College & Research Libraries

news

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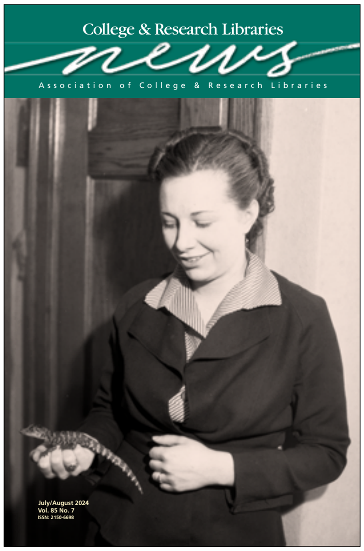
Features

Departments



This month's cover features a 1939 image of a women holding a baby alligator in the University of Northern Iowa's (UNI) greenhouse. UNI's greenhouse was once home to several alligators, one of which is seen here as a baby. The first alligator, affectionately named Allie, arrived in the early 1900s. Accounts of Allie's origins vary, with one student newspaper article claiming he arrived on campus stuck in a bunch of bananas, and others stating he was gifted to the campus gardener by way of a Florida beach. Allie Junior, featured in the cover image, was a popular fixture among students. He received many nominations for student government positions over the years, and students successfully fundraised for larger living quarters for Allie Junior. Today, the campus greenhouse features tropical birds and fish, and the McCollum Science Hall is home to two alligators.

This image is part of the photograph collection at the UNI Rod Library Special Collections & University Archives, which collects, preserves, and provides access to rare, valuable, and delicate collections of books, manuscripts, and institutional records. Learn more at https://scua.library.uni.edu/.

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Back issues: $11.00 each.

ACRL Sets 2024–25 Legislative Agenda

Each year, the ACRL Government Relations Committee, in consultation with the ACRL Board of Directors and staff, formulates an ACRL Legislative Agenda. Drafted with input from key ACRL committees, ACRL leaders, and the ALA Public Policy and Advocacy Office, the ACRL Legislative Agenda is prioritized and focuses on issues at the national level affecting the welfare of academic and research libraries. The 2024–25 ACRL Legislative Agenda focuses on five issues that will be the focus of ACRL's advocacy efforts (listed in priority order): upholding intellectual freedom, federal funding for libraries, net neutrality, safety and security of artificial intelligence, open access to federally funded research, and the Affordable College Textbook Act.

The agenda also includes a watch list of policy issues of great concern to academic librarians. The 2024–25 watchlist includes proposed elimination of the IPEDS Academic Libraries Survey, Deferred Action for Childhood Arrival (DACA)/immigration Issues, environmental impact of data centers and emerging technologies, consumer data privacy, accessible instructional materials, and pending cases. The complete legislative agenda is available at https://www.ala.org/acrl/issues/washingtonwatch.

Open Research Oklahoma Launches

Oklahoma State University (OSU) has migrated its institutional repository to a new platform that will better serve the university and the state. The new site, Open Research Oklahoma, was developed with OSU's land grant mission in mind. Open Research Oklahoma supports OSU's research, teaching, and outreach by enhancing the visibility and impact of the university's scholarly output. Currently, the repository houses content from OSU Stillwater and OSU's Center for Health Sciences including a mix of faculty publications, digital theses and dissertations, undergraduate research, open educational resources, and more. However, the intention of Open Research Oklahoma is to amplify not only OSU's scholarly work but also contributions across the state of Oklahoma. To learn more about Open Research Oklahoma, visit https://openresearch.okstate.edu/.

ONEAL Project Launches Open Negotiation Curriculum for Academic Libraries

The Open Negotiation Education for Academic Libraries (ONEAL) Project has launched their Foundations module. The curriculum includes seven lessons with video lectures, readings, practical hands-on activities, and case studies to practice vendor negotiations using academic library context. Lessons introduce contracts and licensing, negotiation best practices, planning (including internal analysis and vendor research), and negotiating for accessibility. Curriculum materials are also available for MLS/MLIS instructors to integrate content into their learning management systems. These resources are designed for both individual and group learning. Instructors and learners can choose what content they wish to engage with—whether it be a single lesson or the entire curriculum.

The ONEAL Project is supported by an IMLS Laura Bush 21st Century Librarian Program grant and is a collaboration between Indiana University Indianapolis (formerly

IUPUI), Grand Valley State University, and Belmont University. The project partnered with the Scholarly Publishing and Academic Resources Coalition (SPARC) to host these OER materials. To learn more, visit https://sparcopen.org/our-work/negotiation-resources/oneal/.

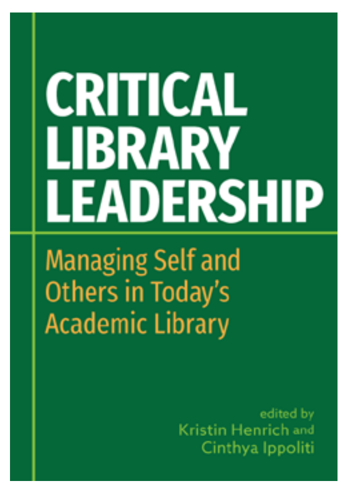
ARL, CNI Release AI-Influenced Scenarios for Research Environment

The Association of Research Libraries (ARL) and the Coalition for Networked Information (CNI) recently released *The ARL/CNI 2035 Scenarios: AI-Influenced Futures in the Research Environment*. These scenarios explore potential futures shaped by the rapid growth of artificial intelligence (AI) and its integration within the research environment. Developed through a robust, member-driven process, these scenarios serve as a strategic resource to aid leaders in the research environment in navigating the complex landscape of AI technologies. Library directors, IT leaders, funding agencies, academic presidents and provosts, and those working in scholarly publishing are among the many individuals who will find these scenarios useful. The full scenarios document is available for download from the ARL website at https://doi.org/10.29242/report.aiscenarios2024.

Penn State Releases Frederick Wiseman Open Monograph

Penn State University Libraries' Open Publishing program has released *Making Documentary Film: Frederick Wiseman and His Collaborators*, a new monograph by Thomas W. Benson, Edwin Erle Sparks Professor of Rhetoric Emeritus at Penn State, and Carolyn Anderson, professor emerita of communication at the University of Massachusetts Amherst. Wiseman's films, the subject of scholarly books and articles, have been broadcast on public television for decades and honored at retrospectives worldwide. According to Benson and Anderson, *Making Documentary Film* takes a new approach to considering the work of one of the world's most influential filmmakers by placing the focus on Wiseman's collaborators. The monograph contains transcriptions of interviews with Wiseman's collaborators conducted by the authors in the United States, Canada, and England. The transcribed interviews emphasize the filmmakers' relationships with his cinematographers and his advocate at WNET-Channel 13 before, during, and after filmmaking, building on the authors' extensive research into and criticism of Wiseman's films and working methods. The monograph is freely available at https://openpublishing.psu.edu/wiseman/.

New from ACRL—Critical Library Leadership: Managing Self and Others in Today's Academic Library



ACRL announces the publication of *Critical Library Leadership: Managing Self and Others in Today's Academic Library*, edited by Kristin Henrich and Cinthya Ippoliti, offering thoughtful solutions and practical resources to help shape our approach to leadership for ourselves and others.

How can we improve as leaders? How can we nurture and support engaged, productive teams? Many of us arrive in supervisory positions with little or no formal training in academic library leadership, attempting to teach ourselves the skills to be good managers and organizational leaders while mitigating our own changing identities and evolving needs.

Critical Library Leadership bridges this gap, addressing critical and often hidden issues like gendered labor, feminist management in practice, career pivots, identity shifts, fear of feedback, knowing when to move on, and trauma-informed leadership. Authors from a variety of leadership positions and types of academic libraries provide practical, effective strategies that combine theory and research to help readers grow and reflect on their own leadership journeys and implement solutions for change in both formal and informal ways.

Part I: Leader as Self
- Section I: Care, Empathy, and Authenticity
- Section II: Career Development

Part II: Leader as Role
- Section III: Relationships with Others
- Section IV: Management Practices

Critical Library Leadership offers a sense of recognition and community, new ideas for personal and organizational practice, and a renewed appreciation for the immense amount of affective, emotional, and practical labor that is required of library leaders at all levels.

Critical Library Leadership: Managing Self and Others in Today's Academic Library is available for purchase in print and as an ebook through the ALA Online Store; in print through Amazon.com; and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.

Path to Open Announces 2024 Titles

Path to Open, a pilot program to support the open access publication of new groundbreaking scholarly books that brings diverse perspectives and research to millions of people, will add 300 new books from 44 university presses in 2024. This includes titles from nine publishers new to Path to Open, with several that expand the initiative's global coverage: Bristol University Press, Sydney University Press, Melbourne University Publishing, and Leiden University Press. Faculty and students at Path to Open participating libraries will gain access to the 2024 books on JSTOR immediately upon publication, adding to the 2023 list of 100 books already available. All Path to Open books will become open access three years after publication. Learn more at https://about.jstor.org/path-to-open/.

Gale Primary Sources Releases New Archives

Gale, part of Cengage Group, is continuing its support of academic initiatives in diversity, equity, and inclusion with the release of four new archives on the Gale Primary Sources (GPS) platform. These archives unlock perspectives on interdisciplinary subjects, including the histories of LGBTQ+ communities in North America, the treatment of disabilities in society, refugeeism and relief work during the Cold War period and the environmental impact of colonial policies in Africa and Asia—all topics that represent some of the fastest-growing areas of research and teaching. Making accessible the often-unheard voices of those who lived it, these unique collections enable researchers and students to break past barriers, gain new insights, and make key connections between past events and their influence on the world we live in today. The new archives include Archives of Sexuality and Gender: Community and Identity in North America; History of Disabilities: Disabilities in Society, Seventeenth to Twentieth Century; Environmental History: Colonial Policy and Global Development, 1896–1993; and Refugees, Relief, and Resettlement: The Early Cold War and Decolonization. Learn more at https://www.gale.com/primary-sources.

