

College & Research Libraries

news

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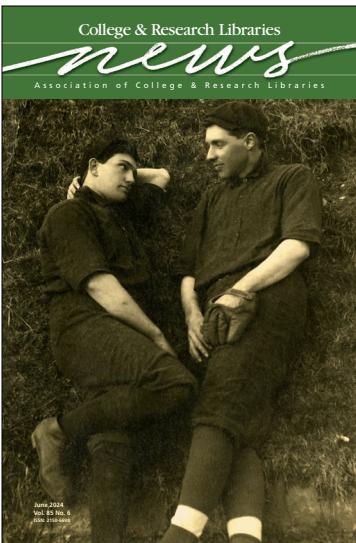
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This month's cover features a photograph of Don Horton and Oscar Joines, members of the 1913 Appalachian Training School baseball team. The image is part of the University Archives Photograph Collection held in the Special Collections Research Center at the Appalachian State University Belk Library in Boone, North Carolina.

The University Archives Photograph Collection contains photographs that came from a variety of sources and include many early images of campus and campus life. The collection has been arranged into three series: Buildings, Individuals, and Subjects/Activities. Subjects of the photographs include many early campus buildings, student life, alumni, faculty, and athletics. The collection dates in range from circa 1905–1994. Learn more about the

collection at <https://omeka.library.appstate.edu/collections/show/10>.

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UNC Charlotte Names 2024 Atkins Fellows

The University of North Carolina at Charlotte J. Murrey Atkins Library has named three fellows in the eighth year of the Atkins Fellows summer program. This program offers paid, full-time work experience for MLIS students at the midpoint in their library, archives, or information science degree programs, and graduates who completed their programs in the last year. Participation in the program includes an additional stipend to help fellows with housing and transportation costs. Each Atkins Fellow works on a project throughout the summer, participates in workshops, tours, and panel discussions, and engages in department and library committee meetings. The purpose of the program is to prepare MLIS students and recent graduates to work in academic libraries, archives, and other institutions, while supporting the mission, goals, and initiatives of Atkins Library. The 2024 Atkins Fellows are Sydney Anderson of the University of Wisconsin-Madison, Sarah Hensler of Indiana University, and Brian Powell of Louisiana State University. Projects include work with digital humanities research, open access usage data, and education collections and technology. To learn more about the current Fellows, Fellows alumni, and the program and projects, please visit <https://library.charlotte.edu/atkinsfellows/>.

UCSF-JHU Opioid Industry Documents Archive Launches OIDA Curriculum Library

The Opioid Industry Documents Archive (OIDA), a collaborative undertaking between the University of California-San Francisco and Johns Hopkins University, announces the launch of the OIDA Curriculum Library, a resource created to facilitate use of OIDA documents in the classroom. The OIDA Curriculum Library provides materials that introduce students at the undergraduate and graduate level to the role of corporate tactics in the opioid crisis as demonstrated by documents held in the archive.

The library contains lectures and classroom activities of various lengths that provide an overview of the opioid crisis and specifically address the corporate marketing strategies used by pharmaceutical and consulting companies involved in the manufacturing, sales, and distribution of opioids, along with an annotated bibliography of relevant resources—scholarly articles, books, investigative journalism, documentaries, etc.—for use in the classroom. These materials have been pilot tested and refined by the OIDA team in a variety of courses ranging from undergraduate- and graduate-level public health courses to courses on substance use and health policy for health professionals such as medical and nursing students. To learn more and access the OIDA Curriculum Library, visit <https://oida-resources.jhu.edu/oida-curriculum-library/>.

PALNI Releases New Open Textbook

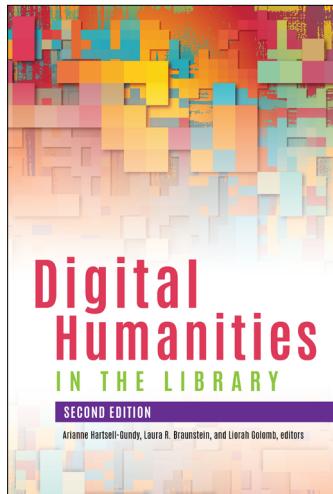
The Private Academic Library Network of Indiana (PALNI) recently released *Ultrasound Physics and its Application in Medicine*, a new open textbook edited by Arbin Thapaliya, Alec Sithole, Michael Welsh, and Gaston Dana. The textbook, made possible through a Textbook Creation Grant from the PALServe: PALNI Affordable Learning program, is set to enhance the way medical professionals learn and apply ultrasound technology. As a

peer-reviewed, open educational resource (OER), it is entirely free to students and is ready for use in any classroom. Thapaliya received a PALSave Textbook Creation Grant for the project in 2022. He is among several faculty authors at PALNI-supported institutions who are working toward eliminating textbook costs and making quality open educational resources widely available. The textbook is available at <https://doi.org/10.59319/BDXA4939>.

ACRL Releases *Digital Humanities in the Library, Second Edition*

ACRL announces the publication of *Digital Humanities in the Library, Second Edition*, edited by Arianne Hartsell-Gundy, Laura R. Braunstein, and Liorah Golomb, offering ideas and strategies for cross-institutional collaborations and new approaches to digital humanities work.

The field of digital humanities—and the way libraries and library workers support and engage with it—continues to expand and evolve with technological innovations and global and national events that have had a large-scale impact on the world. There are productive new ways to interrogate and expand the meaning of digital humanities and the contributions of subject specialists, digital scholarship center directors, user experience experts, special collections librarians, and technical specialists.



This revised and expanded edition of 2015's *Digital Humanities in the Library* includes key reprints from the first edition and new chapters that explore digital humanities and diversity, inclusion, and equity; issues of labor, precarity, and infrastructure; scholarly communication and taxonomies of credit; long-term sustainability; and library digital humanities in the age of institutional austerity.

Divided into sections on theory and practice, chapter authors work in a variety of institution types in many different roles. As Paige Morgan says in the foreword, "Any digital humanist who can enthuse about data can also tell you that computers alone cannot do the work—you need the thoughtfulness of a human expert to find the way forward. This collection can help us do that."

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

SUNY Joins Paradigm University Press Library Program

Paradigm Publishing Services, a division of De Gruyter Brill, and the State University of New York (SUNY) Press have signed a partnership agreement allowing libraries access to the complete collection of SUNY Press titles. SUNY Press publishes distinguished research and works of general interest across many disciplines but brings especially notable scholarly content to the University Press Library (UPL) in Asian and South Asian studies, film and visual culture, Jewish studies, literature, gender and sexuality, and more. The SUNY Press collections include more than 3,500 comprehensive ebook titles, which are DRM-free in the UPL. For more information about Paradigm Publishing Services, please visit <https://cloud.newsletter.degruyter.com/paradigm>.

Penn State, Taylor & Francis Sign Read and Publish Agreement

The Penn State University Libraries has signed a two-year pilot “Read and Publish” (R&P) agreement with Taylor & Francis Group, a publisher of peer-reviewed academic books and journals. Under this agreement, Penn State corresponding authors’ accepted articles will be open access (OA) if they choose the “open publishing” option, including the retroactive conversion terms for articles accepted on or after January 1, 2024. The pilot agreement, which extends through 2025, covers up to 210 articles per year that have been accepted by any Taylor & Francis imprint in 2024 or 2025 at no additional charge. Both fully and hybrid OA journals are included in the agreement.

New from ACRL—Toxic Dynamics: Disrupting, Dismantling, and Transforming Academic Library Culture

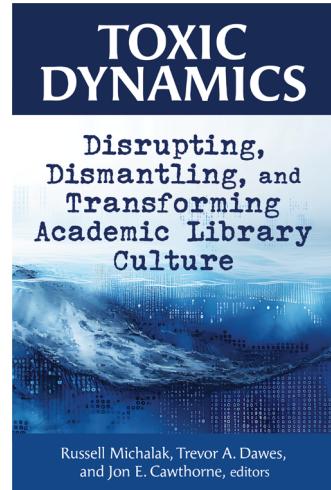
ACRL announces the publication of *Toxic Dynamics: Disrupting, Dismantling, and Transforming Academic Library Culture*, edited by Russell Michalak, Trevor A. Dawes, and Jon E. Cawthorne, providing evidence-based solutions to mitigate the negative effects of toxicity, change management strategies, and ways to confront and challenge values that harm library workers and their well-being.

Academic libraries are full of inspiring collections, resources, and services, but libraries are special because of the people who run them. And what people believe about and face in their culture impacts ideas, plans, and outcomes. Academic library workers endure many contemporary challenges that contribute to toxic work cultures—the rapid change of higher education, diminishing resources, lack of diversity, power hierarchies—and addressing these problems requires innovative solutions, ongoing professional development, and effective leadership.

Toxic Dynamics: Disrupting, Dismantling, and Transforming Academic Library Culture provides practical solutions for confronting these complex issues and innovative ways to promote a healthy and sustainable work culture. It addresses critical and timely challenges such as “faculty versus staff” or “us versus them” mentality, unionization, gendered labor, organizational change, self-care, tenure, and promotion.

By understanding the root causes of toxic cultures, recognizing their impact, and implementing solutions, leaders can create a more supportive and positive work environment and improve morale, retention, and productivity. *Toxic Dynamics* is an important resource for anyone interested in improving workplace culture and addressing issues related to toxicity and inequity, and for library leaders at all levels.

Toxic Dynamics: Disrupting, Dismantling, and Transforming Academic Library Culture is available for purchase in print and as an ebook through the ALA Online Store; in print through Amazon.com; and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.



Bloomsbury Launches Global Food Cultures Collection

Global Food Cultures, an ebook collection bringing together market-leading monographs and reference works to provide a thorough exploration of food culture around the world, is now live on the Bloomsbury Food Library. The collection covers topics from

the intersectionality of food within world religions, to the global traditions around cooking and eating, and the cultural dynamics of food and art. The collection contains 54 market-leading monographs and reference works, including 5 major multi-volume reference works spread over 12 volumes, including *Food and World Culture*; *Cooking Through History*; and *Food, Feasts, and Faith*; 6 single-volume encyclopedias and handbooks exploring topics such as street food across the globe, vegetarianism, global food and culture, and food in world mythology; 11 standalone monographs exploring key areas of food history and culture such as African American food culture, Latino food culture, food in modern pop culture, food and the family, and obesity; 20 ebooks from the *Food Cultures in . . .* series, including studies of India, Southeast Asia, the Caribbean, the Pacific Islands, and the near East, Middle East, and North Africa; and 5 ebooks from the *Food Culture of . . .* series, including in-depth studies of Israel, Japan, and Mexico. Learn more at <https://www.bloomsburyfoodlibrary.com/about-bloomsbury-food-library>.

Comment on Proposed Removal of the Academic Libraries Component from NCES IPEDS

ACRL joined ALA, the Association of Research Libraries (ARL), and the Association of Southeastern Research Libraries (ASERL) in a comment (PDF) objecting to the proposed elimination of the Academic Libraries component from the Integrated Postsecondary Education Data System (IPEDS), the interrelated surveys conducted each year by the National Center for Education Statistics (NCES). The associations strongly object to the elimination of academic library data from IPEDS, believing it is essential to understanding the value of libraries and their contributions to the mission of higher education. We would welcome the opportunity to contribute to identifying a workable solution to continue this data collection going forward. We strongly believe that elimination of the Academic Libraries component without an alternative solution would do a disservice to libraries and to higher education as a whole. Learn more on the ACRL website at <https://www.ala.org/acrl/issues/acrlspeaksout>. *»*

Tech Bits . . .

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

Research Rabbit is a citation-based literature mapping tool that provides a novel way to search for papers and authors, monitor new literature, visualize research landscapes, and collaborate with colleagues. To get started, create a free account then add one or more seed papers to a collection by searching for title, DOI, PMID, or keywords, or by uploading a BibTeX or RIS file. Using the seed papers, it recommends more papers grouped by cited or earlier works, citing or later works, similar works, these authors, and suggested authors.

