. Shulman, "The Professions in America Today: Crucial but Fragile," *Daedalus: Journal of the American Academy of Arts & Sciences* 134, no. 3 (2005): 15.

12. Carly Sitrin, "New Jersey Becomes First State to Mandate K-12 Students Learn Information Literacy," *Yahoo News*, January 5, 2023, https://news.yahoo.com/jersey-becomes-first-state-mandate-162152967.html.

13. William Badke, "A Rationale for Information Literacy as a Credit-bearing Discipline," *Journal of Information Literacy* 2, no. 1 (2008), https://doi.org/10.11645/2.1.42.

Rosalind Tedford, Joy Gambill, Amanda Kaufman, and Elizabeth Ellis

20 years of credit-bearing courses
Reflections, takeaways, and next steps

The Z. Smith Reynolds (ZSR) Library at Wake Forest University (WFU) has been teaching credit-bearing information literacy (IL) courses since the spring of 2003. What started as a single section of a one-credit course titled LIB100: Accessing Information in the 21st Century has since grown into a much larger and consistently successful elective, credit-bearing program. In the 2021–2022 academic year, we taught 43 sections of credit-bearing courses that enrolled a total of 606 students. Over the past two decades, we have renamed LIB100 to Academic Research and Information Issues and added more than a dozen special topics and discipline-specific credit courses to our regular repertoire. At conferences and in other professional interactions, we are often asked to share more about how we've managed to sustain a robust, elective credit-bearing program. As our library celebrates our 20th anniversary of teaching credit courses, we decided to take the opportunity to reflect on our program and share some of our takeaways, best practices, and next steps.

Thinking through barriers

Credit-bearing courses and programs often encounter barriers in content, logistics, personnel, or enrollment (and sometimes all four). Here are some ways we have thought through these issues as our program has developed.

When we started planning our first course in 2002. The ACRL Information Literacy Competency Standards for Higher Education were just coming out and our library director felt strongly that libraries would be most successful if they participated actively in the academic teaching mission of the institution. Our initial course was a fairly standard 1-credit half-semester information literacy course co-taught by several librarians, each of whom took ownership of a couple of class sessions. We stayed very close to the IL standards and focused on how to use library resources in an increasingly online information environment. Since that initial course our curriculum has grown and new requests have come from students (I'd love to have this kind of course for business majors!), and new issues have arisen (mis- and disinformation, for example), and that has guided our development of new courses. The success of our original course has made the path smooth for us as we broadened out to 1.5 credit courses and courses on a wide variety of information topics. Sticking to what you know best and centering your courses around needs that are being expressed on your campus give you the best chances at getting courses off the ground.

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Next, you need to determine where in the curriculum your courses will sit. Will they be taught within an existing program or department (would your school of education offer them?) or are you going to create your own "department" for listing these courses? There is no right or wrong way, and much of this decision is determined by the configuration of your institution. But if you think there is an existing department that would be open to this, you can start by talking to the chair or curriculum coordinator for that department. Subject liaisons are good to enlist in this as they are often the ones who know the curriculum, students, and faculty best and might be able to identify a gap (e.g., history students are having a hard time distinguishing primary and secondary sources, maybe we could offer a course specifically on finding and working with primary sources).

If you want to create your own "department" for listing courses, as we did, it is best to start with the school or college and work from there. In our current institutional setup, all undergraduate degrees are granted through the Wake Forest College, of which most academic departments are members. ZSR Library is not a member, so we needed to gain permission from the college to offer our courses for undergraduate credit, which we did through an established procedure they have for non-departmental courses. We had to be approved by the whole college faculty to teach these courses because the faculty body also approves new courses, changes in credit hours, or other policies (like placing a limit on how many LIB credits can count toward graduation, for example). Another great way to start is to look for examples in your curriculum where non-departmental courses already exist (maybe learning strategies, career preparation, personal skills like self-defense, etc.) and talk to those folks to see how they developed their course(s).

What to teach and where the courses will live are only part of the process. Next you need to determine who will teach the courses. Some institutions may require particular credentials (e.g., MLIS or PhD) and others may require something like faculty status. At WFU in 2002 there was already the precedent set that instructors with the terminal degrees in their disciplines were eligible to teach, so MFAs taught many of our music, art, and theatre courses, for example. This meant that in the beginning we could make the case that librarians with the MLIS degree had the terminal degree in our field, and that was enough for our institution. At ZSR we have since gotten faculty status (but are not members of our college faculty) and any new librarian who is hired with this status is automatically approved to teach credit courses, although not all of us do.

Then there is the question of balancing the workload. The success of our courses in the first 5 years meant that we were able to make the case to hire some adjunct faculty to teach, and then eventually to request full-time positions for teaching librarians. We now have two librarians who are focused solely on teaching our LIB classes (they each teach 12 sections per year) and then 12 other library faculty who teach regularly (but not necessarily every single semester). Because we are our own "department," we can control who teaches when, and that gives us a good deal of flexibility. Our faculty are not compensated for the courses we teach over and above their regular salary, with the exception of summer courses (when we teach them), as those are considered the way all summer courses are on campus. Since our courses are offered through the college and are essentially "free" credits for the college, the salaries of our two teaching librarians are partially funded by money from the college.

The last main challenge to consider is how to get students to take courses offered by librarians. One strategy is trying to solve a schedule problem. In the early days of LIB100, we

purposely offered courses that began in the second half of the semester to attract students who needed to drop courses but remain full-time students. Another strategy is developing and maintaining good relationships with other student-facing services, especially student advisers. Wake Forest's academic, first-generation, and student athlete advisers were early targets of our outreach about the courses. They rapidly became supporters of our classes and sent many students our way. After around five years of marketing our courses to these groups, we no longer needed to actively recruit students into our courses. Students began telling each other about our courses, and they gained a good-enough reputation to fill in both halves of the semester. We now rarely have an empty seat in any of our courses.

Many institutions ensure enrollment by making courses like ours required. That is one way to ensure students take the course, but can also be a way to ensure students resent the course. We have never sought to make our courses required and are unlikely to do so any time soon. We appreciate having students in the courses who *want* to be there or *need* to be there, and we fear we would have to routinize our course too much (and hire many more instructors) if it ever became a required course. Having your courses as electives also allows you freedom to develop new courses, try out special topics courses, and give instructors breaks from teaching when needed.

Best practices

One of the strengths of the ZSR Library's for-credit information literacy courses has been the flexibility given to instructors to teach in a way that reflects the instructor's own style and interests. When LIB100 was first developed, a template was created and learning goals were cooperatively written, but it was never meant to be a cookie-cutter course. Current instructors consider the template only a suggestion and few adhere closely to it. As long as learning goals are met, the style and method used to get there is secondary. This same spirit of academic freedom is what has launched numerous LIB200-level courses, which focus on subjects such as business and accountancy, humanities, social science, science, mis/dis-information, critical information literacy, and archives and primary sources.

There are a variety of factors that converge to create a robust instruction program with high job satisfaction and low employee turnover. Librarians who teach new for-credit courses are given manageable workloads through course releases that allow time to create and develop new material. In addition, they are given generous continuing education budgets that allow them to attend conferences and workshops, and to stay abreast of the latest trends and teaching methods in their subject areas. Within the Reference, Instruction, and Outreach Team, there is a culture of comradery and support that has been fostered from the program's inception. When new librarians are onboarded, they are encouraged to observe library instruction classes, and lesson plans are freely shared. Instructors are encouraged to take risks and pursue areas of personal academic interest.

Woven throughout the program is a philosophy of teaching that is student-focused and compassion-driven. Capping class sizes at around 15 students enables personal connection and an engaging environment.

Future growth

Our library's parent institution is strong but not immune to the issues that currently plague higher education, including the anticipated "demographic cliff," declining social trust in

established institutions such as academia, and the high cost of a college education. While these challenges are daunting, they also provide a unique opportunity for ZSR Library's for-credit information literacy courses to grow in ways that may not have been possible previously. Rising to these challenges encourages creativity for ZSR teaching librarians and increases visibility of the library's for-credit information literacy program. For example, ZSR teaching librarians have recently created courses that address student and institutional needs, such as a seniors-only information literacy course to prepare them for conducting research after college, courses on mis/disinformation and critical information literacy, as well as First Year Seminar courses, which are mandatory for first-year students but not required for faculty to teach.