OCLC Acquires cloudLibrary

OCLC has acquired cloudLibrary, a platform that offers access to a wide variety of digital content through libraries. The acquisition will help OCLC support public libraries in their efforts to successfully manage accelerated shifts to digital collections. Nearly 500 libraries in 20 countries rely on cloudLibrary to provide access to a rich collection of digital content including millions of ebooks and audio books as well as tens of thousands of magazines, digital newspapers, digital comics, and streaming media services in more than 50 languages. Libraries make these collections available to their communities through cloudLibrary's mobile app while a web portal makes it easy for library staff to manage their subscriptions. Libraries subscribe to their own collection of materials through the cloudLibrary platform. They can also choose to become part of a cloudLink group within a state or consortium.

MIT Press Releases Direct to Open Impact Report

The MIT Press has released a report on its Direct to Open (D2O) program detailing the impact that it has had in its first three years. Launched in 2021, D2O is a sustainable framework for open access monographs that shifts publishing from a solely market-based, purchase model where individuals and libraries buy single ebooks, to a collaborative, library-supported open access model. To date, D2O has funded 240 books: 159 in the humanities and social sciences (HSS), and 81 in science, technology, engineering, art/design, and mathematics (STEAM). The data show that, on average, open access HSS books in the program are used 3.75 times more and receive 21% more citations than their paywalled counterparts. Open access books in STEAM fields are used 2.67 times more and receive 15% more citations than their non-open counterparts, on average. Regardless of their field, D2O books are making meaningful contributions to debates both within and beyond the academy. The full report is available at https://mitpress.mit.edu/open-access-at-mit-press/d2o-impact-report-2024/.

Tech Bits . . .

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

If you crave greater flow, mindfulness, and the ability to focus and be more productive—there's an app for that!

The Momentum browser extension turns your Chrome browser "new tab" into a beautiful space that does all that. The extension provides a variety of inspiring landscape images and quotes while each day posing the question: "What is your Main Goal today?" After typing in your daily goal, each time you open a new tab in Chrome you will be pleasantly greeted with a gentle and uplifting goal reminder.

The free version includes optional access to newsletters and workshops that provide tips for the app, productivity and mindfulness. The Plus version of the extension ($3.33/month subscription) offers customization tools, timers, "tab stash" and more.

—Ann Fuller
Georgia Southern University Libraries

. . . Momentum
https://momentumdash.com/

Teresa Slobuski and Jennie Levine Knies

Preparation is the Key to Success

Manageable Techniques for Measuring Collections for Moving

"Before anything else, preparation is the key to success."

—Alexander Graham Bell

Most librarians who manage collections will be involved in a shifting or moving project at some point in their career. There are numerous reasons why a library would need to move collections, from a large-scale renovation to a reorganization to accommodate changing priorities. The Pennsylvania State University Libraries consist of more than 20 campus libraries distributed across the Commonwealth. Penn State Brandywine and Penn State Scranton are two similarly sized campuses with enrollments between 900 and 1,200 students. The head librarians at both campuses had reasons to move collections into smaller spaces and realized that precise and mathematical preparation and planning was key to success. While some has been written about the methods and techniques for deselection, there are very few practical guides to the mechanics and mathematics of planning for a collection move. This article is intended to share our experiences and to provide quick and basic instructions about how to anticipate space needs and plan for redeployment of a collection—once the more complicated decisions about where, when, why, and how are answered. We think these methods will work best for collections of up to 100,000 items in an academic library setting.

Existing Resources

There are several existing manuals for planning a library move. *Moving Library Collections: Planning Shifts of Library Collections* provides hands-on instruction on how to plan for the shifting of library collections; however, some of the steps and instructions may not be necessary when using more contemporary tools.[1] Steven Fortreide's *Moving Your Library: Getting the Collection from Here to There* is more recent and provides a comprehensive toolkit for librarians preparing to move a collection, from the selection of a moving method, measuring the collection, and training workers. Chapter 4 focuses entirely on measuring the collection and designing the shelving layout, and Fortreide's methods are similar to our own. The book also contains spreadsheet templates that, as of this writing, are still available online to download.[2] Since then, several articles have built on these themes using their own libraries as case studies.[3,4,5]

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Measuring your Collections—Jennie Levine Knies

At Penn State Scranton, an imminent renovation prompted the need to evaluate the collection. The newly renovated space would allow for 1,600 linear feet of shelf space, as compared to more than 2,000 in the original configuration. The entire collection would be moved by professional movers and stored offsite for more than a year. Based on experience, I knew that the most important tools in planning for a move were my eyes, legs, and tape measure. Although collections are usually shelved in ranges that are divided into sections, which comprise a standard number of shelves, these divisions are not always as uniform as assumed. My first step was to simply stroll through the stacks. During this initial survey, I made several observations. I confirmed that the shelves were evenly spaced and of the same height. Standard 84-inch-high library shelving will usually consist of seven shelves, and the space between shelves is just large enough to accommodate a volume that is 28 centimeters (about 11 inches) tall. Reference book collection shelving is usually six shelves spaced 14 inches apart, and oversize book collections are often five shelves that are 16.5 inches high. However, sometimes libraries have interfiled books of all sizes and adjusted shelving randomly throughout the collection. During this initial walkthrough, I noticed numerous volumes turned sideways because they were too tall for the shelving. Since the Scranton library already had a separate section of shelving for oversized materials, I was able to proactively move those items into the oversized ranges. I also noticed a significant number of empty shelves, which had been created during previous deselection activities to make room for shifting and growth.

Most library shelves are between 35 and 36 inches wide. I measured our shelves to confirm their width and used that number to help determine future shelving needs based on the percentage of growth space allotted. To allow for 20% growth space, for example, would mean filling each shelf to 29 inches. On this walkthrough, I also made note of which sections seemed fuller than others, as this can indicate a subject area with more rapid growth, or one where extensive deselection may be necessary.

It is also helpful to count your current configuration, particularly the number of shelves you are currently using. At minimum, assuming no additional deselection or anticipated growth, this provides an easy baseline for planning. However, a move will run much more smoothly with accurate measurements, and literally measuring the linear feet of a moderately sized library collection is not an overwhelming task. At Penn State Scranton, I was able to engage staff and student workers in this process. Using a pad of paper, a pencil, and a ruler, they noted the measurement of the space the books took up on each shelf. We then consolidated these measurements into groupings by call number and entered this data into a simple spreadsheet. For example:

Section	Inches
A	42
B	1,799
C	310
D	1,370

These measurements provided an accurate snapshot in time of the collection's size. This data also helped to determine where we might be able to break the collection when moving it back into the space after renovation, since the new configuration would not be linear but rather hugged walls and split in different spaces. We knew that approximately 3% of the collection was checked out and not on the shelf, but also knew that this was distributed across call number groupings and would not greatly affect our planning.

Learning how to perform a few basic formula calculations in a spreadsheet application is useful to the planning process. Once we gathered the measurements for our collections in inches, I could easily calculate the total linear feet of our materials. The formula in Microsoft Excel to total a set of rows in a column is, for example, =SUM(A2:A26). This calculated the total collection length in inches. To find out the linear feet, I divided the total inches by 12, modifying the formula to =SUM(A2:A26)/12.

Once I obtained the linear feet measurement I could make estimates for future shelving. For simplicity's sake, let's assume that our collection of 25,000 volumes had an overall measurement of 24,000 inches.

- Total collection size in inches: 24,000 inches
- Total collection size in feet: 24,000/12 = 2,000 linear feet
- Total shelves needed if each shelf 100% full: 2,000/3 (feet) = 667 individual shelves
- Total shelving sections needed if each shelf is 100% full: 2,000/21 (feet) = 95.24 one-sided shelving sections. Remember, standard shelving sections contain 7 shelves, and each shelf is 3 feet wide. 7 x 3 = 21 feet.

If the ideal is to allow for 20% additional growth space in future, then the calculations change.

- Total collection size in inches: 24,000 inches
- Total collection size in feet: 24,000/12 = 2,000 linear feet
- Total shelves needed if each shelf 80% full: 2,000/2.4 (feet) = 834 individual shelves
- Total shelving sections needed if each shelf is 80% full: 2,000/16.8 (feet) = 119 one-sided shelving sections. Remember, standard 3-foot-wide shelving sections with 7 shelves per section are 21 linear feet. 80% of that is 16.8 feet.

This basic math can illustrate that to allow for 20% growth in a library collection of this size, it's necessary to plan for an additional 23 one-sided sections of shelving (119 – 96), which is significant and likely not attainable in most library settings. And since most situations involve moving into a space with less shelving capacity, the next step is to calculate the necessary reduction in the collection size.

Considerations for Shifting/Reducing—Teresa Slobuski

Penn State Brandywine's renovation required relocating two-fifths of the stacks on a new floor. Additionally, we hoped to reduce the total number of stacks to maintain sufficient student spaces. Once we determined the linear feet and number of shelves of our current collection, we began to calculate how to reduce the collection to fit into the new space. One thing to note is that architecture firms will refer to linear feet in their estimates, but this may be just the footprint; it's important to clarify. You may need to multiply this number by the number of shelves to get your total linear feet of shelving or divide this number by 3 to determine the number of sections. Using a floorplan or map that shows the anticipated shelving, it was easy to compare numbers to determine how much the collection will have to shrink.