Researchers can explore other papers and authors, add relevant papers to their collections, view visualized connections with papers not in collections identified, export citations to other applications, share collections with colleagues for collaboration, and receive alerts for new papers.

*—Jennifer Long
University of Alabama at Birmingham*

... Research Rabbit
<https://www.researchrabbit.ai>

2024 Top Trends in Academic Libraries

A Review of the Trends and Issues

This article explores the topics and issues that have been trending in academic libraries over the past two years. It draws on research and initiatives from librarians across the profession, highlighting the constant change libraries face. The launch of ChatGPT sparked discussions about the potential impact of artificial intelligence, open access and open science initiatives continued to gain momentum, and the lingering effects of COVID-19 on library workspaces and student well-being remained significant. Rich citations to the literature provide opportunities for further exploration.

AI and AI Literacy

Artificial intelligence (AI) has been a trend in academic libraries for several years, but the release of ChatGPT and other generative AI tools has sparked renewed interest in the topic. This could have profound implications for academic libraries in the future. As Andrew M. Cox and Suvodeep Mazumdar note, “There is immense potential for it to increase access to knowledge in fundamental ways, for example through improved search and recommendation, through description of digital materials at scale, through transcription, and through automated translation.”¹ AI also raises a host of ethical and legal issues, ranging from concerns about bias, privacy, non-representative training data, and misinformation to issues around copyright, plagiarism, and exploitation.²

Due to their ease of use, generative AI tools like ChatGPT have become extremely popular. These tools leverage large language models (LLMs) trained on massive datasets of text or images. LLMs use neural networks and natural language processing to analyze input prompts and generate responses based on the statistical patterns learned from the training data. Beyond ChatGPT, AI is also being incorporated into literature searching, summarization, and programming tools such as Elicit, Semantic Scholar, scite, and Copilot for GitHub.³ With the growing popularity of these tools among students, faculty are increasingly turning to librarians to help cultivate AI literacy, discussing AI and its impact on literature searching and citations with their classes.⁴

Duri Long and Brian Magerko define AI literacy “as a set of competencies that enables individuals to critically evaluate AI technologies; communicate and collaborate effectively with AI; and use AI as a tool online, at home, and in the workplace.”⁵ Leo S. Lo outlines a

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framework to assist librarians and students in developing more effective prompts for generative AI, a process called prompt engineering. As he states, using his framework, “librarians can help students develop critical thinking skills, improve their comprehension of AI-generated content, and optimize AI-based research processes.”⁶ It is also important to raise awareness among students of the potential problems associated with AI including accuracy, hallucinations, bias, ethical issues, and environmental impact. Some institutions have begun developing workshop series to discuss and facilitate conversations with students about these issues,⁷ and the University of Florida has started an AI Across the Curriculum initiative to introduce all undergraduate students to AI and better prepare them for the future workforce.⁸

Academic libraries have also been pursuing possible roles for AI within the library itself. This has included setting up AI research spaces, exploring robotics, investigating ethical issues and implicit bias in machine learning, and experimenting with using AI to classify images, refine metadata, and improve discovery.⁹ Many also see a broader role for libraries within the AI landscape. Fiona Bradley calls for libraries to be involved in AI discussions at the national level and notes that “the sector is already participating in consultations and processes to ensure that the future of AI is rights-based, ethical, and transparent.”¹⁰

Open Pedagogy and Instructional Design

Although open educational resource (OER) initiatives are not new, libraries have recently begun expanding their impact by investigating the potential to enrich student learning through open pedagogy. In their timely book, Mary Ann Cullen and Elizabeth Dill explore the foundation, approaches, and implementation of open pedagogy as a strategy for information literacy in higher education.¹¹ Open pedagogy requires students to be actively involved in the design, creation, and curation of OER learning materials through renewable assignments. These assignments invite students to contribute to the production and dissemination of knowledge, pushing them past more traditional library projects. Wikipedia assignments are among the most popular forms of renewable assignments, encouraging students to find, evaluate, and improve upon the information on its pages.¹² Other examples of renewable assignments include creating research toolkits, online courses, ebooks, and living websites.¹³ Each of these renewable assignments allows students to see themselves as active creators of information rather than passive consumers.

According to Eric Werth and Katherine Williams, to increase student motivation, “OER-enabled pedagogy must be structured in a way that allows autonomy, competence, and relatedness.”¹⁴ Aligning OER projects with practical and real-world knowledge can positively impact student engagement.¹⁵ At the heart of this engagement is inclusive practice. By creating a supportive environment where all students have access to the same materials, instructors foster inclusivity in their courses.¹⁶ Instructors can also motivate students to see the value of open pedagogy by helping them find their own interests and passion within these assignments,¹⁷ showing students that they have control over their content,¹⁸ and demonstrating that their work can have a global impact.¹⁹

Concerns have been raised about the high workload and long-term sustainability of open pedagogy. Kate McNally Carter and Ariana Santiago find that “workload was often minimized or entirely overlooked as a factor in many studies in favor of highlighting student success outcomes” and advise working toward sustainability by creating adaptable renewable assignments that can fit into many contexts and subject areas.²⁰ Bryan McGahey, Christopher

Guder, and Ashwini Ganeshan further suggest that broad groups of staff should contribute to this important work for OER-enabled pedagogy to be sustainable.²¹

Open Science and Reproducibility

As early advocates for open access and research data management, libraries are now assessing their potential roles in the burgeoning open science movement, which increasingly emphasizes equity, collaboration, reproducibility, security, and privacy in supporting the whole research ecosystem.²² Much of this recent interest in open science has been spurred by the federal government, with US agencies collaborating on the Year of Open Science campaign, and NASA launching its Transform to Open Science (TOPS) initiative and Open Science 101 virtual training.²³ At the institutional level, many universities and libraries have joined the Higher Education Leadership Initiative for Open Scholarship (HELIOS Open), which aims to collaborate on “a more transparent, inclusive, and trustworthy research ecosystem” through presidential commitment, campus engagement, and communities of practice.²⁴

As open scholarship gains momentum, libraries face growing calls to expand their roles beyond technical support. Authors from UNESCO emphasize the need for libraries to be “a bridge between local contexts and the global scholarly community,”²⁵ while LIBER (Association of European Research Libraries) identifies “advancing open science” as a core component of its strategy, aiming for libraries to “stimulate, facilitate, co-develop and manage infrastructures and practices designed to take Open Science to the next level.”²⁶ Reflecting these calls, a recent book from ACRL positions open science as “an emerging synthesis of the various streams of open.”²⁷ It recommends changes to incentive structures and urges consolidation of siloed services to create an open infrastructure aligned with open research values and available equally to all researchers. By promoting open practices and facilitating infrastructure development, libraries can solidify their place as leaders in the evolving open scholarship landscape.

As advocates for open science, libraries also contribute to one of its key outcomes: reproducibility.²⁸ This new area of service requires librarians to become deeply integrated in research communities, understanding researchers’ needs and tools while simultaneously leveraging their unique position as institutional hubs to connect stakeholders and research services partners.²⁹ Thanks to stricter National Institutes of Health demands for research rigor and reproducibility, health science librarians have emerged as key players in educating researchers on these topics. Their success stories showcase libraries’ potential to deliver valuable instruction in this crucial area, while also underlining the critical need for collaborative partnerships to further enhance research reproducibility services.³⁰

Open Access and Equitable Publishing

In the wake of recent calls for more open research publication practices, researchers have been exploring the impact of article processing charges, transformative agreements, open access models, and new policy development on equity and access in publishing practices. Findings show that faculty perceptions of open access publishing have remained virtually the same over the past twenty years, citing commonplace challenges that have yet to be resolved: uncertainty around the prestige of open access journals, confusion around types of open access, and lack of clarity and acceptance of open access in the promotion and tenure

process.³¹ On the other hand, students increasingly rely on open access articles in their assignments. A study of community college students found that 56.8% of their citations were open access articles, with one key benefit being that they “will still have access to open access search tools after they are no longer in college.”³²

Within that context, many researchers feel that the open access movement has been co-opted by commercial publishers and are advocating for a return to scholar-led publishing communities. Discussing the global limitations of corporate publishing, several authors urge libraries and consortia to support their research communities by avoiding bundled publishing service agreements, contributing to scholar-led initiatives, and redistributing funds to support the Global South.³³ In addition, there is growing understanding that open access does not necessarily mean universal accessibility. Multiple authors have shed light on the inequities within open access publishing, including design practices and publishing cost structures that are exclusionary; researchers recommend libraries focus on integrating accessibility practices into design³⁴ and support bibliodiversity to emphasize “the critical diversity of authors and scholarly works representing cultures, languages, genres and all kinds of scholarly and scientific endeavours.”³⁵

A series of new tools and proposals have recently been released to guide libraries and scholars as they work to support a values-driven publishing ecosystem. These guidelines call for systems that enable scholars to choose when their research is made public and decenter the journal article as the sole object of importance in the research lifecycle,³⁶ encourage libraries to align their publishing infrastructure and practices with key values and ethical frameworks,³⁷ and propose helping “new and established open access journals in navigating the rapidly changing landscape of open access publishing.”³⁸

Disrupting and Reconceiving Collection Practices

While there had been actions and initiatives relating to diversity, equity, and inclusion (DEI) in libraries before 2020, much of that effort consisted of broad advocacy and raising awareness.³⁹ Libraries are increasingly recognizing that making good on public statements will require firm resource commitments, disruption of existing systems, and sustained action in multiple arenas.⁴⁰ This work requires deep reflection and disruption: deconstructing systems for collecting and describing materials, deconstructing myths of librarian authority, and deconstructing student assumptions about information.

In recent years, libraries have begun putting more attention and action into re-evaluating library collections and collection management practices. Auditing collections through a social justice lens or to address colonialist and Euro-centric practices involves re-examining values, defining what “diversity” means in the context of collections, and setting tangible markers for progress.⁴¹ In setting these parameters, it’s important to “embrace imperfection,”⁴² which might include defining a more targeted goal or an initial starting point.⁴³ In each case, these efforts are leading to a re-examination of acquisition practices and systems, including approval plans and demand-driven acquisition programs, which may “amplify biases already present in the higher education and publishing industries.”⁴⁴

In addition to reallocating collection funds, libraries acting to make their collections more diverse and inclusive are reconsidering personnel commitments and involving more people in collection activities. Reversing earlier trends, some libraries are increasing staff time on collection development and cataloging, and they are partnering with underrepresented

communities to select and describe materials.⁴⁵ This involves multiple points of outreach and consultation over the course of a project, and it requires libraries to embrace the complexities that their partners share about working with multiple communities.⁴⁶ Regardless of approach, libraries will need to consider how to sustain these improvements in collection building and management practices throughout changes in budgets, leadership, and staffing levels.⁴⁷

Politicization of Academic Libraries

The landscape of academic libraries continues to be significantly impacted and shaped by a highly political and polarizing climate. As academic libraries navigate this landscape, it becomes crucial for them to strike a balance between neutrality and civic engagement, acknowledging the inherent political dimensions of their collections, programs, and spaces. They must continue to maintain an active role in the enactment of democracy, despite ongoing and future threats.