As previously mentioned, student demand for ZSR Library courses is high and partially driven by scheduling challenges that LIB courses can alleviate. Offering the course every term—Fall, Spring, and Summer—and in a variety of modalities makes it a reliable option for students with different scheduling needs, and our ability to fill sections and add more to the university's course offerings demonstrates its value to the parent institution.

Instruction librarians are faculty at Wake Forest University and use this status to both inform and advocate for our information literacy courses, especially in the wake of administration changes in the last two years that have included a new university president, provost, and undergraduate college dean. Having faculty status means that ZSR librarians are expected and given time to participate in university curriculum committees, strategic planning groups, and Faculty Senate, and participate in a variety of formal and informal faculty groups.

The 20 years we have spent developing these courses has solidified our reputation as partners in the academic mission of the university. It has allowed us to meet critical needs on campus while also allowing us to pursue our pedagogical goals and interests along the way. We would love to be in contact with other librarians who are interested in starting or developing their credit-bearing course program and encourage anyone to reach out to any of us for a conversation. ✄

Tessa Withorn

Google SGE

A new way to search, teach, and resist

In May 2023, amidst the fanfare and outcries over ChatGPT, Google quietly rolled out early access to new features in Search Labs, a user-based experimental testing ground for Search Generative Experience (SGE).[1] Google pitches SGE as a new way of searching that uses generative artificial intelligence (AI) to "understand a topic faster, uncover new viewpoints and insights, and get things done more easily," but later adds that it also helps make "complex purchase decisions faster and much easier."[2] Interested users can simply tap the Labs icon in Google Chrome or a Google search on an Android device to sign up. Opting in gives Google the right to collect and analyze your usage, queries, and location for development and machine learning.

Being the curious librarian that I am, I clicked on the bubbling beaker icon that popped up on my Google Pixel one day in July and read about the new features. At first, I was hesitant to give Google even more of my data, but then again, I already give them so much. I thought about it for a few weeks and decided I might as well try it out, so others don't have to. Here's my experience so far and how I see Google SGE transforming information-seeking behavior, information literacy instruction, and privacy advocacy.

SGE test drive

Now, when I search Google, I get an option to generate an AI-powered overview. For my first search, I wanted to throw Google a curveball. As I was watching a YouTube video from one of my favorite amateur chemists, Nile Red, I asked Google "how can you turn paint thinner into cherry soda" (see figure 1). It quickly spit out four simple steps of questionable logic and safety, suggested a few ways I could make paint thinner at home, and linked to the YouTube video I had been watching. There's no way it could have broken down each meticulous step that the YouTuber detailed in the 45-minute-long video, nor the molecular background and expertise that he brings; however, it piqued my interest.

I continued testing SGE and marveled at what I was getting. After finishing a video game, I asked Google "what do girls think about the game It Takes Two?" I was given a balanced mix of positive and negative reviews from various review websites and forums. I was given links to a post from r/GamerGirls and an article from *Girlfriend Reviews*, but otherwise Google wasn't quite smart enough to narrow the search to only reviews by women. I tried other searches like "how do you make a Manhattan?", which gave me a pretty accurate recipe for a good cocktail. I tried "is RYZE good for my gut health?", which assured me

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that no, the mushroom coffee I had been getting Instagram ads for likely doesn't have the dramatic health benefits the company claims.

The information I was getting was incredibly relevant and saved me from reading long articles and forums that are getting even more overwhelming and clickbait-y as the internet expands. I was reminded of Carol Kuhlthau's theory of the Information Search Process, where searchers often experience uncertainty, anxiety, and/or disappointment when they don't immediately find what they think they need.[3] Google SGE removes many of the barriers that make us doubt our search abilities. We already know that users rarely look past the first page of results or scroll past the fold of a webpage, but with SGE you get exactly what you think is "good enough." However, the more I searched the more disappointed I was that Google continued to serve up the same kinds of sources you usually find at the top of the algorithm, such as Wikipedia pages, blog posts, news, and popular media. The only disclaimer that SGE gives is "Info quality may vary."

Ways to teach

Another feature I tested was the ability to "converse" with SGE, either by asking your own follow-up or choosing one of the related autosuggestions. After a general search for xenobots, I asked "what does peer reviewed research say about xenobots?" I was given articles that discuss the research, but I would need to take that extra step to find the original studies. I was disappointed to find that SGE currently does not integrate Google Scholar or other journal websites that can sometimes come up in a general Google search. I can't claim to have the technical or proprietary knowledge to explain why, but there must be a good reason. This assured me that yes, librarians will still have a role to play in the years to come to teach important information literacy skills about finding and evaluating information.

As I was preparing for an information literacy session for a class that would debate a controversial environmental issue, I asked the example research question I was going to give them: "can cocoa be produced ethically and sustainable?" I noticed filters below the search bar that you normally get like images and videos, but this time the first suggestion was "perspectives" (see figure 2). I read more about this new filter,[4] which really does seem like an antidote to filter bubbles and a great resource for undergraduate English composition and communication classes. I showed it to the instructor, and while she thought it was interesting, we decided not to spend much time in class talking about it at this point.

Google Labs continued to surprise me with new and exciting features. Science is a new liaison area for me, but of course Google knows that. I've been spending a lot of time-consuming algorithm-recommended videos and articles from popular science outlets. I was browsing an article from Phys.org and suddenly a box peaked up from the bottom of
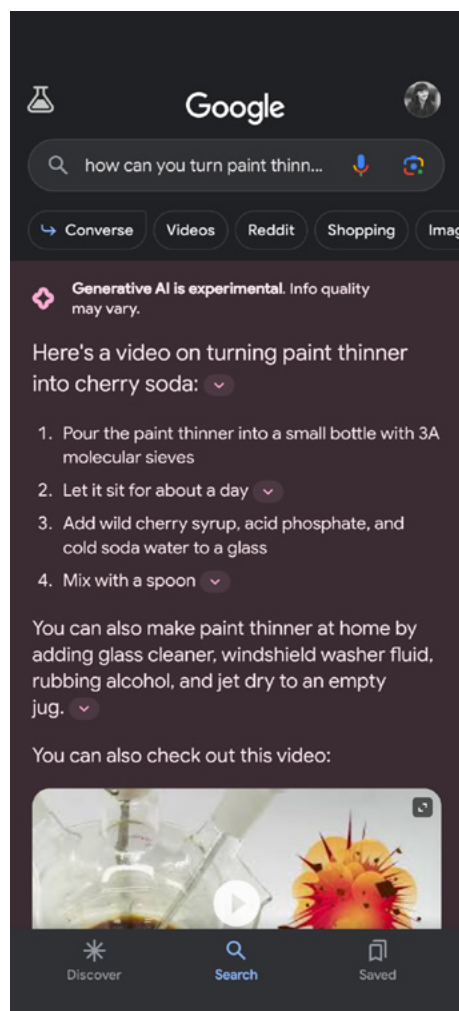

Figure 1. Google SGE search for "how can you turn paint thinner into cherry soda?"

my phone screen with a sparkling information icon. I now had instant access to "related insights," an AI summary of the article I was reading. Better yet, the next tab gave me information about the website (see figure 3). I frequently teach students how to read laterally,[5] and now Google was helping me do just that. I got snippets and links to the Wikipedia page for Phys.org, the publication's about page, and media bias from AllSlides. I couldn't wait to show this in my classes and workshops.

Ways to resist

Although these new features excite me about the possibility of helping students succeed and critically evaluate the information they consume, I would be remiss to not reflect on some of the limitations I see of this new way of searching. As a consumer, I like that Google SGE helped me pick out a good-quality, responsibly priced espresso machine, but Google is also great about making sponsored content seamlessly integrated and subtle on their search platforms. In a recent interview, the co-founder of Google's AI division laid out a vision of the not-too-distant future where AI assistants are "intimately familiar with your personal information" and "completely aligned with your interests," all in the aid of helping you make decisions.[6] But let's not forget that Google is in the business of advertising and selling users' data.[7] We are given a brief disclaimer on SGE's privacy and data sharing policies, but will the average user read the fine print and understand how Google will use their data for development and profit?

