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news
Association of College & Research Libraries

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Features

Departments

This month's cover features a photo from a 1953 public nutrition campaign at the University of Idaho. For more than 120 years, the University of Idaho's Department of Home Economics, formerly known as the Department of Domestic Sciences, has provided world class education in food safety, physiology, home management, interior design, child development and much more.

Thousands of images of campus activity are preserved by the University Library's Special Collections and Archives Department. An extensive sample of the Campus Photograph Collection is available for viewing online as part of the library's digital collections, which are built on the CollectionBuilder open source framework. Explore the collection at https://www.lib.uidaho.edu/digital/campus/.

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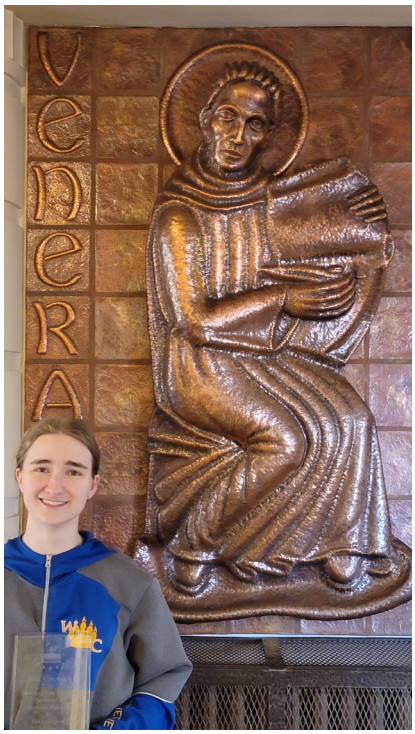
Back issues: $11.00 each.

College of St. Scholastica Library Celebrates 10th Anniversary of Bede Award for Undergraduate Research



2024 Bede Award recipient Veronica Poquette with the copper frieze of the Venerable Bede.

The College of St. Scholastica Library in Duluth, Minnesota, is celebrating the 10th anniversary of its annual Bede Award, which recognizes excellence in undergraduate research and the application of information literacy. Offered since 2014, the Bede has become the longest standing all-college academic award at St. Scholastica. The winner of this year's competition is senior Veronica Poquette of Arnold, Maryland, for research on her paper "Swedish Deaf Language & Culture," which she submitted last fall for the college's American Sign Language course, Deaf Culture in the World.

Competitors for the Bede Award submit a reflective essay on their research for an A or A-graded research paper from the past year, which they also include in their submission packet. Competition guidelines for the required essay prompt students to remark on how they identified their information need, and subsequently, how they evaluated and selected sources to fill that need. They are asked to discuss their process for finding sources and to elaborate on any special problems they encountered along the way as well as any special insights that were gained through the research process. Lastly, the applicants are asked to comment on what research skills gained through their process might be carried over to future academic work. The $350 Bede Award is sponsored by the Friends of The College of St. Scholastica Library.

The College of St. Scholastica Library is located above Our Lady Queen of Peace Chapel, a place of worship for Duluth's community of Benedictine Sisters, which founded the college in 1912 and continues to serve as its sponsors. One of the rituals of the library's annual award ceremony is to capture a photograph of the winner with a copper frieze of the Venerable Bede, the competition's namesake who is often referred to as "father of English history." Created in 1954 by the Hungarian artist and nun, Sister Constantina Kakonyi, SSND, the sculpture is installed outside the chapel, and seen by library patrons and staff as they depart the library.

2025 ACRL Board of Directors Candidates

ACRL is pleased to announce the slate of candidates for the association's Board of Directors for the 2025 ALA/ACRL elections.

Vice-President/President-Elect: Dawn Behrend, Lenoir-Rhyne University; **Alexia Hudson-Ward**, Massachusetts Institute of Technology

Director-at-Large: **Andrea Falcone**, Binghamton University-SUNY; **Arianne Hartsell-Gundy**, Duke University

Director-at-Large: Kimberley Bugg, Atlanta University Center; **Elaine Hirsch**, Lewis & Clark College

Councilor: Millie Gonzalez, Framingham State University; **Cassandra Kvenild**, University of Wyoming Libraries

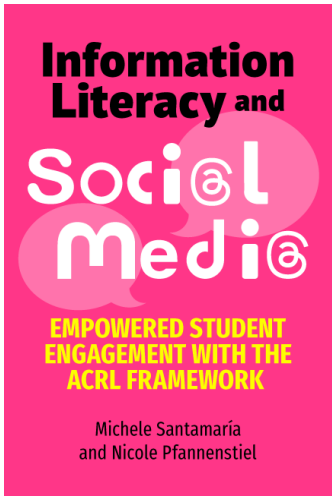
A full list of candidates for ACRL and section offices will be available in the January 2025 issue of *C&RL News*.

Old Dominion Joins ASERL

At their 2024 Annual Meeting, members of the Association of Southeastern Research Libraries (ASERL) voted unanimously to admit Old Dominion University (ODU) as the newest member of the association. ODU is the first new member to join ASERL since 2021, for a total of 39 institutional members in 12 states. ASERL focuses much attention on professional development, community building, collaborating on large-scale shared print library collections, as well as a very active resource sharing community.

The ODU libraries offer a wealth of knowledge and resources with the core purpose to "inspire and empower users to learn, grow, and create." ODU's Special Collections and University Archives focus on primary and historical materials on the development of Hampton Roads, Virginia, politics and politicians, local LGBTQIA+ and African American history and culture, military and maritime history, medicine and public health, fine and performing arts in Virginia, and more.

New from ACRL—Information Literacy and Social Media: Empowered Student Engagement with the ACRL Framework



ACRL announces the publication of *Information Literacy and Social Media: Empowered Student Engagement with the ACRL Framework*, by Michele Santamaría and Nicole Pfannenstiel. This new book demonstrates how to engage students with and through social media platforms and teach them to embrace their role as information creators through engagement with the ACRL Framework for Information Literacy for Higher Education.

Teaching our students how to become flexible and accurate evaluators of information requires teaching them adaptable processes and not static heuristics. Our conventional information literacy teaching and learning tools are simply not up to tackling the life-long, real-world challenges and transferable applications required by today's evolving information landscape.

Information Literacy and Social Media provides librarians and non-librarian practitioners with ways to teach and learn with social media. It addresses how to broadly conceptualize information literacy teaching with social media and allay any student reluctance to using social media for academic purposes. It proposes how to map some of the ACRL threshold concepts onto specific social media platforms, including Facebook, X, Instagram, and TikTok, while providing general guidance for if and when those platforms change.

There are eight concrete, cross-disciplinary lesson plans that factor in design, assessment, and student engagement. These lesson plans offer multiple platform ideas so readers can remix the approach to suit their learning contexts. Finally, applying information literacy

dispositions, the book considers how up-and-coming platforms might empower students to be critical content creators and encourage librarians and faculty to support and create new information literacy initiatives on their campuses. *Information Literacy and Social Media* can help you teach your students to be truly metaliterate in creative and ethical ways that make information literacy an essential college competency.

Information Literacy and Social Media: Empowered Student Engagement with the ACRL Framework is available for purchase in print and as an ebook through the ALA Online Store; in print through Amazon.com; and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.

Project MUSE Adds Sport Sciences Hosted Journals

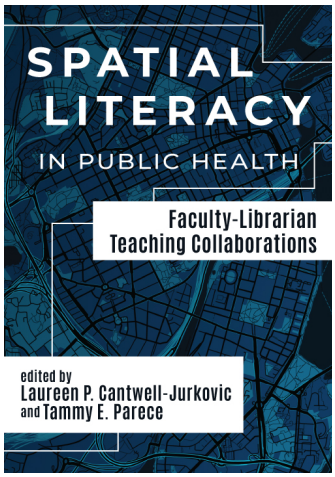
Project MUSE welcomes two journals from a new publisher, FiT Publishing. FiT is a non-profit publisher in the sport sciences at the International Center for Performance Excellence (ICPE) in the College of Applied Human Sciences (CAHS) at West Virginia University.

The *International Journal of Sport Finance* serves as a high-level forum for the world-wide dissemination of current research on sport finance topics from both a globally diversified and multidisciplinary perspective. *Sport Marketing Quarterly* serves as an outlet for the dissemination of sport marketing information for both practicing professionals and academicians. The journal is committed to publishing high-quality research that advances the study and practice of sport marketing and is relevant to the professional interests of the sport marketing community. Learn more about Project MUSE at https://muse.jhu.edu/.

New OCLC Linked Data Position Paper

OCLC has released "Linked data: The future of library cataloging," a position paper that articulates the value that linked data can bring to library catalogs, and the tools already available to help ease libraries into creating a more interconnected experience for information seekers. The brief, 12-page paper follows OCLC's path from decades of linked data research, to experiments and prototypes, to the creation of more than 150 million WorldCat Entities, and, most recently, to the web application and APIs now available through OCLC Meridian that libraries can use to get started. The position paper helps answer the question of why the move to linked data is important for libraries and is freely available on the OCLC website at https://www.oclc.org/go/en/publications/linked-data-the-future-of-library-cataloging.html.