Renowned scholar John Buschmann contends in several scholarly publications that libraries historically play an important role in the democratic fabric of society and navigate crises while persisting through terrorist acts,⁴⁸ politically charged environments,⁴⁹ and pandemics.⁵⁰ Even during extreme geopolitical crises like wars and international sanctions, libraries are implicated as active participants in affecting and responding to the complex sociopolitical environment they inhabit.⁵¹ In trying to counter fake news rhetoric, libraries can unintentionally be drawn into political processes by simply providing research services and fighting misinformation and disinformation.⁵² In one study, several land-grant university library websites were analyzed and found to indeed be “serving as significant providers of political information during politically turbulent times.”⁵³

Although censorship of library collections using “book bans” has primarily affected public libraries, academic libraries now find they too are being drawn into this heated dialogue, especially surrounding social justice, DEI, and antiracism initiatives. Zoë Abbie Teel contends that anti-DEI legislation may extend its impact to potentially influence library policies and acquisitions, including “the availability of certain materials” that may be seen as promoting DEI.⁵⁴ The question of whether libraries can remain “neutral” in the face of social injustice has created debate among library practitioners.⁵⁵ Steve Rosato discusses the role of academic librarians and publishers as “vanguards” of critical DEI content,⁵⁶ and Annis Lee Adams presents an array of antiracism resources to support library staff, emphasizing the active role libraries play in addressing racial issues.⁵⁷ Libraries can also amplify their antiracism resources by partnering with other campus stakeholders.⁵⁸ Two articles highlight the need for libraries to actively support inclusivity, with Qing H. Stellwagen and Steven Bingo emphasizing cultural celebrations as a means of creating a sense of community on campus⁵⁹ and Silvia Vong discussing the impact of racial capitalism on academic librarians and libraries, specifically focusing on issues of representation and equity within library staff.⁶⁰

Anti-DEI Legislation, Academic Freedom, and Unionization

In recent years, academic librarians and library staff have experienced the growing challenge of low morale and burnout.⁶¹ Compounding this for many staff, a recent wave of anti-DEI legislation has been introduced and passed in many states. These laws impose restrictions on DEI offices, staff training, diversity statements, and “identity-based preferences for

hiring and admissions,” with one state’s legislation compelling public colleges to designate “agents” to oversee “prohibitions on DEI spending.”⁶² Some states have also severed ties with the American Library Association (ALA)⁶³ amid allegations that the association is constrained by its perspectives on gender ideology and a left-leaning bias.⁶⁴

The contentious atmosphere surrounding library associations and the uptick in book challenges, particularly against titles by or about LGBTQIA+ people and people of color or relating to DEI content,⁶⁵ have implications for academic libraries and academic freedom in particular. The Association of American University Professors emphasizes the significance of “academic freedom, tenure, and shared governance” in providing a foundation for faculty members.⁶⁶ Tenure is seen as a crucial safeguard against the censorship and book banning observed in school libraries, ensuring impartiality and protecting academic libraries.⁶⁷

Unions may also play a role in protecting academic freedom. Higher education has witnessed an increase in union activities, strikes, and labor activism recently.⁶⁸ The pandemic has played a role in sparking these efforts, with one author suggesting it “exacerbated existing issues and brought up new ones,”⁶⁹ and 2023–24 ALA President Emily Drabinski has recognized the role of unions in protecting library workers from extremist groups, censorship, and unsafe conditions.⁷⁰ Library unions provide guarantees for fair wages,⁷¹ improved working conditions,⁷² the preservation of academic freedom,⁷³ and protection against unilateral decision-making, such as institutional reorganization and reimagining library workers’ research and roles.⁷⁴ The recent increase in union activities reflects a growing recognition of the power of collective bargaining to address the multifaceted challenges facing academic libraries in the current sociopolitical climate.

Post-pandemic Workplace and Hybrid Work Environments

The pandemic triggered widespread soul-searching, leading librarians to re-evaluate their priorities and seek workplaces aligned with their values. Not immune from “The Great Reshuffle,” many library staff have considered leaving their positions due to pandemic stress and lack of intrinsic motivators like work-life balance and growth. In a recent survey of academic librarians, nearly half said they were thinking of leaving their job “about half the time or more.”⁷⁵ When they remain, they want to have a role in defining the future. In one study, librarians “repeatedly emphasized the need for working conditions going forward to be governed through collegiality and conversation, rather than defaulting to the pre-pandemic organizational norms.”⁷⁶ Andrea Falcone and Lyda Fontes McCartin suggest that libraries must adapt to this shift by prioritizing talent retention through improved compensation, workload management, and flexible work options.⁷⁷ At the same time, perceived inequities within libraries and universities can fuel dissatisfaction and burnout.⁷⁸ Academic librarians may also risk burnout due to the emotional labor inherent in their work: “Meeting the societal and user expectations of being a librarian requires simultaneously regulating or performing one’s own emotions and interpreting, managing, and responding to the emotions of users.”⁷⁹ Effective prevention requires emotional literacy and supportive leadership that acknowledges the emotional toll and promotes decompression strategies, especially for librarians of color who often bear the brunt of this burden.⁸⁰

In this new workplace environment, many libraries are embracing flexible work arrangements as one strategy for addressing dissatisfaction and burnout. “Many workers now perceive pre-pandemic work modalities and workplace expectations as unnecessary, unrealistic, and

undesirable, and employers have taken notice of the shift in employee attitudes.”⁸¹ In fact, recent surveys have shown that three-quarters of academic libraries now offer hybrid work environments with flexible work arrangements. These same studies note that remote work offers benefits like greater productivity and reduced stress while onsite work fosters better onboarding, engagement, and team building. As a result, even when flexible work arrangements are available, usage by staff varies widely, suggesting a diverse workforce with a range of preferences.⁸² To foster trust, knowledge, empathy, and community in such a hybrid environment, institutions must acknowledge its complexities and invest in intentional efforts to rebuild a strong academic workplace culture.⁸³ This new hybrid environment may also require redesigning staff spaces and setting new priorities for onsite work. The physical office is predicted to transform into a space for building social connections, fostering learning, and sparking innovation, which will necessitate intentional leadership that prioritizes face-to-face interaction and facilitates collaboration within a redesigned office environment.⁸⁴

Makerspaces and Tech Spaces

Designed for innovative and creative experimentation, makerspaces are defined as “low- and high-tech communal learning environments where people can create, build, and invent with digital and fabrication tools.”⁸⁵ While makerspaces started mostly in engineering departments, libraries quickly adopted the idea to become leaders in innovation through technology. In fact, the library is now the most common place for a makerspace to live on an academic campus.⁸⁶ Makerspaces found in academic libraries tend to “focus on digital fabrication, using computerized software-driven equipment,” with 3D printers and laser cutters being “the most commonly described equipment in Makerspaces in the research literature.”⁸⁷

As libraries continue to assess their user needs, support for these spaces is increasingly important. However, maintaining a thriving makerspace does not come without challenges, which include proper staffing and financial support for costly technology.⁸⁸ Despite these challenges, librarians are collaborating more through their makerspaces to amplify student engagement in the library. While not every endeavor has been successful, initiatives like the 3D Selfie Booth⁸⁹ and Game Jam⁹⁰ showcase library staff’s creativity and highlight positive interactions with makerspace technology, leading authors to express interest in deeper collaboration.

By analyzing student learning styles against major typologies of learning, the effectiveness of the makerspace on student engagement becomes clear. Students using these spaces learn through creation and interaction—with a community, experts, and a real-world environment. In makerspaces, “students are engaging in both content and culture knowledge and skills along with communication, management, ingenuity, and self-awareness.”⁹¹ Students who visit makerspaces on a regular basis are more inclined to continue their use over time, indicating that ongoing engagement is crucial for students to perceive the usefulness of the space.⁹²

Makerspaces enable students to build self-efficacy, explore their entrepreneurial spirit,⁹³ and learn skills that will last them long past their academic career. Evolving alongside patron needs, academic libraries are integrating makerspaces into their future vision, offering access to new technologies, collaborative opportunities, and platforms for exploring personal interests.⁹⁴

Supporting Student Well-being Post-pandemic

The changes to learning environments and increased social isolation during the COVID-19 pandemic had a mental health impact on current and incoming college students including increased rates of depression and anxiety.⁹⁵ Academic libraries are adopting new strategies to address student mental health and well-being that go beyond scholarship to support for the whole student.⁹⁶ The “whole-university” approach is in use in some institutions with libraries serving as a vital part of an interconnected team of university offices working together to support student mental health.⁹⁷ These efforts align with trends focused on offering more personalized, socially centered service in libraries,⁹⁸ and they also relate to initiatives to support the evolving usage of library space. Students value the library as a social space and visit libraries as a way to overcome social isolation and find community.⁹⁹ For example, students in a recent focus group study noted using physical library spaces to socialize and de-stress¹⁰⁰ while librarians at Virginia Commonwealth University created a guide with audio and visual resources to help students re-create the library mood from home during the pandemic.¹⁰¹ As another way to prioritize student wellness, libraries are adding leisure reading collections to support mindfulness,¹⁰² and they are weaving mindfulness practices into information literacy instruction.¹⁰³ Academic librarians have also been looking inward, acknowledging the emotional work involved in supporting students and managing change through the pandemic.¹⁰⁴

Final Note

The future holds many hurdles for academic librarians, such as the possible impacts of AI on higher education and the uncertainty of recurring operating and materials budgets. We are simultaneously thrilled by the new possibilities for hybrid teamwork and workspaces, the growing demand for diverse viewpoints, and the integration of innovative methods to provide access to our common resources. These challenges will require new policies and practices, but they will also enable us to innovate, adapt, and respond to complex and evolving phenomena in our common pursuit of supporting student achievement and enhancing teaching, learning, and academic research. //

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Incompatible with the Framework

State Laws Targeting DEI, LGBTQIA2s+, and CRT

Librarians working in higher education in a growing number of states are currently confronted with the challenge of balancing legal compliance with the potential suppression of intellectual freedom and exclusion of marginalized groups. This is all due to the enactment or endorsement of laws, regulations, policies, and directives against Diversity, Equity, and Inclusion (DEI); critical race theory (CRT); lesbian, gay, bisexual, transgender, and/or gender expansive, queer and/or questioning, intersex, asexual, and two-spirit people’s (LGBTQIA2s+) rights. Some academic librarians and faculty have decried this legislation that contradicts academic freedom and allows the government to dictate higher education content despite legislators’ lack of expertise or understanding of DEI, CRT, and LGBTQIA2s+ topics.¹ While book censorship has received a great deal of attention,² there has been little discussion about curriculum censorship and its impact on the content and pedagogical approaches (e.g., critical pedagogy) used by academic librarians to teach information literacy.

Anti-DEI, anti-CRT, and anti-LGBTQIA2s+ legislation has created a campus climate of fear,³ and there have been reports of the administration pulling back support for CRT, LGBTQIA2s+, and DEI on campus.⁴ Academic librarians who reside in the states seeking to ban these topics may be experiencing feelings of precarity and lack of safety, particularly those who conduct research and teach concepts related to DEI, CRT, and LGBTQIA2s+. While most anti-DEI, anti-CRT, and anti-LGBTQIA2s+ legislation in different states related to curriculum in publicly funded higher education institutions are still being introduced or advancing, faculty and librarians have identified how language in these bills have been “unconstitutionally vague,”⁵ giving room to the interpretation of what is considered a promotion or endorsement of a divisive subject.

In the context of the ACRL Framework for Information Literacy for Higher Education, if CRT concepts and language are prohibited in a college class on American history, for example, a librarian may not be able to fully engage with the frame Authority is Constructed and Contextual, where “experts view authority with an attitude of informed skepticism and an openness to new perspectives, additional voices, and changes in schools of thought.”⁶ For some librarians, politics and the law may seem to have little impact on the way they teach the ACRL Framework. However, it is important to pay attention to both because we cannot gloss over the contradictions between the frames and legislation to avoid breaking the

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law. In this article, we discuss the issues between the Frames and anti-DEI, anti-CRT, and anti-LGBTQIA2s+ state legislation and how it impacts what and how we teach concepts from the Framework.