SGE makes decisions about what you see and what you don't see, and if you think you've already found the answer or heard all the perspectives on a topic, why dig any deeper? As of now, SGE's algorithms and natural language models are not transparent. Fortunately, the Senate unanimously passed the Filter Bubble Transparency Act that will require companies like Google to disclose more information about the use of algorithms to consumers and give them the option to see more of what they want to see.[8] It remains to be seen how Google will respond to the enforcement of this act as they develop this new way of searching. However, it will be up to you as a user to make that decision to give up some convenience of personalized search and take control of your settings to protect your data and resist Google's exploitative business practices.
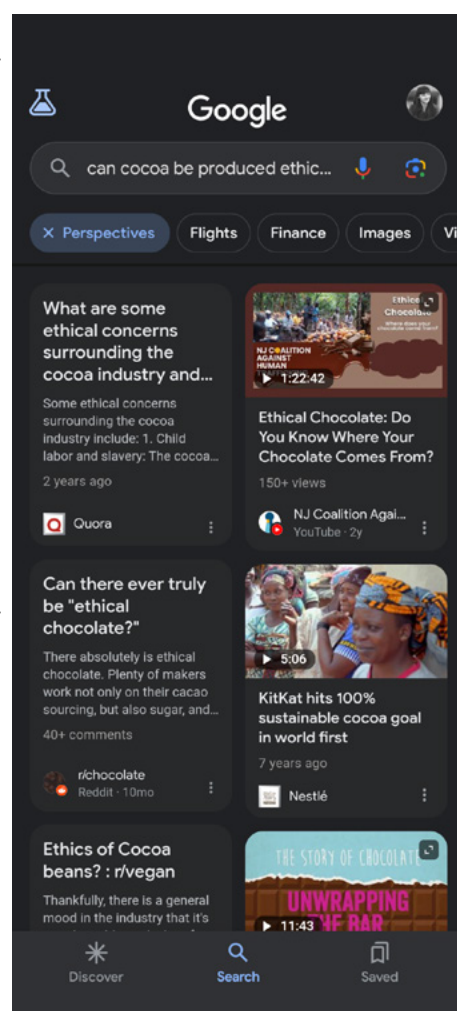

Figure 2. Google SGE search using the Perspectives filter for the search, "can cocoa be produced ethically and sustainable?"
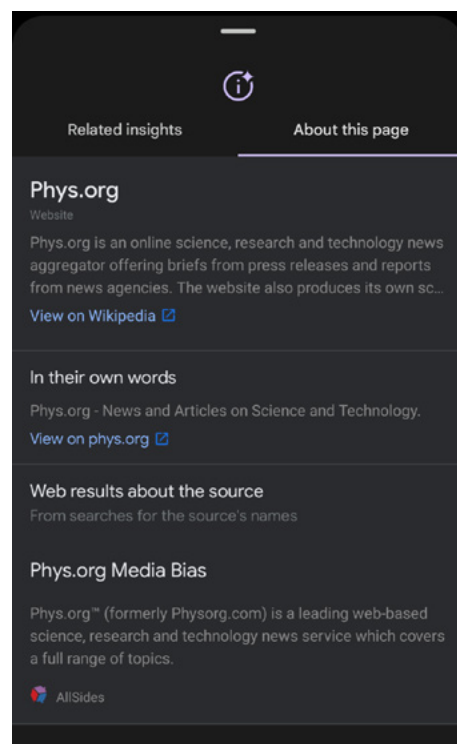

Figure 3. Google SGE "About this page" for Phys.org.

Conclusion

For now, I did my part by providing feedback to Google Labs asking some of these important questions, but who knows if they'll ever be read. As librarians, we have a responsibility to help our communities understand the changing landscape of search and how big companies like Google are exploiting them. I have a love-hate relationship with Google, but I think it's telling that they continue to fire their lead ethicists[9] and suppress voices of dissent, especially women of color.[10] My understanding is that Search Labs will close at the end of this year. I'll be interested to see what happens next. Will SGE continue to be optional, or will it simply become the way we search? We can participate in Google's experiments and share our experiences, but we need more people, especially librarians, to push back against corporations that do not have our best interests in mind as they change our world. ✄

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Ana Peršić and Tiffany Straza

Open science for all

Implementing the UNESCO Recommendation on Open Science for an equitable and just transition to open science

Open science is a growing movement toward making science a global public good. Open practices are emerging as a way of transitioning rapidly to more accessible, transparent, and inclusive science to ensure that it also serves the broader society. In recognition of the transformative potential of open science to reduce existing inequalities in science, technology, and innovation, countries worked together within the United Nations Educational, Scientific and Cultural Organization (UNESCO) to map out a path to open scholarship. The 2021 *UNESCO Recommendation on Open Science*[1] provides an international normative instrument that can direct shared progress toward more open and equitable scholarly systems, grounded in shared values and principles. As countries begin implementing the Recommendation, librarians and information professionals have a key role to play in creating solutions and strengthening processes for open scholarship.

Building a global consensus

In the past few decades, open science practices fostering increased access, transparency, and inclusiveness have evolved worldwide, aiming to make scientific knowledge more accessible and verifiable and the scientific process more efficient, reproducible, and reliable as well as more connected to society and societal needs.

A fair and equitable implementation of the concepts of open science, however, requires a common understanding of its potential and its challenges, which vary in different regions and among different groups of stakeholders. This could not be achieved in the current fragmented scientific and policy environment.

That is why UNESCO was tasked in 2019 by its 193 Member States to take the lead in building a global consensus on open science, including as concerns a common definition, a shared set of values, and proposals for action. UNESCO, as the leading United Nations agency on education, science, culture, and communication, places special emphasis on fostering equitable and open access to knowledge resources and knowledge generation.

The *UNESCO Recommendation on Open Science* was adopted by the 41st session of the UNESCO's General Conference in November 2021. This first international standard-setting instrument on open science provides an internationally agreed-upon definition and a set of shared values and guiding principles for open science. It also identifies a set of actions

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conducive to a fair and equitable operationalization of open science for all at the individual, institutional, national, regional, and international levels.

With the adoption of this Recommendation, 193 countries have committed to promoting an enabling policy environment, investing in infrastructure for open science and capacity-building, as well as to aligning incentives and promoting innovation and cooperation to foster open science. This Recommendation

- is the first international normative instrument on open science;
- contains the first internationally agreed-upon definition of open science;
- spells out the consensus core values and guiding principles of open science;
- addresses multiple actors and stakeholders of open science;
- recommends actions on different levels to operationalize the principles of open science;
- proposes innovative approaches for open science at different stages of the scientific cycle; and
- calls for development of a comprehensive monitoring framework.

As defined in the *Recommendation on Open Science*, open science takes on mainstreaming openness throughout the entire research cycle, not simply releasing the end products of scientific research. To ensure the best possible quality and to ensure that the research enterprise remains equitable and fair, the scientific community must consider not only who is on the receiving end of scientific knowledge but also who is part of creating, funding, directing, and applying this knowledge.

Open science comprises all scientific disciplines and aspects of scholarly practices, including basic and applied sciences, natural and social sciences, and the humanities.

Addressing inequity in scholarly processes

Multiple existing challenges are hindering equity in the creation and use of scholarly knowledge, including digital and technological divides, uneven capacities for research and levels of investment, as well as disparities in access to scientific knowledge and data between and within countries. Only if it is a truly global and equitable phenomenon will the full potential of open science be possible to harness to succeed in global ambitions, such as the attainment, worldwide, of the Sustainable Development Goals[2] and the advancement of the human right to science.[3]

Openness alone cannot resolve inequities: in fact, there is a risk of some open science practices accelerating the progress of those already in the lead in terms of access to infrastructure and the tools needed to create, share, and benefit from scientific knowledge. For instance, in our efforts to open access to scientific articles and publications, we cannot simply move from a model in which readers pay to one in which authors bear the cost burden of quality publishing and archiving services. Such a system is simply not equitable among scholars and among countries in vastly different economic situations.

Some of the needs for truly open science are technical. Open science infrastructure bolsters access to the tools and information needed to conduct science and access expertise. Addressing the digital divide remains a key challenge to a truly open, accessible global science system.