ACRL Releases Spatial Literacy in Public Health: Faculty-Librarian Teaching Collaborations



ACRL announces the publication of *Spatial Literacy in Public Health: Faculty-Librarian Teaching Collaborations*, edited by Laureen P. Cantwell-Jurkovic and Tammy Parece, a collection of ideas and plans for collaborative spatial literacy teaching and learning initiatives focusing on geographic information systems (GIS)-based and GIS-related instruction through the lens of public health topics.

Spatial literacy—the ability to visualize, understand, and use the properties of space to communicate, reason, and problem-solve—is relevant across a wealth of disciplines. *Spatial Literacy in Public*

Health offers step-by-step learning activities, teaching tips, recommended readings, and four-color maps as well as other useful illustrations. These not only support student learning, but also professional development for librarians interested in spatial literacy instruction and in pitching such instruction to potential faculty collaborators. Interdisciplinary topics include supply chain management, social media campaigns, data visualization, racial disparities, and other demographic themes related to immunization patterns, epidemiology, recreation access, and community health and environmental health/environmental science.

Spatial Literacy in Public Health offers specific plans for collaborative, interdisciplinary spatial literacy instruction and activities. Chapters also connect with supplementary content in the ACRL Framework for Information Literacy Sandbox (https://sandbox.acrl.org), including activity-focused slide decks and more, all findable with the tag "#SpatialLit" and freely available.

Spatial Literacy in Public Health: Faculty-Librarian Teaching Collaborations 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.

Tech Bits . . .

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

At the beginning of the academic year, staying organized is key. Todoist is a task management app that helps users stay on top of everything. Todoist uses natural language recognition to capture tasks. For example, "Report due by 5pm on Tuesday" becomes the task "Report" with the due time and date automatically set. Added tasks are sorted by date and custom filters help prioritize what is most important. Furthermore, the app syncs across multiple devices.

The Basic (free) version includes five personal projects, flexible list and board layouts, three filter views, and integration of email, calendars, and more. Premium options add functionality such as AI (Pro, $5/month) and the ability to manage work as a team (Business, $8/month).

—Rachel Besara
Missouri State University Libraries

. . . Todoist
https://todoist.com

Samantha H. Peter Appointed Publications in Librarianship Book Series Editor

ACRL announces the appointment of Samantha H. Peter to the post of editor for the Publications in Librarianship (PIL) book series. ACRL's PIL series is a peer-reviewed collection of books that has reported on scholarly thinking and emerging theories and research in academic and research librarianship since 1951. The PIL editor works closely with the ACRL content strategist and PIL Editorial Board to acquire, develop, and peer review appropriate research-based books. Peter is chair of Research and Instruction and instructional design librarian at the University of Wyoming Libraries. She has multiple editorial experiences that will inform her work with PIL, including establishing the diamond open access *Journal of Open Educational Resources in Higher Education* and co-editing the forthcoming ACRL volume *Navigating Disability in the Academic Library Workplace.* Peter succeeds Mark E. Shelton, director of library services at the College of the Holy Cross in Worcester, Massachusetts, and will serve a three-year term which began July 1, 2024.

Jamia Williams and Jessi Van Der Volgen

Boundaries and Burnout

Thriving in the Academic Library

Academic Library Workers in Conversation is a *C&RL News* series focused on elevating the everyday conversations of library professionals. The wisdom of the watercooler has long been heralded, but this series hopes to go further by minimizing barriers to traditional publishing with an accessible format. Each of the topics in the series were proposed by the authors and they were given space to explore. This issue's conversation is about boundary setting and supervision in the academic library. Our authors see a better future when we all can understand the boundaries that set us free.—*Dustin Fife, series editor*

Jamia Williams: Jessi, I have been reflecting lately about leadership and the role leaders can play in ensuring that the staff are doing a better job of taking care of themselves. One of the lessons that I learned from the COVID-19 global pandemic is that I want to continue doing a better job of taking care of myself. So, when I interviewed for my current position and you mentioned that boundary setting is vital for you and your colleagues, it was confirmation that I applied for the right job. I wanted to ask you how you got to this place where you have boundaries and want your team to have them. Can you please share your journey of becoming a leader who sets boundaries and wants her colleagues to do the same?

Jessi Van Der Volgen: I was surprised (and glad) to hear that stood out to you, Jamia! My first career was as a high school science teacher. I burned out pretty quickly because my whole life revolved around my job. As I left that job, I knew I needed to work on setting boundaries for myself, or I would burn out again. Since entering librarianship, I've witnessed people leave because they were asked to do too much, felt like they had to say "yes" to everything to succeed, or couldn't say "no" without risking their job. As I became a supervisor, I wanted to do my best to set up a work environment where we mutually understand that our jobs are just one piece of us, and that to do good work, we need time for learning and creativity. To make sure we have that time, I consider an important part of my job as a team leader to help people set boundaries, either with others or with themselves, and visibly hold boundaries for myself. I've been lucky enough to see that modeled by previous supervisors, but as I learned from you, it's not as common as I thought, is it?

Jamia: Unfortunately, Jessi, it is not as common as you thought. It truly is not normalized to set boundaries. Some people expect us to be selfless servants in every aspect of our jobs, and when a boundary is set, some people take it as selfish. I'm glad you mentioned burnout because I thought I was managing it well, but I wasn't. During my Renewals' coaching[1] with

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Kaetrena Davis-Kendrick, she pointed out that I was experiencing burnout. This prompted a journey of self-reflection,[2] revealing the need for a different approach to librarianship. The first question that I had was, how did I get here? I realized that I felt this pressure to over-perform when we had to return to in-person work. Also, I was not implementing the self-care practices I began to incorporate during the COVID-19 global pandemic quarantine. These two things, as well as other factors, led to me experiencing burnout. Fobazi Ettarh, who coined the term "vocational awe," wrote about job creep and burnout when we are expected to do, or think we have to do, ALL of the things.[3]

So, as a leader, how do you ensure that you and your team do not give in to job creep, which almost always leads to burnout?

Jessi: When I read about vocational awe, it definitely made me think of my time as a teacher and the idea that we should give everything for our students.

Then, COVID-19 brought it into focus for me and led me to want to more clearly enforce boundaries for myself and help colleagues do the same. I had two little kids at home, and I felt like I was just doing a terrible job at everything! Work is just one part of us—we are whole people: caretakers, artists, volunteers, advocates—and if only one side of us gets watered, our roots are weakened, we have no energy for growth or creativity!

So, some real things you see on our team are regular one-on-one discussions of priorities and capacity, autonomy and choice in what to take on (to the extent possible), how to defer or decline projects or committees, flexible schedules, encouraging staff to use all their benefits and time off—and really being off! Since we work on a grant, we have pretty defined goals and that makes it a bit easier for us to evaluate potential projects. We ask, is this new activity in line with the grant goals or your personal goals? If you take this on, what will get deferred or side-lined? And finally, I've been working on making the boundaries I set for myself visible to the team—letting folks know when I've said no to something, not mysteriously answering emails when I said I'd be off, being transparent about leaving early to take a kid to the dentist, and so on.

What else have you noticed or do you think would be helpful?

Jamia: Jessi, great question! I have noticed that our team gets excited for each other when we take time off. I love hearing the cool things my colleagues engage with when they are off work. It is like I am getting to know them a little bit better. As a result, this keeps me on track in taking days off. I am glad you brought up the notion that we are more than our jobs, which is so true. Who I am outside of being a librarian is essential to me. I love planning my days off to center joy and rest on those days. It is my form of self-care. Also, since we have a hybrid team, I know sometimes that people who work remotely feel the need to push through when they are sick. So, seeing my teammates use their sick time has been essential for me so that I won't fall into the trap of not using my sick time. Also, I appreciate your modeling of boundary setting. Sometimes, it can take time for people to unlearn grind culture and learn boundary setting.

As a supervisor, how do you converse with someone you see struggling to set boundaries?

Jessi: I like to set the stage early on for *why* I encourage folks to set boundaries for themselves—I want folks to be able to maintain their personal well-being, while performing the essentials of the jobs, with space for growth. If someone is struggling with setting boundaries with themselves or with others, I first ask myself if I've clearly communicated expectations. If I've been unclear about what the "musts" are for success in the role, then I

need to revisit that and get in alignment on priorities. Then, we'll discuss everything that's on their plate—what's fulfilling and exciting, and how to make more space for that; what can be delayed or discarded (and know that they will not be viewed negatively for doing so); what projects they're on and if they're being asked to work outside the scope of their role. For faculty librarians, we also discuss whether their activities align with the criteria for promotion. If they are clearly overloaded or are at risk of becoming so, we'll strategize how to get back to an appropriate workload (both in amount and type), and if they need, I'll provide coaching or examples for how to get to an endpoint on a project or committee. And sometimes, my role is to just to affirm that it's okay to say "no."

Jamia, what would you say to your peers who are working toward setting boundaries at work?