Outside of understanding linear feet of shelving, we had to determine exactly how we would arrange the shelves. At Brandywine, we originally only used five of the available seven shelves in each section; we skipped the bottom and the top shelves to allow for future collection shifts. When considering the new space, however, we decided that excessive growth space was unnecessary. We planned to move our collection into a stack arrangement that contained fewer sections, but with six shelves per section instead of five. This meant that our collections could now fit on five-sixths of the amount of shelving that it did previously. When planning, people could easily figure in the other direction. Perhaps you have already been using all seven shelves and have been forced to carry out some tedious shifting projects. Then you may want to plan for empty shelves in the redesign. In Brandywine's example, if we had gone from a seven-shelf configuration to a five-shelf configuration, we would have needed to grow our shelving capacity to 140% of the original size.

Once we confirmed any shelving changes between the old and new location, we were ready to determine how much to weed to fit the collection in the new space. First, we needed to convert our collection size and new shelving size into the same units. To be consistent here, we'll use Scranton's measurements from the previous section. We knew we needed 119 sections for our collection of 24,000 inches (to plan for 20% growth). Brandywine's layout allowed for rows of shelving units (ranges) that consisted of 8 sections per side of the range. Each range is two-sided, which means that there are 16 sections per range. If our new stacks kept that shelving, we would need 8 of the ranges to cover the collection (119 sections/16 sections = 7.4375 ranges). Our goal, however, was to reduce the amount of shelving and to only use 7 ranges. In that case, we would only have 112 sections available to use (7 ranges x 16 sections = 112 sections), We also wanted to consider not using all 7 shelves in a section. Below are some calculations that helped us determine how much to weed.

First, we needed to determine how many sections our current collection would need given the addition of empty growth shelves.

$$Current\ Sections \times Changes\ in\ Shelving\ = New\ Sections\ Needed$$

$$119\ \times \frac{7}{5} = 166$$

Then we can take the number of sections the new space will have and divide it by the new sections needed that we just determined to figure out how much of the collection will fit.

$$\frac{New\ Number\ of\ Sections}{New\ Sections\ Needed} \times 100\ = Percentage\ Size\ of\ Collection$$

$$\frac{112}{166} \times 100\ = 67.46\%$$

Once we had the percentage size of the collection, we used that number to calculate our maximum capacity in a new configuration.

$$Percentage\ Size\ of\ Collection \times Current\ Collection\ in\ Volumes$$
$$= Total\ Volumes\ for\ New\ Shelves$$

$$67.46\% \times 25{,}000\ Volumes = 16{,}867\ Total\ Volumes\ for\ New\ Shelves$$

Once we determined that we needed a total collection size of 16,867 volumes (give or take, depending on the thickness of the books, of course), then we were able to subtract this number from our existing collection size and determine approximately how many volumes we would need to deselect.

$$Current\ Collection\ in\ Volumes - Total\ Volumes\ for\ New\ Shelves = Weeding\ Goal$$

$$25{,}000\ Volumes - 16{,}867\ Total\ Volumes\ for\ New\ Shelves = 8{,}133\ Volumes\ to\ Weed$$

In this example, Brandywine needed to reduce our collection size by approximately 8,000 volumes. The next step was to evaluate how to distribute that deselection goal across our collection. For Brandywine, half of our weeding came from the Ps (literature) because it was such a large part of the collection. Once our weeding goals were met, we were able to start the shifting that we completed in-house with the confidence that the books would all fit on the smaller volume of shelving.

Conclusions

For both Penn State Scranton and Penn State Brandywine, the planning completed prior to moves made the next steps easier. At Scranton, the calculations allowed for the development of a clear plan and map for the external movers to use when returning the collection to the newly renovated space. For Brandywine, the preparation allowed for a smooth shift of volumes by library employees. Using these calculations and preparation, we were also able to map different fill ratios for different parts of the collection and provided detailed instructions to movers about where to start certain sections of books when reshelving. In both cases, of course, we had some unexpected discoveries, misshelved items, unusual formats, and nonstandard shelving. With some math on your side, however, you can be prepared to adjust as needed.

Notes

1. Shirien Chappell, *Moving Library Collections: Planning Shifts of Library Collections* (Eugene: University of Oregon Libraries, 2006), https://scholarsbank.uoregon.edu/xmlui/handle/1794/12208.

2. Steven Carl Fortriede, *Moving Your Library: Getting the Collection from Here to There* (Chicago: American Library Association, 2010). Note: we downloaded Fortreide's "layout spreadsheet" to generate estimates using our sample above for the 25,000-volume collection, and the results were identical. For those with larger or more complex collections, we recommend using these spreadsheets to calculate your needs.

3. Beth Daniel Lindsay, "Moving the New York University Abu Dhabi Library,"

Collection Management 42, no. 1 (2017): 48–56.

4. Matthew Goldberg and Claudene Sproles, "Moving a Large Collection Quickly: A Study in Chaos," *Journal of Access Services* 17, no. 1 (2020): 33–45.

5. William H. Weare, Paul Moffett, and John P. Cooper, "Preparing for Renovation: Estimating Shelf Occupancy to Inform Decision Making regarding the Redevelopment of Library Space," *Collection Management* 41, no. 3 (2016): 168–81.

Russell Michalak, Pedro Maia de Oliveira, and Devon Ellixson

Bridging Cultures

The Role of Cataloging to Find Connection

In the complex landscape of academic libraries, a critical balance must be maintained between day-to-day operational tasks and overarching commitments to equity, diversity, and inclusion (EDI). This article explores a significant facet of this balance, illustrated through a recataloging project at the Goldey-Beacom College Hirons Library, initiated by a student-led collection development effort after a massive weeding project (80% of the collection) to create a third space for studying in the library. This initiative transcends typical organizational roles, weaving in themes of EDI and connecting operational work with elements of cultural identity, heritage, and representation.

We also seek to illuminate the position of student workers in academic libraries, often engaged in cataloging, administrative support, and collection development, as they find themselves at the intersection of labor, cultural identity, and cultural representation. Their participation in library projects can enhance connections to their heritage while supporting the library's mission of fostering diversity and inclusivity. In alignment with the strategic objectives highlighted in the DEI Scorecard and the insights from the 2020 ACRL Academic Library Trends and Statistics Survey,[1] we emphasize the evolving function of libraries as vibrant spaces for cultural representation, knowledge curation, and the crucial experiences of student workers in this transformative process.

The Role of Student Workers

As academic libraries have evolved, student worker roles transformed significantly. They are no longer just assistants; they are now key players with a voice in complex operations like cataloging and digital archiving. In our library, the recataloging initiative emerged as a unique educational opportunity for student workers. More than a reorganization of books, it offered a rich, hands-on experience in basic core library skills, fostering significant personal and professional growth. Student workers were at the forefront of the project, evaluating, sorting, and reintegrating books into the collection. This process required physical effort and intellectual engagement as they had to consider the relevance and value of each book within the library's evolving focus.

Spanning four years and shaped by campus renovations and adjustments due to the pandemic, the initial book reduction project brought significant changes in the library's physical layout[2] and a refreshed approach to collection management and cultural representation led by student workers. The initiative, designed to transform library space into study areas for

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improving student success, led to the removal of approximately 80 percent of the collection (about 50,000 books). The temporary student workers completed this project in less than six weeks through a meticulous weeding process guided by stringent criteria.

As a result of this exhaustive weeding of the print collection, many books needed recataloging, a task that evolved into an opportunity for cultural (re)discovery and personal growth for the student workers, highlighting the unique role that academic libraries can play in cultural engagement and educational enrichment. This process offered our student workers the chance to save books that aligned with their academic or cultural interests, thereby helping to preserve the library's diverse collection.

To equip them for this challenge, the library provided comprehensive training beyond standard cataloging procedures. This training included modules with knowledge checks and space to reflect on navigating cultural sensitivity, using project management software, working as a team by communicating via project management software, performing copy cataloging techniques, and fostering a deeper understanding of library operations. For example, one student discovered a rare first edition during the process. This discovery led him to engage in a spontaneous mini-lecture on its historical context.

Student workers diligently executed the re-cataloging process outlined by the library, which involved several steps. First, they transferred books from storage to carts for easier access. Next, using KOHA's built-in Z39.50 cataloging service, they performed copy cataloging by searching for each book's metadata. This process allowed them to efficiently import accurate cataloging information from external databases such as the Library of Congress, the University of Pennsylvania, Harvard, and the Seattle Public Library. After recataloging, they carefully assessed each book against specific criteria to determine if it needed replacement.

The student workers' roles in this project led to contributions beyond cataloging; they brought unique perspectives to the task, often identifying and advocating for books of cultural significance. For instance, Brazilian student worker Pedro Maia de Oliveira's unexpected encounter with *Dom Casmurro* by Machado de Assis led to a reconnection with his cultural roots, discussions with almost every one of his teammates and library director Russell Michalak, and a library display of Machado de Assis's works, sparking interest in Latin American literature among other students. de Oliveira reflects on his rediscovery of *Dom Casmurro* in a The Way I See It essay in this issue.

The exploration of *Dom Casmurro* built on previous projects such as student workers creating reading guides on their home culture. For example, one of the most frequently visited guides is on Latin American literature, created by a former international student worker from Brazil.[3] Another former international student worker from Ireland created an Irish literature guide, and an international student worker from Russia created a guide on Russian literature to help students from Russia find books from their home country.

This project unexpectedly facilitated moments of cultural and academic discovery, especially for student workers from diverse backgrounds. Engaging with a wide range of topics and authors enabled them to connect personally with the materials, thus deepening their understanding of global literature and histories and advocating for books to be included in the collection. This experience underscores the evolving nature of student roles in academic libraries, highlighting their critical contribution to preserving and organizing knowledge.

