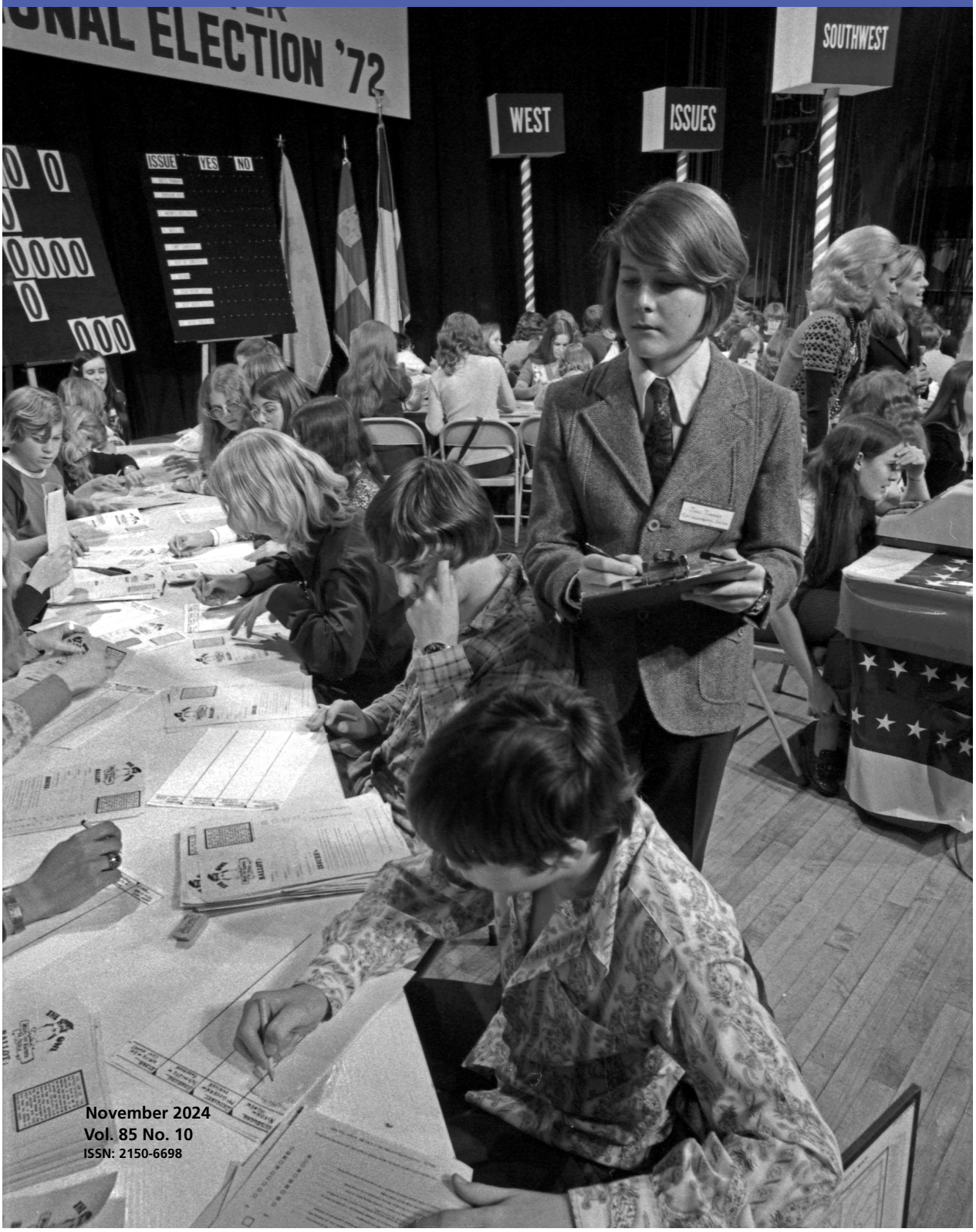
College & Research Libraries
news
Association of College & Research Libraries



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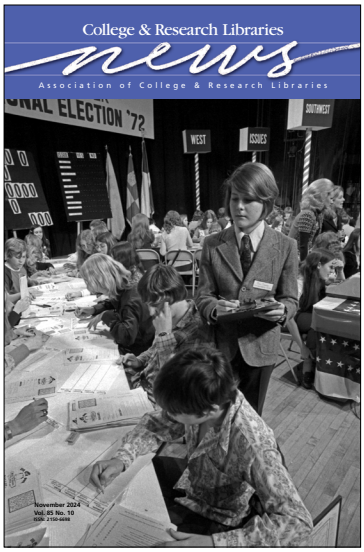
Features

Departments



This month's cover features a photograph of Joel Turner, 14, political analyst for the *Hoot Owl* children's newspaper in Arlington, Texas, helping check results of a national children's poll for the 1972 presidential election, tabulated at Six Flags Over Texas in Arlington. The *Hoot Owl* was described as a "newspaper made for kids by kids" and was founded in 1970 by seven children between the ages of 6 and 14. Ballots in the kids' election were mailed out through *The Hoot Owl* and distributed in schools locally and throughout the nation. More than a quarter million children from all 50 states participated in the election.