Jamia: Great question! I would tell them what Tressie McMillan Cottom said, "the institution cannot love you." Remember this when there are moments when you feel badly about setting a boundary. This is why having people in your life who love you is necessary. Furthermore, engaging in things that bring you joy will help you put work in a better perspective. Also, keep working toward it! Setting boundaries can be challenging for folks. I suggest following amazing people like Nedra Glover Tawwab, who wrote the book *Set Boundaries, Find Peace: A Guide to Reclaiming Yourself.* This book gives tangible ways that you can do a better job at setting boundaries. I can't fail to mention that there will be backlash from people who are used to you overextending yourself, so try not to take it personally. Just know that it comes with this journey.

It is essential to have people who respect boundary-setting and can help you set boundaries. If that person is not your supervisor, having peace protectors in your professional community will be life changing. They will give you reminders to keep you steady so you won't have to experience burnout. That is why having a supervisor who demonstrates boundary-setting and helps her employees set them is amazing.

I shared some people I look to for motivation and inspiration. Who do you look to for guidance on setting boundaries?

Jessi: I love that phrase—"peace protectors." One of my previous bosses used to remind us that very little in our work is an emergency, so there's no point in treating it like it is. I've definitely adopted that mentality. But really, I feel inspired by people coming up now and younger generations. We know that sacrificing our health for work is just not worth it, and I see folks clearly enforcing those boundaries—leaving work at work, pushing back against overwork, and changing the culture of our workplaces for the better. Without burnout, there's space to move from just surviving to really thriving.

Any last words of encouragement for how supervisors and employees can work together to support thriving?

Jamia: Yes, so many words, but I will keep it brief. Honestly, supervisors and employees need each other; do not let the institution grow a divide between us. We need each other in a real way because the COVID-19 global pandemic should have taught us that we are connected. How you care for yourself affects everyone around you, so make it a priority to be better and do better. As information professionals, many resources can help you if you need help knowing where to start. A job is not worth your health and well-being. Unfortunately, we need money to live, but we should not need a job to thrive. I encourage us to continue creating a life outside of work so that we are the best versions of ourselves when we are at

work. Lastly, therapy helps unpack many unhealthy habits that impede our ability to be our best selves. Let's keep unpacking to pack light, as Erykah Badu told us.

Notes

1. Kaetrena Davis-Kendrick, "Renewals' Coaching Service," Renewals, https://kaetrenadaviskendrick.wordpress.com/coaching/.
2. Amanda M Leftwich, "Reflective Journaling: A Daily Practice," *LibParlor* (blog), January 30, 2019, https://libparlor.com/2019/01/30/reflective-journaling-a-daily-practice/.
3. Fobazi Ettarh, "Vocational Awe And Librarianship: The Lies We Tell Ourselves," *In the Library with a Lead Pipe*, January 10, 2018, https://www.inthelibrarywiththeleadpipe.org/2018/vocational-awe/.

Claire M. Curry, Eugene Albin, bobby reed, Amanda Schilling, Beth Tweedy, and Kristi Wyatt

Plain Language Workshop Descriptions

How to Attract Participants from all Disciplines

At the University of Oklahoma (OU) Libraries, we offer a variety of research workshops each semester, many focusing on file and data management and analysis. We find that STEM field practitioners usually recognize they need these skills and saw themselves in the wording we advertised for the workshops. However, with our libraries' strong emphasis on digital scholarship and digital humanties, we wanted to make sure these skills reached everyone who needed them. To increase the impact of research and data workshops and help workshop organizers make their event descriptions understandable and appealing to a wider audience, volunteers representing varied disciplinary backgrounds in our library system met to develop plain-language guidelines. The three key principles for our plain-language guidelines are: make workshop goals obvious, supplement jargon with explanations, and use broad or discipline-agnostic descriptors so people recognize relevance to their work. We describe the process we used to converge on these principles, describe the review process for new workshop descriptions, and show a "before and after" example. While the process and advice we provide are specific for our data-focused workshops, the principles could be applied to ensuring broad audiences and marketing for any type of workshop description.

How It Started

The OU Libraries began offering Software[1] and Data[2] Carpentries workshops to the OU community in 2013.[3] The original workshops used the Carpentries' provided workshop descriptions. The Carpentries workshops are developed by people experienced in teaching to a broad audience and their workshops are maintained by the user community, ensuring adjustments to wording and advertising are made based on feedback gathered from attendees.

In 2019, after onboarding a cohort of new librarians at OU Libraries with science, technology, engineering, and mathematics (STEM) backgrounds,[4] the new STEM librarians began expanding the workshop offerings[5] and writing our own descriptions. While we imitated the style of the Carpentries descriptions, we often struggled to make the descriptions for the workshops attractive to people outside of STEM. This was even the case when the tools and concepts covered were of potentially broad interest, such as organizing research project files on computers.

In 2021, the research tools and data workshops around OU Libraries went from being occasionally, but not always, coordinated by individual divisions to being coordinated formally

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by a standing committee for research workshops with representation from each division. This coordination provided an opportunity to discuss the barriers to generating workshop interest among different disciplines, particularly to potential participants from the humanities and social sciences. We chose to convene an additional informal working group to create guidelines to widen the appeal of workshop descriptions.

Identifying Barriers to Interest

The working group chair requested volunteer participation from people in multiple public-facing disciplines within OU Libraries. The chair also made targeted requests to individuals who asked clarifying questions in unrelated workplace meetings. These individuals tended to question assumptions and ask for definitions or clarification, while not talking over other participants, which the chair felt would be valuable for a group where back-and-forth discussion would give better results.

To orient the working group, the chair asked people to focus on pre-defined goals for workshop descriptions, specifically what should be in the one-to-three-sentence summary for each workshop and how skills and objectives should be described.

Next, the chair chose three existing workshop descriptions to represent a range of topics. During each of these 10-minute discussions, the chair asked the working group to brainstorm and point out specific concerns with the existing description. As the moderator, the chair kept track of the time and noted people's concerns. The chair did not address, explain, or defend any of the wording in existing descriptions. Refraining from personal comment was key, as the chair was one of the original authors, and such explanations could have derailed or discouraged commenting.

After the discussion, we had a 10-minute period in which we identified three themes, summarized below in the "Plain Language Guidelines" section. Any secondary concerns that had been brought up in the discussions, such as concision in writing, were not included in these workshop-specific guidelines for how to describe the topics.

After the meeting, the chair further expanded on these themes in a summary bullet-point document[6] that could be shared with workshop organizers and with the working group to confirm agreement. For the three descriptions that we used as examples in the meetings, the chair asked the original authors of the descriptions to make the requested revisions and provide the new versions to the working group. Then working group members were sent the revised description for their suggested revisions and comments in two media: email or internal instant messaging channels. The chair facilitated this process with reminders to working group members and workshop organizers.

Plain Language Guidelines

We ultimately converged on three principles: make workshop goals obvious, supplement jargon with explanations, and use broad or discipline-agnostic descriptors so people see the workshops as relevant to their discipline.

Make Workshop Goals Obvious

"Burying the lede" is a term for hiding the key point instead of featuring it in your communication. Our group discovered in all three of our examples that the original writers tended to provide too much background and contextual information on the workshop.

This information can be a part of the presentation, if needed, and wholly removed if it is found to be unimportant to the learners. Instead of using up scarce copy space on context, we focused descriptions on goals so learners can assess the utility and applicability of the content for themselves.

Supplement Jargon with Explanations

Jargon is specialized language to convey more meaning in fewer words. Jargon can be helpful for writing within a discipline but a barrier to understanding outside of a discipline. Software and research tools are often described by the jargon of their field of origin. Some keywords or software names may be useful for people searching for specific skills or tools, so not all specialized terms should be eliminated. However, we suggest that workshop writers balance jargon with additional wording, parentheticals, or sentences explaining the specialized terms. In this way, those seeking a specific tool as well as those who need help but may not know the specialized terminology can find and be interested by the workshop descriptions.

Use Broad or Discipline-Agnostic Descriptors

Even the terms used for the people, processes, and outcomes of academic research vary between fields and may unintentionally discourage people from participating in workshops. We suggest either using universal terms or including a mix of humanities, social sciences, and STEM terms for the people, processes, and outputs involved in the research process. These lists are derived from personal experience working with people in these fields and from reading proposal guidelines from the National Endowment for the Humanities, National Endowment for the Arts, National Institutes of Health, and National Science Foundation.

Broader Terms for Attendees

The most generalized terms for that we found in documentation or discussion across humanities, social sciences and STEM were faculty, staff, postdocs, graduate students, and undergraduate students (an additional benefit to describing people by classification is that it clarifies to all groups that they are part of a given workshop's audience, as we have noticed staff and undergraduates are particularly hesitant to assume they can attend.) Terms that we found in common for humanities, social sciences, and STEM for process and output included projects, analysis, and research.

Humanities and Social Sciences Terms

Humanities and social sciences tend to label people involved in research as "practitioners" or "scholars." Words for process and output include *outcomes*, *creative activities*, *digital expression*, *digital tools*, and *digital humanities*.

STEM Terms

STEM tends to describe people involved in research as "researchers" or "principal investigators" (PIs). Process and output words included *data analysis*, *workflows*, *coding*, *scripting*, *programming*, and *data visualization*.

Before and After Example

As an example of the process in action, the beginner workshop we revised was "Using Computers for Scholarly Research." The original description mentions specific tools that are not used in the workshop and uses terms for researchers that are likely not general enough to be register to humanities and social sciences researchers, despite being a target audience.