Alignment with EDI Initiatives

The recataloging project transcended functional library management to embody the principles of EDI. Echoing the findings of the 2020 ACRL Academic Library Trends and Statistics Survey,[4] our initiative strived to fulfill formal EDI goals, such as fostering an inclusive climate and diversifying our library collections to better reflect a spectrum of cultures and perspectives.

The engagement of our student workers was pivotal in steering the project toward these broader EDI objectives. For example, one student worker's initiative to include a neglected series of works by Indigenous authors directly supported the library's commitment to enhancing cultural representation. This specific action added value to our collection and resonated with the survey's emphasis on preserving materials from underrepresented groups.

Further, the project served as a practical platform for enacting inclusive strategies within our library's operations. In line with the top EDI strategies for staff retention and recruitment, such as creating an inclusive workplace culture, our approach involved meaningful participation and decision-making by student workers from diverse backgrounds. This participatory model advanced our EDI goals but also contributed to dismantling systemic barriers within our institutional framework.

Using the EDI Scorecard developed by the ALA Committee on Diversity as a guiding framework, the project's design aligned with the key tenets of embedding EDI into library culture. This strategic alignment was evident in our decision-making processes and the evolving composition of our library's collection. By empowering student workers to be part of these crucial decisions, we took significant steps toward integrating EDI principles into the fabric of our library's operations and culture.

This project's alignment with the broader EDI trends in academic libraries underscores its far-reaching significance, extending well beyond the confines of cataloging. It embodies a dedicated effort to shape our library into a space that is not merely inclusive and diverse but also a vibrant reflection of various perspectives and cultural narratives. For instance, we have implemented initiatives like dedicated game spaces, where students can engage in activities like playing UNO, and we have hosted regular social events like pizza gatherings every Wednesday since the library was redesigned. These efforts are more than just recreational; they are strategic steps toward creating a welcoming environment where students from different backgrounds can interact, share experiences, and celebrate diversity. This approach aligns seamlessly with academic libraries' current trends and priorities, highlighting our commitment to cultivating a library atmosphere where diversity is actively embraced and integrated into the student experience.

In line with our library's commitment to diversity and inclusivity, our approach to building a diverse collection has been strategic and multifaceted. As detailed in our comparative study, we critically evaluated book vendors to enhance our LGBTQ and Title IX titles.[5] This deliberate effort to create value for our collection supports our EDI goals and provides our student workers with a broader range of cultural and academic resources. Their involvement in cataloging and exploring these diverse materials further deepens their personal and academic journeys, echoing our library's mission to be a dynamic cultural and educational hub.

Based on our experience, we recommend several key practices that should be adopted to fully capitalize on the diverse opportunities presented by student work in academic libraries.

These recommendations aim to enhance the role of libraries as centers for cultural exchange and learning:

- **Diversify Collections**: Proactively include a more comprehensive range of cultural, linguistic, and historical narratives in collections.
- **Involve Students in Cataloging and Collection Development**: Engage student workers in cataloging and decision-making processes, especially those from diverse backgrounds.
- **Training and Development**: Provide training encompassing cultural sensitivity and collection development.
- **Feedback Mechanisms**: Establish channels for student feedback on library collections and services.

Reflecting on the Intersecting Paths of Libraries and Students

Our story is a microcosm of how libraries evolve into dynamic spaces where culture, education, and personal narratives intersect. By engaging student workers in meaningful tasks like cataloging and listening to their stories, libraries enhance their functional operations and foster cultural exploration and learning environments. Student engagement in academic libraries goes beyond task execution; it is a cultural connection and intellectual discovery. Libraries serve as platforms for students to connect with their heritage and for others to explore different cultures, acting as bridges in an increasingly interconnected world.

Looking forward, academic libraries have the opportunity to deepen their role as inclusive centers of learning and cultural exchange. By recognizing and harnessing the diverse perspectives of their student workforce, libraries can enrich their collections, enhance their cultural relevance, and contribute to a more inclusive and educated society. The story of Oliveira's reconnection with *Dom Casmurro* is not just an isolated incident but a testament to the potential within academic libraries to transform routine tasks into opportunities for cultural connection and learning, underscoring the pivotal role libraries play in shaping our understanding of the world.

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Pedro Maia de Oliveira

Rediscovering Roots in the Stacks

A Brazilian Student's Reconnection through Cataloging

My time at Goldey-Beacom College's Hirons Library working on a recataloging project unexpectedly connected me with my Brazilian heritage, far beyond my assigned copy cataloging tasks. Finding *Dom Casmurro* by Machado de Assis among the books brought me back to my high school days in Brazil, making Wilmington, Delaware, feel closer to home. This experience underlined the crucial role academic libraries serve as cultural bridges, offering students like me the opportunity to explore our heritage and discover new cultural experiences.

Encountering books I'd read back in Brazil made me remember my home and consider reading the library's copy of *Dom Casmurro* in English, aiming to see the story fresh. This wasn't just about rereading a familiar story but about appreciating what I associated with my home, family, friends, and high school teacher.

For me, novels, especially works like *Dom Casmurro*, are a vital link to my cultural identity away from Brazil. These books are more than just texts; they embody my home's history and values. In the diverse setting of an academic library, such literature plays an essential role in maintaining and shaping our cultural identities, highlighting the variety of perspectives that enrich the world.

My work recataloging the books from the weeding project has shown me the impactful role I can have as a library student worker, transforming them into vibrant spaces where culture, education, and personal narratives intersect. Being involved in meaningful tasks like cataloging has improved library operations and fostered spaces for cultural exploration and learning among my teammates. As a Brazilian student worker in the library, my position has provided opportunities for personal growth and cultural engagement, deepening my sense of identity and belonging, and heightening my appreciation for the library as a cultural repository. Furthermore, collaborating with individuals from various cultural backgrounds fosters cultural exchange, enriching our shared environment.

Moving to a broader view, the cultural and literary significance of *Dom Casmurro* not only echoes my personal experiences but also highlights the power of literature to connect cultures and build deep, personal ties to my teammates in the library and peers at the college.

Transitioning from my personal narrative to a broader analysis, let's look at the cultural and literary significance of *Dom Casmurro*. This exploration not only reflects my journey but also serves as a testament to the power of stories in books to bridge cultures and foster deep, personal connections across different communities.

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Literary Bridges Across Borders: *Dom Casmurro*'s Role in Global Understanding

Dom Casmurro, penned by the esteemed Brazilian author Machado de Assis in 1899, is a seminal work in Brazilian literature. Set in Rio de Janeiro in the late 19th century, it tells the compelling story of Bentinho and Capitu, blending rich psychological depth with incisive social commentary. The novel's exploration of themes like love, jealousy, and the unreliability of memory has captivated readers and scholars, fostering ongoing study and discussion.

For me, working in our library's recataloging project and discovering *Dom Casmurro* was a profound moment of personal resonance. Familiar with Machado de Assis's works from my high school days in Brazil, the novel was a link to my cultural heritage in a foreign academic environment. This reengagement with the novel, penned in English, represented a revisiting of a beloved story and an opportunity to gain new cultural and linguistic insights into a translated work of fiction from Portuguese.

In Brazil, Machado de Assis's works, including *Dom Casmurro*, form an integral part of the cultural and educational landscape often featured in high school curricula. They serve as gateways to understanding complex societal themes and the rich tapestry of Brazilian literary heritage. This novel in particular is revered for its critical reflection on Brazilian society, offering perspectives that continue to resonate with modern readers.

My surprise at finding a translated version of *Dom Casmurro* in an American library underscores the novel's international recognition and the expanding global appreciation of Machado de Assis's works. This discovery highlights the vital role of academic libraries in bridging cultural divides, providing a platform for students of diverse backgrounds to explore world literature. For international students, such encounters affirm and enhance our sense of inclusion and representation in academic settings.

The inclusion of *Dom Casmurro* in my library's collection reflects the library's commitment to inclusive collection management, which aims to represent a wide range of cultural, linguistic, and historical narratives. Including world literature enriches our collection and empowers student workers like me by recognizing and valuing my unique cultural perspectives. My teammates and I are diligently engaged in recataloging efforts, which diversify the library's collection and cultivate a broader comprehension and appreciation of global cultures within the student community.

This library's commitment to inclusive collection management and diverse offerings has transformed it into a vibrant hub for cultural exploration and learning. The library's approach is deeply aligned with its mission to be a center for knowledge exchange, where students from diverse backgrounds can find materials that resonate with their heritage and interests, thereby creating an inclusive and welcoming environment. For instance, after recognizing the popularity of Chetan Bhagat among our Indian graduate students, we have acquired his novels, which have become some of the most checked-out print books. This specific response to our students' preferences not only caters to their cultural and literary interests but also exemplifies our dedication to fostering a library space that is attuned to and enriched by the diverse needs of our academic community.

My experience with *Dom Casmurro* illustrates literature's significant role in cultural representation and education. Embracing diverse literary heritages demonstrates how academic libraries can facilitate personal and cultural discoveries, reinforcing their role as spaces for diverse cultural engagement and learning.

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Amy VanScoy, Kyle M. L. Jones, and Alison Harding

Student Privacy in the Datafied Classroom

Facilitating Conversations with Campus Stakeholders

The student as a datafied entity in higher education raises challenges for educators, scholars, librarians, and other stakeholders in the educational community. Balancing the need to access and use student data with the need to protect this data from unnecessary and irresponsible access and use is no easy feat. It is imperative that all campus stakeholders inform themselves about student privacy issues and work together to balance these competing demands. But informing themselves about complicated issues is a challenge. We see academic librarians as ideally situated to educate campus stakeholders about student privacy issues. Librarians understand the power of data, as well as the need for its ethical use. To support librarians' efforts to educate campus stakeholders, we undertook a project called Student Privacy in the Datafied Classroom to study the attitudes and behaviors of librarians, faculty, and instructional designers related to student privacy. Building on our results, we created a toolkit for librarians to use in facilitating campus conversations about the issue. Here we share a report of our work and information about the workshop toolkit.

