

College & Research Libraries

news

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This month's cover features a mid-1870s photograph of Mary "Mamie" Mead, second daughter of James R. Mead, one of the founders of Wichita, Kansas, and Martha "Maggie" Fabrique, whose father Andrew was the first doctor to practice in Wichita. The two were lifelong friends.

A grant from the National Historical Publications and Records Commission helped the Wichita State University Libraries Special Collections create a digital collection of 13,000 items selected from the papers of James R. Mead. Material in the collection documents Mead's activities and insights as an explorer, hunter, trader, town builder, historian, state legislator, businessman and family member through correspondence, journals and memoirs, business records and account books, sketches of American Indian

petroglyphs, photographs, maps, and news clippings, along with his writings on Kansas history, ethnology, and geography. The majority dates from Mead's arrival in Kansas Territory in 1859 until his death in 1910. Learn more about the collection at <https://cdm15942.contentdm.oclc.org/digital/collection/p15942coll152>.

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Virginia Tech Library System Empowers Creativity at Graffiti Workshop Highlighting Hip-Hop Culture

Virginia Tech Digging in the Crates in University Libraries celebrated the 50th anniversary of hip-hop this year by hosting an aerosol art workshop. Students and other members of the community helped experienced graffiti artist Good Homie Signs produce two 16-foot-long murals that honored the history of hip hop and introduced newcomers to the art form. Hip-hop's most visual element, graffiti has served as a medium for marginalized communities to reclaim public spaces and express cultural identity for decades. The vivid colors, bold lettering,

and imaginative designs found in graffiti have been featured on album covers, music videos, and clothing associated with the hip-hop movement and numerous cultures worldwide. Through the workshop, Digging in the Crates shed a positive light on aerosol art, demonstrating how it is an important form of self-expression that can be beneficial to society.

In addition to hosting aerosol art workshops through Digging in the Crates, a graffiti mural that features Virginia Tech's motto, *Ut Prosim* (That I May Serve), has been displayed on the second floor of the Newman Library since it was created in the fall of 2020 during a similar Digging in the Crates program.



Tanner Valachovic participates in the aerosol art workshop. Photo by Kaleigh Miller for Virginia Tech.

MSU Libraries Work to Eliminate Harmful Language across Local and National Catalogs

The work that the Michigan State University (MSU) Libraries employees are doing to address harmful language within the public catalog and other resource descriptions on campus has been translated to a national level. The Harmful Language Remediation Working Group (HLRWG) at MSU Libraries formed in fall 2022 with the goal of identifying, assessing, and responding to harmful language issues in the MSU Libraries' descriptive metadata. This metadata comes from national knowledge organization systems and shared description standards including the Library of Congress Classification (LCC) system and Library of Congress Subject Headings (LCSH).

Work that HLRWG members have accomplished on an internal level includes replacing the problematic LCSH terms beginning with "Indians of . . ." (e.g., "Indians of North America") with the local subject heading "Indigenous peoples of . . ." (e.g., "Indigenous peoples of North America") for all physical books starting in April 2022. The HLRWG also receives support in this work from staff in the Cataloging and Metadata Services Unit, who are making concerted efforts to propose updates to these knowledge organization systems.

On the national level, the HLRWG has noted the successful efforts of MSU Libraries Cataloger Michael Erickson in adding a set of classification numbers for asexuality topics

to the LCC. While “Asexuality” and “Asexual people” were already subject headings, the addition of specific classification numbers means that materials on asexuality topics can be classed and shelved together rather than within more general sexual behaviors and attitudes classification numbers. Learn more about the project at <https://lib.msu.edu/news/article/2023-11/eliminate-harmful-language-across-catalogs>.

University of California Launches Diversity, Equity, and Inclusion in Scholarly Communication Resource

The Office of Scholarly Communication (OSC) at the University of California recently announced the launch of its new Diversity, Equity, and Inclusion in Scholarly Communication resource. This site supports the UC community in gaining a deeper understanding of the challenges of achieving and maintaining diversity, equity, and inclusion in scholarly publishing, including concrete actions for authors, peer reviewers, journal editors, and librarians. Learn more and explore suggested actions by role in the full resource, available at <https://osc.universityofcalifornia.edu/scholarly-publishing/diversity-equity-and-inclusion-in-scholarly-communication/>.

The State of Open Data Report Released

The eighth annual The State of Open Data report, developed by Digital Science, Figshare, and Springer Nature, has been released. The report shows that almost three quarters of surveyed researchers overwhelmingly said they are still not getting the support they need to share their data openly. Such data highlights the increased need for greater community collaboration and tools to support researchers in the move to sustainable open science practices. For the remaining 23% of respondents who had sought and received support with data sharing, the support primarily came from internal sources such as a colleague or supervisor (61%), followed by institutional libraries (31%), research office/in-house institutional expertise (26%), publishers (21%) and funders (17%).

More than 6,000 researchers responded globally, with the highest proportion of responses from India (12%), China (11%) and the United States (9%). For the first time, respondents were asked about their experiences of using artificial intelligence (AI) to collect and share data. At a time when almost three-quarters of researchers surveyed say they have never received any support with making their data openly available, looking at the potential of AI technologies for supporting the data-sharing process and benchmarking current attitudes may enable stakeholders across the research ecosystem to consider the future role that AI could play in the research process. The full report is available at <https://doi.org/10.6084/m9.figshare.24428194>.

New from ACRL—Rethinking Institutional Repositories: Innovations in Management, Collections, and Inclusion

ACRL announces the publication of *Rethinking Institutional Repositories: Innovations in Management, Collections, and Inclusion*, edited by Josh C. Cromwell. The book features a collection of ideas, scholarship, and examples that can inspire and reinvigorate how you engage with the repositories at your institution.

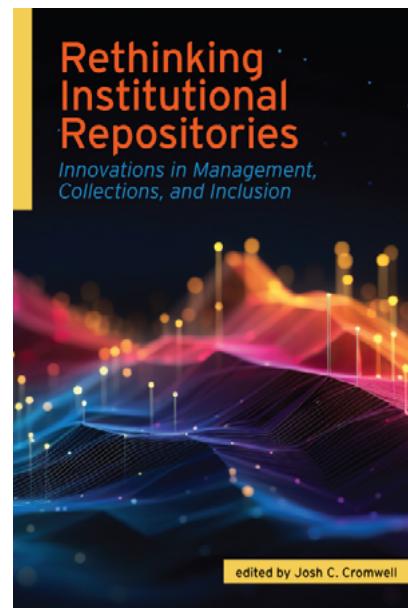
Over the past two decades, institutional repositories (IR) have become commonplace in academic libraries. Library workers have grown accustomed to making the case for why their

institution needs an IR, but the more fundamental question of “how” remains: How should libraries use their IRs most effectively to benefit their institutions and communities?

“Rethinking Institutional Repositories” aims to expand on existing scholarship around establishing a repository and increasing faculty submissions by highlighting a variety of approaches to administering IRs, increasing the variety of content, and broadening participation in three sections: IR Management, IR Projects, and IR for ALL.

Chapters explore examples and plans for your IR including migration; engaging remotely; gray literature; student scholarship; partnering with university presses; creating sustainable historical community partnerships; conducting a baseline diversity, equity, and inclusion assessment; automated accessibility audits; captioning; and promoting nontraditional works.

Rethinking Institutional Repositories: Innovations in Management, Collections, and Inclusion is available for purchase in print through the ALA Online Store and Amazon.com; by telephone order at (800) 621-2736 or (773) 702-7010; and as an open access edition at <https://bit.ly/IRs>.



Project MUSE 2024 Frontlist Collections Now Available

The Annual Frontlist Collections from Project MUSE offer libraries the earliest access to newly published books from the more than 200 university press and related scholarly publishers who participate in MUSE book collections. The 2024 collections are now available for purchase, with the Complete Annual Frontlist collection guaranteed to include more than 2,300 new releases. With the advance purchase of one or more of the 2024 frontlist collections, a library gains access to new titles in the collection(s) immediately upon their release on the MUSE platform and provides its users with the latest scholarship in a DRM-free format. More information, including descriptions of the available collections, is available on the MUSE web site at <https://about.muse.jhu.edu/librarians/book-products/>.

Bloomsbury Visual Arts Hub Launches

Bloomsbury has launched Bloomsbury Visual Arts, a digital hub bringing its leading online visual arts collections together onto one cross-searchable platform, to support an interdisciplinary approach to study, teaching, and research. The Bloomsbury Visual Arts hub comprises well-established collections including Bloomsbury Design Library, Bloomsbury Applied Visual Arts, and Bloomsbury International Encyclopedia of Surrealism. It is home to a selection of practical ebook collections covering Printmaking, Applied Gaming, Ceramics, Photography, Design Studies, and Animation Practice. Users can also take advantage of an exclusive new collection, Bloomsbury Art Markets, which comprehensively examines the commercial side of art. The collections on Bloomsbury Visual Arts have been designed to fit together seamlessly so that access to any combination of them provides a rich experience for users of all levels. They span a diverse range of content types including textbooks, reference, primary material, monographs, pedagogical tools, and multimedia. Learn more at www.bloomsburyvisualarts.com.

UNC-Chapel Hill Begins Wilson Library Improvement Project

The University of North Carolina (UNC)-Chapel Hill is planning for several improvements in the Wilson Library that will provide critical updates to the historic building. The project will include extending sprinkler coverage, creating emergency egress stairs, and upgrading the fire alarm system. Because this work will be disruptive and widespread given the size and age of the building, Wilson Library will close to the public during construction. The library will remain open for study, meetings, and special events at least until the early spring semester of 2025 and is expected to fully reopen in 2027. Updates on the project will be made available at <https://library.unc.edu/wilson-project/>.