Before Version

Do you want to use your computer for tasks that are more powerful than email and web searches in your research? This introductory workshop is targeted toward researchers who are interested in using tools like R, Python, Bash, GIS, or spreadsheets, but would like more basics about how these tools work in general.

After this workshop, learners should be able to:

- explain what a computer program does
- see commonalities in programs such as run, stop, and exit commands/buttons and menu items
- understand how to make experimenting with a new computer program safe for their files

Comments

Comments in the initial meeting focused on vocabulary, discipline inclusivity, and further explaining why someone would attend.

- "Do you want to": marketing-speak that hides the goal and the audience
- "More powerful": too judge-y
- Expand task terms to "research, teaching, and service"
- Humanities tends to assume "this isn't for me"
- Tool names too specific; add data analysis tools or spreadsheets as a supplement
- Name research as a process; add scholar as a noun for people conducting the work

After Version

This introductory workshop is targeted toward scholars, practitioners, and researchers who are interested in using data analysis and digital humanities tools in projects for research, teaching, and service. This workshop provides more basics about how these tools work in general, allowing you to consider if new tools are right for your research process.

After this workshop, learners should be able to:

- explain what a computer program does
- see commonalities in programs such as run, stop, and exit commands/buttons and menu items
- understand how to make experimenting with a new computer program safe for their files

Implementation

After the initial revisions, all workshop facilitators converted the remaining dozen workshop descriptions to the new, plain-language versions over a four-month period. Some descriptions were accepted as is, others received editing to meet the guidelines. In more recent semesters, whenever someone creates a new workshop, we offer to send their

descriptions to the group. Most organizers accept and have commented on the usefulness of the process.

Having a set group to make these changes took away the problem of the same people writing and editing the events. Having multiple people in the working group reduces workload on members as only a few need to comment each time. Generally, description revisions are done before each semester, leaving several weeks for members to comment before the given deadline. We have so far received one rush request (with less than a week until advertising), but with a pool of eight working group members, we still had two people available to provide comments even in this short time frame.

Conclusions

After the 2022 implementation of plain-language guidelines for OU Libraries' workshops, our descriptions have been more understandable both by workshop participants and liaison librarians choosing which workshops to advertise to their departments, based on formal and informal feedback conducted. With the success of the guidelines so far, our internal workshops coordination committee plans to continue using these principles to guide ongoing revisions to workshops and in writing new topic descriptions. In addition to successfully addressing the primary need of making our research workshops more accessible and visible to a broader range of potential participants across academic disciplines, these language guidelines also serve to improve our ability to "build, deliver, and sustain services, expertise, and scholarly information that reflects the broad research and learning needs of our diverse and evolving communities," one of OU Libraries' stated, guiding principles.

Acknowledgments

Thanks to additional working group members (alphabetical by last name) Karie Antell, Logan Cox, Kendall Morgan, Lina Ortega, and Patrick Wright for their participation in this ongoing project. Thanks to Mark Laufersweiler for suggesting the term "plain language" for the title of our working group. Sarah Robbins encouraged the documentation of our process for the wider library community and provided feedback on the manuscript.

Notes

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Amy Koshoffer, Kelsey Badger, Kristen Adams, and Ana Munandar

Midwest Data Librarian Symposium

A Model for Regional Communities

The Midwest Data Librarian Symposium (MDLS) is an annual unconference covering data and data librarianship. The symposium aims to provide a venue for librarians and others interested in the topics to network, discuss issues related to research data management, and learn from each other. While most of the attendees are from the Midwest area, the symposium is open to all.

MDLS is a community-led effort and has no governing body. In this article, we share our experiences in contributing to MDLS, including the recent MDLS 2023. Coming up on its tenth year in 2024, we believe MDLS offers a valuable model for low-cost, regional professional development.

Reflections

Amy Koshoffer, University of Cincinnati

Perspective from a "later career" research data services librarian

From the first symposium held in 2015 at the University of Wisconsin to the present symposium, the desire for community has been a strong motivator for organizing a regional conference. Even in our national data services professional societies, there is much discussion about supporting research data information professionals through regional gatherings and community building. MDLS is one of several regional conferences that fill this niche. Focused on the Midwest and Plains states, this conference brings together information professionals that want to talk about the nuts and bolts of research data management support as well as build collaborations and learning opportunities.

The COVID-19 pandemic drove home how valuable face-to-face interactions are to a community and how much our community missed such interactions. For MDLS 2023, we made the decision to focus on the in-person experience with some hybrid sessions available. Technology and health risks make the hybrid experience an attractive option, but it takes a large team and really good technology to make a hybrid conference equitable for all attendees. Focusing on a few sessions such as the keynote and the future directions meeting made it possible for us to involve our community members who could not attend in person but still have good experiences for in-person attendees.

The more hands-on and day-to-day nature of the content may not support the needs of participants who have been in their jobs for longer terms. Later career information

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MDLS 2023: Statistics and Facts

professionals are looking for more policy and strategy support as well as advocacy training. The nuts-and-bolts approach can also be beyond the understanding of students and very early career information professionals who have not yet had experience with a broad range of data management issues. Striking the balance on the spectrum of knowledge and experience is both a challenge and opportunity for the community. At our most recent MDLS, many people expressed the need for more content at both ends of the spectrum. The co-chairs shared this feedback with the 2024 MDLS organizers so they can consider how the content and the schedule of sessions will best serve these specific needs.

I have served on three organizing committees and attended seven of the nine MDLS conferences. Every conference provides a unique experience and good memories. I especially enjoyed the 2023 conference. It was immensely satisfying to host a conference and to bring MDLS to Cincinnati. I really appreciated how the 2023 planning committee worked very well together, and we were able to organize a successful conference with minimal stress and within the confines of our scheduled meetings. Many hands make light work. And I have much gratitude for the other co-chairs and the committee members.

Kelsey Badger, The Ohio State University
Perspective from an early career data librarian
I joined my first MDLS planning committee in spring of 2022 while I was still a student. By the time we convened in October, I was a new data librarian at Ohio State. While I was not new to working professionally with data, I felt new to the culture of libraries and was grateful to have the support of the MDLS community during those early months in a new role.

Of course, being new, I was also nervous. Would I fit in with a community that seemed to all know each other already? Could I contribute anything useful while I was still figuring out how libraries and their communities work? The anxieties of being new are a universal experience, but not all communities work so hard to welcome newcomers as MDLS does. Some of this is about scale: MDLS is intentionally small, capped at around 50 to ensure the entire group has an opportunity to interact. Just as important, MDLS creates continual opportunities for individual and group reflection. Whereas most conferences are fast-paced and energized, MDLS is surprisingly slow, measured, intentional.

My sister once claimed her young children loved the public library because it was a "yes place." Unlike other public spaces, most questions could be answered with a yes. Can they take that home? Yes. Can they sign up for this? Yes. Can they play with that toy? Yes. While my patrons at a research-intensive university ask different questions, I find that I am still often in the role of creating the magic of a "yes place." Like any professional conference, MDLS gives me new ideas and opportunities to learn. But it also allows me the rare opportunity to think deeply and critically about what is most important in my data services portfolio. Sometimes that even means learning to say no.

Lest you get the wrong idea, I want to end by saying that MDLS is also just plain fun. In addition to all the regular programming and discussions, there are tours of collections, group dine-arounds, and board games galore. After cleaning up at the end of the 2023 symposium, I swung by the hotel to pick-up my bag. The receptionist asked me, "Were you part of that group that stayed up late playing games in the lobby? You all have such great energy!"

Kristen Adams, Miami University
Perspective from a mid-career science and engineering librarian
When I started in my position as a science and engineering liaison librarian, data services and data literacy quickly became part of my role as we didn't have a data librarian. The STEM librarians formed the unofficial data services team, mainly focused on data literacy. Recently, my library created and filled a new position for data librarian, but I continue to be part of the data team.

I was aware when I started in my position that my library had volunteered to co-host MDLS 2023. I hadn't attended before, so to get to know the community and planning

process I joined the 2021 planning committee; that year it was completely virtual. It then shifted to hybrid in 2022, so there were new, in-person planning considerations that hadn't been part of the previous year. Many community members were excited to begin the return to an in-person event, however attendance was mostly virtual, myself included. This past year, 2023, I served as co-chair and the event was entirely in-person, with some live streamed sessions; so once again there were modifications in terms of planning. The symposium itself was refreshing in that I got to meet people in-person that I'd worked with virtually or communicated with for the past few years. It felt like getting to know your neighbors better even though we'd been living side by side for a while. I'm serving again on the 2024 committee, in an advising capacity, and it feels like passing the torch.

As I mentioned, I'm not a data librarian, I'm a STEM librarian with some data responsibilities. I'll admit I wondered for a while: if this conference is for data librarians and I'm not one by title, is this conference for me? After being at an in-person MDLS, it was easy to see the variety of roles and responsibilities among the attendees, and there were other liaison librarians there. I discovered what I'd heard others say before, that MDLS isn't just about the presentations, it's the time and conversations between them that seems to matter most. What was also clear at the in-person event, is that a number of attendees felt new to librarianship, but there were quite a few students and people with one to two years of experience. Experience with data and experience as a librarian are different, so really everyone can contribute something, and be a mentee or mentor in some way. I'd like to end with the message that regardless of your job title, or level of data services you support, we welcome you to join the MDLS community.