Other needs are cultural or political. As defined, open science recognises the richness of diverse knowledge systems, of citizen and community involvement, and the generation of knowledge in dialogue among researchers, local people, policy makers, and other actors. In

practice, spaces for such dialogue remain on the fringes of scientific practice. Skills for such engagement are not yet central in scientific curricula or valued in career assessment.

One aspect of science-based decision-making is to identify where people are looking for information and meet them where they are. Collaboration among institutions and disciplines is thus essential to guide people through the landscape of scientific knowledge. In this context, there is an increasingly urgent need to heighten the visibility of knowledge and valuable knowledge-based solutions produced in the Global South.

Working together to open science

UNESCO is currently supporting countries with the implementation of the *Recommendation on Open Science* across seven action areas by supporting policy development, capacity building, sharing best practices, and providing guidance and norms for the equitable development of open science around the world. For example, national and regional policy- and capacity-building workshops targeting policy and science actors from more than 20 countries have been conducted to raise awareness of the Recommendation and the means for its implementation. Recognizing the importance of open science actors beyond the scientific community, the UNESCO Global Open Science Partnership, has been mobilized and expanded to include scientific publishers and associations of open science funders as well as relevant UN agencies and youth associations.

To ensure a transparent, inclusive, and accessible multi-stakeholder process able to feed into a global dynamic open science framework in the context of the *Recommendation on Open Science*, UNESCO has mobilized more than 700 experts and stakeholders across the different regions. These experts are currently engaging in five Open Science Working Groups that are meeting regularly to discuss the five high-impact areas that have been identified as critical to the operationalization of open science worldwide, namely, policy development, capacity-building, infrastructure, funding and incentives, and monitoring of open science.

These ad-hoc open working groups have been valuable and unique international multi-stakeholder platforms to discuss the status and trends of open science and propose ways forward for ensuring the fair and equitable operationalization of open science. As a result of the work of the Open Science Working Groups and with inputs from multiple partners, the UNESCO Open Science Toolkit[4] has been developed to assist the Member States in raising awareness of open science and addressing priority challenges. In addition to guidance documents, tools include an index of infrastructures for open access and sharing of data and information on UNESCO's science priority areas, including water, oceans, biodiversity, climate change, disaster risk reduction, and geological and Earth sciences. An Open Science Capacity Building Index has been created with the Working Groups to guide users to available training resources—a next step is to collectively define a core skills framework for open science.

By adopting the Recommendation, 193 countries have also committed to regular assessments of their progress of implementation, using shared standards. The monitoring group has supported the drafting of a questionnaire to assist Member States in their reporting, thereby shaping the way open science is assessed and tracked around the world.

These fora have been beneficial particularly in terms of advancing collective understanding and engagement with the uneven development of open science in differing local contexts. Even within the groups, creative solutions must be built to further expand representation and engagement beyond the conventional knowledge society primarily working in English.

New participants are welcome. Any individual can join one or more of these groups by registering for an upcoming Working Group meeting on the website[5] or by emailing open-science@unesco.org.

Strengthening the role of libraries

November 2023 marks two years since for the adoption of the *UNESCO Recommendation on Open Science*. The present authors consider it important that librarians and information professionals be part of the conversation on how to provide guidance, set priorities, and create the requisite tools for implementation of open science in various local contexts. Libraries will also be part of the response by national governments for tracking and reporting on their implementation of the Recommendation, with UNESCO Member States reporting every four years from 2025 onward.

Libraries are, for many, the forefront of knowledge exchange. They also play a central role in producing, collating, and delivering training materials for scholars. In the context of open science, creating and maintaining related infrastructure becomes a crucial function of libraries.

Open access is a gateway to open science for many academics and information professionals. Libraries serve as a visible space for accessing this information, including by hosting scholarly repositories, creating their own technological solutions for information management, and by training others in knowledge management. Their voice is influential in developing contracts and framework agreements at many levels. For instance, the not-for-profit Electronic Information for Libraries is currently working with library consortia in 40 countries in Africa, Asia, the Pacific, and Europe to build capacity and advocate for open access to knowledge.

Yet the role of libraries can reach far beyond open access and delve further into opening the scientific process. Libraries can create and host multiple activities that directly advance open science, such as training, open engagement with societal actors, open dialogue across knowledge systems, open publishing, and science communication, broadly defined.

The transformation to open science will require both a cultural shift and a new set of skills. Librarians and information professionals have a critical role to play in investing in the training needed for open science to prosper. Transforming scientific practice to enable it to adapt to the challenges, opportunities, and risks of the digital era will require research, education, and training in the requisite skills for new technologies and modes of collaborative work. A core set of data science and data stewardship skills, skills related to intellectual property law, as well as skills needed to ensure open access and engagement with society should be incorporated into the curricula of higher education in research-related fields, including information management.

Many libraries are already taking on open publishing through collaborative mechanisms. They can also help encourage multilingualism in the practice of science. Ensuring diversity in scholarly communication, strengthening transparent and equitable access, and supporting non-commercial and collaborative publishing models without article processing charges are some of the ways in which libraries can foster open science.

Libraries also play a key role in building a culture conducive to open science. There are some key questions to ask on the path to open science. Are the scholarly practices in your community open by default? Are the innovators in your institution encouraged and incentivized to make their practices and products open? Are newcomers to your institution

introduced to open science early on? The *UNESCO Recommendation on Open Science* plays its part as a normative instrument by outlining shared values and principles, yet these are turned from words into reality only when institutions and individuals take up these shared values and principles at the local level.

Libraries are a bridge between local contexts and the global scholarly community. As potential advocates for inclusive open science, library and information professionals could identify and call out existing inequalities, bring together diverse stakeholders, and drive the cultural and practical shifts that will be necessary to advance open science.

Access to knowledge will be pivotal to accelerated progress toward shared goals. Access to the collective *processes of knowledge creation* will be pivotal not only to create relevant information but also to define those shared goals in a way that is more equitable and more representative of communities around the world. ✏

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Nicollette Davis, Patrice R. Green, and Raymond Pun

Publishing under suspicion
Harmful hurdles in scholarly publishing

Academic Library Workers in Conversation is a bimonthly *C&RL News* series focused on elevating the everyday conversations of library professionals. The wisdom of the watercooler has long been heralded, but this series hopes to go further by minimizing barriers to traditional publishing with an accessible format. Each of the topics in the series were proposed by the authors and they were given space to explore. We encourage you to follow and share these conversations about transforming libraries with ideas from the frontlines. This issue's conversation addresses discrimination in scholarly publishing and makes it clear that we have not arrived, wherever we are.—*Dustin Fife, series editor*

Raymond Pun (RP): I am pleased to be part of this conversation with you, my amazing colleagues, to address harmful barriers and hurdles in scholarly publishing for academic library workers. It is unfortunate that we experienced scholarly gatekeeping recently and need to make sense out of that experience by talking about it. Hopefully readers interested in scholarly publishing, and those who serve on editorial boards, will gain some insights from our experiences.

    Nicollette Davis (ND): I agree, it is unfortunate that this has happened. The problem is that this issue isn't new and keeps a lot of folks outside of scholarly publishing. There's a belief that some of the best ideas are published, but what about those ideas and words that couldn't get past the gatekeepers? Our recent experience with *JMLA* specifically is surprising, not because it happened, but because it's *still* happening.

    Patrice R. Green (PRG): These barriers tend to be top-down and are controlled by those who hold the most power. Sharing information is supposed to empower us as information professionals, and having to jump through these hoops affects us both internally and externally, with the former leading to restrictive access to information and the latter producing an intimidation factor that creates difficulty in speaking up about negative publishing experiences and the colleagues who cause them.

    RP: For context, back in April 2023, we submitted an article for a commentary piece to the *Journal of Medical Library Association (JMLA)* for consideration. This article focused on the history of scientific racism in medical libraries, and highlighted journals and collections that libraries acquired; such collections perpetuated ongoing systematic racism. Advancement in medicine was at the expense of Black people and their bodies and were documented in journals/reports that libraries collected, and library workers needed to critically interrogate

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racism in medical libraries. The article was referred to one of the section editors, and what happened from there was quite shocking.