Studying Stakeholders Attitudes and Behaviors around Student Privacy

With funding from the Institute of Museum and Library Services (LG-18-19-0032-19), we surveyed faculty about their understanding and engagement with student privacy related to edtech and data analytics practices. We conducted a generalizable survey with 502 American university faculty from a variety of disciplines. We found that instructors care deeply about their own personal privacy and their students' privacy and view both through the same conceptual lens. Despite instructors' value for student privacy, their instructional practices often include choices that put students' privacy at risk. This "privacy paradox" may be the result of misinformed "risk calculus" on the part of the instructors. They seem to assume that campus policies or technology agreements provide a greater level of protection for student privacy than they actually do.[1]

Next, we investigated how librarians, faculty, and instructional designers, as stakeholders in student privacy, can complement and support each other in fostering greater awareness of student privacy concerns on their campuses. Among many interesting results, we found a wide range of attitudes toward student privacy on different campuses. On some campuses, communication and engagement across many potential campus actors was encouraged. Others described a top-down approach to student privacy policy and practice that lacked two-way

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conversation. But most had an atmosphere of ambivalence on their campus, exemplified by a librarian who stated, "So I guess I just, you know, wish it was a more comprehensive and a more discussed topic kind of across the board."

The librarians, faculty, and instructional designers in the study were asked to explain how they viewed their role in protecting student privacy and what responsibilities the other two groups had in that task. We found that our participants do not see themselves as having agency to impact student privacy on campus outside of their traditional sphere of influence. Also, there is a lack of understanding by each group of the roles that the other groups play and a surface-level understanding of each other's jobs. Our participants were generally unable to articulate how the other stakeholder groups may have a role in protecting student privacy.[2]

Creating the Facilitated Discussions Workshop Toolkit

The findings of these studies indicated the need for conversations between these campus stakeholders about students' privacy issues. Working with privacy workshop consultant, Becky Yoose of LDH Consulting Services (https://ldhconsultingservices.com/), we created a toolkit for use in planning a campus workshop on student privacy.[3] This toolkit is designed to help easily plan and present a workshop that brings together librarians, faculty, and instructional designers to strengthen their understanding of the roles that each of them play in protecting student privacy and to allow them to develop actionable goals that will benefit their campus community.

The workshop toolkit provides step-by-step workshop planning. It begins with suggested learning objectives for the workshop, which include actionable, measurable outcomes while also emphasizing that this workshop is an opportunity to establish or strengthen relationships between peer groups on campus. To make the workshop easy for first-time facilitators, it proceeds with a detailed list of suggestions about the logistics of presenting the workshop—including information on the participants and facilitators, mode, space and material needs, scheduling, and evaluation. The information is formatted to allow for maximum flexibility and understanding that different institutions may have diverse needs.

The workshop toolkit provides guidance on preparing the content that is most appropriate for a specific campus audience. A variety of potential activities are detailed, including activities that foster inclusive participation, identify problems and challenges, create shared understanding, and identify future action plans. Each activity or exercise lists the main objectives and outcomes, the logistics, a description, step-by-step instructions, and potential variations or considerations that may make implementing the activity or exercise more fruitful for a particular group of participants. community.

In addition, the toolkit provides a sample facilitation plan and a checklist for what to do ahead of the workshop, template emails, recruitment documents, and scripts that a facilitator can utilize to promote and present the workshop. To give the workshop added context and provide the participants with an overview of the research on the topic, the toolkit includes a customizable slide deck for the facilitator to use to guide the introduction portion of the workshop. Included in the slide deck is a video where we summarize the Student Privacy in the Datafied Classroom project and connect findings from the project to the workshop. The workshop toolkit also provides resources for managing a workshop, promoting community guidelines, managing expectations, and even troubleshooting the flow of the workshop. One of the strengths of this toolkit is that it is flexible and can be customized to fit the needs of any higher education institution that is interested in beginning, continuing, or formalizing conversations about student privacy on their campus.

The Workshop Toolkit in Action

Teams at two campuses generously volunteered to test the toolkit, using it to plan and implement workshops on their campus. At Ohio State University, Senior Privacy Officer Jennifer Elliot and Head of the Teaching and Learning Department Amanda Folk from the University Libraries, along with Learning Analytics Consultant Marcia Ham, facilitated a 90-minute online workshop for 17 members of the Ohio State community. Cristina Colquhour, instructional design and online learning librarian at Oklahoma State University, facilitated a 90-minute online workshop for nine members of the Oklahoma State community.

The facilitators reported that the toolkit made it easy to plan and run the workshop. Calhoun said "The toolkit overall, I thought, was really helpful because it provided templates and timelines for each thing throughout. And just a guide of what to do, how to structure conversations and everything." Calhoun is experienced in running workshops, but she still appreciated the convenience of a variety of activities already planned out. The facilitators also appreciated the flexibility and customizability of the workshop toolkit. The facilitators at Ohio State University used the toolkit's recommended learning objectives but adapted them to their own needs, emphasizing that they wanted participants to think about potential and current problems at Ohio State and how they, as a collective, might be able to address them.

Feedback from participants in the workshop was positive. Overall, the Ohio State facilitators reported that the workshop was successful and had the desired impact of creating or continuing relationships between stakeholder groups. One facilitator stated, "You know, librarians and instructional designers and faculty don't necessarily meet and have conversations, especially about this. And so there was a lot of energy at the end of the workshop. That was kind of like, it's like a wave. You just want to continue moving forward with it." Participants drew connections between privacy and their shared ethics and values, and the workshop became an opportunity to learn more about resources available to the campus community.

Feedback was positive from Oklahoma State participants as well. Calhoun said, "It was an awesome resource. It helped us facilitate some great conversations. The feedback was overwhelmingly positive. Everyone kept saying throughout the meeting how glad they were that we were all there together to have these conversations. And that they wanted to continue it. That was the final thing that somebody said was, 'So can we . . . ? What's our plan here? Are we going to keep talking?'" She added, "I was surprised by how much they wanted to connect with each other!" Most importantly, the participants and facilitators wanted to continue the conversation. This workshop provided a great starting point for deeper conversations about student privacy and participants enthusiastically asked for future workshops to be held so that they could recommend to their colleagues to participate.

The datafied classroom is likely to become more complicated and challenging to navigate from a student privacy perspective, not less. With librarians, faculty, and instructional designers working together, sharing information and power, the competing needs for both access to and protection of student data can be balanced. We hope the workshop toolkit contributes to this effort. The workshop toolkit is available and free to use through an easy download from our project's digital repository (https://osf.io/pcdky). Feel free to explore it and use the toolkit to facilitate your own campus workshop.

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C. Allison Sills

The Ethical Tightrope

Navigating Library Values in the Face of the Parents' Bill of Rights and Patron Privacy Challenges

In the dance between safeguarding patron privacy and navigating the law, community colleges confront a pivotal question: How do we fulfill our legal obligations without compromising the ethical and legal bedrock of our profession? In North Carolina, where I work, since the Parents' Bill of Rights became state law in December 2023, community colleges have been pressured to compulsorily activate all patron checkout history for the first time in decades. Due to such pressure, a percentage of libraries have done so. From the historical echoes of the Red Scare and the PATRIOT Act to the contemporary challenges posed by political divisions, the need to shield individuals' privacy from potential abuse is paramount.

This article scrutinizes the ethical stance of the American Library Association (ALA), dissects current Federal and North Carolina laws, and grapples with the implications of the Parents' Bill of Rights. Our duty is clear—to resist interpretations that violate our professional ethics and to champion the privacy of our patrons with unwavering zeal.

Librarianship and Privacy

Between the 1890s and the 1930s librarianship was developing into its own profession. There were some early missteps before the 1920s, when libraries were directly associated with trials of anarchists. The government accused them of supplying literature to Russian agents. One librarian was even called to testify to the reading habits of the men.[1] Not only was this the start of ALA's views on intellectual freedom, but it also illustrated the need for librarians to consider how libraries were used to surveil the populace. As the profession matured, so did the desire to adopt the concept of confidentiality as an ethical obligation. The ALA formalized the Library Bill of Rights and Code of Ethics statements about confidentiality in 1939.

This, however, did not stop attempts by the government to use patron information collected by libraries. In the early 1970s, the Alcohol, Tobacco and Firearms Unit (mistakenly identified as the IRS, which was also under the Treasury Department at the time) attempted to access patrons' borrowing records searching for interest in bomb-making books.[2] In the 1980s, during the Cold War, the FBI surveilled patrons so conspicuously that they were brought before a House Judiciary Subcommittee to testify about their "Library Awareness Program."[3] After the PATRIOT Act was hurriedly passed in 2001, the FBI immediately started keeping tabs on the reading habits of people the government considered dangerous—including

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US citizens. Not only were librarians incensed at the breach, but the PATRIOT Act also restrained them by gag order from acknowledging that such information was requested. Four librarians and the ACLU took a lawsuit to the United States Second Circuit Court of Appeals to be able to speak openly.[4]

In January 2002, ALA advised the nation's libraries to "avoid creating unnecessary records."[5] As of today, ALA dedicates no less than nine website pages to the topic of privacy. It is considered a core value that "privacy is essential to the exercise of free speech, free thought, and free association. Lack of privacy and confidentiality chills users' choices, thereby suppressing access to ideas. The possibility of surveillance, whether direct or through access to records of speech, research and exploration, undermines a democratic society."[6]

The Library Bill of Rights article VII states "All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information."[7] The Code of Ethics states, "We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted."[8]

Such rules and codes exist for a reason. A reason perhaps best summed up in the ALA's Freedom to Read statement which says, "suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, while enabling change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it less able to deal with controversy and difference."[9]

To meet this end, ALA has guidelines for vendors as well, including those that run our Integrated Library Systems, which include SirsiDynix's WorkFlows and Mobius's Evergreen. Besides being secure, using encryption and anonymization, the ALA suggests "data minimization" because "excessive data collection and/or retention puts users at an increased risk in the case of a data breach." It further guides that both "vendors and libraries should consider a government or law enforcement request only if it is issued by a court of competent jurisdiction that shows good cause and is in proper form. Vendors should inform and consult with the library when it believes it is obligated to release library users' information."[10] Transparency is an important part of privacy.