The Framework and Anti-DEI, Anti-CRT, and Anti-LGBTQIA2s+ State Legislation

The ACRL Framework was developed to move away from the prescriptive ACRL standards and is intended to be adapted to teaching librarians' contexts (e.g., discipline, type of institution, etc.). The ACRL Framework presents "conceptual understandings that organize many other concepts and ideas about information, research, and scholarship into a coherent whole."⁷ Though librarians can choose which frames and knowledge practices to teach, the Framework incorporates social justice-related concepts such as privilege and structures of oppression⁸ as well as intellectual freedom. As the ALA "Education and Information Literacy: An Interpretation of the Library Bill of Rights" explains:

Intellectual freedom is the right of every individual to both seek and receive information from all points of view without restriction. Education and information literacy are fundamental to the mission of libraries of all types and form the foundation of intellectual freedom. Libraries provide access to information and ideas through their facilities, resources, and services. Libraries foster the ability to use those resources through educational programs and instruction.⁹

Thus, anti-DEI, anti-CRT, and anti-LGBTQIA2s+ legislation erodes intellectual freedom and counters the concepts that academic librarians teach in alignment with the Framework by restricting teaching content and pedagogical approaches.¹⁰ Moreover, the legislation undermines librarians' expertise in the area of teaching and information literacy through curriculum censorship. The anti-DEI, anti-CRT, and anti-LGBTQIA2s+ legislation impedes this very principle of intellectual freedom and in turn, information literacy. Whether or not librarians choose to teach using DEI, CRT, and LGBTQIA2s+ topics, at the core of the issue is the violation of intellectual freedom of students and faculty and the violation of academic freedom of librarians that threatens core principles in academic librarianship.

The Impact of Anti-DEI, Anti-CRT, and Anti-LGBTQIA2s+ State Legislation on Teaching the Framework

The ACLU's *Mapping Attacks on LGBTQIA2s+ Rights*¹¹ provides a listing of state legislation related to curriculum censorship, and UCLA's *CRT Forward*¹² identifies which states have put bills forward, approved, or overturned anti-DEI, anti-CRT and anti-LGBTQIA2s+ legislation related to teaching. The following discussion provides some examples of how this legislation impacts the teaching of the frames. The discussion will focus on legislation prohibiting the teaching of

- "divisive" concepts or exacerbation of divisions,
- "distorted" American history and events,
- gender and sexual identities, and
- the above topics in response to student inquiry.

Select frames will be used to illustrate how curriculum censorship counters the core meaning of a frame. Any bills referenced in the discussions were identified on the ACLU Tracker and CRT Forward sites in mid-February 2024, and the status of these bills may have changed at the time of publication.

“Divisive” Concepts or Exacerbation of Divisions

A few bills that have been introduced or are advancing (e.g., ID HB377, SD HB1012) euphemistically use the term “divisive concepts” or topics that create “divisions” to reference CRT, LGBTQIA2s+ topics, and DEI topics. This may mean that discussion of race, sex, and other identities is prohibited, or that students are not required to and have a right to refuse instruction that may seem to introduce topics related to gender and sexual identities. This can be challenging for librarians who are demonstrating search activities or evaluating a variety of sources that involve readings on CRT, LGBTQIA2s+ communities, and/or DEI research. As a result, research on these topics would have to be excluded, and students might opt to disengage from these activities based on their interpretation of their state’s legislation.

The Searching as Strategic Exploration frame states that “searching for information . . . [requires] the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.”¹³ Therefore, librarians may need to introduce learners to the strategy of reading through different texts to develop their keyword strategy. Some results from searches may include “divisive concepts” as outlined in Arkansas’ SB627/Act 1100. The Act lists specific topic areas that are considered divisive concepts (e.g., meritocracy as racist and sexist, or race- and sex-based “scapegoating”) and stipulates that “a state entity shall not teach, instruct, or train any employee, contractor, staff member, or any individual or group, to adopt or believe any divisive concepts.”¹⁴

This can be a challenge for a librarian teaching a session for medical students on search strategies and using the topic of health care disparities, where research around inequity, access, and quality of culturally appropriate care experienced by Black and American Indian or Alaska Native people in North America may emerge in discussions. A librarian may hesitate to pull up the articles to further discuss the topic or avoid alternative keywords such as “racism” or “racial disparities.” The very act of demonstrating a search or evaluation of an article may be deemed as teaching, as the demonstration method is a pedagogical approach that focuses on developing learners’ procedural knowledge from “observation and imitation to autonomy and adaption of a technique.”¹⁵

“Distorted” American Events and History

A few bills prohibit the teaching of “distorted” events or topics (see FL SB266, SC SB424),¹⁶ implying that deviations from positive, majority-centered narratives are dangerous and inaccurate. Moreover, South Carolina’s SB424 states that

state-funded education entity, including its employees and volunteers, shall not conduct instruction that promotes or endorses narratives that with respect to their relationship to American values, slavery and racism are anything other than deviations from, betrayals of, or failures to live up to, the authentic founding principles of the United States, which include liberty and equality.¹⁷

By stating that enslavement and racism are merely “deviations, betrayals, or failures,” it excludes the extensive research on the problematic nature of colonialism and racial capitalism on the founding of the United States.¹⁸ More concerningly, South Carolina’s SB424 implies that enslavement and racism are in the past and one-time events, diminishing the CRT research that has identified ongoing systemic racism in institutions such as the law and government.¹⁹

These bill sections negatively impact librarians’ ability to provide instruction according to the Information has Value frame by diminishing and excluding emerging criticisms and global voices across various fields. Interestingly, students that become experts in this frame “understand that value may be wielded by powerful interests in ways that marginalize certain voices.”²⁰ This can be difficult for those in Florida, where legislation stipulates that Western-centric researchers and departments receive more funding. HB999 in Florida includes sections that explicitly identify and reinforce Western-centric knowledge as the ideal by making it mandatory in general education core courses and the humanities. Florida’s HB999 states that

humanities courses must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western Canon.

If Western-centric approaches are given more space and value, librarians may be asked to focus on demonstrating and discussing Western-centric research rather than presenting a spectrum of knowledge from different knowledge systems such as Indigenous and African knowledge systems. From a pedagogical perspective, teaching the frames using approaches such as culturally sustaining pedagogy—where practices include decentering whiteness and Western philosophy—could be discouraged by institutions seeking funds.²¹

Gender and Sexual Identities

Other common sections in the bills include the prohibited teaching of identity politics or gender and sexual identities. For example, Oklahoma’s HB3135 stipulates that “a public school, charter school, technology center school, or institution of higher education shall not use public funds to promote, encourage, or provide instruction on topics related to sexual choice, sexual orientation, drag queens, or similar topics in public educational institutions.” This kind of legislation imposes constraints on diverse perspectives and research, which contrasts with the frame allowing librarians to incorporate examples of research that address LGBTQIA2s+ topics. This is particularly challenging when teaching the Authority is Constructed and Contextual frame, which asserts that “experts understand the need to determine the validity of the information created by different authorities and to acknowledge biases that privilege some sources of authority over others, especially in terms of others’ worldviews, gender, sexual orientation, and cultural orientations.”²²

Legislation that prohibits gender and LGBTQIA2s+ topics limits the scope of what topics librarians can use for the classroom or what librarians can teach if students express an interest. For example, if librarians want to run an activity where students must draw connections and/or comparisons of popular media sources with scholarly sources, librarians may not be able to identify activity examples related to LGBTQIA2s+ rights, history, political movements, media and representation, art, and writers, to name a few. More concerningly, curriculum

censorship on topics related to gender and LGBTQIA2s+ in information literacy instruction violates librarians' academic freedom related to teaching. The ACRL Statement on Academic Freedom states that "in accordance with our professional standards and stated commitments, [ACRL] opposes any actions that limit the free expression of ideas of librarians and faculty on campus, in the classroom, in writing, and in the public sphere, especially in the context of higher education and its traditional support for academic freedom."²³ Legislation that prohibits teaching specific topics infringes on the academic freedom of students, faculty, and librarians alike.²⁴

They Say, I Say Nothing

Another common section in the anti-DEI, anti-LGBTQIA2s+, and anti-CRT laws is how an instructor may respond to student questions. For example, North Dakota's SB2247 states that "this chapter may not be interpreted to prohibit an individual who provides training from responding to a question regarding a divisive concept so long as the response does not endorse or advocate a divisive concept."²⁵ Although student inquiry is allowed, SB2247 complicates teaching because the librarian may be perceived as supporting a "divisive concept" if they further the conversation or give space for discussion on such a concept.

The Research as Inquiry frame states, "The spectrum of inquiry ranges from asking simple questions that depend upon basic recapitulation of knowledge to increasingly sophisticated abilities to refine research questions, use more advanced research methods, and explore more diverse disciplinary perspectives."²⁶ While students are allowed to ask questions and librarians can respond, librarians must be careful when state legislation uses the words "endorsing and advocating." This gives room for interpretation. For example, a librarian could be accused of endorsing and advocating for a divisive concept if they lead a discussion among students and give space to students who share their insights on a research topic through a critical race feminist lens. This could lead to avoidance of such topics, and, in turn, it discourages student curiosity and diminishes the voice of students that have knowledge or interest in CRT and queer studies-related methodology. From a pedagogical perspective, limiting discussions and ideas may create a learning environment that draws heavily on the banking model of education where librarians are viewed as the authority on knowledge²⁷ and reinforces the exclusion and silencing of underrepresented people's voices.²⁸

Conclusion

While many of the anti-CRT, anti-DEI, and anti-LGBTQIA2s+ bills related to teaching in higher education were withdrawn due to missed deadlines (e.g., OK HB3135) or failed (e.g., OR HB2475), it's essential to consider the potential ramifications of these bills and acts on students entering publicly funded higher education institutions. Students from states with anti-CRT, anti-DEI, and anti-LGBTQIA2s+ bills may have been educated with a curriculum deficient in critical thinking skills, as well as historical, cultural, and sociological education, which could profoundly influence their learning in academia. Though many bills explicitly state the act does not infringe on First Amendment Rights nor prohibits intellectual freedom, ironically, these statements follow a list of prohibited topics. Another concern is the chilling effect of the legislation on parts of librarianship such as outreach and programming for people who identify as BIPOC, LGBTQIA2s+, underserved populations, and/or first-generation college students. At the core of the ACRL Framework is the

idea that information literacy fosters the growth of one's abilities to reflect, discover, and create information²⁹ as well as "participat[e] ethically in communities of learning."³⁰ Anti-CRT, anti-DEI, and anti-LGBTQIA2s+ bills impede the development of these information literacy abilities through curriculum censorship and silence the voices of the BIPOC and LGBTQIA2s+ community in scholarship and the classroom.

Acknowledgments

In the summer of 2023, the ACRL EDI Committee ran a town hall to hear concerns from academic librarians working in states that had introduced legislation that prohibited teaching DEI, Critical Race Theory, or LGBTQIA2s+ content. We would like to thank the attendees for inspiring this Perspectives on the Framework piece. This article was written and/or reviewed by the following ACRL EDI Committee members: Silvia Vong (chair), Mandy Choie, Adriana Poo, Ken Irwin, Anna Yang, and cristalan 'tal' ness. *✉*

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Joel M. Burkholder, Russell A. Hall, and Kat Phillips

Manufactured Panic, Real Consequences

Why Academic Librarians Must Stand with Public and School Libraries

Banning books gives us silence when we need speech. It closes our ears when we need to listen. It makes us blind when we need sight.

—Stephen Chbosky¹

Few academic librarians have dealt with challenges to materials in their collections. According to data from the American Library Association (ALA), only 1 percent of challenges occur in college or university libraries.² The bulk of challenges—a staggering 89 percent of them—are experienced by our colleagues in public and school libraries. And since 2020, they have seen an unprecedented rise in attempted book bans. The imperative to safeguard the foundational right to exchange ideas, express identities, and embrace diverse perspectives is currently under threat; the time to act is now. Thus far, academic librarians have been privileged to be sheltered from these attacks. It is our responsibility to educate ourselves, advocate for our public and school library colleagues, and partner against book-banning practices.