Gale Debuts Environmental History Digital Archive Series

Gale, part of Cengage Group, recently introduced the first installment of its new Environmental History series of digitized primary sources. *Environmental History: Conservation and Public Policy in America, 1870–1980* is the research market's first digital archive that examines the history of the environment and conservation efforts across the globe from the late 1800s onward. The collection concentrates on the role of various government agencies, conservation organizations, and individual actors who pioneered the study of the natural environment and campaigned for its protection. This new series provides scholars and researchers with historical context on today's conservation movements from a variety of viewpoints, enabling new insights and connections about environmental efforts.

With *Environmental History*, researchers can examine unique primary sources that trace the evolution of land rights, resource usage, trade rules, and environmental protections that mark the beginning of the modern conservation movement. Scholars can explore correspondence, reports, memos, pamphlets, newsletters, circulars, legislation, and much more related to the early development of conservation policies and practices from the late 19th century onward. Learn more at <https://review.gale.com/2023/09/12/environmental-history-conservation-and-public-policy-in-america-1870-1980/>. 

Tech Bits...

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

Quizlet has been around a while, but instruction librarians may be interested in considering the newer Checkpoint feature. Checkpoint offers instructors a formative assessment tool for their students that is interactive and low stress—compared to pop quizzes and such. Librarians start the process by using Quizlet sets, which are often shared among users. Next the instructor can build the assessment features to gain valuable feedback on what students are learning. Varied subscription options include free access as well as a “Quizlet Plus for Teachers” paid account (30-day free trial then \$36/year subscription) that allow users access to ad-free AI enhanced tools. Other features include reporting via graphs and other tools.

—Ann Fuller
Georgia Southern University
Lane Library

... Quizlet
<https://quizlet.com/>

Keahi Ka'iwalani Adolpho, Stephen G. Krueger, and Krista McCracken

Seeing Yourself in the Profession

Trans and Gender Diverse Voices in Libraries

Academic Library Workers in Conversation is a *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. This issue's conversation addresses breaking down barriers in academic publishing, one of the main goals of this column. The three editors of *Trans and Gender Diverse Voices in Libraries* discuss bringing their book into the world and how it feels to create space in the LIS professions for oft excluded voices.—*Dustin Fife, series editor*

Keahi Ka'iwalani Adolpho (KKA): I was hoping we could start by talking about why we felt our newly published book, *Trans and Gender Diverse Voices in Libraries*,¹ needed to exist, and what considerations and changes we had to make in the editing process to make it possible. For me, a lot of my motivations had to do with my experiences being the first and only out trans person in the libraries where I've worked, and how few trans and gender diverse library workers I knew during my first couple years in the field. While it is very isolating to find myself being the only person of color in a particular meeting, committee, or department, I've never been the only person of color in a whole library. I also was able to make horrified eye contact with a classmate of color during library school when the professor or a fellow student said something wild, and connect with other librarians of color as soon as I entered my first professional position (especially since I was in a diversity residency cohort).

That being said, I've often had experiences being the only trans person I know of in a whole library, or feeling like I'm the only trans person at an entire conference, and being the first out trans person many people have worked with or even interacted with. It can be exhausting and isolating in very similar and very different ways that I experience as a person of color. So, my hope was that this book would help other trans and gender diverse library students and workers feel less alone. Considering we wanted this book to be as inclusive as possible, we did our best to publish every chapter that we could. We had a lot of conversations around protecting author privacy throughout this process, which is something that most library publishers don't generally think about.

Keahi Ka'iwalani Adolpho (they/he) is a processing archivist at Virginia Commonwealth University, email: adolphok@vcu.edu. Stephen G. Krueger (ey/em/eir) is the affordable course content librarian at the University of Kentucky, email: Stephen.Krueger@uky.edu. Krista McCracken (they/them) is researcher/curator at Algoma University, email: krista.mccracken@algomau.ca.

Stephen and Krista, I'm interested in knowing more about what motivated you during our shared project.

Stephen G. Krueger (SGK): That sense of isolation was definitely a central reason behind the book for me as well. At my first librarian job, I was the only openly trans person on the whole campus who wasn't a student. That was when I founded the Trans and Gender Diverse LIS Network,² and it quickly became clear that a lot of us have felt similarly alone at work. The book has 3 editors and almost 60 authors, all of whom are trans or gender diverse, and that really gets across the point that we exist within library work as well as being patrons of libraries. One thing that I think sets this book apart is that we were very flexible about accepting proposals, since we wanted to remove barriers to publishing that prevent a lot of people from getting a chapter out. It isn't peer reviewed; most of the chapters center on personal experiences, and inviting strangers to pass judgment on that kind of content would have been inappropriate.

And like you said, Keahi, we paid a lot of attention to author privacy and protection. Fully half of the authors in the LIS education section, most of whom were graduate students at the time of writing, needed to publish anonymously, possibly to protect themselves and their career prospects rather than getting the benefits of a book chapter on their CV. What does that tell us about the library profession right now? Well, we don't need to wonder—plenty of the other chapters demonstrate that concerns of early-career people about coming out or being outed at work are well founded.

Krista McCracken (KM): To echo you both, Keahi and Stephen, the sense of isolation was something that motivated me in this project. There are very few out trans or gender diverse folks in staff roles at my university, and I'm the only one connected to the library currently. Many of us have had the experience of being the only, or token, trans person in our workplaces, and this book provides space for us to openly talk about experiences. This book also clearly shows that trans and gender diverse folks are not a monolith—there is a huge range of perspectives, experiences, and views shared in the book.

SGK: One of the things we wanted to do with this article was to talk about the practical process of proposing and editing a book, since I think a lot of people in library work aren't sure how that happens. That included us—we've all authored book chapters, and I've written a solo book, but we sort of had to figure out how to go about this project as we were doing it. For me it was all very new; I discovered that I really love the editing process, but there was definitely a lot of trial and error. How did you all feel about becoming book editors and doing that type of work?

KKA: This was my first time editing anything. I had peer reviewed an article or two before this and I had contributed a book chapter to an edited volume, so I felt like I had a small idea of what to expect but was very aware there was a lot I didn't know. When we started the process, I was largely focused on the logistics involved and the need for this type of book. I didn't realize how much I'd enjoy editing. It was great working with the authors and seeing their chapters transform from their proposal, to a draft, to the final version that got published. It was overall a really rewarding experience. I learned a lot of lessons though and would do a ton of things differently if I had to do it all over again. How about you, Krista?

KM: I really enjoyed the book editing process, but it was definitely a learning process for me as well. I've been a longtime editor of the Canadian history website ActiveHistory.ca, but editing a book was an entirely different experience that required a lot more attention to

detail and depth. I appreciate that we were able to co-edit this book; sharing the workload and having others to bounce ideas off of was incredibly valuable. This was a new venture for all of us as editors and we worked with a number of first-time authors. I love that we were able to make space for people to publish for the first time and help break down barriers to publishing. I am also really happy that we intentionally created space for authors to connect with each other, be that via Zoom or Discord—making the writing process a bit more community-centered than the average book project. What were some of your favorite takeaways from working on this book?

KKK: It's really hard to narrow it down, but without just repeating what you said, Krista, I really enjoyed that one of our chapter authors used a metaphor about how trans and gender diverse exclusion is like anti-bird and -pigeon spikes on buildings. Even with transantagonistic and trans-exclusionary policies in place, many of us still find our way into the profession. But in order for us to have true trans and gender diverse inclusion, people can't just say we're welcome and call it a day. It's not enough to have positive feelings or the absence of negative feelings towards trans and gender diverse people, you have to actually dismantle the anti-trans architecture you have in place. The metaphor worked well, and also I love pigeons.

SGK: My favorite thing about it is probably the finished book itself, which I'm super proud of. The chapters are really wonderfully written. Our authors did an incredible job and were so generous and thoughtful in what they shared. I don't know if another book like this, where trans and gender diverse people in a given profession are completely centered in these numbers, exists at all; if so, I haven't seen one. I would have found this book so valuable when I was a library student, and I'm so glad it exists now.

KM: Keahi and Stephen, I think we can be happy and proud that through this book we've created a generative space for trans voices. I hope one of the biggest takeaways for the readers of this article and our book is that we have to continue to intentionally transform publishing to remove barriers and lift up excluded and marginalized voices if we want to build a more inclusive profession. 

Notes

1. Kalani Keahi Adolpho, Stephen G. Krueger, and Krista McCracken, *Trans and Gender Diverse Voices in Libraries* (Sacramento: Library Juice Press, 2023). Want to learn more about the book? You can read many of the chapters for free at <https://translisnetwork.wordpress.com/trans-and-gender-diverse-voices-in-libraries/>.

2. Trans and Gender Diverse LIS Network homepage, <https://translisnetwork.wordpress.com/>.

Michelle Price

Open Offices and Working from Home

Inequities in Residency Wealth

Workplace trends such as the open office concept continue to be hot topics of discussion in the literature, such as Steven Bell's October 2023 *C&RL News* article "We're all about openness: Except when it comes to our workspaces."¹ In this essay, I seek to address comments made by Bell in his article. The goal of this response is not to question the efficiency of open office spaces. More comprehensive, direct responses to that issue can be found in a blog post² and December 2023 *C&RL News* article by Meredith Farkas.³ Rather, I will focus here on issues of equity related to working from home as part of the open office model presented at Temple University.