Privacy and the Law

Ethics are important, but they aren't law. What does the law say? Forty-eight out of 50 states have library patron privacy laws on the books.[11] In North Carolina, NC General Statutes, Chapter 125, Article 3 states, "A library shall not disclose any library record that identifies a person as having requested or obtained specific materials, information, or services, or as otherwise having used the library, except . . . , upon written consent of the user, or pursuant to subpoena, court order, or where otherwise required by law."[12] That last exception is where the newly approved Parents' Bill of Rights applies.

The Parent's Bill of Rights law mentions libraries once, and it reads that parents have "the right to review all available records of materials their child has borrowed from a school library."[13] There are two important considerations. The first is whether a community college is a public school unit, and the second is how to interpret "all available."

First, this line lives in Article 7B under "Public School Unit Requirements." Should this apply to community colleges? Community colleges often host high school students in Career & College Promise programs or host Early College schools. Thankfully, the Parents' Bill of Rights law also provides definitions. At the beginning of the bill, the "State" is defined as, "the State, any of its political subdivisions or public school units." The use of the word "or" implies that "political subdivisions" are distinct from "public school units." Community colleges do not fit best in the public school units definition because attendance in a community college program or early college is not compulsory, and the primary duty of a community college is to train and educate adult students. Community colleges can easily be defined as a political subdivision of the State in this case, which this law sees as distinct from public school units. Therefore, one can argue that the portion of the new Parents' Bill of Rights, Article 7B, that is focused on Public School Unit Requirements does not even apply to community colleges at all.

Second, if the law did apply, what does "all available" mean? Non-librarians and other proponents of this law might want to interject adverbs into the sentence like "all *potentially* available records." But librarians, who know why privacy is essential to their patrons, interpret it as written: "all available records." Under our code of ethics, we only keep current records, so we have no historical records to give. We were in compliance with the Family Educational Rights and Privacy Act (FERPA) law, which contains very similar language.[14] As far as librarians are concerned, we were already in compliance with this new law on day one.

Federal laws and the US Constitution also address the right to privacy. The First Amendment "implicitly safeguards the right to privacy in the form of freedom of thought and intellect. As eloquently articulated by Supreme Court Justice Louis Brandeis in his famous dissent in Olmstead v. United States: 'The makers of our Constitution undertook to secure conditions favorable to the pursuit of happiness. . . . They sought to protect Americans in their beliefs, their thoughts, their emotions and their sensations. They conferred, as against the government, THE RIGHT TO BE LET ALONE—the most comprehensive of rights and the right most valued by civilized men.'"[15] "In Griswold v. Connecticut (1965), Justice William O. Douglas placed a right to privacy in a 'penumbra' cast by the First, Third, Fourth, Fifth, and Ninth Amendments."[16]

What about future laws? In February 2023, the North Carolina Senate introduced SB 90, the Children's Laws Omnibus. It contained a section that addressed public libraries.[17] But it didn't pass because the votes were not there. One of the issues was "pushback within the caucus about some provisions concerning libraries or books."[18] A similar bill that was passed in Arkansas was immediately enjoined by a judge to protect librarians. The judge concluded that such a bill "unfairly restricts librarians' speech" and that the law "could lead to arbitrary interpretation and 'content-based restrictions' that violate the First Amendment right to freedom of expression, which would cause the plaintiffs 'irreparable harm.'"[19]

Breaking the Cycle

The law protects librarians, protects patrons, and protects privacy at the highest levels. Invasion of privacy by retaining patron checkout history is tantamount to book banning. If you surveil the populace, the populace will start to self-censor to prevent "potential" discrimination, which starts the fear cycle. Librarians afraid of a law change their behavior. Then citizens afraid of discrimination change their behavior and self-censor. The fear has to stop. And it's our job to stop it.

Once a library begins keeping patron checkout history, that information becomes a public record. That means all records may be available per Freedom of Information Act request, and they are definitely available to subpoena and court order. Think of all the new policies and procedures your library will need to create to handle those.

Are you going to turn off or migrate children's accounts when they turn 18? How are you going to inform your patrons that tracking is on now? Avoiding doing so is an ethical breach that could progress into a lawsuit.[20,21] Who is going to handle a parent's checkout history search request? Everyone, including student workers, could easily look up that information and could spy on their fellow students' or even their instructors' reading habits. Do you regularly purge patron accounts? If you are keeping patron checkout history information, you should do so.

Sometimes the best choice is the easiest choice. Change nothing. This law did not require us to change our procedures. We always could tell parents what their children had checked out—currently. You are at greater risk of liability turning on checkout history because you are (1) potentially breaking state or federal laws by invading patron privacy, (2) breaking trust with every patron, (3) creating a chilling effect on patron usage as they begin to self-censor, and (4) breaking our professional code of ethics at its very core.

Privacy is vitally important to freedom of speech. In America, these freedoms are protected. Protecting patron checkout history is one of the seven most important rights libraries promise their patrons in the Library Bill of Rights. When we honor that agreement, we preserve trust in our institution, we encourage reading and learning, we protect our patrons from discrimination, we follow the majority of laws up to and including the federal level, and we support all cultures and promote intellectual diversity. It is our duty to protect our patrons' privacy as zealously as we are able. Even with laws like the North Carolina Parents' Bill of Rights, we have choices. Regardless of where you may live and work, I implore you to stand up for your patron's privacy and resist any pressure to keep patron history tracking on by default.

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Erin McArthur

"You Can Help Me with *That*?"

Creating a Program of Faculty Research Support at a Regional Comprehensive University

About 80% of faculty members in the United States are currently conducting academic research.[1] As teaching methods evolve and service and administrative duties grow, it is an ongoing challenge for faculty to maintain their research productivity.[2] Publications are essential for tenure track progression, but the expectation to publish and disseminate research leads to added stress, and faculty often find themselves overwhelmed by the competing demands on their time.[3] At the University of Wisconsin (UW)-Oshkosh, one of 11 regional comprehensive universities in the University of Wisconsin System, 93% of our faculty reported working more than 40 hours a week.[4]

Academic libraries at R1 institutions frequently provide advanced research support to faculty, offering services in areas like research data management, data reference requests, research design, researcher profile management, and research impact.[5] But these types of services are less common at academic libraries serving universities with lower Carnegie classifications. UW-Oshkosh is an R3 university, and until recently, our libraries did not offer any formal research support services to our faculty. I began working at UW-Oshkosh in 2012 as the distance education librarian, one of eight reference and instruction librarians in a small (but mighty!) team of 22 people working across our three campuses. This article describes the genesis of our library's Faculty Services program, launched in fall 2019, and my experiences providing research support services to faculty on our campus.

Creating the Program

The idea for a program of research support services for faculty arose organically. As the distance education librarian (since renamed to online learning librarian), I frequently worked with faculty in our College of Nursing (CON) to provide information literacy instruction to students in their online and hybrid programs. As I developed closer relationships with several nursing professors, we co-wrote articles about our information literacy collaborations, and I was invited to join them in their own research projects. More nursing faculty members began expressing interest in working with me, seeking help with finding articles for literature reviews or identifying potential journals where they could publish. I was invited to hold office hours in the CON's research center, and I gave a presentation on predatory journals at the CON summer faculty retreat.

As requests for support within the CON were increasing, my responsibilities as online learning librarian were shifting. When I was hired to support online programs in 2012, those programs had unique support needs—there was a stark difference between the pedagogy and

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technology used in fully online programs and what was used in our traditional on-campus courses, and the work I did in supporting those programs was very different from what my colleagues were doing. But by 2018 that had shifted, and the lines between online and traditional programs were blurring. (In 2020, of course, the pandemic changed everything, and suddenly all of us librarians were creating tutorial videos, hosting instruction webinars, responding to students on discussion boards, and meeting with students over video chat.) The responsibilities of my job and my colleagues' jobs were becoming more similar than different, freeing up my time for in-depth faculty projects.

I felt increasingly confident that faculty in other disciplines would also have unmet research support needs. The next step was to determine the extent of those needs across campus. My colleagues and I interviewed 25 faculty members to gauge initial interest outside of the CON. These interviews were overwhelmingly positive, and faculty were interested in a wide variety of potential services. Next, I created a sample menu of faculty services, including general research support (literature reviews and article retrieval); scholarship support (identifying and evaluating journals); grant support; curriculum development (recommending course readings or Open Education Resources, and developing research assignments); citation support (formatting in various styles to meet publisher requirements); data management; symposia/author series; and a designated faculty lounge in the library.

To further clarify the needs and to home in on the services that were most likely to be used, my colleagues and I created a survey in spring 2019 that was sent to faculty and instructional academic staff at our three campuses. We received more than 100 responses, representing faculty from all four colleges. I reported the survey data to library administration and recommended that our formal services begin in fall 2019, with a program assessment to be completed at the end of that academic year. We decided to offer services that required little or no staff training (general research support, scholarship support, curriculum development, and citation support), with myself as the primary contact and service provider and other librarians pitching in as needed.