Let's begin with a primer on how we got here. Public and school libraries are currently the subjects of a moral panic. Moral panics are “cultural and social situations where heightened and exaggerated attention is given to a moral issue accompanied by exaggerated demands to activate and practice steps to curb what is portrayed as the threat to morality.”³ For them to work, it is necessary to create an enemy, or an “other,” that represents the perceived threat to the values and norms of society.

In this latest panic, perpetuated by a host of right-wing activists, librarians are the “other.” Some are individuals working at the level of their local school district, like those involved with Pennsylvania’s WokePA, targeting the Central Bucks School District. Some are state-level groups, like Utah Parents United. Some are national organizations, like Moms for Liberty or Parents Defending Education. Though their scope and tactics may differ, they all have the same aim—to stop what they perceive as leftist indoctrination in the classroom. What does this so-called indoctrination look like? Fundamentally, this perspective views indoctrination as providing access to materials that center the experiences of BIPOC and LGBTQIA+ individuals. Materials, in other words, they deem “woke.”

Conflict between parents and the state over the role and scope of public education in the United States is nothing new. Historian Jill Lepore describes how progressive educational

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reforms in the late-nineteenth century, particularly those mandating compulsory education, encountered objections on the grounds of parental rights. More recent objections to comprehensive sexual education are also born from similar historical roots.⁴

Parents have legal and moral right to be informed about and participate in their child's education. But those rights are not absolute; they must be balanced against the rights of other students, educators, and the public good. The current "parental rights" movement has been transformed by a conspiratorial mindset that believes individual liberties are being systematically stripped from American citizens.⁵ It is crucial to recognize that this mindset is not tied to a specific set of ideas, such as QAnon, but rather reflects a general belief that "all power is conspiracy."⁶ Those subscribing to this belief target various perceived "totalitarian" authorities, including the state, Big Tech, Big Pharma, big banks, climate science, mainstream media, and political correctness.⁷ As part of the public education system, public and school librarians become avatars of this conspiracy. From this perspective, the advocacy for "parental rights" emerges as a tool to rationalize the suppression of open discussions about race, gender, and sexuality.

This moral panic is fueled by a manipulative narrative propagated by the right-wing grievance media ecosystem. Conservative influencers, for example, seed search terms⁸ and manipulate search engines to direct these parents to their sites where they introduce them to these radical and extreme views. Social media platforms, such as Facebook or TikTok, have also made it much easier for parental rights groups to coordinate their efforts. Dedicated sites also provide resources (e.g., toolkits, maps, spreadsheets of books, etc.) to support challenge efforts.

It is tempting to write off the agitators as cranks and conspiracy theorists. But despite experiencing a few setbacks (for example, many candidates backed by Moms for Liberty lost their bids for office in the November 2023 elections⁹), this bad-faith argument has gained traction. In states like Florida, Texas, and Utah, laws have been passed that limit discussion of and exposure to topics deemed "sensitive" (e.g., sex, gender, race, etc.). Allison Jennings-Roche argues, "Erasure is exactly the point for this movement. Of all the values and ideologies called up by those in the pro-censorship movement, the strongest impulse by far is the one that seeks to exclude specific groups from our public discourse and educational spheres."¹⁰ We ignore them at our peril. If academic librarians are to become better advocates for our colleagues, it is necessary for us to build an awareness of the tactics these individuals and groups are using to challenge materials.

Emily J. M. Knox, one of the few scholars who investigates how these groups discuss and justify their actions, has found that these groups have three essential concerns:

First, they saw contemporary society as being in a state of decline and were concerned with preserving the innocence of children in the midst of this decay. Second, they constructed public institutions as symbols of the community that must represent their values and aid parents in their difficult role as boundary setters. Finally, challengers demonstrated a reverence for the books as a material object and employed common sense interpretive strategies.¹¹

All these themes can be identified in the current efforts to challenge library materials.

BookLooks.org, for example, is a website that focuses on reviewing books for objectionable content, like profanity or sexual themes, that challengers see as a threat to morality. To illustrate, concerns with Toni Morrison's *The Bluest Eye* are "profanity and derogatory terms; sexual activities including sexual assault and molestation; alcohol use; inflammatory racial and religious commentary and references."¹² For challengers, book content has a kind of mimetic power; mere exposure to ideas may corrupt a reader and compel them to act.¹³ Challengers employ "commonsense" methods of interpreting texts that presumes a literal and singular meaning; context is immaterial.¹⁴ BookLooks reports are simply lists of decontextualized excerpts designed to lead to singular interpretations. These can serve as tools for parents to not only remove "objectional content" from public schools and libraries, but to create institutions that mirror their values. Challengers defend their approach by claiming that they do not censor; rather, they are concerned with "age-appropriate" material, and BookLooks' six-level rating system is no different.¹⁵ Cherry-picking excerpts allows a haphazard "I know it when I see it" approach rather than applying consistent tests like those found in the law (e.g., the Miller Test).

A Call to Action

Where do libraries stand in this discussion? Article VII of the *Library Bill of Rights* states, "All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use,"¹⁶ including students and minors. This position supports the stance that parents and guardians have the right and the responsibility to determine their children's—but only their children's—access to library resources.¹⁷ Parents do not have the right to restrict access to information for anyone outside their family.

Common pushback against ALA is often along the lines of "How dare ALA foist their policies on me," or "How can this national organization set standards at my local level?" ALA's current policies are designed for isolated incidents, not coordinated, sustained attacks. The time has come for library workers to re-engage with our principles of intellectual freedom. In the new political and information environments, our established policies and principles have become subject to withering attacks. We can no longer take it for granted that intellectual freedom is a cherished goal. As a profession we need to make the positive case for intellectual freedom. And we need to do so with language that our local communities can understand.

These are difficult times for the nation, for libraries, and especially library workers. As of right now, academic libraries have largely been insulated from these campaigns. But make no mistake, we need to be prepared. And the best way to be prepared is to support those who are already suffering under this moral panic. Book challengers use emotional appeals supported with pretzel logic. However, emotional arguments can be very effective, particularly when the media advances these scare narratives. You will need to go above and beyond explaining away the weak reasoning of this crop of organized challengers. Talk to your local public librarians and school librarians. Ask what kind of help they need and then help them get it. Go to your local government meetings, especially school boards. Join organizations like EveryLibrary and Unite Against Book Bans. Educate your communities wherever and however you can about the positive case for inclusive library collections. Educating those policy makers will be much easier when they are not engaged in a contentious environment. Early and strong communications should help build relationships and provide a foundational understanding of some of the principles of librarianship.

You might feel that it is late to be engaging in these activities. But as the old adage states, the best time to plant a tree is twenty years ago; the next best time is now. We need protect our fellow library workers and the tenets of intellectual freedom. We need to plant trees now. **»**

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Leo S. Lo and Victoria Anderson

AI Reskilling in Libraries

When the Dean's Assistant Gets an AI Assistant

The rapid advancement of generative AI represents a pivotal moment for libraries. With powerful systems like ChatGPT gaining widespread adoption, libraries face both opportunities and an urgent need to reskill staff. Recent analyses by the Boston Consulting Group predict that within two decades more than 30% of activities across most jobs could be handled by machines, while more than 15% of jobs could be fully automated.¹ According to the World Economic Forum's "The Future of Job Report 2023," training workers to use AI tools is considered one of the top priorities for many companies.² A 2023 survey of academic library employees revealed enthusiasm for professional development around generative AI, yet fewer than 7% of respondents currently use premium versions of leading systems.³ This discrepancy risks leaving library workers unprepared for AI-assisted workflows and roles forecast to be pervasive within the next decade.⁴ As libraries undergo their digital transformation, developing AI literacy among staff at all levels is becoming a matter of competitive survival rather than just innovation.

To proactively spearhead closing this emerging literacy and capability gap, the University of New Mexico College of University Libraries and Learning Sciences launched the pioneering GPT-4 Exploration Program in summer 2023. This initiative provided 10 faculty and staff with funded access to GPT-4, the premium iteration of ChatGPT. By facilitating hands-on experience with leading-edge AI, we sought to cultivate deeper technological literacy and equip our community to reenvision library services, research, and instruction for an AI-assisted era.

Crucially, the program spotlighted reskilling as an urgent priority. As AI systems grow more advanced, all library workers must have opportunities to better understand and use these technologies to enrich their careers. This access gap hinders professional capability and innovation. By detailing the dean's vision in creating this pilot and the firsthand insights of the dean's assistant, this article illuminates the profound need to expand AI literacy and upskilling programs across libraries. Equipping staff at all levels with premium generative AI will drive progress in realigning skill sets for the future.

Dean's Perspective on Designing the Pilot Program—Leo S. Lo

In developing the GPT-4 Exploration Program, we turned to proven adult education practices to maximize reskilling outcomes. Aligning with Malcolm Knowles' principles,⁵ we emphasized hands-on, self-directed learning driven by professional needs and interests. Rather

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than lectures on AI, participants chose personalized projects to actively upskill through practice. This immersive approach spurs more active reskilling.

The program comprises three phases: Introduction and Training (two weeks), Exploration and Experimentation (eight weeks), and Evaluation and Sharing (two weeks). This arc builds community and enriches learning. Training provides baseline knowledge before the heart of exploration. Participants then reconvene in reflection, cementing gains through peer sharing. Central to our vision was an interdisciplinary community advancing together. The cohort model breeds collaboration beyond silos, enriching perspective and buy-in. United by curiosity despite divergent backgrounds and skill levels, participants enhanced both their personal capabilities and our college's broader culture of innovation.

Among the 10 members from varied roles, my assistant Victoria Anderson brought critical administrative representation. Her participation modeled cross-functional reskilling. Beginning as an AI novice, Victoria flourished over 12 weeks, attaining hard skills and perspective to steward administrative adoption of AI systems. Her journey typified the immense reskilling potential in our untapped workforce once given access and community.

Administrative Assistant's Experience Using AI—Victoria Anderson

As the dean's assistant, I eagerly joined the GPT-4 Exploration Program despite my limited prior AI experience. Over 12 weeks, integrating ChatGPT and its premium version, GPT-4, fundamentally upgraded my workflow. I honed skills in using prompts to have GPT-4 assist me with a variety of administrative tasks. For clarity and simplicity throughout this piece, I will refer to both versions of the tool collectively as GPT-4.

The Evolving Role of Administrative Support

Administrative assistants and coordinators play an integral role in the operations of any organization. As institutions evolve to meet strategic priorities, so too must administrative support roles. Increasingly, the responsibilities encompass managing schedules, travel logistics, documentation, correspondence, and critical support services for leadership figures like deans or executives. This multifaceted and dynamic position requires adaptability, critical thinking, and efficiency even as responsibilities shift over time.

Integrating AI by administrative personnel can enhance workflows by automatically handling time-intensive coordination tasks and improving productivity in written communications. However, to unlock this potential, universities and companies must invest in reskilling programs tailored to support staff needs in understanding leading-edge technologies like generative AI. Organizations that equip administrative teams with the latest automation tools and skills training will gain tremendous advantage.

Enhancing Daily Workflow with GPT-4 Integration

One major time saver was using GPT-4 to take meeting minutes. By recording meetings, uploading the audio to a transcription tool, then copying the text into GPT-4, I could prompt it to "create detailed meeting minutes in a bulleted format summarizing the key discussion points and action items from this meeting transcript." This condensed hours of work into a polished 2–3-page summary showcasing the most relevant details and decisions ready for distribution in less than 30 minutes. I estimate this saved me 3–5 hours per week of manual notetaking and write-up.