In the article, Bell wrote "In addition to *costs saved by eliminating private offices*, where staff work offsite two or more days a week, the need for private offices diminishes"⁴ [emphasis added].

Temple University was able to save costs by transferring space costs to its employees who work from home for at least part of the week. Although not addressed by Bell directly, employees are largely responsible for their own infrastructure costs when working from home. This cost share assumes that each employee has adequate residency wealth, which refers to available resources in, for, or near a residence regardless of ownership. This includes such costs as internet access, office space, and income to cover increases in utilities and home modifications.

Digital equity is still not a reality, and Philadelphia, where Temple University is located, has a city-wide Digital Equity Plan to address known gaps.⁵ The plan acknowledges that although there has been a recent increase in households with wired high-speed broadband, 33 percent of Philadelphians are estimated to be subscription vulnerable. The Benton Institute for Broadband and Society analyzed Philadelphia's response to digital equity needs during the COVID-19 pandemic and found that the wealthier neighborhoods have higher broadband adoption rates and faster internet service than their lower-income counterparts.⁶

Philadelphia is not alone in its struggle for equity. The National Digital Inclusion Alliance keeps an active list of the worst connected cities in the United States. In the northeast, Newark, New Jersey; Rochester, New York; Toledo, Ohio; and Baltimore, Maryland, rank in the top-20 cities for the number of households without cable, fiber optic, or digital subscriber line (DSL) internet connectivity.⁷ Residency wealth and digital equity concerns extend geographically, and despite the recent rise in rural adoption, rural residents report they are less likely than those living in suburban areas to have home broadband.⁸

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General access to space to work from home could be affected by intersectionalities, including multigenerational homes. In the United States, the instance of multigenerational homes has quadrupled since 1971. It is a younger band of worker, aged 25–29 years, that is most likely to live in multigenerational housing (31 percent), according to a recent Pew Report.⁹ While most respondents saw financial benefits to their situation, there are differences across income tiers regarding views of having adequate space. “Nine-in-ten of those with upper incomes say there is plenty of space to live comfortably, compared with 79% of those with middle incomes and 62% of those with lower incomes.”¹⁰

In addition to navigating space in a home that must serve the needs of multiple generations or multiple users, we must address space needs in terms of special populations such as children and older adults requiring care. In 2019, 1,365,000 children who were home-schooled in grades K-12 had one or more guardians in the labor force.¹¹ To be more inclusive of early childhood years, the percentage of households with stay-at-home parents has risen 60% between 2019 and 2021.¹² The US Bureau of Labor Statistics reported that in 2022, 6.3 million Americans provided eldercare solely for someone with whom they live.¹³ A home might already be needed as functional space for children, stay-at-home parents, and those requiring eldercare. A decision to work from home is not always as simple as occupying the home office, den, or spare bedroom that comes with residency wealth. In fact, Milena Sina Wütschert found that home-based teleworkers have increased health risks due to poor ergonomics of home offices, including workers using dual-space living rooms or bedrooms to avoid inconveniencing their family members.¹⁴

In his conclusion, Bell called upon our “essential core values” to justify his position. I will do the same, focusing on the recently adopted ninth principle of the ALA Professional Code of Ethics.

We affirm the inherent dignity and rights of every person. *We work to recognize and dismantle systemic and individual biases; to confront inequity and oppression; to enhance diversity and inclusion; and to advance racial and social justice in our libraries, communities, profession, and associations through awareness, advocacy, education, collaboration, services, and allocation of resources and spaces.*¹⁵ [Emphasis added]

We work to advance social justice in our profession through allocation of resources and spaces. This is a serious charge and one that stands as a foundation for my response. For those with high residency wealth who want to work from home, this transition is as easy as Bell makes it sound in his article, but that is not the case for many. The trade-offs and sacrifices an employee makes to work from home should be considered costs when measuring the success of a staffing model. ²²

Notes

1. Steven J. Bell, “We’re All about Openness: Except When it Comes to Our Workspaces,” *C&RL News* 84, no. 9 (2023): 311–17, <https://doi.org/10.5860/crln.84.9.311>.
2. Meredith Farkas, “Open Offices are Neither More Open nor More Equitable,” *Information Wants to Be Free* (blog) October 16, 2023, <https://meredith.wolfwater.com/wordpress/2023/10/16/open-offices-are-neither-more-open-nor-more-equitable/>.

3. Meredith Farkas, "Neither Open Nor Equitable: The High Cost of Open Offices," *C&RL News* 84, no. 11 (2023): 407–10, <https://doi.org/10.5860/crln.84.11.407>.
4. Bell, "We're all about openness."
5. Milena Sina Wütschert, Diana Romano-Pereira, Livia Suter, Hartmut Schulze, and Achim Elfering, "A Systematic Review of Working Conditions and Occupational Health in Home Office," *Work* 72, no. 3 (2022): 839–52, <https://doi.org/10.3233/WOR-205239>.
6. Office of Innovation and Technology, City of Philadelphia, "A Digital Equity Plan for the City of Philadelphia," January 2022, <https://www.phila.gov/media/20220215130307/Digital-Equity-Plan.pdf>.
7. Pawel Popiel and Victor Pickard, "Against Digital Redlining: Lessons from Philadelphia's Digital Connectivity Efforts during the Pandemic," Benton Institute for Broadband and Society, August 24, 2022, <https://www.benton.org/blog/against-digital-redlining-lessons-philadelphia-digital-connectivity-efforts-during-pandemic>.
8. "Worst Connected Cities 2019," National Digital Inclusion Alliance, <https://www.digitalinclusion.org/worst-connected-cities-2019/>.
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ACRL Candidates for 2024

A Look at Who's Running

Brad Warren is the Dean of Libraries at Augusta University, a position he has held since March 2022. Prior to this, Warren served as Senior Associate Dean at University of Cincinnati (2018–2022), Director of Access Service at Yale University (2009–2018), and Public Relations/Grants Librarian at the University of North Carolina Charlotte (2004–2009).

During his 15 years of ACRL membership, Warren has served as a member of the ACRL Standards Committee (2023–present), ACRL College and Research Libraries Editorial Board (2016–2023), co-chair of the ACRL 2023 Conference Contributed Papers Committee (2021–2023), member of multiple ACRL 2021 conference committees (2019–2021), convener of the ULS Public Services Directors of Large Research Libraries Discussion Group (2021–2023), and founder, convener, and member of the Access Services Interest Group (2016–present).

Warren's experience with ALA includes being a member of the ALA Committee on Organization (2020–2022). Warren has also served as a member of the LLAMA (now CORE) Program Committee (2015–2018) and Public Relations and Marketing Section Swap and Shop Committee (2008–2009).

Warren's activity with state, regional, and other national associations include serving on the University System of Georgia Regents Academic Committee on Libraries (executive committee member, 2022–present) and the Association of Research Libraries Membership Engagement and Outreach Committee (member, 2021–2022). Warren also served on the Strategic Ohio Council for Higher Education Library Council (member 2021–2022), OhioLINK Regional Depository Governing Council (member 2021–2022), Ivies+ Borrow Direct Policy Group (previous chair and member, 2014–2018), and the SOLINET Marketing Group (member, 2006–2007).

Warren's honors and awards include the Distinguished Achievement in Access Services Award (2016), Concertmaster of the New London Community Orchestra (2016–2018), and the 1999–2000 North Carolina State University Library Fellow, part of the inaugural class of fellowship program.

Other notable accomplishments for Warren include his role as the Inaugural Dean of Augusta University Libraries, where he created new structure, secured a \$500,000 increase to the budget, and completed the second phase renovation of Augusta University's Greenblatt Library and facility and furniture refreshes of Reese Library in the first year. Warren led the University of Cincinnati (UC) Libraries' Organizational Development initiatives and



co-led all aspects of UC Libraries' response, planning, and implementation in response to the COVID-19 pandemic across 13 jurisdictional libraries. He also led the UC Langsam Library Living Room project to increase more diverse seating and collaborative options.

Additionally, Warren led the service redesign of Yale Sterling Memorial Library Nave during its 2014 restoration project along with several reorganizations of Access Services operations and services. He also led multiple large-scale service and facilities projects at Yale University Libraries, requiring collaboration and consultation across multiple departments, and unionized staff.

Warren founded the ACRL Access Services Interest Group and co-chaired development and completion of Framework for Access Services Librarianship in 2020.

His publications include co-authoring with Cheryl McGrath the chapter "Seizing the Opportunity for Innovation and Service Improvement" in *The Library Innovation Toolkit: Ideas, Strategies and Programs*, edited by Anthony Molaro and Leah L. White (ALA Editions, 2015). He additionally authored the editorial "Developing A Practical Approach to Change" in *College & Research Libraries* 81, no. 1 (2020): 2–7, and the chapter "The ACRL Framework for Access Services Librarianship" in *Twenty-First-Century Access Services: On the Front Line of Academic Librarianship, Second Edition*, edited by Michael J. Krasulski and Trevor A. Dawes (ACRL, 2023).

Devin Savage is the Dean of Libraries at the Illinois Institute of Technology, a position he has held since March 2020. Savage has held several other positions at the Illinois Institute of Technology, including Associate Dean for Assessment and Scholarly Services (2016–2020) and Assistant Dean for Assessment and Scholarly Communication (2014–2016). Prior to this, Savage served as Assessment Librarian at Northwestern University (2011–2014).