Program Delivery

When we launched the program in fall 2019, I promoted our services at the new faculty orientation, in a presentation to Faculty Senate, and with a new page on the library website. Our library liaisons also began sharing information about the program when they attended department meetings, and we continue to promote these services through our liaisons. I also sent a promotional email to the faculty and academic staff mailing lists and continue to send these emails two to three times per year. I send the emails at quieter teaching times, when faculty may be thinking about their research projects; the emails typically go out near the end of fall semester or during winter interim, late in spring semester, and during summer term. Faculty can use a form on our website to request support, but most requests come directly to me via email, often as a reply to the promotional messages. I use a shared Google Sheets document to track requests and capture data for assessments.

Most requests I receive are for literature searches. Some recent topics I've worked on include medication self-management (nursing), preparation of teacher educators for anti-racist work (education), discussions of homosexuality in the early 1960s popular press (radio/TV/film), and local taxation in the 1850s (history). When I receive a literature search request, I work with the faculty member to identify their needs—some people want a link to a set of database results that they can peruse themselves, while others prefer that I search and retrieve any books or articles that look relevant, which I add to a shared folder along with my search strategy. I am sometimes asked to write the literature review section of an article as a co-author. I have also been invited to collaborate on specialized nursing literature reviews (i.e., scoping reviews, integrative reviews, concept analyses, and systematic reviews); for these reviews, I design the methodology, conduct the search, and, with the rest of the research team, review the literature and write the manuscript.

The second most common service requested is citation support, typically formatting references to meet a publisher's specific requirements. I also receive many curriculum development requests, often to find and evaluate open education resources for courses. With these requests, I typically consult with the faculty members and then recommend options for open textbooks or library resources to replace or supplement their current text.

Assessment

I conducted a program assessment in the fall of 2020 measuring both program usage and faculty satisfaction. I developed the assessment tool after conducting a brief literature review.[6] A colleague and I sent emails to faculty who had used our services, including a reminder of the projects with which we had assisted, inviting them to complete the survey. We completed 50 faculty service projects in the 2019–20 academic year, with 41 faculty members using our services. The response rate to our survey was 77%,[7] and the feedback was overwhelmingly positive. Faculty indicated that librarians have the skills necessary to help with their projects, and our work exceeded their expectations, saving them time, relieving stress, and helping them make progress in their research.

I have not conducted further faculty satisfaction surveys since 2020, but I continue to track program usage. I have consistently completed 50–55 projects annually; when projects completed by other librarians are added, our total is closer to 75 projects per year.

Challenges and Opportunities

The biggest limitation on the growth of our program (and likely a challenge facing other libraries that wish to start a program) is staff time. When my responsibilities in supporting online programs began to change, I had more time available to work on projects for faculty. Eventually, with administration's support, my title changed to online learning and faculty services librarian to better reflect how my time was spent. Now approximately 15–20 hours of my week are spent on faculty projects. But with my other responsibilities, I don't have time to expand; my colleagues may work on a few projects per year, but they don't have room to do more on a regular basis. Thus far, I have not received more requests than we can fulfill, but I hesitate to step up promotion of the program because we are close to capacity. Since increasing staff time is not currently an option for us, we could revisit the scope of services we provide. In their book *New Roles for Research Librarians: Meeting the Expectations for Research Support,* Hilde Drivenes Daland and Kari-Mette Walmann Hidle argue that librarians should not function as "research assistants," proofreading bibliographies and doing searches for researchers, because these tasks are not a good use of an educated library professional's skills.[8] While a service like citation formatting is highly valued by our faculty, it could be eliminated to better leverage our professional librarians' limited time.

Another challenge facing our program is the budget shortfall UW-Oshkosh has experienced and accompanying changes to faculty teaching load. For the next few years, faculty will teach a higher course load and will no longer have access to the same amount of course release or funding they previously had for their research. The impact on our program is still to be determined—we may see a decrease in the number of requests if faculty are doing less research, or an increase in the number of requests if faculty need more help due to other constraints on their time.

If the university's financial situation improves, I can imagine a few ways the program might evolve. Obviously, additional staff positions in the library would give us more capacity to complete faculty projects, allowing us to expand the program. We could also offer additional services if we were trained to provide them and we had access to the necessary tools; for example, bibliography and citation analysis, data management, and author rights support are all services provided at our flagship, UW-Madison. We are also planning for a new or remodeled library building, which will hopefully include spaces suitable for hosting faculty speaker events or writing retreats.

Working with faculty is an incredibly rewarding part of my job, and I'm excited to see our program evolve in the future.

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Lori Birrell

Making Cents of the Budget

A Model for Empowering Library Leaders

Since the beginning of my career, I have always been responsible for some aspect of the budget. Early on I managed several acquisitions funds and my responsibilities have grown as I have advanced into senior leadership roles. However, neither while earning my masters of library science nor once in the field has anyone explained how to manage a budget. Instead, I have had to put these puzzle pieces together myself. I continue to be surprised by the lack of transparency around funds and budgets. Though a certain amount of transparency has come about as I have moved into more senior roles, I have found that *I* must be the one to push for such transparency and communication about the budget. To help me do this work better, I have created a toolkit that has given me the confidence to have what can be difficult conversations with budget officers and colleagues as I try to suss out my budget context and develop a sustainable strategy in support of my unit and its needs.

Three guiding principles make up this toolkit:

1. Knowing where your money is and what it can be spent on.
2. Developing a budget strategy to support your program and key objectives.
3. Communicating both internally within your unit and externally to key stakeholders how you have spent your funds.

To create a culture in academic libraries that prioritizes transparency and clear communication when it comes to the budget, each person—no matter what position they hold within their organization's hierarchy—deserves to know what funds are available to support the work that they do and where those funds come from. Building confidence in one's budgeting skills enables each practitioner to better leverage those skills to effectively manage their funds to best meet users' needs and fulfill the library's mission.

Vocabulary

To best understand the budget context at our respective institutions, it can be helpful to first learn commonly used terms. In my experience, there are primarily three types of funds to be aware of:[1]

1. Endowments are monies that are invested, and the designated unit receives a certain amount of revenue, typically 4% of the principle per year to spend. Typically, endowments

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are monies received either through a gift or have certain stipulations associated with them. For example, Endowment A can only be used to fund student assistantships.

2. Gift funds are one-time monies, meaning once the fund is spent the fund does not become replenished year to year. Like endowments, these funds often have stipulations or are the result of a specific fundraising initiative.

3. Operating funds are the funds the library typically receives from campus either through a student fee or routed from a state appropriation, or both. These funds often pay for salaries.

The next foundational element to consider are the various staff roles associated with budget management in the library or institution and how practitioners will likely work with these different roles to apply the steps in the toolkit.

Most academic libraries have a staff member with budget oversight. Whether the practitioner has just started working at a new library, is new to their role, or has worked in the same place for many years, I strongly recommend that anyone with oversight over a budget take the time to have an introductory meeting with the most senior level budget officer in their organization.

This person should have the most information, which will then inform how practitioners can best manage their budget and the funds available to them. The budget officer can also orient the practitioner to the budget software that the library uses and point out any quirks to become familiar with as part of tracking funds and spending.

Larger libraries may have finance units with multiple staff. If so, talking with any other staff members in that unit can be effective. Getting to know the person who processes expense charges and learning who to contact if there is a problem is a key relationship to strengthen.

Many academic libraries have development officers on staff whose role is to raise money for the unit. For practitioners who manage budgets, meeting with the development officer can offer important insights into their current fundraising initiatives and how that office or those priorities intersect with their budget area, if at all. If there is not a development officer on staff, practitioners who oversee endowments or gift funds may find it useful to work with their administrators to seek out a contact in Central Development, who works with library staff when a gift is received.

Knowing Where Your Money Is and What It Can Be Spent On

When taking responsibility for some aspect of budget management, practitioners should first find out what accounts they have access to and what, if any, constraints exist for spending those funds. Transparency around the budget varies greatly. Oftentimes others' longevity at the institution can impact how much information they proactively communicate and share. In addition, staff with or without responsibility for the budget may perpetuate false truths about available monies.

So how do practitioners go about finding out where their money is and what it can be spent on?

At a minimum, I have sought copies of the gift agreements or terms that dictate how each of my funds can be used. These restrictions then guide my budget strategy, which is the second step of the toolkit. Gathering relevant information can involve talking with multiple people throughout the library or institution. To try to mitigate potential frustration and staff time in the future, I have prioritized documenting the information I have collected by writing short reports that outline my budget strategy and the key pieces of information or places to find critical information about the funds and how they have been spent. My hope is that such documentation not only helps to set up my future successor for success, but that it also brings more transparency to library work, and the funds needed to sustain such work, which benefits everyone.

Creating Your Budget Strategy

Once practitioners know where their money is and what it can be spent on, the next step is to create a budget strategy, which is the second step in the toolkit. Doing research outlined in toolkit step 1 then informs how I develop my strategy. Key questions at this stage include (1) what do you *need* to spend money on and (2) what do you *want* to spend money on?[2]

I like to distinguish between these questions because in most cases there are expenses needed to run one's operations and expenses that fall into the "nice to have category." The expenses in these two categories should support objectives, either short-term or long-term. An example of one of my core operational expenses has been hiring students to staff our special collections reading room. An example of a "nice to have" might be partnering with another unit as a co-sponsor of an event. Depending on the institution's mission or the particular unit a practitioner works in, the expenses in these categories may vary. Using this dichotomy makes it clear to me and others what funding my team absolutely needs to do we have been tasked to do and what funding would enable us to offer additional value for our users.