However, it is important to note that we were careful in considering what information was provided to the system, as we are still learning about how these AI tools use and potentially retain data. For example, I would always redact all personal details, sensitive information, or proprietary organizational data in the transcript before uploading it to GPT-4. By taking steps around responsible data use, libraries can use the immense time-savings of AI tools like GPT-4 safely and ethically.

GPT-4 also streamlined communications. Whether helping craft emails to reschedule a series of complex meetings for the dean or summarizing lengthy documents

into digestible briefing papers (reducing a 12-page report to 2 pages), GPT-4 boosted productivity. For example, to condense a long text, I would prompt “Please summarize the key points from this 12-page report in 2 pages in a bulleted format covering the main recommendations.” Additionally, GPT-4’s integration with tools like Kayak’s travel booking functionality automated logistics coordination. By describing the dean’s upcoming conference travel needs in chat, the Kayak bot would automatically find flight options, saving me hours of searching.

I learned prompting is a skill requiring practice—initial outputs might not match the tone or depth needed. However, each week I gained more proficiency in getting useful content quickly. I also heeded guidance from the dean on responsible data use—we ensured no sensitive information was uploaded to GPT-4 given uncertainties around OpenAI’s data policies.

Challenges and Adjustments

While integrating GPT-4 into my workflows yielded significant time savings and productivity gains, the process was not without some needed adjustments. As I was learning how to best prompt the AI, I noticed some key challenges emerge.

GPT-4’s initial responses would sometimes lack the specificity, creativity, or tone that aligned with my communication style and needs. When asking it to generate emails to reschedule meetings, the language was often overly formal or verbose. Additionally, when seeking input on contributing to strategic goals around open education resources, the examples provided did not demonstrate a deep understanding of my administrative coordinator role.

ChatGPT Meeting Minutes

Date: [Insert Date]

Time: [Insert Time]

Location: [Insert Location]

Attendees:

- Speaker 1
- Speaker 2
- Others

Agenda:

1. Review of Brand New Area Emergency Plan
2. Updates on Recent Threat
3. Debrief with Campus PD
4. SafeWalk Safe Ride Service
5. Proposal for Campus Security Officer in Zimmerman
6. Discussion on Campus Safety Measures
7. Training Opportunities
8. Submission of Area Plan
9. Discussion on Emergency Plan

Key Discussion Points:

- Speaker 2 announced the review of the brand new area emergency plan and provided updates on

Message ChatGPT...

ChatGPT can make mistakes. Consider checking important information.

I realized that mastering use of AI requires learning how to properly frame questions and prompt responses. Through trial and error and guidance from the dean on prompt formulation, I was able to improve results over time. However, it became clear that GPT-4 serves more as an augmentation tool, providing supportive content that almost always requires some degree of revision. The back-and-forth to refine responses also introduced some inefficiencies.

To address these challenges, I focused on shifting my mindset when using GPT-4. Rather than expecting fully formed solutions from the AI, I started to view it as a collaborative tool—asking it to “assist me with” tasks rather than relying on it to complete things independently. This helped set proper expectations and in turn improved my prompts and post-processing of its outputs.

While integrating AI did require conquering a learning curve, doing so has unlocked immense potential for upgrading my productivity and contribution. My experience shows that with the right support and training, administrative professionals at all skill levels can overcome initial challenges and thrive with the assistance of leading-edge AI.

Conclusions and Next Steps

The success of our inaugural GPT-4 Exploration Program confirms the immense value of hands-on AI reskilling initiatives. More than 70% of participants achieved expanded fluency with GPT-4, drastically exceeding baseline proficiency. As participants become ambassadors sharing insights with peers, our broader culture of AI readiness strengthens.

Building on this momentum, we will launch an evolved version of the program focused on an alternate leading AI system. Our consistent vision remains experiential, community-based learning in an emergent technology. Enhanced content on ethics and specialized projects tailored to academic applications will enrich the next iteration.

Additionally, we will catalyze wider adoption by collaborating with other campus departments on AI literacy programs. Inspired by Victoria’s transformative journey, we also advocate concentrated reskilling for administrative staff as an immense opportunity. Victoria’s agility in deploying GPT-4 for coordinating events and communications revealed automation’s sizable efficiency potential in critical support roles.

VB You

Can you help me draft a group email to the search committee I am on? This email is asking the group to fill out a Doodle Poll to find the best date for us to meet and go over the job description, which is attached in the email.

ChatGPT

Subject: Schedule Coordination for Job Description Review Meeting

Dear Search Committee Members,

I hope this email finds you well. As we embark on the important task of reviewing the job description for our upcoming recruitment process, it's crucial that we find a suitable time for all of us to meet and discuss this matter comprehensively.

To streamline the scheduling process and accommodate everyone's availability, I have created a Doodle Poll. This tool will allow us to identify the best date and time for our meeting. Your prompt participation in completing the poll will greatly assist us in finalizing our meeting schedule efficiently.

Please find the attached job description document for your reference. Kindly review it before our meeting to ensure a productive discussion.

[Attach the job description document]

Here is the link to the Doodle Poll: [Insert Doodle Poll link]

Please indicate your availability by selecting all the time slots that work for you. Once everyone has responded, we will proceed with scheduling the meeting accordingly.

If you encounter any issues or have concerns regarding the scheduling process, feel free to reach out to me directly.

Message ChatGPT...

ChatGPT can make mistakes. Consider checking important information.

However, her experience also highlighted AI's practical limitations regarding creativity and judgment. As powerful as these tools are, responsible implementation in both administrative and academic realms requires recognizing AI as an assistive rather than completely autonomous solution. By transparently conveying both potentials and pitfalls, our expanded programs will empower the wider university community to evaluate and integrate AI with care and confidence.

Our pilot program has evidenced the value of equipping learners at all levels with premium access and training for emergent technologies like GPT-4. We urge institutions globally to prioritize on-ramping communities to AI through hands-on, ethically grounded learning programs proven to unlock incredible capability. **»**

Notes

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VB What is the cheapest round trip, non-stop flight that I can get to Atlanta, GA from Albuquerque, NM on October 26, 2023–October 30, 2023?

Used KAYAK

The cheapest round trip, non-stop flight from Albuquerque, NM to Atlanta, GA for the dates October 26, 2023, to October 30, 2023, is offered by **Delta**. Here are the details:

• **Departure:**

- From: Albuquerque (ABQ)
- To: Atlanta Hartsfield-Jackson (ATL)
- Date: October 26, 2023
- Time: 6:35 am - 11:28 am

• **Return:**

- From: Atlanta Hartsfield-Jackson (ATL)
- To: Albuquerque (ABQ)
- Date: October 30, 2023
- Time: 11:25 am - 12:50 pm

• **Price:** \$358

• **Booking:** [Click here to book this flight on KAYAK](#)

Safe travels!

Nancy Shore, Kristina Clement, and Katherin Rose Adams

Librarians and Degree Seeking

The “Paper Ceiling” and Advancement in Academic 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 focuses on the “paper ceiling” and why some library workers continue their educational journey after an MLS/MLIS. The experience of these authors highlights one path that might serve many other academic library professionals.—*Dustin Fife, series editor*

Nancy Shore: My career path to librarianship has not been linear, but everything I’ve done up to this point has prepared me for what came next. And so, when I took an academic librarian job at Columbus State University (CSU) in 2022, I did not expect to pursue another degree, much less an EdD, but thanks to the University System of Georgia’s Tuition Assistance Program (TAP), I will graduate debt-free. And when I investigated my options, the EdD program at the University of North Georgia (UNG) was the best fit for me, both in its asynchronous delivery and its cohort model. I knew graduate school at this level would be a lot of work, but I didn’t want doctoral studies to take up all my time. My theory is that if you’re going to get a “free” degree, it might as well be a big one!

Kristina Clement: I agree, Nancy, there’s nothing quite like a free degree! Ever since I became a professional librarian, I’ve wanted to pursue a doctorate. When I came to Kennesaw State University, I learned that several librarians here had either just finished or were in the process of going through the EdD in Higher Education Leadership and Practice at UNG using TAP. Like you, Nancy, the cohort model appealed to me, as did the asynchronous learning, and I really liked that I could complete the EdD in just three years. My colleagues had great things to say about the program, so I applied and started with the fall 2023 cohort.

Katherine Rose Adams: Well, I can jump on this wagon too! I earned three degrees through the TAP program, including a Masters in Human Resources/Occupational Development and a PhD in Adult Education, all of which I earned at the University of Georgia (UGA) while working in graduate advising roles at UGA. I joined UNG in 2018 as the only faculty member of the Higher Education Leadership and Practice EdD program, and with it being a new program, I was fortunate enough to get to shape and develop a great experience to meet the needs of the adult learners and higher education professionals. I consider the work

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of myself and my two fellow faculty members, Drs. Lanford and Long, to be some of the proudest accomplishments of my life.

Kristina: Since joining this EdD program, I've been reflecting on why librarians, including myself, are increasingly pursuing doctorates. My goal is to climb the academic library ranks, ideally to a deanship or beyond, and I've noticed many higher-level job listings now require or strongly recommend a doctorate. Starting my doctorate seemed like a proactive move to overcome future hurdles. I think this trend highlights a broader issue: the "paper ceiling," where the ability to obtain a doctoral degree creates a barrier between middle management and upper administration. I think we see a similar phenomenon in librarianship where the terminal degree for our field acts as a gatekeeper and sidelines those without the means or desire for specific education. Despite learning valuable leadership skills in my program, I do question the growing need for a doctoral title to qualify for top positions, especially when many essential skills are learned on the job. But I will say, the desire to be "Dr. Clement" is quite strong!

Nancy: I recently read a paper that discussed the "paper ceiling" created in some professions, and it hit home, personally and professionally. When I was in library school, one of my professors explained that the library degree isn't one where you build new skills, but where you hone and expand on ones you already have. Like you, Kristina, I'm pursuing an EdD so that I have a "piece of paper" from an institution that will certify I "know stuff" about leadership. I am learning a great deal about the institution of higher education as a whole, as well as the many moving parts involved in advancing the institutional mission.

Katherine: I started noticing a fairly significant number of academic librarians in the program during the 2020 cohort. In the Higher Education Law course during the ethics module, students are asked to share their field's code of ethics, and I realized that half of the cohort were academic librarians, so I was able to incorporate more library science material in modules. In one module, we ended up having an extensive discussion thread about "the why" behind their attendance in the program. The first was personal leadership advancement outside of the library science field, so those looking into higher education institution (HEI)-wide leadership positions or at the system level. But the second reason was the one that has remained with me, and I'm using my language now to express the idea that the terminal nature of the MLIS degree conflicts with how higher education navigates academic titles and status, such as assuming a doctoral degree is needed to lead an academic program.

I was hearing that HEIs are wanting their academic library deans to have doctoral degrees, which in my opinion is directly related to how higher education can be shortsighted in making generalizations related to academic titles. If I understand correctly, one important aspect of note is that I think there are less than 15 PhD programs in library or information science in the country, which also may be telling of the terminal nature of the MLIS, but then academic librarians need other pathways to their doctorate. The continuation of what is next for a librarian after the MLIS does not appear to have a clear seriation to the next step. Now Kristina and Nancy, just to also be absolutely clear, I'm thrilled that you all are here! I just find that part of why I wanted to engage in our discussion was around what skills could we be complementing into our program that are not repetitive to the MLIS terminal degree, and if we are continuing to see such a population growth, how can we best serve our academic librarian students?