During his 13 years of ACRL membership, Savage has served as chair (2021–2023) and a member (2018–present) of the ACRL Academic Library and Statistics Editorial Board. He has also served as a member of the ACRL Library Transformers Task Force (2016–2018), convener of the Scholarly Communication Discussion Group (2015–2016), and a member of the Research and Scholarly Environment Committee (2014–2016).

Savage's experience with ALA includes serving as chair-elect and chair of the ALA LRRT Steering Committee (2022–present), chair of the LRRT Nominating Committee (2018–2020), and a member of the LLAMA Assessment Community of Practice Programming Committee (2019–2020).

Savage's activity with state, regional, and other national associations include serving on the Center for Research Libraries Board of Directors (2023–present), Consortium for Academic and Research Libraries in Illinois' Program Planning Committee (2023–present), along with the Chicago Collections Executive Committee (secretary, 2020–present) and Board of Directors (2019–present). Savage has also served as a member (2014–2016) and chair (2016–present) of the Chicago Collections Programming Committee, IPEDS Advisory Task Force (2021–2022), NISO Z39.7 Standing Committee (2021–2022), and LIBRAS



Melvin R. George Award nominating committee (2020–2021). Savage was also co-founder and served as a steering committee member of Library UX Chicago (2015–present).

Savage's honors and awards include the Charleston Fast Pitch Judges Award Winner "Fetch-Counter" (November 2018), Illinois State Library Training Grant (2009), and Northwestern University MALS Distinguished Thesis Award (2009).

Other notable accomplishments for Savage include being accepted to, and attending, both the ALA Leadership Institute (2016) and Harvard Academic Library Leadership Institute (2019). As part of Savage's work for the ACRL Research and Scholarly Environment Committee, he spearheaded the implementation of guidelines and a Code of Conduct for the Scholcomm email list.

Additionally, Savage served as an LIS Access Mentorship Program mentor (2012–2014), a program that supported the development of students from historically and statistically underrepresented populations in LIS. He also led his university to be one of the first in North America to sign on to the San Francisco Declaration on Research Assessment.

His publications include co-authoring with Kurt Munson "Interlibrary Loan's Efficacy in Meeting Students' Expectations to Acquire Textbooks: Results from a Study Conducted in a Large Research Library" in *Journal of Interlibrary Loan, Document Delivery & Electronic Reserve* 23, no. 4–5 (2013): 191–200; co-authoring with Lisa Massengale and Pattie Piotrowski "Identifying and Articulating Library Connections to Student Success" in *College & Research Libraries* 77, no. 2 (2016): 227–35; and co-authoring with Pattie Piotrowski and Lisa Massengale "Academic Librarians Engage with Assessment Methods and Tools" in *portal: Libraries and the Academy* 17, no. 2 (2017): 403–17.

ACRL Board of Directors

Vice-President/President-Elect: *Brad Warren*, Dean of Libraries at Augusta University; *Devin Savage*, Dean of Libraries at the Illinois Institute of Technology.

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College Libraries Section

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Instruction Section

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Secretary: *Maya Hobscheid*, Instructional Design Librarian, Grand Valley State University; *Kristina Clement*.

Member-at-Large: *Melissa Mallon*, Associate University Librarian for Teaching & Learning, Vanderbilt University; *Camille Abdeljawad*, Assistant Professor, Instruction and Outreach Librarian, Park University; *Chelsea Heinbach*, Teaching and Learning Librarian, University of Nevada, Las Vegas; *Dr. Ruth Boeder*, Asst. Professor of Teaching, Wayne State University.

Literatures in English Section

Vice-chair/Chair-elect: *Mark Dahlquist*, Humanities and Social Sciences Librarian, Miami University; *Alexis Pavenick*, Research & Instruction Librarian, California State University, Long Beach.

Secretary: *Dr. Emily Tock*, Liaison Librarian, Purdue Fort Wayne; *Brian Matzke*, Digital Humanities Librarian, Central Connecticut State University.

Member-at-Large: *Candice Dahl*, Liaison and Learning Support Librarian, University of Saskatchewan; *Emily Cranwell Deinert*, Humanities and Social Sciences Librarian, University of Maryland.

Politics, Policy, and International Relations Section

Vice-chair/Chair-elect: *Nadine Hoffman*, Natural Resources, Energy & Environmental Law and History Librarian, University of Calgary.

Member-at-Large: *Allison Symulevich*, University of South Florida.

Rare Books and Manuscripts Section

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Member-at-Large: *Kellee E. Warren*, Assistant Professor and Special Collections Librarian, University of Illinois Chicago; *Jose Guerrero*.

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Publicity Officer: *Sarah Tribelhorn*, Science Librarian, San Diego State University; *David Rachlin*, STEM Librarian/Assistant Professor, North Carolina A&T State University F. D. Bluford Library.

EDI Officer: *Audrey Gunn*, Research & Instruction Librarian for Natural Sciences and English, St. Olaf College; *Janet Hughes*, Biological Sciences Librarian, Pennsylvania State University.

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University Libraries Section

Vice-chair/Chair-elect: *Rosan Mitola*, Head, Educational Initiatives, UNLV Libraries; *Christian Miller*, Lecturer, HR Studies and Associate Librarian, Research and Learning Services, Cornell University.

Member-at-Large: *Sue Garrison*, Director of Access Services, Education Subject Librarian, Rice University; *Emily Bufford*, First Year Experience Librarian; *Maria Evelia Emerson*, Student Success Librarian, University of Illinois at Urbana-Champaign.

Women and Gender Studies Section

Vice-chair/Chair-elect: *Natalie Dickinson Kulick*, Assistant Director, Library Services, Northampton Community College.

Secretary: *Ashley S. McNeill*, Assistant Professor/Engineering Liaison, University of Alabama-Birmingham; *Marvyn Sterne*.

Member-at-Large: *Lane Glisson*, Associate Professor, E-Learning and Instruction Librarian, Borough of Manhattan Community College Library, CUNY. 

A Thousand Threats, a Thousand Opportunities

ACRL 2023 STS Hot Topics

The ACRL Science and Technology Section (STS) Hot Topics Committee panel discussion held at the ACRL 2023 Conference in Pittsburgh was dedicated to generative artificial intelligence (AI) and large language models (LLMs). Mohammad Hosseini, Thomas James Ferrill, and Mark Chalmers were invited panelists to discuss the impact of LLMs and generative AI in libraries. This event was organized by members of the committee co-chaired by Isabella Baxter and Sandy Avila, and it brought together attendees from a broad spectrum of expertise and roles. The recorded version can be accessed on YouTube.¹ In this article, we present a summary of discussed topics along with additional remarks and updates.

The Application of Generative AI for Education

In the session, Mark Chalmers, science and engineering librarian at the University of Cincinnati in Ohio, highlighted how generative AI can aid the coding learning process. He discussed the potential of language models like ChatGPT to improve learning experiences, especially when used as a personal tutor, helping to simplify and explain new concepts a person setting out learning to code inevitably confronts. Over the years, Chalmers has integrated different technologies into the library's free Python workshops, and he was quick to integrate best practices for using generative AI into them. He teaches how intentional use lowers the entry barriers, creates on-demand individualized support, and simplifies the learning process, which greatly reduces the challenges of learning a new coding language. Chalmers noted:

My perspective on the potential impact of generative AI profoundly shifted after watching the GPT-4 developer livestream in March 2023. During the presentation, OpenAI co-founder Greg Brockman prompted GPT-4 to generate code for a Discord chatbot on the fly. I was struck by this, as Discord's API changes had previously forced me to overhaul workshop materials on this exact topic. Yet GPT-4 accurately parsed updated documentation and produced working code. Clearly, this technology could be leveraged to overcome common learning roadblocks and support new coders.

Mohammad Hosseini is an assistant professor in the Department of Preventive Medicine at the Northwestern University Feinberg School of Medicine and Galter Health Sciences Library, email: mohammad.hosseini@northwestern.edu. Mark Chalmers is science and engineering librarian at the University of Cincinnati, email: chalmersmk@ucmail.uc.edu. Thomas James Ferrill is head of Creative Spaces at the University of Utah J. Willard Marriott Library, email: Thomas.Ferrill@utah.edu.

Inspired by this new capability, Chalmers created a new workshop titled “A Practical Guide to Learning to Code with ChatGPT.” This workshop focuses on using ChatGPT as a personal AI tutor for Python and demonstrates ways ChatGPT can aid coders, such as explaining new concepts at different levels of complexity, explaining different categories of errors, generating examples and test problems, and explaining documentation such as those related to using a new function. He has also integrated ChatGPT tips and scaffolding into the core Python workshops. Other learning objectives are for students to understand how generative AI works, get a sense of its capabilities and limitations, and cultivate a healthy skepticism toward its output.

Navigating the Hype

Thomas James Ferrill, head of Creative Spaces at the University of Utah J. Willard Marriott Library in Salt Lake City, reminded the attendees about recent developments, with unprecedented advancements at tasks previously thought to pose challenges to AI models. Combined with significant media amplification, the sense of possibility to complete more work and accomplish more tasks have resulted in a hype that has pervaded the first half of 2023. Amid the din, finding practical applications remains challenging. Even in cases where there is immediate and obvious utility in using generative AI to navigate information systems and help process archival data, there are hurdles to adoption that may take years to overcome. Ferrill added:

There are risks in adopting new technology, just as there are risks in avoiding it—the cautious approach of wait-and-see may prove more costly if research processes begin to bypass library systems in favor of emerging techniques that use AI models. If libraries can participate in creating positive impacts, it will be through the marketplace of ideas, which has long trended towards technology adoption.