At first, the section editor wanted to meet with us virtually because they had a few questions but instead interrogated us endlessly via email about our affiliations, MLA membership (which was not required for publication), and our "expertise." The section editor claimed that this kind of research has already been published and that we needed to demonstrate what was unique about our research. In addition, the section editor said that they were going to be presenting this kind of research at the upcoming MLA/SLA Conference and wanted to know what was significant in our piece. It was possibly a way to get our thoughts so they could present them as their own. It gave us pause and we did not feel comfortable nor safe meeting with this section editor and publishing our piece with *JMLA* under their "guidance."

ND: Initially, when we submitted the piece, I was very excited, but after reading the response that we received, it felt incredibly condescending and disheartening. I think what shocked me most is that it felt as if we had to prove our "worth" for this journal. It just reminded me that scholarly publishing is often so inaccessible to folks in this field.

PRG: Racialized and otherwise marginalized people are often not seen as the experts of their own information, much less information or knowledge concerning other populations. Scholarly publishing doubles down on this by leaning into exclusionary and discriminatory practices under the guise of being neutral, thus continuously placing whiteness at the center as "standard." Framing whiteness as standard removes Black and Indigenous/People of Color (BIPOC), along with any traditional or cultural knowledge, from the equation in a way that later also removes our credibility from our own experiences in storytelling.

ND: Exactly, Patrice. One of my favorite writers, Toni Morrison, famously talked about removing the "white man from your shoulder" when writing in order to decenter whiteness. I think that's definitely one layer, but what about when whiteness is centered in scholarly publishing? Many of us are required to publish in order to get promotion and tenure, and based on my conversations and observations, BIPOC folks are often denied tenure. It's not due to lack of trying, but they're often rejected from the start. This constant rejection and interrogation of our knowledge leads to some tough feelings that can make it difficult to move forward in this field. I have been concerned for some time about the retention of BIPOC librarians. It's not enough to simply recruit, making it a safer space to retain should be the ultimate goal.

RP: It's very true what you both shared. For this piece in *JMLA*, we decided to inform the *JMLA* editorial board members, the editors-in-chief, and the conference program organizers about what was going on and how it felt so inappropriate for this section editor to interrogate us and then to claim that they were presenting on this topic too while stating that our proposal had no merit or that we had to "prove" to them why our paper was needed. The editors-in-chief apologized on behalf of *JMLA* and asked if we could reconsider our withdrawal. After rethinking about it as a group, we decided to take the opportunity to publish it with *JMLA*[1] because it was important work. Remember, we also discussed how we needed to reflect on this harrowing experience together because others have experienced this too. Our takeaway from this experience is that scholarly gatekeeping is real and has deep implicit and explicit harmful consequences toward marginalized and minoritized folks.

PRG: Something I personally struggled with despite working with some of the best scholars in the field is the overwhelming fear of retaliation once we called out the editor's undesirable

behavior. Toni Morrison also famously said that "the function, the very serious function of racism, is distraction. It keeps you from doing your work." And now we're literally sitting here writing this article instead of focusing on other projects. I'm glad we're taking the time to demonstrate to other writers that intimidation does not always work, but it's incredibly exhausting to dedicate so much of your time to explaining yourself regardless of the amount of time you've been in this field. It's part of a long-growing trend of different competing realities about information and whose knowledge to value.

ND: Yes, I completely agree. As Patrice and I have discussed, we're both in our early careers. This was the first major journal that we had submitted to, and this experience has made me reflect deeply on not just my career, but others who are also new. Libraries often claim that they want diversity, but I don't believe they understand how we have to navigate things so differently. When the institution is built on whiteness, it is inherently harmful. We often have to consider and think ten steps ahead for self-preservation because we know that it will be a battle and that we'll be wounded in some way in the process. As we face harsh criticism and rejection, it's almost normal to think about negative reactions from the beginning. I appreciate publications like *up//root*, which focuses on BIPOC scholarship and centers our ways of knowing and gives us space to create unapologetically.

RP: Totally. As someone who is mid-career and has published in double-masked peer-reviewed scholarly journals before, I was in disbelief about the process we experienced. I had conversations with other library workers of color about it and they also shared their dismay and terrible experiences about scholarly publishing. These stories and anecdotes happen far more often than we realize. My hope is that those serving in editorial boards in any roles operate with the lens of compassion, clarity, and helpfulness, and through some kind of ethical and humane framework. The whole process for us and for others has been a dehumanizing experience.

ND: Beautifully said, Ray. I'm sorry to hear about your colleagues' experience. Changing the framework goes beyond anti-racism training, book clubs, and diversity, equity, and inclusion statements. My dream for the future is more proactive harm reduction. There are a lot of folks who have caused harm that cannot be healed—they continue to hold decision-making roles and authority. The critiques are not just whispers and watercooler chats. I dream of a future of accomplices who push aside brief discomfort to center the safety and care of historically marginalized persons. I mourn the voices that we have lost in this field due to similar experiences. And, as you said earlier Patrice, I mourn the time we have lost, the security, and the boxes we are so often confined to. What gives me hope is continuing to build community with fellow BIPOC library workers. Finally, I just want to thank you both for hearing me, understanding me, and helping me process this.

PRG: In the end, I sympathize with my colleagues who know this kind of behavior in the publishing industry "comes with the territory." It absolutely does not have to be this way, but we're subjected time and again to the scrutiny of disgruntled people who feel challenged by the very existence of others who dare use their voices to explore a variety of scholarship. As library and information science professionals, our end goal is to provide access rather than to gatekeep, and in terms of behavior toward one another in the field, I expected better (. . . but did I?). I hope that we can embrace criticism without employing harm.

Note

1. Raymond Pun, Patrice R. Green, and Nicollette Davis, "Medical Libraries and Their Complicated Past: An Exploration of the Historical Connections between Medical Collections and Racial Science," *JMLA: Journal of the Medical Library Association* 111, no. 3 (2013): 740–46, https://doi.org/10.5195/jmla.2023.1728.

Russell Michalak

Managing oneself in the face of downsizing

Strategies for empowering academic librarians

The academic library landscape has experienced a significant shift in recent years, resulting in many institutions adopting new working methods and operating with reduced staffing levels. According to now-retired ACRL Associate Director Mary Jane Petrowski, total full-time equivalent academic library staffing decreased by nearly 20% from 2012 to 2021.[1] The trend toward managing your workload with smaller teams or as solo librarians in academic departments has emerged and may become commonplace, driven by budget cuts, lower enrollment, technological advancements, staff attrition, and hiring freezes. As a result, it is crucial for library professionals to embrace self-management principles shared by Peter Drucker and leverage technology tools to navigate these challenges effectively and continue providing valuable services to their communities.

In this article, I delve into strategies for navigating the challenges of working in a library setting with a reduced workforce by drawing on the principles outlined in Drucker's article "Managing Oneself."[2] I examine the ways in which one can embrace self-management to empower library professionals and overcome obstacles, adapt to new realities, and continue providing vital services to their communities.

The changing academic library landscape

In the face of drastic changes to the academic library landscape, including budget cuts and reduced staffing, it is essential to embrace the self-management principles articulated by Drucker to navigate these challenges effectively. As an academic librarian, it is crucial to take stock of one's strengths and gaps in knowledge, understand how you learn and work best, develop your values and ethics, determine where you belong in an organization, take responsibility for your relationships, and plan for the second half of your life.

By leveraging project management software tools librarians can still work efficiently and maintain a standard level of service and productivity despite the trend toward downsizing. Using project management software can help streamline workflows, reduce the stress and burden associated with managing a drastically reduced staff, and ensure effective communication and collaboration with project collaborators.

In light of the changes in the academic library landscape, such as downsizing the workforce, it is essential for librarians who work in smaller teams or as solo librarians to adopt Drucker's self-management principles and use project management software tools to effectively navigate these challenges. By embracing these principles and leveraging technology, academic librarians

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can continue to provide critical services to their communities and maintain a productivity standard despite the reduced workforce.

The principles of "Managing Oneself"

To navigate this new landscape, one can turn to Drucker's "Managing Oneself" for guidance. Drucker's article focuses on the importance of self-management in today's rapidly changing workplace. The key principles outlined in the article include:

- Know your strengths and weaknesses.
- Understand how you learn and work best.
- Develop your values and ethics.
- Determine where you belong in an organization.
- Take responsibility for your relationships.
- Plan for the second half of your life.