Ana Munandar, Chapman University

Perspective from a mid-career reference and education liaison librarian

I work in California, and the first MDLS I experienced was in 2020, when it shifted to a virtual format. Since the symposium was online and registration was free, I jumped on this opportunity. The name says "Midwest," but it is open to all, not just those in the area. There has been a mix of those who are experienced data librarians, those with institutions where they have established data services, and those who are new in the field. Even though librarians have long been involved with finding, managing, and providing access to information, which is also data, working with raw data and data as a product of research takes on more knowledge and skill sets. The MDLSs have provided me with opportunities to learn about library data services, available tools for working with data, and librarians' attitudes in addressing the need for data services in academic libraries.

Through presentations and workshops, I have learned of some available tools for working with data, such as the DMPTool for creating research data management plans, programming languages (R and Python) for data analysis, data visualization software, such as Tableau and GIS, and data sharing repositories, such as OSF and Zenodo.

Although knowledge and skills are essential, I am amazed that librarians have embraced changes, learned new skills, and are inventive in offering new library services. Some are the first data librarians at their institutions, some have morphed to become data librarians, and others have incorporated data services into their roles. In many instances, they have been self-guided in building knowledge and competencies to provide these developing areas of services.

In 2023, though not attending, I had the privilege of serving on the Planning Committee. For librarians and students looking for service opportunities, I am glad to share that MDLS does not require membership fees to serve. There was a lot of communication and collaboration, and it was particularly heartwarming to see that the Committee also took time to discuss and consider the needs of students who would be attending.

MDLS 2024

MDLS is usually held in October, and this year it will be held October 14–16 in Lawrence, Kansas, hosted by the University of Kansas. Please visit the MDLS website (https://mwdatalibrariansymposium.wordpress.com) for past schedules, session descrip-2tion.

Scott M. Stone

A New Way to Discover Playscripts

Using Tagpacker to Better Explore Collections

"I am trying to find a play for one man and one woman."

"Can we get some help and guidance from you on where to find some Latinx plays?"

"I was wondering if you had any farcical comedies."

"I want to browse plays that are physically available in the library. I don't have a [specific] title. I just want to see what's available and find something to read."

The previous quotes are a few actual requests from drama students at the University of California, Irvine (UCI), who were trying to find playscripts in the UCI Libraries collection. Like the more than 77% of other libraries that don't have a separate playscript collection,[1] browsing for playscripts in UCI Libraries is difficult since they are interfiled with other materials such as novels, poetry, and literary criticism in the P (Language and Literature) area. Because physical browsing is difficult due to the volume of other materials as well as their size (it's so easy for those slim playscripts to almost magically become invisible when compared to their much larger novels and criticism book neighbors), students instead need to rely on the library's catalog to find these items.

While the catalog is the best resource for known-item searches, for playscripts, it is sorely lacking for general browsing and discovery purposes since there's not even a specific subject heading or other MARC field that is regularly used to delineate playscripts from other resources. This deficiency has become even more apparent as students are increasingly wanting to read a much wider variety of plays outside of the traditional white, male, Euro-centric canon. But our records don't provide demographic information of the materials' creators. In years past, we might have turned to highly specialized print reference sources such as *Black Playwrights, 1823–1977: An Annotated Bibliography of Plays*[2] and *100 Great Plays for Women,*[3] or perhaps use the database Play Index—if you could afford this subscription. But these print resources are quickly outdated and also require students to both know of their existence and to then actually use them.

UCI Drama Library Tagpacker

As I became increasingly frustrated with this situation, I decided to create my own discovery tool specifically aimed at helping users find playscripts with indexing facets of most interest to them. Consequently, in 2019, I used the online tool Tagpacker to create the UCI Drama Library page (https://tagpacker.com/user/uci.drama.library). Tagpacker is an open access resource that allows a user to create a collection of links that they can then "tag" with

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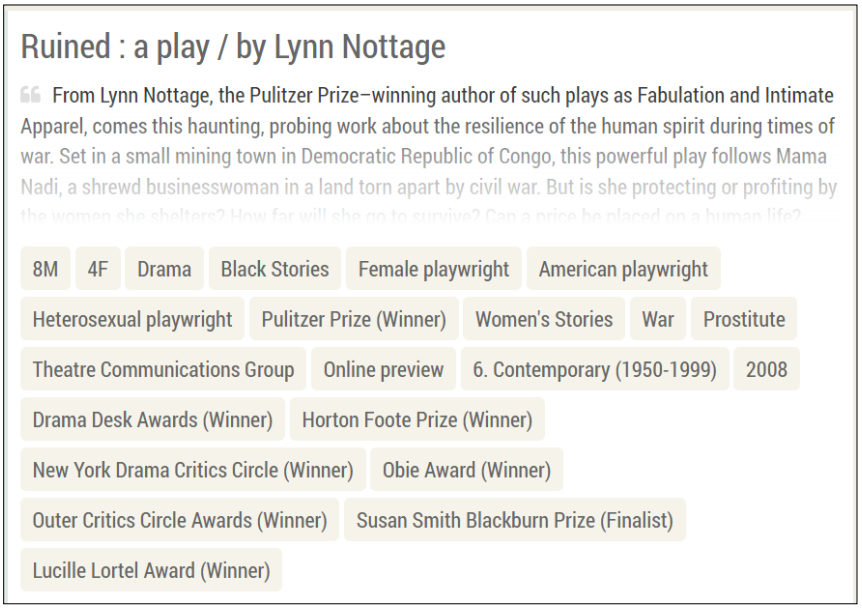
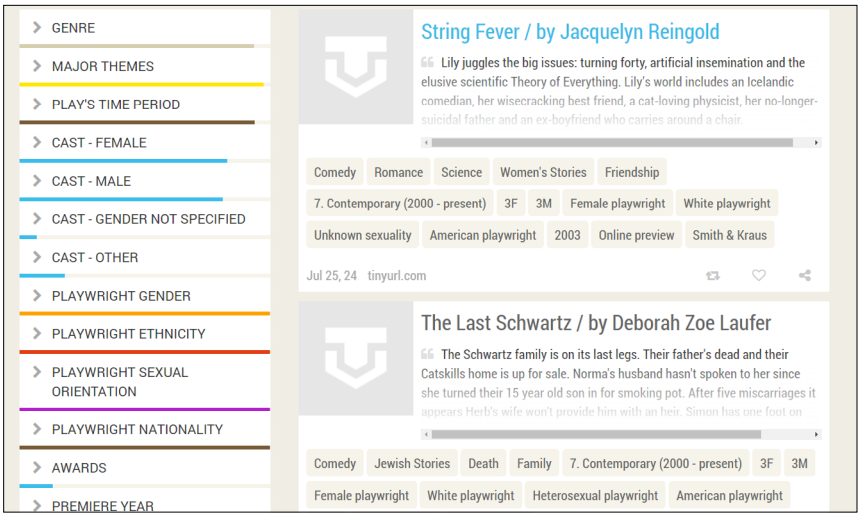
as many different pieces of metadata as they'd like, and then "pack" them into different categories.

Users of the site can search using a combination of tag filters and keywords, or just browse playscripts in the resource. One example of its use is by students in a Latinx Performance History class who regularly use the Latinx Stories (a major theme) and Latinx playwright (a demographic filter) tags to locate playscripts that fit into their class's focus. Similarly, one could use tags to locate a dark comedy by a female playwright that has been a finalist for a major award (spoiler alert: one result will be the brilliant play *Topdog/Underdog* by Suzan-Lori Parks) or find a list of plays that thematically explore gender identity. Once a user finds a play that interests them, they can then click on its title to be taken to the library's catalog and determine if it's currently available and its call number so they can find it on the shelf.





While the site now indexes more than 2,600 playscripts in the UCI Libraries (the majority of which have been published from 2010 to the present), it obviously wasn't always like this. This resource has developed and evolved over the past several years to what it is today thanks to regular conversations with students and faculty in the Drama department. Initially, I was primarily focused on cast information, major themes, and playwright demographics. However, after talking with a small group of graduate student actors about a year after this resource had been created, they told me how they'd really like it to provide genre information. Thus, a new pack was born, and I retroactively added genre tags to all plays that had already been indexed in the resource. This process occurred again in spring 2023, when faculty and graduate students informed me that it would be helpful to have information about the play's time period (i.e., when the play is set), when the play premiered, and whether it had won or been a finalist for major awards.

I'm sure that additional tag packs will be added in the future as users' needs and desires continue to evolve—and I'll be happy if and when that occurs. Why? Because it means that people are using the resource and communicating how they'd like to use it *again*.