Despite the oscillation of attention between hype and challenge, one cannot deny that using better tools could lead to better outcomes. It no longer seems outrageous to claim that AI will impact various knowledge workers, spanning many industries and economic sectors. This prospect puts libraries in a position to respond because not only are knowledge processes in libraries subject to immediate impacts (from LLMs specifically), but libraries also serve broad community needs through educational programming and navigating the information ecosystem. From a public service perspective, the libraries, archives, and museums community is already invested in addressing literacy needs, including an urgent need for AI literacy. The path to developing relevant and helpful content will depend on a range of considerations for individual organizations; it also hinges on externalities such as regulatory guidance, meeting existing user demands, and funding for development. However, developing content to support AI literacy is urgent.

Regardless of chosen strategies at an organizational level, libraries will continue to create access to resources in compliance with their institutional values. For better or worse, dispelling the hype and offering training on generative AI applications require the same approach that libraries have always taken—helping individuals navigate their information environments through competent tool usage. A pragmatic approach to AI adoption in libraries is neither to reject participation nor to blindly adopt the latest fad.

Why do Researchers Need Generative AI and How is Research Benefiting from This Technology?

Mohammad Hosseini, an assistant professor in the Department of Preventive Medicine at the Northwestern University Feinberg School of Medicine and Galter Health Sciences Library in Chicago, offered a researcher's perspective on why generative AI is needed. He highlighted that for a while, access to information was not keeping pace with the increased production of knowledge, but the internet and the open science movement significantly changed this landscape. Hosseini added:

Access to more information does not extend the day for researchers to read more or analyze more information. In fact, while it is true that access has increased and search engines find information quicker than before, because information is fragmented, finding useful pieces and then comprehending, analyzing, and employing information are more complicated than ever.

Technical solutions—such as web scraping, integrating data, standardizing storage and retrieval, and implementing knowledge management systems—do not help researchers comprehend, analyze, and consolidate information. Hosseini added that in the current research landscape, researchers and their limitations could be considered among bottlenecks because available information is so abundant that researchers cannot use them effectively and efficiently, and this is where generative AI and LLMs could help researchers in the future. Hosseini offered three examples wherein using this technology has benefited research:

1. Madimate Assistant, developed by David M. Liebovitz based at Northwestern University, uses ChatGPT as a baseline language generating model, which is fine-tuned based on a specific and small medical library. In its most recent version, Medimate offers various options to help medical students and research assistants to search the literature efficiently.
2. A recent collaborative project between the National Human Genome Research Institute and Northwestern University used fine-tuned generative AI to explore the History of Genomics and Human Genome Project archives to understand how the Human Genome Project developed collaboratively, and how scientific goals were formulated and evolved. This project used LLMs for content extraction and masking sensitive information.
3. Another example pertained to a recent predictive model² developed by researchers at the New York University to improve accuracy of clinical predictions related to readmission, mortality, comorbidity, length of stay, and insurance denial. Researchers in this project trained an LLM for medical language (NYUTron) and subsequently fine-tuned it across predictive tasks. LLMs were used to read the notes written by physicians and provided access to a comprehensive description of patients' medical state.

Conclusion

The 2023 STS Hot Topics event offered an opportunity for rich discussions and presentation of intersecting perspectives on the applications, challenges, and ethical considerations about using generative AI and LLMs in libraries. While these technologies can positively impact how libraries support learning, research, and knowledge dissemination, they must be steered by professional values. Libraries are hubs of learning and knowledge sharing

and, amid the threats and the opportunities, have a critical role to play in shaping the use of AI: ensuring that it is employed in ways that align with their mission and standards of accessibility, fairness, transparency, and inclusivity. As existing platforms are updated and new platforms are released, libraries have a responsibility to continuously educate patrons and create awareness about the ethical implications of using generative AI. Librarians have a duty to promote responsible AI use and best practices surrounding attribution, fairness and transparency, data security and confidentiality, bias, misinformation, cybersecurity, copyrights, and intellectual property, among others. ²²

Note

1. ACRL Science and Technology Section, “STS Hot Topics Event 2023: A Thousand Threats, A Thousand Opportunities—A Look at Generative AI,” YouTube video, June 20, 2023, 29:27, <https://www.youtube.com/watch?v=HWauVLZZpE4>.
2. Lavender Yao Jiang, Xujin Chris Liu, Nima Pour Nejatian, Mustafa Nasir-Moin, Duo Wang, Anas Abidin, Kevin Eaton, Howard Antony Riina, Ilya Laufer, and Paawan Punjabi et al., “Health System-Scale Language Models are All-Purpose Prediction Engines,” *Nature* 619 (2023): 357–62.

Game Jams for Academic Libraries

Lessons Learned from a Collaboration with the Makerspace

International Games Month¹ is an initiative run by the Games & Gaming Round Table of ALA. Held each November, libraries of all types across the globe host a variety of gaming-related programming. One popular event is a game jam, where participants gather for a set time to either create a game from scratch around a common theme (a 2022 theme was “the connections we make through reading”) or create new iterations of an existing game. These can take place either in person, online, or both, and can be used to create any type of game.² While these are held frequently in school and public libraries,^{3, 4} they are less often held in academic libraries. Those that are held in academic libraries are often focused on digital games^{5, 6} rather than physical games. In November 2022, I held a game jam at the University of Nevada-Las Vegas Lied Library in collaboration with our Makerspace, with specific interest in how my experience might differ from other game jams held during International Games Month.

My Experience

To begin, I pitched the idea of a game jam to my supervisor in a slate of other game programming for November. Lied Library had, to my knowledge, never participated in International Games Month, so I wanted to hold a variety of programs in a low-stakes environment to test what resonated with students. I was given the go-ahead and collaborated on initial plans with the student engagement coordinator, who was responsible for departmental outreach and supervision of peer-coach mentors, among other responsibilities. With myself as lead, we decided on the timeline for the competition, the number of participants, rules, marketing, and the strategy for determining winners. With those decisions loosely made, we met with the Makerspace team, including the department supervisor and making and innovation specialist, who oversees the daily operations of the Makerspace, to pitch the idea of hosting this competition in collaboration with the Makerspace. In this meeting I emphasized that most of the work would be done by myself; while this event was designed to highlight Makerspace resources and tools, I was intentional about not wanting to overwhelm the space or place undue burden on Makerspace staff during a time when many students are working on final projects or holiday gifts.

Together, we finalized details like the number of participants, a reasonable budget to give each team for use of Makerspace materials (\$25), and how to strategically use the Makerspace and its resources without negatively affecting other users or Makerspace staff.

Amber Sewell is a teaching and learning librarian at the University of Nevada-Las Vegas; email: amber.sewell@unlv.edu.

This competition could be considered not a game jam because we did not use a unifying theme for participants. The 2022 theme felt geared more toward a public or school library audience, and I wanted to remove as many barriers to participation as possible. For this event, students could make any type of physical game, so long as they used at least one of the Makerspace tools (3D printer, laser cutter, vinyl cutter, or sewing machine). Other guidelines included the following:

- Five teams of two to three students could compete.
- Teams could not use their own money to supplement the \$25 provided for Makerspace resources.
- Games should take no more than 15–20 minutes to play, should be constructed primarily in the Makerspace, and should come with clear written instructions for players.

The goal was to hold a kick-off event on November 1. Students would then have three weeks to build their games, with the final week reserved for voting by the university community. Marketing of the event was delayed due to other events, including homecoming; at the time of the November 1 kick-off event, only one team had signed up, and they were unable to make it to the kick-off due to car problems. Two individuals showed up to learn more about the competition, so I ended up delaying the kick-off event a week to accommodate both the original team and to allow any new sign-ups. At the kick-off event on November 8, the original team, plus one individual who had attended the November 1 event, joined.

The kick-off event was planned by myself and the making and innovation specialist. I provided an overview of the competition, including guidelines, suggestions, and the timeline. The making and innovation specialist explained what Makerspace resources were available to the teams, as well as how working with any of the Makerspace staff might help them with their designs. We had decided to provide the team with designated time to access the Makerspace for the competition to avoid overburdening the space when it was open for everyone. On Mondays, the Makerspace does not open until noon; for November, we opened the Makerspace from 9 a.m. to noon to only the teams so they could work on their projects. The making and innovation specialist and I, and sometimes a Makerspace student worker, were available during these times. The teams largely did not take advantage of this option; they only came the last Monday of the design phase, as games were due to be turned in at noon that day so we could begin the voting process.

While students were working on their games, the Makerspace team and I did not engage with the teams much, leaving plenty of time to assist regular users and for myself to focus on other game programming throughout the month. Teams turned in their games November 21, and I worked with the student engagement coordinator and our peer-coach mentors to establish a schedule for tabling at the entrance of the library, where we aimed to engage students, faculty, staff, and even community members visiting the library. We set out the two games, including their instructions, and I designed a short voting form that players could easily fill out after playing the games. The form asked voters to rate the game one to five stars in areas of appearance, clarity of instructions, and amount of fun playing the game. We tabled November 21–29, and on November 30 I tallied the votes before the winner announcement on December 1.