Know your strengths and weaknesses

Embracing the challenge of assuming numerous responsibilities previously divided among many colleagues and leading the library was the initial step I took in adjusting to my role in a downsized academic library. This required me to thoroughly assess my strengths and acknowledge any gaps in my knowledge. Recognizing these strengths and gaps has been essential in effectively managing myself, especially since my responsibilities have significantly expanded and diversified compared to what they were before.

I've also made it a priority to uphold the values and ethics integral to my work. To facilitate collaboration and open communication with cross-departmental project collaborators, I've leveraged project management software such as ClickUp that aligns well with teams and my work. Project management software has allowed me to streamline my workflow, improve efficiency, and be transparent about my time, capabilities, and limitations.

In adhering to Drucker's principles, I've successfully established strong working relationships through effective communication and collaboration with faculty partnerships, student affairs staff, and students.

Project management tools like ClickUp have enabled me to better track my strengths and gaps in knowledge regarding my roles and responsibilities. This has allowed me to assign tasks and set deadlines based on my strengths, ensuring optimal use of my skills while compensating for any potential gaps in knowledge. This way, I've managed to maintain the quality of service despite taking on some administrative tasks.

Understanding how you learn and work best

Drucker's principle of understanding personal learning and working preferences is crucial. By recognizing my preferred methods of organization, planning, and execution, I've been able to better prioritize my tasks and adapt my routines. Additionally, acknowledging my learning style—whether it's through reading, writing, or listening—has facilitated communication with my supervisor and colleagues.

Building on this principle, supervisors can enhance employee productivity by embracing autonomy and leveraging project management tools. Allowing employees to set their schedules and providing structured to-do lists enables staff to work according to their unique

strengths and preferences, fostering self-management. Project management software supports library professionals in staying organized, setting priorities, and efficiently managing work aligned with individual learning and working styles.

To optimize my productivity, I've embraced autonomy and harnessed the power of project management tools. By managing my own schedule and providing structured to-do lists, I've been able to work efficiently, catering to my unique strengths and preferences.

By using project management software, I've effectively organized and prioritized tasks, tailoring my workflow to align with my unique learning and working style. This strategy has not only enhanced my productivity but also minimized confusion. It has fostered a seamless flow of communication and ensured efficient scheduling, leading to a more streamlined and effective work process.

To further improve productivity and prevent burnout, I've learned to adapt to my working style, recognizing the need for regular breaks and adjusting my expectations based on the time required for task completion. Overall, understanding and tailoring my schedule and work habits to my preferences has maximized my efficiency and well-being in my library.

Develop your values and ethics

In line with Drucker's advice on self-management, I've focused on cultivating my professional values and ethics, especially as I transitioned into a role with more individual responsibility or in a smaller team. This meant ensuring my actions mirrored the ethical principles integral to the library profession and were in alignment with our library's mission.

To promote transparency and collaboration—core values of library professionals—I again turned to project management software. This software has not only helped me manage tasks, deadlines, and communication effectively but also foster a culture of accountability, reducing the risk of miscommunication or misunderstandings.

Taking responsibility for my actions and decisions is a crucial part of developing values and ethics, a lesson I've learned while managing tasks once shared among many colleagues. Adhering to Drucker's principles of self-management, I've successfully ensured my actions and choices align with ethical principles, thereby efficiently navigating the challenges of my role.

Determine where you belong in an organization

Drucker's principle of determining where one belongs in an organization has been particularly crucial for me as a library professional in a reduced workforce. I've reevaluated my roles and responsibilities, using a project management tool to streamline workflows and improve efficiency without compromising service quality. This shift has led me to take on more hands-on duties in daily library operations while still providing strategic direction and guidance.

Library professionals who are in teams with fewer people or are working as solo librarians face the challenge of managing reduced staff while maintaining the library's quality and relevance. Focusing on building a strong team culture with project collaborators is vital, and project management software can help achieve this. This involves fostering open communication, establishing shared goals and expectations, and recognizing and celebrating team members' contributions.

Collaborating with project partners from different units within the college has posed challenges, particularly in maintaining the library's quality and relevance, and in advocating

for staff expansion. To tackle these issues, I've centered my efforts on cultivating a dynamic team culture with my collaborators. Using ClickUp, I foster transparent communication, set shared goals and expectations, and recognize and appreciate the valuable contributions of each team member.

To collaborate effectively with my colleagues, I've identified tasks that could be delegated while recognizing my strengths and gaps in knowledge. ClickUp has facilitated clear communication and collaboration, helping all team members understand their roles and responsibilities.

In this new setting, I've assumed more administrative and operational tasks while maintaining my previous leadership role in the library. Allocating time for collaboration and relationship-building with campus and community partners has been crucial to achieving our shared goals and serving the library's stakeholders effectively. As a result, some tasks and projects have had to be postponed or given adjusted deadlines to prioritize projects with high impact and value.

By reevaluating my roles and responsibilities and determining where I belong in this downsized library, I've been able to develop a rhythm and successfully navigate my new reality, thanks to the help of tools like ClickUp.

Take responsibility for your relationships

In my experience, one of Drucker's key principles from "Managing Oneself," which emphasizes taking responsibility for relationships, has been a cornerstone in my self-management approach. This principle revolves around acknowledging the impact my actions may have on others and actively working to foster positive relationships in my work environment.

Being an academic library professional with fewer colleagues but the same or even more responsibilities as I had before downsizing, has underscored the importance of self-management in my relationships. I've found it essential to maintain open communication, collaborate effectively, and build trust with all stakeholders. To accomplish this, I've made it a point to be transparent about my capabilities and limitations while forging strong relationships with my project collaborators.

Setting clear expectations, offering guidance, and illustrating how tasks align with the library's mission and vision have been critical in nurturing these relationships. I've found that leveraging project management tools significantly aids in promoting open dialogue and providing feedback, enhancing my efforts in building relationships.

Indeed, taking responsibility for relationships is a crucial aspect of self-management in the workplace. By prioritizing open communication, collaboration, feedback, and trust, I've established a supportive and productive work environment with my collaborators, despite the challenges and obstacles we often face.

Plan for the second half of your life

In "Managing Oneself," Drucker stresses the significance of planning for the second half of one's life, a concept I've incorporated into my self-management approach as a library professional. This involves contemplating my long-term career aspirations and understanding how my current position aligns with those goals. I find it crucial to acknowledge growth and development opportunities in my current role, while also envisioning what lies beyond.

With a proactive mindset, I've pursued a range of professional development and networking opportunities, both within and beyond the sphere of library associations. The diverse perspectives and strategies I've gleaned from non-library courses have enriched my outlook and refined my professional approach. This active pursuit of knowledge and connections has been instrumental in directing my personal growth and shaping my career path.

To maintain a work-life balance, I have prioritized my personal well-being, including regular exercise and quality family time. This self-management practice helps me sustain focus, energy, and resilience, enhancing my effectiveness at work.

Volunteering has transformed how I approach work. I've sought to give back to my profession and community by volunteering for committee work at library associations, such as convening ACRL's Leader Discussion Group's leadership webinar series[3] and co-writing and editing for the posIT column in the *Journal of Library Administration*. These activities have enabled me to build strong relationships, share, and learn from others' experiences.

To align with my personal and professional values and goals, I continually reflect, evaluate, and adjust my career plans every semester. This regular and ongoing self-assessment ensures I stay true to my values and objectives, fostering long-term fulfillment and success.

By planning for my life's second half by adopting Drucker's self-management principles, I've been able to approach my current role with a clear purpose and direction, make strategic career decisions, and prioritize my personal and professional growth.

Conclusion

When you are faced with challenges such as working with smaller teams or as a solo librarian with the same or more responsibility (which is increasingly becoming more common in the current landscape of academic libraries), you can draw on Drucker's "Managing Oneself" principles to navigate these challenges effectively. The principles include knowing one's strengths and weaknesses, understanding how one learns and works best, developing values and ethics, determining where one belongs in an organization, taking responsibility for relationships, and planning for the second half of one's life. By embracing self-management self-management principles, one can turn challenges into opportunities for growth and success by striving to demonstrate the value of academic libraries to students, staff, faculty, and the community. ✒

Notes

1. Joshua Kim, "3 Questions on Academic Library Staffing for ACRL's Mary Jane Petrowski," *Inside Higher Ed*, February 23, 2023, https://www.insidehighered.com/blogs/learning-innovation/3-questions-academic-library-staffing-acrl%E2%80%99s-mary-jane-petrowski.