After I create these "needs" and "wants" lists, I then share them with my team. Regardless of whether a practitioner is new in their position or new to managing a budget, involving others in developing the strategy helps make it a more realistic and accurate reflection of the unit's needs. Since participating in the budget process and being asked for their input may be new to some staff, practitioners will want to clarify what kind of input or feedback they are asking for and how their input will or perhaps will not be incorporated into the developing strategy. That transparency will help to increase the trust that others have in the manager as the person responsible for their budget.

Once I have identified my expenses, I then begin to project how much money to allocate to each expense category. I consider these allocations to be my best guess at anticipating what my unit's budget needs are. That anticipated or ideal state may not end up being realistic, so I may need to make changes before implementing the strategy or as the fiscal year progresses.

Once I complete a draft of the budget projections for each expense category, I then share the spreadsheet with my team and other key stakeholders whose work may be impacted by this plan. I ask each person the following questions:

- Do these figures accurately reflect their need for the upcoming fiscal year?
- What expense categories may be missing?
- Have any priorities changed since beginning this process, and what changes should be made to the budget model in response?

After I incorporate this feedback, I go back to the projected expenses and ask myself:

- Do I have the funds needed to support this anticipated program?

- If not, what changes could I make or where could I find other sources of financial support to avoid cutting back?
- If I do cut back, how will I make those decisions and how will I communicate those changes to my team or other stakeholders?

At this point in the planning process, I also meet with my boss and budget officer and share the strategy with them. I want to be sure I have their support and answer any questions they have before implementing the strategy. Then I share the final version of the budget strategy with my team and key stakeholders.

Communicating How You've Spent Your Funds

As part of increasing transparency around the budget process and management of funds, I regularly communicate our spending progress with key stakeholders, such as my team, boss, and budget officer. The purpose of this communication, particularly to those in my unit or reporting line, is to help others see themselves as part of the budget process, which began by seeking their feedback when first developing the budget strategy and allocation projections. As part of this communication plan, I run quarterly spending reports and share those reports with unit managers.

From there I aim to work with managers to develop a narrative to help interpret and explain our progress. Knowing which expense categories are on track to meet the spending projections and which categories look different than we originally thought then feeds into my messaging.

By running quarterly reports, I can more easily identify potential accounting errors and try to fix those errors. Knowing where your money is and what it can be spent on is critical for identifying these accounting errors and maintaining an accurate picture of spending.

I only provide updates to my boss or budget officer when we may underspend or overspend a budget category. I take responsibility for any mistakes with the budget that are mine or caused by someone in my reporting line. I never assume that the situation will correct itself or that no one will notice. It is much easier to fix a problem that is clearly defined than being forced to do a fair bit of financial forensics later in the fiscal year. If the mistake is not mine, I try to find out what might have happened and work with the staff member to correct the error.

Conclusion

Adapting the steps outlined in this budget management toolkit can empower practitioners to be more informed and active participants in their organization's budget process and strategy. By becoming more confident about the terms used in budget management, the systems used to manage funds, and the process of articulating specific unit needs, practitioners can bring much needed transparency to budgeting in academic libraries. I encourage practitioners to consider the information gaps they have and the conversations they need to initiate to gain fluency in budget management. Knowing where the money is and what it can be spent on, developing a budget strategy to support the program and key objectives, and communicating both internally within the unit and externally to key stakeholders how you have spent the funds are critical steps needed to bring about the kind of transparency we should expect from our library leaders.

Notes

1. Endowments and gift funds may fall under the broader umbrella of "reserve funds." However, since that term is more commonly used to indicate surplus monies, I have chosen not to use that term here.

2. For the purposes of this article, I am primarily focusing on discretionary spending categories and not on expenses such as salaries, though those are certainly critical expenses to consider.

Authentic Happiness. *Access:* https://www.authentichappiness.sas.upenn.edu/.

Authentic Happiness is a robust website from the Positive Psychology Center at the University of Pennsylvania. "Positive Psychology is the scientific study of the strengths and virtues that enable individuals and communities to thrive." This well-established site is an entry point to many other sources in the field of positive psychology. According to the website, its purpose is to provide free resources where people can learn about positive psychology through a variety of means. The content on the website can be accessed through multiple entry points, including callout boxes on the homepage or dropdown menus across the top of the webpage. The underlying content for the site is built on many pages available from the Positive Psychology Center.

The greatest strength of this website is the articles written by Martin E. P. Seligman and other resources attributed to him. Seligman is the director of the Positive Psychology Center and a professor of psychology at the university. He is a luminary in the field and considered one of the founding fathers of positive psychology by some sources. Academic audiences will appreciate the more than 20 questionnaires grouped into the following areas: emotion, engagement, flourishing, life satisfaction, and meaning. Creating an account with the site is required to complete the questionnaires.

One weakness of the site is its lack of recent content. Under the section titled "Learn More," users can find links to "Popular Books," "External Resources," "Scholarly Publications," "The Seligman Times," "Newsletter Archive," "Videos," "Textbooks," and "Press Articles." Browsing through these various sections finds content mostly from the mid to late 2010s. The "Popular Books" section is a good example of overall site content. Aside from a title published in 2023 that is promoted on the homepage, the most recent publication date of other titles is 2018. The website has a wealth of links to external sites, but some of the links are broken, and many of the links are to research centers at other institutions or organizations.

Although some areas of the website could use an update, students in the social sciences, especially those looking for an introduction to positive psychology, will likely welcome the resources provided by Authentic Happiness.—*Christa Bailey, San Jose State University, christa.bailey@sjsu.edu*

Center for Data Innovation. *Access:* https://datainnovation.org.

The Center for Data Innovation (CDI) is an online project of the Information Technology and Innovation Foundation (ITIF), which is a nonpartisan, nonprofit public policy think tank based in Washington, DC, and founded in 2006. ITIF encourages debate of policies that promote economic transformations by highlighting technological challenges and research that accelerate economic efficiencies and social progress. CDI's primary geographic focus is the United States with secondary emphasis on Europe.

CDI's weblog includes "10 Bits: The Data News HotList," which has been published weekly since 2013. Each issue highlights 10 different articles that were published online by other

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organizations during the past week that focused on some aspect of data or technological innovations. Topics run a diverse gamut, such as verifying election ballots in Ada County, Idaho; eliminating governmental paperwork in Thailand; and a data portal of hospital operations and public health datasets covering Scotland (all in April 2024). CDI offers free email subscriptions to this newsletter containing brief descriptions of each new resource as well as linking to each underlying resource. Sadly, there is no controlled language vocabulary. The search engine provided by CDI appears to be both erratic and ineffective when searching for keywords that are two to five letters in length. CDI's search engine does not handle quotation marks and cannot effectively identify multiword phrases.

The CDI website does provide access to four other types of documents found under the "Publications": "Reports," "Filings," "Commentary," and "Interviews." These documents seem to be more accurately found by browsing through the 13 major categories shown under the "Issues" tab. "Artificial Intelligence" accounts for 26% of these documents, followed by "Data Economy" with 20% and "Government" at 18%. The subjects with the smallest occurrences in this website were "Education," "Ethics," and "Science." Results from choosing a predesignated subject are displayed in chronological order, but results from keyword searches can appear in random order.

Topics covered by this website clearly support academic inquiry, but precision retrieval of relevant resources is difficult to achieve for many acronyms or intersectional topics. CDI is an excellent resource for being alerted about new statistical information on diverse topics or recent advances in AI.—*Gary M. Klein, Willamette University, gklein@willamette.edu*

World Values Survey. *Access:* https://www.worldvaluessurvey.org/wvs.jsp.

The World Values Survey (WVS) is a global research project administered by the World Value Survey Association (WVSA). It claims to be "the largest non-commercial cross-national empirical time-series investigation of human beliefs and values ever executed." It is conducted in nearly 100 countries by an international network of social scientists exploring "people's values and beliefs, and how they change over time, and what social and political impact they have." The WVS began in 1981 and strives to capture trends and changes over time through a series of surveys that launch every five years. Each survey cycle is referred to as a "wave." The most recent complete cycle is Wave 7 (data for 2017–22).

The website is easy to navigate, with links to WVS publications, articles, and background including the history of the WVS, details of the survey's methodology, and a list of WVSA's funding partners. There are brief top-level overviews of WVS data findings, but the star resource of the site is the data itself. This is an open data source for public, noncommercial use, and the data for Waves 1–7 can be downloaded for free to SPSS, SOAR, SAS, or as an .r or .csv file. This extensive dataset is of interest to researchers in sociology, anthropology, social psychology, political science, and economics, or any discipline interested in, as WVS puts it, "analyzing economic development, democratization, religion, gender equality, social capital, and subjective well-being."

Due to its magnitude, WVS data is not an introductory research tool. The site is geared toward advanced researchers with data analysis experience, governmental organizations, policymakers, journalists, and nongovernmental organizations. However, its open availability means it could be an excellent resource for faculty or liaison librarians to use as a teaching tool for undergraduate researchers learning data analysis and research methods.

Similar cross-national value surveys include the Eurobarometer, Afrobarometer, and the European Values Study (EVS). WVS claims to be "the only academic study which covers the whole scope of global variations, from very poor to very rich societies in all world's main cultural zones."

The popularity and impact of WVS data is clear, with more than 60,000 citations in Google Scholar. It is the basis for thousands of research projects. However, there are scholars critical of the ability of any tool to provide meaningful comparative analysis across so many cultures. As with any tool, researchers are advised to thoroughly review the WVS's methodology and review the academic literature for any analysis and critique of WSV methodology specific to their topic of study (e.g., see critiques of WSV data for the Big-Five personality traits).—*Mechele Romanchock, Alfred University, romanchockm@alfred.edu*