Process

How was this resource actually created? I use an in-browser Tagpacker widget to save the permalink to a playscript's record in our OPAC and then assign one or more tags in a wide variety of packs. Currently, these packs are genre, major theme, play's time period, cast information (broken down by gender), playwright demographics (gender, ethnicity, sexual orientation, and nationality), awards, premiere year, whether an online preview exists in Google books, and publisher. The widget will prompt me to choose at least one tag in each pack, but I can add more than one (e.g., for genre, a play can be both a comedy and a short play; many plays have multiple themes, such as Tony Kushner's award-winning *Angels in America*, which is tagged with AIDS, LGBTQ Stories, and Religion) or choose to skip adding tags in that particular pack—something that frequently occurs with awards. In addition to the structured tags, each link has a free text box that I use to enter the publisher's description of that play and a link to a preview of the item in Google Books when it's available.

Since the catalog has never provided me with all the information I need, I use an array of other resources, including the playscript itself, to find information to help me index these playscripts. The sites of play publishers are excellent sources of genre, descriptions, cast information, and time period of the plays. Demographic information for the playwrights is frequently found on their own personal sites, Wikipedia, New Play Exchange (a subscription-based resource to discover generally unpublished and unproduced plays), published interviews, and occasionally scholarly reference sources. However, since demographic information can be difficult to obtain—especially for sexual orientation and ethnicity—I regularly use "unknown" tags in a few categories.

Initially, this was a slow process since I was looking for many different facets of information for each play. But as the corpus has grown, this has become faster since I only need to look in the site itself to see if a playwright has already been included and then use that demographic information again.

Once a new playscript is available to checkout from the library, I will add this title into Tagpacker. In addition to adding new materials, I'm also actively adding older titles with the ultimate goal of having all playscripts in UCI Libraries published from 2000 to the present in this resource.

For those worried about this work suddenly being wiped away if Tagpacker were to cease to exist—fear not! I have configured my Tagpacker account to automatically back up my links with their tags and descriptions on a weekly basis in my Dropbox account, a standard option available to all Tagpacker accounts.

Limitations

One major limitation of this resource is that it only works well for plays that are published individually, not those published in an anthology, a publishing practice that regularly occurs for playscripts. Because Tagpacker will only allow a URL to be entered once, I can't create multiple entries for each individual play in an anthology. I initially tried adding tags for all plays in an anthology, but this quickly became confusing when an anthology has titles by a wide range of playwrights that each require their own separate demographic tags and each title has different cast requirements. Consequently, I only include single-author anthologies and created a miscellaneous cast information tag.

The other main limitation is time. This process takes time to collect and enter data. It takes time to read a play's description—and perhaps even a review of a performance—to determine its major themes. I'm sure that I've invested hundreds of hours into creating and maintaining this resource over the past several years.

Reception

While the creation of this resource has taken a large amount of time, I'm genuinely happy to do this because of the overwhelmingly positive reception it has received. Numbers don't lie—this relatively small homegrown resource has amassed more than 26,000 uses in less than five years. A faculty member recently stated in an email that this "is the most exciting resource we have experienced in the past twenty years." They go on to describe how it has affected the Drama department's play selection process by allowing the "season play selection committee quick and easy access to thousands of show titles." Put quite differently and more succinctly, one undergraduate recently said, "This is awesome!" Anecdotally (because it's nigh impossible to collect circulation statistics on playscripts due to the same issues with browsing them), I know that I've seen playscripts regularly being reshelved and records with statuses of "Checked Out" in the OPAC significantly more frequently than prior to the existence of this site.

Conclusion

Though the playscripts and URLs are for those in UCI Libraries, I encourage librarians and those interested in playscripts elsewhere to use this resource too. Use it to browse and discover plays, then use that information to find the playscript in a local collection or request it through interlibrary loan. As long as this resource is helpful and serves a purpose, I'm excited to continue nurturing and growing the UCI Drama Library Tagpacker site!

Notes

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2. James V. Hatch and Omanii Abdullah, eds., *Black Playwrights, 1823–1977: An Annotated Bibliography of Plays* (New York: Bowker, 1977).
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Marissa Caico, Laura Harris, and Sarah O'Shea

Is This AI Tool Right for Me?

Important Questions from the Framework

Developments in artificial intelligence (AI) over the last few years have led to an increased desire to learn about AI tools. A survey by LinkedIn Learning[1] found that "4 in 5 people want to learn more about how to use AI in their profession." Similarly, those who will soon enter the workforce also want to learn more about AI. A survey by InsideHigherEd[2] reported that most students (72%) feel their institution should be preparing them "a lot" or "somewhat" for the rise of AI in the workplace, 72% of respondents agreed that the primary focus should be teaching the ethics of using AI, with 62% also indicating an interest in learning skills such as "critical thinking and problem-solving." The philosophy behind the ACRL Framework for Information Literacy for Higher Education underscores these needs in its introduction: "Students have a greater role and responsibility in creating new knowledge, in understanding the contours and the changing dynamics of the world of information, and in using information, data, and scholarship ethically."

Developing the Rubric

Our assistant library director recognized these needs at the State University of New York at Oswego—the need for librarians to learn about generative AI (GenAI) tools for their own edification, and the need to help support faculty and students in learning about GenAI. She provided dedicated time during librarian meetings for us to experiment with a variety of GenAI tools and consider how students might use these tools. During our explorations, we sometimes had difficulty finding information about the tools. For example, at the time this article was written, the Privacy Policy,[3] Terms and Conditions,[4] Cookies Policy,[5] and Disclaimer[6] pages of the ResearchRabbit AI tool loaded but did not have any information on them, and we were unable to determine what data the tool was trained on or how user input would be used. Sensing that our difficulties would also be experienced by others, we were inspired to develop a rubric[7] to help guide students and faculty in determining whether to use a specific GenAI tool.

We chose to create a rubric for a few reasons. First, rubrics are typically used to assess something across several dimensions. Our rubric considers several criteria such as what data was used to train the GenAI tool, how user input is used, and more. Second, we wanted individuals to reflect on and identify the importance of each criterion for *their* needs. For instance, many librarians might be averse to using a specific GenAI tool based on privacy and intellectual concerns. However, we recognize that may not be of concern to other users.

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We are also aware that there may be criteria that vary in importance because of the discipline or specific information need. For instance, a person working on a comprehensive literature review would likely find it very important to evaluate a research-related GenAI tool for comprehensiveness.

We based the rubric on the ACRL Framework for Information Literacy for Higher Education[8] as we felt it served as a logical starting point since many information literacy concepts identified in the Framework are technology- and subject-agnostic. In the following paragraphs, we identify some of these concepts and how they influenced the creation of the criteria in our rubric.

We initially shared the rubric at the SUNY Conference on Writing in October 2023 and encouraged attendees to use the rubric with their students and adapt it to their needs. We have not yet had the opportunity to use this rubric in our instruction sessions. However, the rubric is currently on a LibGuide focused on information literacy resources for faculty, and we plan to do greater outreach with faculty in the fall 2024 semester about how we can assist their students with evaluating and using GenAI tools.

Defining the Information Need

Before one can determine whether an AI tool will meet one's information need, one must be able to articulate that information need—to "formulate questions for research" (Research as Inquiry) and "determine the initial scope of the task required to meet their information needs" (Searching as Strategic Exploration).

The first, and perhaps most important, criterion from our rubric asks students "is the purpose of the tool compatible with your information need?" For example, the Elicit AI tool claims to "automate time-consuming research tasks like summarizing papers, extracting data, and synthesizing your findings."[9] A student working on a literature review assignment might, at first glance, find this tool to be a good fit.

However, we also ask the student to consider "is the information relevant and comprehensive enough for your information need?" In other words, the student must look at the purpose of the AI tool, the content it was trained on, and the results it produces. For example, Elicit uses Semantic Scholar's database of academic literature. While Elicit's website notes that Semantic Scholar "covers all academic disciplines,"[10] Semantic Scholar's website makes it clear that their focus is scientific literature.[11] If the student's literature review is focused on a topic in the humanities or social sciences, Elicit might not be the best tool for their information need.

Information Creation as a Process / Information Has Value: Students as Consumers

We feel that understanding information creation as a process can help students understand that information has value. For example, in an instruction session, it's not uncommon for us to describe the process of creating a peer-reviewed article. We discuss planning the study, having it reviewed by others to ensure ethical behavior with participants, conducting the study, writing about the study and its results, peer review of the manuscript, etc. All these steps lend value to the end product.

We live in a time where people want simple answers without nuance, and AI tools can often provide that—leading its users to make sometimes-premature judgments about their

value. As noted in the Framework, "the novice learner may struggle to understand the diverse values of information in an environment where 'free' information and related services are plentiful" (Information has value). We want students to better understand the creation process used by AI tools—such as where they get their data, and how they use it—so they can make more informed determinations about the tools' value.

In the rubric, students are prompted, "Is the company transparent about where information comes from?"—in other words, what data was the tool trained on, and what data is used for its continued training? If the creation process is obfuscated, a number of problems can be hidden. One such problem is bias. Joy Buolamwini uncovered racial and gender biases in AI facial recognition tools during her time as a graduate student and has since written extensively about bias in AI.[12] Arsenii Alenichev found similar problems in his investigation of the MidJourney AI tool, which "generates images from natural language descriptions, called prompts."[13] Despite entering a number of prompts designed to produce images of Black African doctors and white patients, the tool repeatedly produced images that reinforced "the 'white savior' trope commonly associated with helping children in Africa."[14] More recently, Alenichev has found similar issues when entering prompts about slavery and colonialism.[15] The work of Buolamwini and Alenichev highlights the danger of unmonitored AI and its impact on all of us and is something of which users of AI should be mindful. Another problem is that if a company is not transparent about where their data is coming from, they likely will not be transparent about what they do with user data. This problem is discussed in more depth in the next section.