One hundred people played the games during the voting period, which was marketed via social media, as shown in figure 1. This was a really fun and informative part of the

competition; it allowed me to see where I could have provided more guidance for the teams, especially in terms of creating instructions, in addition to seeing how players interpreted the instructions that were provided. I did not offer any suggestions as to how the games were played, though I or the peer coaches did offer to serve as a second player for any single individuals who approached the table to play the games. Fourteen votes were thrown out for not specifying which game they were evaluating on the voting form, for a total of 86 votes cast. The teams assembled, as well as those who had been involved in the competition, for a celebration and debrief on December 1, where the winner was announced and awarded a 3D printed trophy (shown in figure 2). Though the competition was small and experienced several setbacks, the students all expressed satisfaction with the competition and were eager to compete again. Members of the winning team received \$25 for their student account.

Feedback

Feedback on the competition was very positive. Those involved in making the competition happen were happy to host it again, and the three student competitors provided extremely valuable suggestions and reflections for future events. The major takeaway, both provided by students and observed by me, was that November is a terrible time to host a game jam in an academic library. It impacted everything from marketing the event to students to the amount of time students had to work on the project; November has several days off for holidays, it is cold and flu season (which impacted one team fairly significantly), and students are focusing on their final projects and exams of the semester. While none of the student participants were upset about the timing, they did strongly suggest choosing a different time in the semester to hold the event.

Another piece of feedback that arose out of student reflections and input from library staff was making sign-ups available much earlier and providing an information session or two before sign-ups close. For this iteration, October events significantly impacted our ability to get the competition information to students early, and the fact that some people showed up to the kick-off event to learn more suggests that students may be curious, but not sign up without more information. An information session beforehand may also set teams up for success better than our kick-off session did; student participants shared that they wished they had a more holistic picture of what game design entails before they started. The prototyping phase, in particular, was confusing for students; though we talked about prototyping resources available in the Makerspace at the kick-off event, a more in-depth explanation of what prototyping is and how it can help students visualize their design before spending money on more expensive materials would have been beneficial.

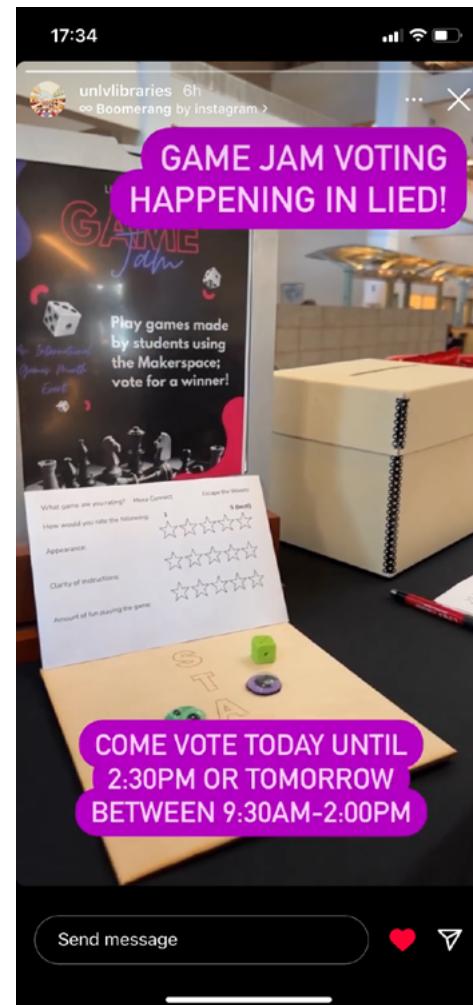


Figure 1. An Instagram story post promoting voting.

While watching players test the games, I realized I needed to provide more game design guidance to teams before they began working. Due to my longer history with game design, I forgot to communicate the basics, which was evident when it came to instructions and a win-state. Many players did not understand how to play the games, and when they did interpret the rules, they were unclear how to know when the games were finished. While the student participants did not comment on this during the debrief, I plan to create a game design checklist at the beginning of the competition.

The most surprising feedback for me was that students wanted this competition to evolve into something much bigger. Students at the University of Nevada-Las Vegas have a very entrepreneurial spirit, which I did not consider when designing this competition—I just thought it would be a fun opportunity to play around and raise awareness of the Makerspace. The students, however, made many suggestions as to how they would scale up the competition. These included involving the Patent and Trademark Resource Center housed in the library, inviting local game publishers to sponsor the competition, and assembling a judging panel from local game publishers and game store owners, allowing students to network and potentially establish working relationships with these community members. There were suggestions about expanding the competition beyond a month, integrating it with relevant courses, and more.



Figure 2. The winning game and the 3D printed trophy.

Next Steps

Working with our outreach librarian and making and innovation specialist, we've chosen the second week of classes—January 22 for us—as the start of our next iteration of the game jam. It will run for four weeks, ending right before our general education instruction picks up, enabling us to test changes before hosting another game jam in September 2024. Moving the game jam to September should allow us to promote the competition as part of welcome-week events, encourage first-year students who need campus participation activities to fulfill course requirements, and fall nicely before instruction and mid-semester events pick up.

I will implement changes based on the feedback received from everyone at the debrief, including releasing sign-ups earlier, hosting a few information sessions, and redesigning the kick-off event—or hosting workshops during the competition—to provide more game design support. While I am excited about the suggestions made for ways to scale up the event, I would like at least one fully attended competition under my belt before exploring any of these options. ²²

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Kendall Milar Thompson

Bridging the Gap

Mobile Librarian Outreach in the Wake of a Pandemic

The COVID-19 pandemic, subsequent shutdown, and its aftermath have challenged how academic libraries make contact and maintain connections with their communities. Starting work as a new librarian in the summer of 2021 presented significant challenges in connecting with colleagues and students. Faculty and students were navigating returning to the classroom, and the campus was struggling to reestablish community after a period of significant disconnection. As the science and data information literacy librarian at Dickinson College, I was navigating making connections with some departments that made heavy use of the library's instruction services and other departments that rarely requested instruction. Although I made contact with faculty who had established information literacy instruction in their courses, I still struggled to have more collegial interactions. Adding to this was a disconnect from the students and the feeling that I only interacted with them within the setting of a classroom or a research appointment. Students made appointments only when referred to me by their faculty, and I worked with them during instruction sessions, but there were few that sought me out regularly as a resource.

By necessity, the COVID-19 pandemic pushed all interactions online. Although the library has reopened and students have returned, in-person reference consultations have not resumed at the level they were pre-pandemic and students rely increasingly on chat- or e-mail-based reference support, a trend many libraries observed.¹ Anecdotally, students reported to me that science students rarely made use of the library, as the science buildings offered more study space and easy access to their classmates and science faculty.

In a fit of frustration with the feeling of a lack of connection, I announced during a librarian meeting that I was simply going to go start eating my lunch in the science building while wearing a hat that said, "I'm a librarian, interrupt me." I did not, in fact, do this. My library



Kaufman Hall mobile librarian station.

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colleagues pushed to establish a more formalized project which we titled “Mobile Librarian.”

Although we were unaware when we embarked on the project, reports on moving librarians out of the library described a range of outcomes. Little scholarship exists on the topic within the past five years, and none since the pandemic. Additionally, most of the reported research is qualitative. Existing research into on-site reference, satellite librarians, or mobile librarianship indicates that the practice leads to significant opportunities to engage with departments and students.² Some have experimented with placing librarians in locations like the writing enrichment center or within the student center.³ Those that positioned remote reference sites in central student centers found that much of the traffic served either as an “about the library” station or was mistaken for providing general assistance not related to the library. Others have relocated liaison librarians to academic departments, permanently embedding liaison librarians in offices within those departments or having librarians host hours in a classroom.⁴ Although these embedded librarians were able to make strong connections with the departments they served, this practice is not practical at a small school, and the librarians often felt disconnected from the library. However, librarians found that on-site reference served as an important customer service and marketing tool for the library.



Mobile librarian station in the Rector Hall atrium.

The Program

Before the beginning of the Spring semester of 2023, I contacted the faculty in the sciences, announcing the mobile librarian program. I asked the faculty for feedback about times they thought would be most valuable to schedule the hours. I suggested a passing period in the mornings on Tuesdays and Wednesdays. Due to this faculty consultation, I slightly extended one of the mobile librarian periods. I contacted the faculty with the scheduled times and requested that the faculty add the information about the mobile librarian hours to their syllabus and advertise the times in their class.

Beginning in week one and continuing every week during the semester, except spring break, I spent two hours in the front entryway of the academic building that is home to Environmental Studies and Environmental Science, Geosciences, Psychology, and Sustainability and two hours in the atrium of the building home to Biology and Chemistry and part of the same complex as Math, Computer Science, and Physics and Astronomy. The physical grouping of the sciences into these two spaces, with such accessible high-traffic common areas, was critical in reaching a large number of users. The hours were scheduled to overlap as much as possible with the passing periods of morning lecture classes to increase visibility to students. There was only one session that I was unable to attend, and another librarian went in my place. Sessions persisted into finals week.

I positioned myself in a location that had maximum sight lines from students walking past, and positioned a trifold whiteboard identifying me as a librarian and advertising what types of questions I could answer. The whiteboard also had a QR code with a quick link to my appointment calendar and a banner that advertised the service in line with the library's existing branding.

Results

There were 28 mobile librarian sessions. Data were collected after each interaction on the type of question, the type of participant, whether they were affiliated with a department, and the duration of the encounter. Across the 28 sessions, there were 87 interactions, 68 with faculty and staff and 19 with students. Interactions were between one and five minutes, and very few exceeded ten minutes. Questions during interactions were classified as either "research," "chat," "citation," or "other." "Chats" were used to denote more casual interactions where a user stopped by and had a conversation not related to a specific question. Some examples include pedagogical conversations, conversations with students about the challenges of research, and personal social interactions.