Kristina: One enjoyable aspect of this program is the emphasis on leadership within higher education, which is enhanced by learning from classmates with diverse experiences across different university sectors. A recurring sentiment is the feeling of being isolated within our specific departments, a challenge not unfamiliar to academic libraries. We, in libraries, often discuss our internal divisions, yet seldom address how we're perceived as an odd unit in the university structure. Academic libraries often straddle the line between an academic affairs unit and a student affairs or student success unit. With a foot in each space, our existence is liminal and murky, so it's no wonder that academic libraries often have a difficult time communicating our value and purpose to the rest of our institutions. I really hope that what I am learning in my EdD program, both through course content, my dissertation, and from my peers, will help me be an academic library leader that can see both the forest and the trees.

Katherine: I hope a benefit of a program like ours is that students gain direct insight that sets one up for success in leadership positions within higher education. In our program, you'll learn how to draft a budget by doing one, to conduct research by completing a dissertation, and to direct a program assessment by doing one. And Kristina, following along what you mentioned as feeling siloed in academic spaces, we bring in a tremendous number of guest speakers, which is more than just hearing from experts but in realizing the value of connecting with other leaders on campus. For example, can we demystify reaching out to general counsel or HR directors so that we are moving forward abiding by policies we may not be fully aware of, which then saves everyone time if we mistakenly move forward without them!

Nancy: I think the liminal space that academic libraries and librarians occupy is a blessing and a curse at the same time. We can operate as faculty while not experiencing the full pressure of a traditional teaching load, but sometimes we get left out of important conversations because we're not viewed as "real" faculty. Librarians are very good at reinventing themselves and adapting to the needs of our users, and I feel like a doctoral degree will help me be better positioned for the next evolution of library services.

Kristina: Librarians are incredibly adaptable. I'm thrilled to see more librarians pursuing doctorates, aiming beyond roles like library dean or director to higher roles such as university provost or president. Like you said, Nancy, our ability to adapt could make us excellent—but overlooked—candidates for these positions. Librarians have a unique view of the university, and if we start seeing librarians ascend to top university roles, it could give a stronger voice to a traditionally under-voiced unit. Despite the library being a very important part of the university, we still endeavor to properly articulate our value and worth to our communities. Perhaps EdD programs will help librarians not only become more skilled leaders, but also better advocates for our libraries with a more nuanced vocabulary about the complexities of higher education. Advocacy isn't about yelling louder than the next person; it's about finding better words to express our importance and resonate with our communities.

Nancy: I like that you're talking about advocacy, and I agree with you, Kristina, that librarians are not always assertive advocates for ourselves or our departments. Because of our generalist background, librarian skills are easily transferable to many departments, but it's not always easy to communicate how they transfer depending on the audience. One reason I accept placement on so many different university and departmental committees is to be a voice for the library in a variety of spaces. I look forward to using my EdD as an admission ticket to discussions above the paper ceiling and being able to use my place in those discussions to advocate for my less-degreed peers and colleagues.

Katherine: Nancy, when you speak of being a voice, I very much appreciate how academic librarians in our program are advocating for our program. While we have not made any designated efforts to recruit librarians into the program, we have had an academic librarian in every cohort. So, big thank you to the librarians for promoting our program! I wonder if someone within library science is not seeing this huge flux of a population of potential students, as I also have librarian friends that are attending other EDD programs around the country and realizing that there is an opportunity here to re-envision the library and information science doctoral degree and take advantage of the unique higher education librarian population. Wait . . . maybe we should end our discussion here as I do not want to create any more competition! *nn*

And the Winners are . . .

The Official Results of the 2024 ACRL Election



Leo Lo, dean and professor in the College of University Libraries and Learning Sciences at the University of New Mexico, is the 87th president of ACRL.

“As I step into the role of President of ACRL, I am deeply aware of the challenges and opportunities that lie ahead for our profession. We are navigating through a period of rapid technological evolution, notably in the realm of artificial intelligence (AI), while also contending with a political climate that poses significant challenges to our core values of diversity, equity, inclusion (DEI), and intellectual freedom. With a sense of purpose and anticipation, I am eager to lead our community through these complex times, building on our collective achievements.

“I extend my heartfelt thanks to those who have paved the way for our current endeavors, their dedication setting the stage for the ambitious work we undertake today.

“In this transformative era, I am establishing a task force dedicated to developing AI competencies for library professionals. This initiative is to ensure that our community remains at the forefront of digital literacy and technological innovation. Our goal is to empower library workers with the skills necessary to harness AI in enhancing our services, supporting scholarly research, and engaging with our communities effectively. Moreover, we are set to undertake a comprehensive review of the ACRL Framework for Information Literacy. This critical evaluation will adapt our existing guidelines to the emerging AI-driven landscape of information discovery.

“However, our mission extends beyond adapting to technological advancements. The prevailing political climate presents urgent challenges to our commitment to DEI and the fight against censorship. We are witnessing concerted efforts to silence diverse voices and restrict access to information. These actions threaten the foundations of our work and the communities we strive to serve.

“Our journey forward is defined by a dual focus: embracing the transformative potential of AI and addressing the critical challenges posed by the current political environment. This dual focus will guide our strategic initiatives, professional development opportunities, and advocacy efforts.

“I am honored to lead ACRL during this pivotal time and am confident in our ability to make a significant impact. Together, we will explore new technological horizons while steadfastly defending the values that define us.”

Lo's experience with ALA includes being a councilor-at-large of the ALA Council (2015–18) and re-elected for another term (2018–21). Lo has also served as a member on the ALA Training, Orientation, and Professional Development Committee (2011–13), chair-elect, chair, and past-chair of the Library Leadership and Management Association (LLAMA) Library Organization and Management Section (2013–16), a member of *LL&M* Editorial Board (2011–13), the *LL&M* editor of the column “New Perspectives in Leadership,” Board of Directors new leader’s representative (2010–13), chair of the LLAMA/NMRT Joint Committee on Collaboration (2011–12), and chair of the Diversity Task Force (2010–11).

Lo has also served as the assistant chair of the ALA New Members Round Table (NMRT) Liaison Support and Coordination Committee (2011–12), chair of the Student Chapter Award Committee (2010–11), a member (2009–10), a member of the Membership, Promotion, Diversity & Recruitment Committee (2010–11), and a member of the Newsletter Committee (2009–10).

Lo's activity with state, regional, and other national associations include serving on the Association of Research Libraries (ARL) 2023 Association Program Planning Task Force (member, 2022–23), Research and Analytics Committee (member, 2021–23), the New Mexico Consortium of Academic Libraries (member representative, 2021–present), IMLS Advisory Board for CALA/APALA “Path to Leadership” (Board member, 2021–23), and the *Journal of Open Educational Resources in Higher Education* (JOERHE) Editorial Advisory Board (member, Open Peer Reviewer, 2022–present). Lo has also served on the Future Information Professionals (FIP) Advisory Board (member, 2022–present), an IMLS-funded internship program coordinated by Old Dominion University to introduce undergraduate students to the library profession; Coalition for Networked Information (CNI) (member representative, 2021–present); Greater Western Library Alliance (member representative, 2021–present); Big Ten Academic Alliance Heads of Public Services Group (member, 2019–21); and the Chinese American Librarian Association Publication Committee (member, 2009–10).

Notable accomplishments for Lo include being selected as an ALA Emerging Leader and sponsored by LLAMA in 2010. As a scholar-practitioner, Lo's two co-authored papers, “You're Hired! An Analysis of the Perceptions and Behaviors of Library Job Candidates on Job Offer Negotiations” and “Recent Changes to Reference Services on Academic Libraries and Their Relationship to Perceived Quality: Results of a National Survey,” were awarded the first and second prizes, respectively, of the 2016 EBSCO/Alabama Library Association Research Paper Award.

As a strategic-minded leader, Lo led the strategic planning for the Pennsylvania State University Libraries, an organization with more than 500 librarians/staff, culminating in a comprehensive 5-year plan in 2021. Since becoming the Dean of the College of University Libraries and Learning Science at the University of New Mexico (UNM) in September 2021, Lo has raised over \$1.2 million for the college and created a prestigious endowed librarianship position to focus on student success. He currently leads the institution-wide Open Educational Resources initiative at UNM to help make college more affordable and enhance student success. Lo believes in using storytelling with data to advocate for libraries and library employees and uses his training in screenwriting (Master of Fine Arts) and survey research (Master of Arts) to develop such culture at his organizations. His MFA thesis screenplay was selected as a Finalist in 2010 Creative World Awards International Screenwriting Contest and the 2009 PAGE International Screenwriting Awards.

His publications include “Collegiality and Tenure: Results of a National Survey of Academic Librarians,” *Journal of Academic Librarianship*, L. S. Lo, J. Coleman, and L. Pankl (2022); “What Makes a Leader? An Exploratory Study of Academic Library Employees’ Perceptions of Leadership, Organization Vision, and Job Engagement,” *portal: Libraries and the Academy*, L. S. Lo, M. Mallon, and J. Coleman (2022); and “The Factors Significant to the Introduction Institutional Open Access Policies: Two Case Studies of R-1 Universities,” *Journal of Librarianship and Scholarly Communication*, L. S. Lo (2021).



Brad Warren, dean of libraries at Augusta University, has been elected ACRL vice-president/president-elect. Warren will become president-elect in July 2024 and assume the presidency in July 2025 for a one-year term.

“I am ecstatic to be elected as the next vice-president/president-elect of ACRL! I want to thank the ACRL membership as well as the support of Augusta University, my colleagues, my mentors, and, most importantly, my family for their support and encouragement in enabling me to engage with ACRL in this new role,” Warren said. “I am looking forward to actively working with the Board, organization, and membership to support academic libraries and library workers at all levels. It

is a true honor to have the chance to serve in this capacity!”

During his 15 years of ACRL membership, Warren has served as a member of the ACRL Standards Committee (2023–present); ACRL *College & Research Libraries* Editorial Board (2016–23); co-chair, ACRL 2023 Conference Contributed Papers Committee (2021–23); member, ACRL 2021 Conference, multiple committees (2019–21); convener of the ACRL ULS Public Services Directors of Large Research Libraries Discussion Group (2021–23); and founder, convener, and member of the ACRL Access Services Interest Group (2016–present).

“ACRL is delighted to have Brad Warren join the ACRL Board of Directors as vice-president/president-elect,” said ACRL Interim Executive Director Allison Payne. “Brad has a long history of service to ACRL, leading and participating in many membership groups. His knowledge of ACRL, academic librarianship, and the broader higher education landscape, along with his leadership, will be valuable to the Board, as it continues to support the profession and advance the ACRL Plan for Excellence.”

Warren’s experience with ALA includes being a member of the ALA Committee on Organization (2020–22). Warren has also served as a member of the LLAMA (now Core) Program Committee (2015–18) and Public Relations and Marketing Section Swap and Shop Committee (2008–09).

Warren’s activity with state, regional, and other national associations include serving on the Regents Academic Committee on Libraries, University System of Georgia (executive committee member, 2022–present), and ARL Membership Engagement and Outreach Committee (member, 2021–22). Warren also served on the Strategic Ohio Council for Higher Education Library Council (member 2021–22), OhioLINK Regional Depository Governing Council (member 2021–22), Ivies+ Borrow Direct Policy Group (previous chair and member, 2014–18), and the SOLINET Marketing Group (member, 2006–07).

Warren’s honors and awards include the Distinguished Achievement in Access Services Award (2016), Concertmaster, New London Community Orchestra (2016–18), and being

part of the 1999–2000 inaugural class of the North Carolina State University Library fellowship program.

Other notable accomplishments for Warren include his role as the Inaugural Dean of Augusta University Libraries, where he created a new structure, secured a \$1.1M increase to the budget, and completed a second-phase renovation of Augusta University's Greenblatt Library and facility as well as furniture refreshes of Reese Library in the first two years. Warren led the University of Cincinnati (UC) Libraries' Organizational Development initiatives and co-led all aspects of UC Libraries' planning and services 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 the 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-author with Cheryl McGrath of the book 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); author of the editorial "Developing A Practical Approach to Change" in *College & Research Libraries* 81, no. 1 (2020); author of the book 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).