We also ask students "Is the information/data used by this source acquired in accordance with copyright, fair use, and/or open access best practices?" Unfortunately, many AI tools fail spectacularly at this, including OpenAI's ChatGPT—arguably the best known GenAI tool at the time this column was written. According to OpenAI, ChatGPT is trained with data from three sources: "(1) information that is publicly available on the internet, (2) information that we license from third parties, and (3) information that our users or our human trainers provide."[16] The first and third sources are problematic. Just because information is publicly available on the internet doesn't mean the person who posted it had legal permission to do so, and users may ignore intellectual property rights when entering data into ChatGPT. Comedian and author Sarah Silverman, among others, sued OpenAI and Meta in July 2023 for copyright violation and a number of other claims. Although the other claims were dismissed in February 2024, the copyright violation case is moving forward.[17] Once again, disregard for others' intellectual property rights likely reflects a disregard for the user's intellectual property rights as well. However, it's important not to paint all AI tools with the same brush. For instance, Adobe Firefly is "trained on Adobe Stock images, openly licensed content, and public domain content" and "is designed to be safe for commercial use."[18]

A related question posed in the rubric is, "If this tool makes factual claims, does it provide citations for them? Can you find evidence that the sources exist?" This reinforces the intellectual property issues outlined in the previous paragraph and prompts students to consider whether others are given credit for their work. Second, given the preponderance of GenAI hallucination—presenting misleading, incorrect, or non-existent information as fact—it's logical to second-guess claims made without citations, especially if the information-creation process is unclear and difficult to replicate.[19]

Information Has Value: Students as Commodity

Although the previous section discusses the value of information as related to the creation process, we also want students to consider that the information they input into GenAI tools has value. This led us to develop the following criteria: Is the company transparent about what they do with your data? What does the tool/company do with your (the user's) information?

Depending on the user's information need, the purpose of the chosen AI tool, and the particular user's own individual comfort level, the answers to these questions may be more or less important. For example, tools like Elicit and scite[20] are designed to help people find and understand scholarly research. Most of the data used by these tools is scholarly research, rather than input from the user. This doesn't mean these tools don't gather information from users—but the purpose of the tool may mean that collected user data is less sensitive.

In contrast, tools that rely heavily on user input, such as ChatGPT, should prompt students to think more critically about how their data is being used. Does the company sell user information? Does the tool retain user input to train the tool? Although user input may not result in direct financial gain, its use in training AI models is valuable to the company in a broader sense.

While finding answers to these questions can be illuminating, not finding answers can be equally instructive. Some of the tools we investigated hid information about user data deep within their site or on another site, while we were unable to find this information for other tools. In contrast to the Research Rabbit example provided earlier, we were able to find this information on OpenAI's website, but only after encountering marketing jargon first. Their homepage has a tab labeled "Safety."[21] The information on this page gives users a feel for what OpenAI's priorities are for safety using vague principles like "minimize harm" and "build trust" among others.[22] The subsequent pages make mention of user concerns using examples of improvements made to their tools, but to actually answer the questions our rubric is asking, users must still visit the more traditional Terms of Use[23] and Privacy Policy[24] pages. When students encounter this, we want them to understand that this obfuscation may be a deliberate choice made by companies—and that it prevents the user from learning just what value they have to the company, suggesting that the user's data does, in fact, have value.

In Conclusion

We sought not to be prescriptive in the creation of the rubric—it's not our intent to portray GenAI tools as boogeymen out to steal users' data and intellectual property. That said, there are certainly tools that seem less trustworthy than others. We hope our rubric will motivate not just students but all scholars to look at these tools with a critical eye and to make decisions that are informed by knowledge and their preferences. Our rubric is Creative Commons licensed (CC BY-NC), and we invite our readers to discuss and iterate upon our work.

Acknowledgment

Special thanks to Emily Mitchell, Assistant Library Director, for her help in creating the rubric.

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Jeehyun Davis

Artificial Intelligence (AI) and Academic Libraries

A Leadership Perspective

In recent years, discussions surrounding artificial intelligence (AI) have surged in conferences and journals of academic libraries. It is obvious that AI has become one of the most frequently mentioned topics in professional circles and our organizations at the present. The potential impact and implications of AI on academic libraries and higher education have sparked interesting debates, drawing mixed reactions from our community. Some view AI as an opportunity for libraries, while others approach it with caution. This dichotomy of opinions and the growing fascination with AI tools like ChatGPT reminds me of the advent of Google and other search engines more than two decades ago.

When Google first emerged, it was widely perceived as a direct threat to the very existence of libraries. I remember various private discussions and blog postings at that time painted a bleak future for libraries, voicing concerns over the impact of search engines on libraries' relevance.[1] The popularity of Google seemed to bring out the shortcomings of library online catalog systems. An OCLC study[2] discussed the substantial expectation gaps between library users and librarians regarding online catalogs, signifying a shift in information-seeking behaviors due to search engines. At that time, more folks in our profession saw Google as an existential threat rather than a potential collaborator or a useful research tool. However, this sentiment has evolved over the years, with Google now serving as a useful reference and research aid.[3]

As AI technologies become increasingly prevalent, similar questions arise about the potential replacement of library roles with AI systems. While it is premature to make definitive predictions, it is undeniable that AI will bring changes to academic libraries, much like Google's emergence led to transformations in reference services, information literacy, library online catalogs, digitization, and library systems. We should anticipate that AI will introduce innovations and shifts in academic libraries, drawing from our experiences with past technological advancements.

I believe that in today's rapidly evolving landscape, academic libraries require transformational leadership that fosters innovative thinking and creates a culture of experimentation, where trials and errors are not just accepted but encouraged.[4] Such leadership should inspire collaboration, team building, and mutual learning among library staff and faculty. Library leaders must develop proactive strategies and take practical actions to prepare for the impact of AI.

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In response to the growing interest in AI tools, our library established the AI Exploratory Working Group last fall. This group is dedicated to understanding the current and emerging AI landscape and facilitating discussions about how AI can support research and enhance information literacy within academic libraries. This spring, we introduced the AI Experimentation Working Group to provide our staff and faculty with practical opportunities to explore and experiment with AI tools firsthand. The intent behind these initiatives is multifaceted:

1. **Increase AI literacy:** Reflecting on our adaptation to past technologies, it is crucial to embrace rather than resist technological advances. These working groups are designed to foster an environment where staff and faculty can experiment with AI tools, promoting curiosity and a deeper understanding of how these technologies can enhance our operations and academic endeavors.
2. **Decrease AI fear:** By demystifying how AI tools function, including their strengths, limitations, and potential applications in our work environment, we aim to alleviate common apprehensions about new AI technologies. Understanding AI in depth will allow our team to integrate these tools more confidently and creatively.
3. **Enhance organizational efficiency:** Distinguishing between tasks that AI can optimize and those that require a human touch will significantly enhance our organizational efficiency. By automating routine and data-intensive tasks, AI can free up our staff to focus on areas requiring human expertise, such as customer service and user engagement, thus amplifying the value of our human capital.

The launches of the two working groups, their charges, and desirable outcomes were widely communicated with all library personnel, generating significant interest and excitement among our staff and faculty. The AI Exploratory Working Group delivered insightful presentations on their work progress in fall 2023 and spring 2024. In August 2024, we published the final report of the working group[5] on our library website to share it with the broader community.

Meanwhile, the AI Experimentation Working Group is actively identifying and testing AI applications in various areas, including:

- archives and metadata
- business tools
- data analysis and cleanup
- ticketing and customer support

Their work is helping to pinpoint where AI can streamline processes and increase organizational efficiency. This working group's ongoing efforts are expected to provide valuable insights into practical AI implementations within our library system.

The analogy between Google's rise and the burgeoning impact of AI may not be perfect, given AI's broader implications and exceptionally rapid development. However, reflecting on our past technology integrations provides crucial insights into how we can approach AI. It's clear that AI's influence on academic libraries and higher education will likely surpass that of earlier innovations, making the proactive role of library leadership not just advisable but essential.

As we look toward the future, it is imperative that we learn from the past technological integrations while staying ahead of emerging technologies. By leading thoughtfully and

collaboratively, we have the opportunity to transform potential disruptions into avenues for growth and enhanced service delivery. This proactive approach will ensure that academic libraries continue to serve as vital centers of learning and innovation in the age of AI.

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Climate Change Laws of the World. *Access:* https://climate-laws.org/.

The Climate Change Laws of the World database enables users to search more than 5,000 climate laws and policies. This resource is a partnership between the Grantham Research Institute on Climate Change and the Environment (at the London School of Economics and Political Science) and Climate Policy Radar (a not-for-profit climate startup). The data cover 196 countries, territories, and the European Union. The homepage has a single search box as well as an interactive world map, enabling users to search the full text of any document or explore by country.