Overwhelmingly the Mobile Librarian interactions consisted of chats. Primarily these were with faculty. These conversations provided an opportunity to discuss integrating information literacy, pedagogy, or priorities for the library's collections. These chats also resulted in meetings outside of mobile librarian hours, including collaborations on faculty-led instruction, developing information literacy assignments or classes, requiring or encouraging student research appointments as part of a class, and an opportunity to test new ideas. After a conversation with a faculty member, they decided to require research appointments for all the students in their class. Mobile Librarian also offered an additional way for faculty to have more casual conversations with me: most of the conversations that led to new programs or collaborations would not have emerged otherwise.

In contrast to the more casual chats shared with faculty, student interactions during Mobile Librarian tended to be focused. Sometimes it was clear that in walking by, it occurred to a student that they did, in fact, need some research support. Several of these interactions resulted in referring students to an appointment or to follow-up e-mails simply due to time constraints. In one meeting, a student sat and worked on an assignment for 20 minutes after their question was answered. Several students actively sought assistance with citations or support with programs like Zotero. Some students used the mobile librarian hours to drop in for a research appointment.

Although correlation is not causation, it is notable that my research appointments increased by 272% in the spring semester of 2023. Even if I ignore the newly required appointments, there was still a substantial increase (154%) in student appointments. This may be anomalous because this is my second year at the institution, but analyzing research appointment reports from previous librarians responsible for the same departments still shows a similar increase.

Conclusion

This program's success made the decision of continuing it in the fall of 2023 easy. Other librarians on the research and instruction team also plan to add Mobile Librarian hours in more central locations like the campus coffee shop and student center. The faculty clearly viewed the program as a success. Many stopped by during the semester to ask how the

students were responding, and some even requested specific times for Mobile Librarian in the fall. At the end of the semester, I sent a report on the program to the faculty, which resulted in the most replies to any e-mail I have sent. One responded, “your idea worked!” and another thanked me for “being a presence in our academic buildings.”

At its core, Mobile Librarian at Dickinson College sought to reconnect faculty, students, and librarians with each other by providing librarian access in common areas in the classroom buildings. The early results are compelling, and the program is straightforward enough with a broad enough application that any academic library could potentially benefit from this type of outreach. Some of this outreach was effective simply because I was new to the institution, and it served as a valuable opportunity to make the acquaintance of faculty with whom I had not had much opportunity to interact. In observing my interactions with faculty, students were encouraged to seek me as a resource. The program also reminded faculty and students of the resources that the library could provide. Multiple collaborations directly resulted from conversations during the mobile librarian hours. ²²

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Preserving What We Publish

Findings from the Library Publishing Coalition Preservation Task Force

Library publishing programs have the potential to be a critical component of the community-controlled infrastructure pushing the scholarly publishing landscape toward more open and equitable practices. However, multiple studies have demonstrated that long-term preservation is particularly problematic for open access publications,¹ and the products of library publishing programs are unfortunately not immune. While preservation is a significant challenge for small publishing programs generally, in many ways library publishers are in a better position to meet it than their non-library-affiliated peers. Libraries have long been centers for preservation and have invested in individuals, tools, and partnerships that are at the forefront of the preservation effort. Yet the expertise available in libraries often seems disconnected from the library publishing practitioners who could benefit from it.

The Library Publishing Coalition² (LPC) aims to support its members in overcoming institutional siloing and addressing resource scarcity to better steward the materials they create. In mid-2021, LPC charged a Preservation Task Force with investigating the preservation activities and challenges of library publishers, and recommending actions for LPC to take to strengthen practice in this area.³ We took a multi-step approach to this work: first investigating the activities of library publishers through a combination of literature review, analysis of the Library Publishing Directory data,⁴ and additional information gathering through surveys and focus groups; second, exploring the landscape of community-led preservation efforts through conversations with groups providing preservation services and support; and finally, preparing a gap analysis of library publisher needs in comparison with the resources commonly available.

LPC has committed to strengthening its support for preservation activities in line with our resulting report's recommendations. However, there are plenty of actions we can take as individual library publishers, the organizations that support them, and as communities of practice to move the needle on more fully preserving this important content.

Preservation in Library Publishing Programs

Our initial investigation into existing information about library publishing preservation was less productive than we had hoped. The Library Publishing Directory questions about preservation programs conflated several tools and services in a way that made it difficult to

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get an accurate picture of publishers' practices. Further, our literature review revealed that research into library-publishing-specific preservation practices is extremely sparse. A few articles mention preservation as part of wider case studies, but it is seldom the focus and never detailed at a level that would allow a comprehensive understanding of the workflow. In the few cases where preservation is mentioned, many authors conflate deposit into an institutional repository (IR) with digital preservation. This is troubling, since IRs are most often designed as access platforms rather than preservation platforms, and they usually cannot facilitate the range of ongoing activities like format characterization, migration, normalization, virus scanning, or fixity checking that make up active preservation. LPC's annual Library Publishing Forum appears to be one of the few venues where library-publishing-specific preservation practices are explored, with many presentations offering case studies and more substantive work.⁵

The task force therefore concluded we needed to collect additional data to get a more detailed understanding of current practice. We designed a survey to collect information about respondents' programs, preservation activities, and challenges, which was distributed through the LPC listserv and the IFLA library publishers listserv, ultimately receiving 36 responses. We presented the survey results at a community meeting on October 20, 2022, which allowed us to directly engage with 20 LPC community members and dig deeper into the themes that we discovered in our initial findings. The survey and community conversation revealed a broad range of preservation activity, capacity, and experience.

Some survey respondents and conversation participants had comprehensive and sophisticated preservation workflows. Using a mix of external digital preservation services, community partnerships, and internally developed tools and workflows, these programs have a good handle on preservation of traditional publishing outputs. However, many called out digital humanities (DH) projects as being a primary challenge. They are grappling with complex formats where best practices are still developing and automated tools are nonexistent, resulting in preservation workflows that are even more resource-intensive.

On the other end of the spectrum, 40 percent of survey respondents said that their program did not include any preservation activities at all, and three quarters of respondents said that no one in their publishing program has digital preservation in their title or job description. While many respondents indicated that there was preservation expertise at their institution, only about a third reported that any library publishing content fell under that program's domain. This siloing leaves programs without the expertise or resources to develop robust preservation practices, which in many cases results in suboptimal workflows. There is tremendous opportunity here for baseline information and support for easily implemented workflows to make a significant difference.

A Broad Landscape of Community Resources

Working from a list provided by the LPC Board and staff and refined by task force members, we contacted seven community-led and -driven organizations and projects to set up hour-long conversations.⁶ The organizations we spoke with serve overlapping niches, and many work together toward shared solutions in the digital preservation space. This was not meant to be a comprehensive list of preservation tools and vendors, but rather enabled the task force to get a better sense of the types of preservation support services available to library publishers.

Five of the organizations we spoke with focused on enabling or providing direct preservation services and showcased diverse governance structures and technology strategies. Three of the organizations, including Academic Preservation Trust (APTrust), the MetaArchive Cooperative, and Scholars Portal, are collaborative enterprises between memory organizations. Project JASPER (JournAlS are Preserved ForeVER), which is sponsored by the Directory of Open Access Journals (DOAJ), directs DOAJ-indexed journal publishers to the external digital preservation service providers CLOCKSS,⁷ the Public Knowledge Project Preservation Network,⁸ and the Internet Archive.⁹ Portico is a stand-alone not-for-profit organization offering preservation services by serving as a central hub for both libraries as access providers and publishers as content providers. The range of technology is similarly broad. Many of the providers we spoke with use LOCKSS¹⁰ (Lots of Copies Keep Stuff Safe) systems, which are an open source distributed digital preservation technology that allows partner libraries to mirror and monitor each others' content. However, many have developed their own unique tools and workflows, some of which use open source software and some of which are built on proprietary systems.

Two of our conversations were with projects focused on creating information resources. The NASIG Digital Preservation Committee developed a broad-model digital preservation policy,¹¹ which can be tailored to suit different needs. Community-led Open Publication Infrastructures for Monographs (COPIM) primarily builds tools and platforms for open access book publishing, but one of their work packages is a toolkit of best practices for preservation of those publications (WP7: Archiving and Digital Preservation¹²). While the breadth and depth of available best practices and templates are impressive, the fact that so many projects sponsored by so many types of organizations (NASIG originated as serials access interest group, while COPIM is a partnership between libraries, publishers, universities, and community organizations) exist makes keeping tabs on available resources potentially overwhelming for individual library publishing programs.

Findings and Calls to Action

Breaking Down Silos and Gathering Information

The need for digital preservation of library published work has generally been demonstrated and seems to be clearly understood by library publishers. Despite this, digital preservation is often a secondary priority in library publishing programs, with little staffing or financial support given to this important task. Digital preservation programs are themselves often understaffed and underfunded and have therefore needed to set boundaries around taking on additional content. To be successful, programs must build a business case for these activities: aligning their work with the organizational mission, articulating why content should be included in the program's preservation policy, and quantifying the resources needed for varying levels of preservation. But as a first step, library publishers should take stock of their program's current practices and gather the information they need on how they might build toward better ones. This could include talking to their library's institutional repository and preservation departments about what those systems include and whether there is any capacity to expand services.

Similarly, library publishers can investigate their publishing platforms' ability to integrate with preservation services, since several publishing tools have integrated preservation into their project infrastructure. This includes tools like Open Journal Systems¹³ (OJS), which

makes it very easy to send preservation data to CLOCKSS or Portico, and Janeway,¹⁴ which also makes it easy to send preservation content to Portico.