ACRL Board of Directors

Vice-president/President-elect: **Brad Warren** (908); Devin Savage (658)

Director-at-Large (4-year term): **Rachel M. Minkin** (1,164); Rodney Lippard (435)

Director-at-Large (4-year term): **Carrie Forbes** (1,267); Wayne Bivens-Tatum (337)

ACRL Proposed Bylaws Revisions

ACRL Bylaws Item 1: Do you accept the proposed revision to Article VII: Budget and Finance Committee Chair? **Yes** (1,413); No (98)

ACRL Bylaws Item 2: Do you accept the proposed revision to Article IX: Board of Directors, Section 5 Meetings of the Board? **Yes** (1,483); No (46)

ACRL Bylaws Item 3: Do you accept the proposed revision to Article XI: Nominations, Section 1 Committee? **Yes** (1,485); No (27)

ACRL Bylaws Item 4: Do you accept the proposed addition to Article XIII: Elections, Section 2 Elections? **Yes** (1,498); No (22)

ACRL Bylaws Item 5: Do you accept the proposed revisions to Article XVIII: Mail and electronic votes, Sections 1, 2, & 3? **Yes** (1,507); No (22)

Anthropology and Sociology Section (ANSS)

Vice-chair/Chair-elect (3-year term): **Mimmo Bonanni** (102)

Member-at-Large (2-year term): **Elizabeth Young Miller** (102)

Arts Section

Vice-chair/Chair-elect (3-year term): **Ann Holderfield** (124)

College Libraries Section (CLS)

Vice-chair/Chair-elect (3-year term): **Michael Waldman** (411)

Member-at-Large (2-year term): **Katherine Furlong** (227); Debby Andreadis (224)

Community and Junior College Libraries Section (CJCLS)

Vice-chair/Chair-elect: **Nelson Santana** (184)

Secretary: **Elizabeth Arestyl** (181)

Member-at-Large: **Sharell Walker** (186)

Distance and Online Learning Section (DOLS)

Vice-chair/Chair-elect: **Brittni Ballard** (297)

Secretary/Archivist: (2-year term): **Katherine Howell** (302)

Member-at-Large (2-year term): **Jennifer Shimada** (300)

Digital Scholarship Section (DSS)

Vice-chair/Chair-elect: **Taylor Davis-Van Atta** (293)

Secretary: **Nashieli Marcano** (288)

Member-at-Large: **Julie Evener** (285); **Halie Kerns** (267)

Education and Behavioral Sciences Section (EBSS)

Vice-chair/Chair-elect: **Robin L. Ewing** (108); James W. Rosenzweig (73)

Member-at-Large: **Jylisa Kenyon** (114); April E. Grey (65)

European Studies Section (ESS)

Vice-chair/Chair-elect (3-year term): **Walter Schlect** (48); Tom Harding (39)

Secretary (1-year term): **Masha Stepanova** (54); Tara Murray Grove (33)

Member-at-Large (1-year term): **Christine Korytnyk Dulaney** (86)

Instruction Section (IS)

Vice-chair/Chair-elect (3-year term): **Ben Oberdick** (664)

Secretary (1-year term): **Maya Hobscheid** (517); Kristina Clement (177)

Member-at-Large (2-year term): **Chelsea Heinbach** (582); **Camille Abdeljawad** (540); **Melissa Mallon** (528); Dr. Ruth Boeder (328)

Literatures in English Section (LES)

Vice-chair/Chair-elect: **Alexis Pavenick** (79); Mark Dahlquist (44)

Secretary: **Dr. Emily Tock** (66); Brian Matzke (57)

Member-at-Large: **Candice Dahl** (118)

Politics, Policy & International Relations Section (PPIRS)

Vice-chair/Chair-elect (3-year term): **Nadine Hoffman** (126)

Member-at-Large (2-year term): **Allison Symulevich** (125)

Rare Books and Manuscripts Section (RBMS)

Vice-chair/Chair-elect (3-year term): **Anna Chen** (196); Jay Sylvestre (87)

Member-at-Large (3-year term): **Kellee E. Warren** (202); Jose Guerrero (76)

Science and Technology Section (STS)

Vice-chair/Chair-elect: **Rebecca Renirie** (149); Jeanne Hoover (77)

Member-at-Large: **Aditi Gupta** (183); Emily Dommermuth (45)

Publicity Officer: **Sarah Tribelhorn** (151); David Rachlin (71)

EDI Officer: **Audrey Gunn** (121); Janet Hughes (106)

University Libraries Section (ULS)

Vice-chair/Chair-elect (3-year term): **Rosan Mitola** (516); Christian Miller (281)

Member-at-Large (3-year term): **María Evelia Emerson** (660); **Sue Garrison** (405); Emily Bufford (389)

Women and Gender Studies Section (WGSS)

Vice-chair/Chair-elect: **Natalie Dickinson Kulick** (175)

Secretary: **Ashley S. McNeill** (176)

Member-at-Large: **Lane Glisson** (177)

National Association of Criminal Defense Lawyers. Access: <https://www.nacdl.org/>.

Founded in 1958, the National Association of Criminal Defense Lawyers (NACDL) is a non-governmental organization of private lawyers, law faculty, public defenders, and other legal entities. The NACDL advocates for the rights of the accused. In the image of other civil rights organizations like the ACLU, the “NACDL is committed to enhancing the capacity of the criminal defense bar to safeguard fundamental constitutional rights.” Their website is a robust and versatile repository of information despite the large amount of proprietary content. Volumes of legal guides and encyclopedias are available for purchase through the NACDL Press. Practice resources are provided for members and cannot be accessed by the public. These resources cover concepts like postconviction litigation, microscopic evidence, forensics, and other topics that a practicing defense lawyer might find useful. “Policy priorities” are featured for free to non-members and address current legal debates and policy recommendations.

Membership in the NACDL provides access to *The Champion*, the NACDL’s trade journal. *The Champion* provides in-depth legal analysis of civil and criminal defense cases. Most of the trade journal’s content is behind a membership wall. However, some of the articles can be accessed through the organization’s Fourth Amendment Center, which focuses on case scenarios and arguments concerning search and seizure rights. These articles could be very helpful for academic opinion papers or for members of the public looking to research Fourth Amendment issues.

One of the more useful components of the Fourth Amendment Center website focuses on technology’s impact on criminal investigations and the right to privacy. Issues like facial recognition, body cameras, digital location tracking, and predictive policing are addressed in documentation that is freely available. YouTube videos of webinars on these issues are available without membership. This content could be very informative to a paralegal or law student, a defense lawyer, or a private citizen conducting informal research.

A newsletter announcing recent additions to content is published online monthly. Podcasts are publicly available that address legal issues. The episodes typically feature legal professionals, law professors, and other juridical experts examining important legal scenarios. Several episodes have a “true crime” tone. They are concise, informative, and professionally produced. Any patron with interests in the law would find these interesting and relevant.

Finally, NACDL provides an excellent directory of defense lawyers. This directory is searchable by name, city, and state. More useful is the radius and practice area search. A user can enter a zip code, a preferred mileage radius, and select a practice area for a defense attorney. There are several practice areas to select from that patrons could find useful if contacting a librarian to locate legal counsel.

Despite operating as a professional membership organization, NACDL provides valuable and relevant access to information that both academic and public librarians would find useful and accessible.—*Christopher M. Hulsman, SUNY Buffalo State University, hulsma@buffalostate.edu*

Yiddish Book Center. Access: <https://www.yiddishbookcenter.org/>.

When Aaron Lansky was a graduate student at McGill University in the 1970s, he encountered difficulty locating the books he needed for the courses he was taking in Yiddish literature. He decided to take a leave of absence from his studies and began collecting Yiddish books. Lansky went on to gather approximately 1.5 million books. This large collection later became the Yiddish Book Center, now housed on the campus of Hampshire College in Amherst, Massachusetts. The center preserves and teaches Yiddish literature and culture to provide a fuller understanding of Jewish history and identity.

The toolbar on the center's homepage provides access to the Steven Spielberg Digital Yiddish Library, a collection of approximately 11,000 Yiddish titles available to read online or download. Readily available are works by well-known authors such as Mondel Mocher Sforim, the grandfather of Yiddish literature, Nobel Prize winner Isaac Bashevis Singer, as well as Sholem Aleichem's complete works.

The "Digital Library and Collections" link also provides access to the Wexler Oral History Project, a collection of more than 300 interviews (in English) about Yiddish language and culture. Here, the singer Anthony Russell reflects on his experience as an African American Jew, and Henry Robak remembers living in the Warsaw ghetto and recounts his escape from its horrors. Further, students of world music will find dozens of interviews on klezmer, which includes Yiddish folk music as well as music from Yiddish theater. Patrons can also purchase books at the Yiddish Book Center Store. A recent addition from the Yiddish Book Center's White Goat Press is the comprehensive and award-winning Yiddish textbook *In eynem* (2020).

Public librarians or academic libraries sponsoring reading groups will discover a wealth of material at the Yiddish Book Center. Under the "Discover" tab on the homepage, librarians and patrons can find "Stories of Exile" Reading Groups for Public Libraries 2023, which is meant to introduce the reading public to Yiddish literature and prompt discussion about displacement within the context of war and political upheaval, two vital contemporary topics.

Researchers interested in Yiddish and Jewish history and culture will find this site valuable.
—Wendell G. Johnson, Northern Illinois University, wjohnso1@niu.edu //

Esteban Arellano (he/they) has been named the inaugural artist for its new artist-in-residence program at the University of California-Los Angeles (UCLA) Film & Television Archive. Arellano, an emerging multidisciplinary artist and designer, was chosen from a competitive national pool of more than 120 applicants. Arellano plans to synthesize process and product, engaging in speculative community collaboration and forging connections with the communities represented within the archive. By building and disseminating tools that invite others to engage with the archive, Arellano hopes to foster a collective reimagining of Los Angeles, empowering others to reimagine their own worlds out of the terrain.



Arellano's practice encompasses a wide range of mediums, including video, technology, photography, performance, essay and sculpture. Describing his work as "rooted at the crossroads of Brown and queer life," and as shining a light on "those existing together in the peripheries of this city," Arellano was captivated by the prospect of immersing himself in the archive's collections to construct a counter-map of Los Angeles, delving into visual representation as both injustice and liberation. Their residency will culminate in a public presentation at the end of the year. The inaugural program is made possible through support from the Golden Globe Foundation.

Charlie Amiot, government information and serials reference librarian/FDLP coordinator at the University of Baltimore School of Law, **Lisa DeLuca**, assistant dean of public services at the Seton Hall University Libraries, **Elissa A. Lawrence**, government documents librarian and regional depository coordinator at the State Library of Ohio, and **Stephani (Nia) Rodgers**, public affairs research librarian at Virginia Commonwealth University's Cabell Library, have been named to the U.S. Government Publishing Office's Depository Library Council to serve terms from June 1, 2024–May 31, 2027.

Ellysa Stern Cahoy, education librarian and director of the Pennsylvania Center for the Book, and **Tom Reinsfelder**, head librarian at Mont Alto Campus Library, have received the title of Distinguished Librarian in Penn State University Libraries for their outstanding academic, research and service contributions.

Sara Baron has been promoted from university librarian to dean of libraries at Duquesne University.

Kathaleen McCormick has been promoted to associate librarian at Duquesne University.

Liz Ochoa is now science and engineering librarian at the University of Washington Libraries.

Julie Tanaka is now associate dean for distinctive collections at the University of Washington Libraries.

Share your personnel news in the People in the News column. Information on new appointments, promotions, and retirements can be sent to David Free at dfree@ala.org. **»**