Data are added on a rolling basis from official sources including "government websites, parliamentary records, and court documents." Contributions are also accepted through form submission with guidance provided under the "Methodology" section of the website.

An important thing to note is that the documents included in the database are in multiple languages. A strength of this resource is that the full text of the documents is searchable in English, with translations provided by Google Cloud Translate. For non-English documents short passages that contain the user's search term are translated into English and presented alongside the full document in its original language. However, the full text of the document is not currently available to view in English. As of July 2024, full document English translations appears on Climate Policy Radar's public product roadmap in the "Designing" phase, meaning starting within six months. The roadmap demonstrates active development and rapid, ongoing improvements since 2022.

This resource is most relevant to scholarship in public policy and political science. Currently it may be best suited for faculty and graduate students because navigating documents in multiple languages may require more advanced research skills. Undergraduate students using this resource may benefit from additional guidance to get documents written in English so that they can read full documents, such as filtering by country or using the country profile feature.—*Lucy Rosenbloom, Xavier University of Louisiana, lrosenbl@xula.edu*

Institute for the Study of War. *Access:* https://understandingwar.org/.

The Institute for the Study of War (ISW) intends to help all citizens, journalists, and policymakers understand what is happening in conflict zones around the world. Created in 2007 by the founder and president of ISW, Dr. Kimberly Kagan, the site is an established news source publishing up-to-date reports and assessments of current conflicts including Ukraine, Iran, and China.

ISW research analysts gather open-source information and synthesizes their findings. These sources include government and non-government news sources, which are corroborated with other sources such as video, first-hand accounts from social media, or satellite images about what is actually happening live on the ground. ISW research analysts have a deep understanding of the region they are reporting on. After gathering all the information they can, analysts make observations, predictions, and assessments of conflicts in their area of expertise.

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It is important to note that Kagan and many of ISW's board members have a record of interventionist policy recommendations. Although the ISW states that they "[produce] strictly non-partisan, non-ideological, fact-based research," it is difficult to be completely unbiased when making assessments of global conflicts. Further, their list of corporate supporters includes institutions like General Dynamics and General Motors that profit from the defense industry. Noting these two indications of potential bias, the information presented on ISW's site is factual and it is often cited by media sources reporting on current events in current conflict areas. Overall, ISW provides valuable reports on current global conflicts. The Quincy Institute for Responsible Statecraft offers a counter-viewpoint of United States foreign policy from that of the ISW.

The ISW site is organized for browsing so the search function is a bit clunky. Nonetheless, ISW is appropriate for all levels of undergraduate and graduate students interested in foreign policy, peace and conflict studies, political science, and military affairs.—*Kristen Peters, Wittenberg University, petersk@wittenberg.edu*

Integrated Digitized Biocollections. *Access:* https://www.idigbio.org.

Integrated Digitized Biocollections (iDigBio) is the result of a collaboration between the Network Integrated Biological Alliance (NIBA) community and the NSF Advancing Digitization of Biodiversity Collections (ADBC) program. It is a ten-year plan to digitize the approximately one billion biological specimens held in museums, universities, and institutions across the United States and make them searchable and available to everyone via the iDigBio portal. The goal is to make all the US biological collections available to students from kindergarten through graduate school, as well as researchers and hobbyists. The hope is that they will learn and make discoveries about plants, insects, and animals as well as biodiversity, populations, and their past and present geographical ranges.

The NIBA is providing the infrastructure and recommending technology, software and standards, best practices, and training to make this happen. Links to this information are available on the homepage under "Digitization," and "Sharing Collections." "Working Groups," "Proposals," and "Citizen Scientists" all promote ways people can become involved or participate in the process. The website also provides links to resources for "Researchers," "Collection Staff," and "Teachers & Students." To address sustainability, NIBA has invested in DataNets, ensuring long-term digital preservation with federal agencies and commercial vendors.

There is a link to the portal from the homepage and it is searchable by common name and scientific name. However, knowing the scientific name is advantageous when using this resource. Specific coordinates can be searched or circles/rectangles and can be drawn on the map to limit to specific geographic locations. Any of the available search fields can be used to filter the results. The defaults for sorting are by genus, specific epithet, and date collected. If users are looking for a specific species and know the scientific name, they may want to remove the genus to get to the desired results more quickly rather than browsing through every possible variation.

The top five taxa are listed on the map, which also helps narrow things down. Records can be selected from the list or data points on the map and give the current location of the specimen, taxonomy, specimen, collection event, locality, and access to media (recording, image) of the specimen, if available. Those interested in data and images of the natural world will find this site useful.—*Meredith Ayers, Northern Illinois University, mayers@niu.edu*

The Private Academic Library Network of Indiana has awarded an $8,000 Library Innovation Grant to Saint Mary's College. This grant will support Cushwa-Leighton Library's project, "You Belong in the Library," aimed at fostering a more inclusive and welcoming environment for first-generation students. "You Belong in the Library" seeks to build innovative library practices that enhance students' sense of belonging at Saint Mary's. The project will introduce diverse artwork, opportunities for students to engage in emerging technology, and a chance for students to build community by sharing their stories in the college's Academic Repository. Through these efforts, students will also gain valuable information and research skills.

Open to all 24 PALNI-supported institutions, the Library Innovation Grant funds proposed initiatives that align with PALNI strategic priorities and support deep collaboration throughout the consortium. Grant proposals are evaluated and selected for funding based on their creativity, clearly defined and measurable objectives, replicability by other PALNI institutions, and long-term sustainability. The projects are supported for up to one year, with recipients expected to present their results and share ideas for further collaboration and innovation across PALNI.

The Arizona State Library, Archives & Public Records, with federal funds from the Institute of Museum and Library Services, has awarded the University of Arizona University Libraries a $43,240 Library Services and Technology Act grant to support a project which will create a do-it-yourself digitization and preservation lab for campus and community members. The Wildcats Memory Lab Project will provide university campus members and the public with free access to a dedicated library lab space, digitization tools, training resources, and workshops to learn how to preserve invaluable personal, cultural, and historical materials. In addition to collaborating with the Libraries' Special Collections, CATalyst Studios, and Technology Strategy & Services to host events, offer expert support with audiovisual archiving, and provide technical expertise to maintain the lab equipment, the project team will help School of Information (iSchool) graduate students recruited for the project gain practical experience. The lab is scheduled to open in spring 2025.

The Institute of Museum and Library Services has announced the FY24 recipients of its American Latino Museum Internship and Fellowship Initiative (ALMIFI). Awarded institutions will receive up to $750,000 each to provide internship or fellowship opportunities at American Latino museums for students enrolled in Institutions of Higher Education, including Hispanic-Serving Institutions. Eligibility for the program required the involvement of both an American Latino museum and an Institution of Higher Education. Five partnerships were selected for funding and will receive a total of $2,853,150. Partnerships represent a range of institutions and geographies, including community colleges, top research universities, and museums of all sizes. All awarded ALMIFI projects can be found on the IMLS website at https://bit.ly/3y3PNwA.

Kimberley Bugg has been named the next chief executive officer and library director of the Atlanta University Center (AUC) Woodruff Library. Bugg brings a wealth of experience and a passion for the library's mission and the institutions it serves. Her track record of effective leadership, commitment to excellence in libraries, and her vision for advancing historically black colleges and universities make her a valued asset to the library. Her current role as the AUC Woodruff Library's associate library director has equipped her with the experience needed to be effective within AUC's collaborative culture.

Michelle Cawley is now associate university librarian for health sciences and director of the Health Sciences Library at the University of North Carolina-Chapel Hill. Cawley will lead a staff of 20 health information experts who provide outreach and partnership to Carolina's five health affairs schools, the UNC Medical Center, and partners that include the North Carolina Translational and Clinical Sciences Institute (NC TraCS) and the Carolina Health Informatics Program (CHIP). She will develop and sustain a forward-looking vision for the Health Sciences Library (HSL), creating new opportunities for research, teaching, clinical engagement and public service engagement.

Anna Chen has been appointed associate university librarian for special collections and director of the Wilson Library at the University of North Carolina-Chapel Hill, effective September 9, 2024. Chen will provide vision and leadership for the libraries' comprehensive special collections program. She will lead a team of 50 specialists who collect, preserve, and provide access to Carolina's outstanding rare book, manuscript, and unique multimedia and artifact collections.

Kara Whatley has been appointed vice provost for libraries and university librarian at the University of Missouri Libraries, effective October 1, 2024. Whatley is currently the university librarian at the California Institute of Technology (Caltech) and serves as the chief executive of the Caltech Library system. Whatley's previous roles include positions of increasing leadership at Texas Tech University Libraries and New York University Libraries. Throughout her career, she has shown a consistent strategic focus on catalyzing information discovery, preservation and sharing to support the university mission.

Imani Beverly is now social sciences librarian at Georgia State University.

Jessica Epstein is now science librarian at Georgia State University.

Christina Gangwisch is now business librarian at Georgia State University.

Scott Perich is now vice president of exhibitions and project management at the Linda Hall Library.