The digital preservation community has done a tremendous job in creating resources and documentation, but somehow this information isn't getting to many library publishing practitioners. As articulated by a survey respondent, "Rather than a focus on reinventing the wheel, we'd prefer to see LPC help in the area of sharing information and resources funneling best practices that have already been established." In the community call, many attendees shared links and resources to existing best practices, demonstrating that there is not necessarily a need to create new guidelines but rather to create navigation pathways to take advantage of the wealth of existing resources.

Supporting Digital Humanities and Non-traditional Publications

While many of the existing best practices for digital publications may apply to digital humanities (DH) or nontraditional publications, not all of them do. These complex projects require a completely different approach to preservation and may even differ project to project. All the community organizations we spoke with agree on the need for additional attention to emerging preservation needs in digital humanities, 3D, and research data realms. Indeed, most of the service providers we interviewed only offer bit-level preservation rather than the ongoing format monitoring, migration, and emulation that would be ideal preservation practice. This is sufficient for traditional journals, but for multimodal journals this preserves the components but not their full functionality. Portico is aware of the need to preserve emerging formats and is looking into approaches, but clearly this is a developing area.

Forging More Direct Partnerships

Our community conversation participants emphasized that the fastest way to increase preservation of the materials library publishers produce would be to encourage preservation integration into the platforms they are already using. At minimum, it would be extremely helpful for publishing platform developers to increase transparency around the current functional preservation capacity of their software, including documentation on how to take advantage of existing capabilities. Ideally, platform developers would incorporate preservation best practices into their export capabilities, including the option of creating a complete submission information package, which consists of descriptive information of the contents and files to be used for long-term preservation. For those platforms where archival export options exist, developers could create plugins that allow linking with existing preservation services. For this to happen, publishing and preservation tool developers should come together to work in parallel and arrange for library publisher partners to assist with requirements gathering and testing.

Community models such as AP Trust, the Global LOCKSS Network, Scholars Portal, and MetaArchive Cooperative have been tremendously successful in expanding preservation of digital materials. How do we encourage institutions that are interested in creating new preservation communities, and how do we support existing collaborations? Our conversation with one of the preservation service providers revealed the alarming possibility that LOCKSS systems are potentially endangered by the trend of libraries investing in cloud-based infrastructure rather than in-house server hosting, since costs would be prohibitively

high to use cloud infrastructure as a LOCKSS node. We must make sure that preservation systems are part of the conversation when discussing institutional IT strategy.

Finally, significant expertise around the preservation of multimodal and complex formats exists outside of the library community. Subject-specific preservation services such as the Archaeology Data Service can be more sophisticated with these resources than are more traditional library-facing preservation services.¹⁵ How can we better liaise with disciplinary organizations to learn from their experience and partner on finding solutions?

Library publishers are entrusted with disseminating a diverse range of materials, but our organizations' broader role as stewards of knowledge requires an additional commitment to long-term preservation. As library publishing programs mature, it is clear we must build a shared understanding of preservation best practices, technologies, and workflows to fully prioritize the preservation of our published works. There is a wealth of preservation expertise within libraries, cultural heritage organizations, and disciplinary communities, and by actively coordinating and learning from each other we can ensure the integrity and accessibility of our digital holdings for the long term. ¹⁶

Notes

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Blackpast. Access: <https://www.blackpast.org/>.

Blackpast is a free website with thousands of encyclopedia articles on African American and Global African history spanning 1526 to the present, as well as transcripts of speeches and primary documents, articles, bibliographies, and guides. Topics are chosen for their “clearly evident impact on African America, the United States, or the world.”

Blackpast started as an online reference center by University of Washington (UW) faculty in 2004. The project expanded beyond UW, and the Blackpast.org website went live on February 1, 2007. Their Academic Advisory Board is made up of fifteen noted scholars in US, African, and African American history from around the US and Canada. Contributors are unpaid independent and academic historian volunteers from around the world; each has a profile so users can see their background and relationship to the topic.

The online encyclopedia’s entries average around 500 words and provide introductions to individuals and events with significant impact on Black history. Every entry also lists its sources. There are transcripts of more than 300 speeches, 63 from global figures and events, and 243 from African American history. The “Perspectives Articles” by academic historians describe lesser-known yet important events or offer viewpoints about historical developments shaping the contemporary Black world.

The content can be navigated to by using the basic search bar located at the top of every webpage, or one could browse topics under African American history, Global African history, or by the main and special features. At the bottom of the page, users can browse African American and Global African history by categories: “People,” “Places,” “Groups & Organizations,” “Events,” “Primary Documents,” “Institutions,” “Speeches,” and “Perspectives.”

The transcripts of American and international primary documents and the fun, visual timeline potentially could be of particular use for research and classrooms.

This resource is great for those who want a general introduction or a jumping-off point to their research and learning in Black history, with its excellent and easy to understand entries and articles providing plenty of historical context. There is an abundance here for undergraduate academic researchers. Also of note are the K-12 resources within the sections called “The Children’s Page,” which has entries denoted as “children’s edition” and the guide for using Blackpast in the classroom, with recommended lesson plans, websites, and other resources, especially useful for educators teaching grades 6–12.—*Hilary Robbeloth, University of Puget Sound, hrobbeloth@pugetsound.edu*

National Rehabilitation Information Center. Access: <https://www.naric.com/?q=en>.

Established in 1977, the National Rehabilitation Information Center (NARIC) is the library for the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR). NARIC’s primary mission is to collect and share research funded by NIDILRR. NARIC provides access to several databases, allowing users to search thousands of documents. Students looking for journal articles, books, and reports can use NARIC’s REHABDATA database. This database also includes international research that was originally

collected by the Center for International Rehabilitation Research Information and Exchange. In addition, REHABDATA is accompanied by a thesaurus of controlled vocabulary terms. NARIC's Knowledgebase contains information about organizations, agencies, and online resources supporting people with disabilities. Users may limit Knowledgebase searches by state as well. In addition, the NIDILRR Program Database is available to assist users in finding more than 2,800 current and completed research projects funded by the organization since 1986. Students may also browse this database by outcome domains and funding mechanism. Each listing in the program database includes contact names, a project abstract, and links to additional resources.

The site also contains a collection of NARIC publications such as Librarian's Picks, a series of librarian-selected disability resources that serve as a ready reference collection for students looking for quick information on topics such as "Assistive Technology," "Independent Living," and "Universal Design." Also included among the NARIC publications is a weekly digest called *Research In Focus*. It includes summaries of NIDILRR-funded research projects. NARIC also provides a weekly newsletter called "News and Notes" from the NIDILRR Community and beyond, which spotlights the accomplishments of NIDILRR-funded projects across the United States.

The site's multimedia collection contains videos, podcasts, and webcasts. Students also get access to NARIC's own "Spotlight Podcast," which touches on a variety of topics related to disability, rehabilitation research, and the latest research from NIDILRR grantees. Each podcast includes both English and Spanish transcriptions.

In addition to providing thousands of online resources, NARIC librarians provide reference services via live chat, email, and telephone. Students looking for resources on disability and independent living are sure to find plenty of reliable resources at the National Rehabilitation Information Center.—*Michele Frasier-Robinson, University of Southern Mississippi, Susan.FrasierRobinson@usm.edu*

ReliefWeb. Access: <https://reliefweb.int/>.

Since 1996, the United Nations' Office for the Coordination of Humanitarian Affairs (OCHA) has hosted ReliefWeb. OCHA mobilizes aid, shares information, supports humanitarian efforts, and advocates for crisis-affected communities.

ReliefWeb's editors select, classify, curate, and deliver 4,000 sources, from local to international, think tanks, government, research, and media—mostly reports, infographics, and maps. Offices in Bangkok, Nairobi, and New York, provide 24/7 coverage in Arabic, French, English, Russian, and Spanish. Annual reports since 2005 and historical information are available. Be aware of separate but similar products: ReliefWeb Response, OCHA's corporate site for field operations pages, and a sister site, RedHum. Essential content is delivered through other channels including social media, an API, and RSS feed.

The homepage features Headlines, Recent Disasters, Latest Blogs, Opportunities, and Most Read. The top bar includes "Search," "Updates," "Countries," "Disasters," "Organizations," "Topics," "Jobs," and "Training." New visitors should browse "Topics," a curated list of current issues. In the "Countries" section, for each country, researchers will find a variety of resources such as interactives, situation reports, manuals and guidelines, evaluations and lessons learned, assessment, analysis, and more.

The maps in the “Disasters” section allow users to search current, ongoing, or past disasters. Emblem color indicates alerts or active situations, and the icons map to type of disaster. Also in “Disasters,” users can search for a specific event (such as a named hurricane) or browse a list of disaster types (mud slides, earthquakes, etc.).

Under “Organizations,” users can find an alphabetical listing or can search by name. “Jobs” provides categories for “Remote/Roster/Roving” and “Closing soon,” as well as filters such as Job Type, Career Category, Experience, and more. “Training” offers options such as “Closing soon,” “Free courses,” “Online courses” or “Ongoing/Permanent” and filters like Format, Theme, Country, etc.

Some sections, including “Updates,” “Jobs,” and “Training,” offer the helpful Theme filter, which provides users with the ability to focus their search by topics like climate, education, food, water, gender, health, safety, etc.

For all those interested in learning about humanitarian efforts worldwide, ReliefWeb provides a wealth of information.—*Jennifer Stubbs, Bradley University, jastubbs@bradley.edu*