2. Peter F. Drucker, "Managing Oneself," *Harvard Business Review* 77, no. 2 (1999): 64–74.

3. Urooj Nizami and Alexandre Enkerli, "People, Programs, and Personalities: Striking a Balance in Library-Led Justice-Oriented initiatives," ACRL Leadership Discussion Group Spring 2023 Meeting, https://youtu.be/-Bp0SMk138Y; Karissa Thacker, "Art of Authenticity," ACRL Leadership Discussion Group Spring 2023 Meeting, https://youtu.be/s96O2ZeFyfc; Maradith Wilson and Lindsay Cronk, "Same Old Problem, Brand New Playbook: Applying Project Management to Negotiation," ACRL Leadership Discussion

Group Spring 2023 Meeting, https://youtu.be/GzHfkc_AOUo; Annie Belanger, "Centering Our Collective Humanity through Inclusive Leadership Practices," ACRL Leadership Discussion Group Fall 2022 Meeting, https://youtu.be/2qXVycM_TjY; Jennifer Nutefall and Jayne Blodgett "Strategic Planning in Academic Libraries during a Pandemic," ACRL Leadership Discussion Group Spring 2022 Meeting, https://youtu.be/0dh-I_j9iMY; Elizabeth Dill and Jennifer Nutefall, "Academic Library Leadership Transitions: Lessons and Best Practices while Navigating a Pandemic," ACRL Leadership Discussion Group Fall 2021 Meeting, https://youtu.be/aynA8j8lVp0.

Robert V. Labaree

Purposeful engagement
Improving the effectiveness of your campus-wide library committee

Within the academic governance structure of many colleges and universities, there exists a campus-wide committee devoted to the library. The responsibilities of these committees vary depending on the shared decision-making culture of the institution, but most are unique because they oversee a single academic unit rather than specific areas of faculty rights and responsibilities or the operations of a large administrative division. An informal sampling of library committees at various institutions[1] reveals that most have an advisory role to the dean of the library, the faculty senate, and/or the provost. Some have membership composed entirely of faculty, while others include academic staff and student leaders. Almost all include senior leadership in ex officio roles including, in many cases, the dean of the library. If managed effectively and leveraged to support the mission of the library, these committees can serve as a valuable link between librarians and disciplinary faculty and between librarians and campus administrators. However, if not managed effectively, the committee can lack transparency, possess no clear direction, and fail to make meaningful progress on issues of substance. With this in mind, below are recommendations for maximizing the effectiveness of your campus-wide library committee.

Advocate for diverse faculty representation. Diversity is important and can be measured in many different ways. For example, if members are only full-time tenured and tenure-track faculty, then their understanding of the library, its priorities, and any recommendations they promulgate will likely express this mindset. Membership should reflect diversity in faculty rank, disciplinary background, and terms of employment. Most importantly, membership should align with institutional goals of diversity, equity, and inclusion, ensuring that there are voices that can speak to the experiences and concerns of underrepresented faculty. Diversity is also strengthened when there is a regular rotation of members; static membership can lead to static thinking. However, librarians should resist encouraging faculty to serve because they express a nebulous love of the library. Faculty do not serve on the Handbook Committee because they love the handbook; they serve because they want to lead the process of creating policies that protect faculty rights and responsibilities. Faculty should have a clear interest in the library, but the most valuable members are those who cast a critical eye toward the library and, thereby, force us to be introspective about what we do and why we do it.

Include students. The University of Southern California (USC) Libraries Committee does not include student representation. I have always found this to be problematic. Resist the temptation to assume students will only complain about trivial or inconsequential matters.

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This undersells their desire to offer constructive criticism and genuine feedback. Without students, the validity of a library committee's work is diminished because it is the students, after all, who occupy our spaces, use our services, and rely on our resources in far greater numbers than most faculty. That said, university committees that include student representation can favor the privileged and the ambitious.[2] Therefore, advocate for the inclusion of historically marginalized students. They often benefit the most from the library's services and resources and, as with underrepresented faculty, their service on the committee can help amplify the voices of those who are often silenced and unheard.

Include librarians. If shared governance is to be a foundational feature of structurally empowered decision-making, then non-administrative librarians representing various operational functions should be included as members. For many years at USC, the absence of librarians contributed to ambiguity and indifference about what the committee was doing. This created a disconnect between the priorities of librarians and what the committee focused on. Librarian membership supports shared governance by discouraging reliance on top-down, hierarchical thinking and encouraging bottom-up collaboration and priority setting.

Promote transparency. A library committee should maintain a publicly accessible and up-to-date website where reports and other information can be found. Members should be open to answering questions, obtaining constructive feedback, and taking suggestions about topics that should be addressed. The committee chair should be invited to speak regularly at librarian governance meetings or give a presentation during a library-wide forum. Transparent lines of communication between the committee and the library community support mutually beneficial and more constructive forms of collaboration and idea sharing.

Be proactive in submitting agenda items. Agenda setting varies depending on the advisory role and reporting responsibilities of a committee. However, meetings should be more than just forums for inward-looking discussions, information sharing, celebration, or news about the library. Exploration of issues that impact the academic community must be an inclusive process. Therefore librarians should be proactive in recommending agenda items that uphold the library's goals of supporting student learning and faculty research.

Make the committee work for you! Many campus-wide library committees have overly broad charges that contain passive language, such as, oversee, suggest, manage, guide, monitor, etc. However, committees should do much more than act as insular places to brood over programs and services or debate granular, library-centric issues. An effective committee should be a collaborative, inclusive, and responsive decision-making body that focuses on long-range planning and forward-thinking approaches to examining critical issues that impact the entire campus community.

Purposeful engagement with your campus-wide library committee offers unique opportunities to pursue a clear and sustainable set of service-oriented priorities and outcomes and to model accountability between the library and the academic community. Active engagement can also support a culture of trust, transparency, and collegiality that raises the visibility of librarians as an integral partner in supporting the educational mission of your institution. These recommendations are intended to help realize these opportunities.

Acknowledgments

Notes

1. "Faculty Senates on the Web," USC Academic Senate, accessed August 10, 2023, https://academicsenate.usc.edu/faculty-senates/.

2. David A. Farris, *Understanding University Committees: How to Manage and Participate Constructively in Institutional Governance* (Sterling, VA: Stylus, 2020).

Prints and Photographs Reading Room, Library of Congress. *Access:* https://www
.loc.gov/rr/print/.

The Prints and Photographs division of the Library of Congress contains more than 16 million images including photographs, prints, posters, cartoons, drawings, and architectural and engineering designs. Though primarily focused on the history, arts, scientific innovations, and culture of the United States, several research collections focus on Africa, Latin America, Asia, and the Middle East. The collections cover a broad scope, but students of humanities, social sciences, fine arts, and architecture in particular, will find lots to explore.

Beginning researchers unaccustomed to finding aids, named collections, and organizational structures of archival collections will have difficulty navigating the catalog and collections without guidance. Even experienced researchers should consult the search tips available on the "Online Catalog Help" page to improve their search results in the Prints and Photographs Online Catalog. For example, according to the division, "many materials are cataloged in groups, with no itemized listing, and others are not listed in a catalog," which can cause confusion for inexperienced researchers.

Additionally, it is possible to search for a year or span of years, but there is no precise way to search by date or time period. Researchers should be aware that for some collections' image rights are restricted by the copyright holder, or the rights have not been evaluated. In this case, it may only be possible to view a thumbnail (.gif) image, rather than an enlarged image (.jpeg) unless researching onsite at the Library of Congress. The "Information for Researchers" page can help researchers differentiate between what services and level of access to the collection is available onsite vs. online.

The "Researcher's Toolbox" contains lessons and tools for teaching visual literacy and researching images. This section includes a hidden gem for researchers titled "Collections Ripe for Research." These thematic collections have been identified by staff "because they merit scholarly attention but have so far received relatively little."

"Lists of Images on Popular Topics" includes collections of mostly architecture, historical events, and portraits with no known restrictions, making it a good resource for browsing and introducing students to historical image collections. The "Collection & Subject Guides" provide collection overviews, context, and search tips, and are currently being transitioned to Library of Congress Research Guides with a clean, modern search interface and improved usability.

The Prints and Photographs Reading Room has a dated aesthetic compared to other Library of Congress pages and digital collection websites such as Digital Public Library of America. However, clear efforts are being made to improve the look and functionality of the site. In the meantime, the content is rich in scope and rife with research rabbit holes for primary source lovers to get lost in.—*Mechele Romanchock, Alfred University, romanchockm@alfred.edu*

Center for Economic and Policy Research (CEPR). *Access:* https://cepr.net/.

The Center for Economic and Policy Research (CEPR) is a progressive think tank founded by economic scholars Dean Baker and Mark Weisbrot, who both earned doctoral degrees in economics from the University of Michigan. The CEPR advisory board includes two Nobel Laureate economists, Robert Solow and Joseph Stiglitz; Richard Freeman, professor of economics at Harvard University; and Janet Gornick, professor at the CUNY Graduate School and Director of the Luxemborg Income Study.

According to their website, CEPR was "founded in 1999 to promote democratic debate on the most important economic and social issues that affect people's lives." The works published on their website include current professional reports, op eds, commentaries, and brief articles to educate the public on topics including workers, inequality, globalization and trade, and US foreign policy. They primarily cover topics affecting the US economy, but they do include select coverage of Europe, Latin America and the Caribbean, and the International Monetary Fund. Some topics like globalization, trade, and sanctions necessarily consider worldwide economic conditions.

The "More" menu includes several "Projects," which vary widely in depth of coverage. Examples include "Frontline Workers," offering links to resources CEPR used in their report of workers on the frontline of the COVID-19 pandemic in the United States. "Blue Collar Jobs Tracker" includes longitudinal data from the Bureau of Labor Statistics state level jobs data from December 2016 to August 2022. "CEPRdata.org" is simply an extract of the American Community Survey. "HealthcareWorkers.us" includes two in-depth reports published on this topic in 2017 and 2019 and commentaries.

Also included in this section are "Calculators," and "Data Bytes." CEPR's Calculators help convert simple numbers into something more comprehensible to the public. For example, the "'It's the Budget, Stupid' Federal Budget Calculator" converts dollar amounts into a percentage of the federal budget. "Data Bytes" are brief articles that explain recently published economic data like unemployment numbers, the CPI, or GDP reports.

This progressive think tank produces quality information to inform researchers about current topics that impact the US economy. The op-eds and commentaries are short and easily understood, and the reports offer more in-depth coverage of select topics.—*Kristen Peters, Wittenberg University, petersk@wittenberg.edu*

The Stanford Center on Poverty and Inequality. *Access:* https://inequality.stanford.edu/.

The Stanford Center on Poverty and Inequality has been providing research, policy analysis, and training on issues of poverty and inequality for more than 15 years. As of this writing, the landing page on the Center's website contains the report *Ending Poverty in California. A Blueprint for a Just and Inclusive Economy*. The report provides a 46-page introduction to the mission and work of the center: "to lay out how California can build a just and inclusive economy that provides opportunities to flourish to everyone." Also on the homepage is a section titled "Research Areas," which provides descriptions of various issues contributing to poverty and inequality, such as "Health," "Incarceration," "Labor Markets," and "Race and Ethnicity."

The site offers data about poverty and inequality. The data provided is confined to the California Poverty Measure, a state-specific index of poverty modeled on the Census Bureau's Supplemental Poverty Measure. Here librarians and patrons have access to an interactive

map that provides county-level data for the state of California. For example, in San Francisco County the poverty rate (13%), number of people in poverty (112,000), child poverty rate (8.3%), and poverty threshold for a family of four that rents ($43,000) are listed, and these figures can be compared to those of neighboring counties (Marin, Napa, Contra Costa, Alameda, San Mateo, Sana Clara, etc.) or other metropolitan areas (e.g., Los Angeles and environs).

Granular technical data is available from "Publications," where researchers have access to the Stanford Center's publication *The State of the Union*. This annual poverty and inequality report provides evidence and in-depth analysis on such issues as income and health inequalities, economic mobility, and economic access. The material here is dated as no reports have been uploaded since 2019.

Information on the center's graduate and undergraduate programs, post-doctoral fellowships and research grants, research partnerships, and conferences are also available on its website.

The Stanford Center of Poverty and Inequality is a worthwhile resource both for patrons researching particular economic issues in the state of California as well as for those researching economic conditions in other parts of the country.—*Wendell. G. Johnson, Northern Illinois University, wjohnso1@niu.edu*

The Institute of Museum and Library Services (IMLS) has granted awards totaling $6,000,000 in Museum Grants for African American History and Culture. The 34 grantees will match these awards with an additional $8,002,981 in non-federal funds. Museum Grants for African American History and Culture support activities that build the capacity of African American museums and support the growth and development of museum professionals at African American museums. Details in the grant, including recipients, are available at https://www.imls.gov/news/imls-funding-6-million-museum-grants-support-african-american-history-and-culture.

IMLS has also awarded grants totaling $5,763,000 through three programs designed to support and improve library services of Native American, Native Alaskan, and Native Hawaiian organizations. Native American Library Services Basic Grants support existing library operations and maintain core library services. Native American Library Services Enhancement Grants assist Native American Tribes in improving core library services for their communities. Enhancement Native Hawaiian Library Services Grants are available to nonprofit organizations that primarily serve and represent Native Hawaiians so they can enhance existing or implement new library services. Learn more at https://www.imls.gov/news/imls-awards-57-million-strengthen-library-services-tribal-communities-native-hawaiians.

As the administrative sponsor of the Conference on Academic Library Management (CALM), the University of California-San Diego Library has been awarded a grant in the amount of $104,818 from IMLS Laura Bush 21st Century Librarian Program. The award will support an in-depth examination of the state of management training and professional support in the field of academic libraries. This work will be completed as a collaboration between librarians from a range of institutions, including New York University Libraries, George Mason University Libraries, Gonzaga University, University of Houston, and Winthrop University Dacus Library. The grant is one of 31 projects to receive this year's LB21 Award, which promotes the development of a diverse workforce of librarians to better meet the changing learning and information needs of the American public.

The Private Academic Library Network of Indiana (PALNI) has awarded PALSave Textbook Creation Grants to fund eight open textbooks from faculty authors at its supported institutions. The grants will allow these educators to develop open textbooks that are freely available online, making them part of a statewide effort to reduce the cost of course materials for college students. The grants—awarded as part of the PALSave: PALNI Affordable Learning program—are given in overlapping two-year cohorts. Financed with support from Lilly Endowment Inc., authors will receive up to $6,500 per project. More information is available at https://palni.org/palsave/textbook-creation-grant.

Acquisitions

A major portion of the papers of Supreme Court Associate Justice John Paul Stevens has opened for research in the Manuscript Division of the Library of Congress. The collection

documents the evolving position of one of the longest-serving justices on the Supreme Court and the transformation of the court itself. Stevens first began depositing his papers at the Library of Congress in 2005, and he converted the collection to a gift in 2010 upon his retirement from the court. An early installment of Stevens' papers spanning largely from 1975 to 1984 opened for research in October 2020, though access was initially limited during the COVID-19 pandemic. A larger second portion of the collection spanning primarily from 1984 to 2010 was transferred from the Supreme Court in June 2022, has been processed and organized by archivists, and is now open for research. The newly opened portion amounts to about 741 manuscript containers. Stevens' most recent files from 2005 to 2010 will remain closed until October 2030, according to Stevens' gift agreement with the library.

The Hoover Institution Library & Archives has acquired the papers of Aleksandr Soldatov, a prominent researcher in the field of church-state relations in the Russian Federation and the post-Soviet religious scene. They show the extent of political and religious persecution in the Russian Federation and its predecessor, the USSR, as well as the religious landscape of Ukraine from the 1980s to 2020. Learn more at https://www.hoover.org/news/hoover -institution-acquires-aleksandr-soldatov-papers.