The photograph comes from the *Fort Worth Star-Telegram* newspaper photograph morgue of negatives housed in the University of Texas at Arlington Libraries' Special Collections. The collection is comprised of over six million negatives, spanning from the early twentieth century through 2003, and documents national and international topics, focusing on topics of local and state interest to its Fort Worth, Texas readers. More information about the collection can be found on the UTA Libraries Digital Gallery at https://library.uta.edu/digitalgallery/collections/fort-worth-star-telegram-collection.

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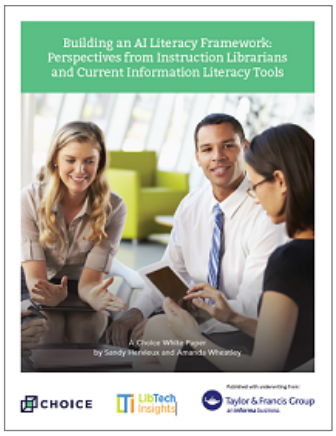
Back issues: $11.00 each.

Choice, LibTech Insights Publish AI Literacy White Paper



Choice announces the ninth publication in a series of white papers designed to provide actionable intelligence around topics of importance to the academic library community. The paper "Building an AI Literacy Framework: Perspectives from Instruction Librarians and Current Information Literacy Tools" provides readers with a better understanding of the place of AI literacy in information literacy and empowers library workers to include AI literacy in their instruction sessions.

Researched and written by Sandy Hervieux, the head of the Nahum Gelber Law Library at McGill University, and Amanda Wheatley, associate librarian at McGill University, the researchers interviewed instruction librarians from the United States and Canada about AI literacy. In their analysis of the interviews, the authors identify prominent themes and concerns related to AI and developing a robust framework for AI literacy.

A generous contribution from the Taylor & Francis Group provided funding for this research. "Building an AI Literacy Framework: Perspectives from Instruction Librarians and Current Information Literacy Tools" is published under a CC BY-NC 4.0 license and is available on the Choice 360 website at https://ow.ly/jlcI50Tevhx.

Library of Congress Opens Award Nominations for Outstanding Federal Libraries, Librarians, and Library Technicians

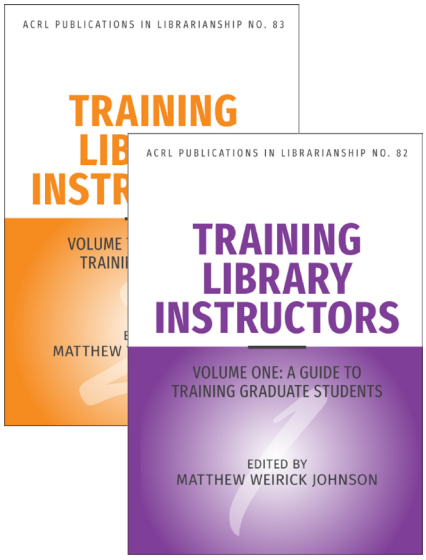
To honor the innovations and successes of federal libraries, librarians, and library technicians in meeting the information demands of government, businesses, scholarly communities, and the public, the Federal Library and Information Network (FEDLINK) in the Library of Congress has opened nominations for its 27th annual awards for federal librarianship. The nomination packet includes the nomination form, selection criteria, and a list of supporting materials. All completed nominations must be emailed to fliccfno@loc.gov no later than 11:59 p.m. EST on November 20, 2024. For nomination materials, visit the Awards section of the program's website at https://www.loc.gov/flicc/Awards/fedlinkawards.html or email fliccfno@loc.gov.

New from ACRL—Training Library Instructors, 2 Volume Set

ACRL announces the publication of *Training Library Instructors, Volume 1: A Guide to Training Graduate Students* (Publications in Librarianship #82) and *Training Library Instructors, Volume 2: A Guide to Training Librarians* (Publications in Librarianship #83), edited by Matthew Weirick Johnson. These volumes provide detailed, easily implemented and modified plans for courses, internships, teach-the-teacher programs, and other instructional methods and opportunities for graduate students and library workers at all levels of teaching experience.

Pedagogy impacts all parts of library work and culture. It changes the way we interact with learners regardless of setting and however we name or define the teaching moment, from

research help to outreach to leading meetings. Pedagogy is a praxis of relation and studying it can improve all aspects of our work and organizations.



In two volumes, *Training Library Instructors* collects examples of how we train our colleagues to teach, whether they're student workers, non-librarian staff, new or experienced librarians, or something else entirely. Volume 1, *A Guide to Training Graduate Students*, focuses on teacher training for graduate students in LIS programs and in academic libraries. It presents existing literature and theories, approaches to teaching library school students to teach, and critical reflections from librarians about their varied experiences receiving teacher training. In Volume 2, *A Guide to Training Librarians*, librarians share their knowledge about teaching, learning, and pedagogy through a variety of replicable activities: formal and informal workshops, courses, communities of practice, peer observation, and more.

Training Library Instructors is available for purchase in print, individually and as a set, and as ebooks through the ALA Online Store; in print through Amazon.com; and by telephone order at (866) 746-7252 in the US or (770) 442-8633 for international customers.

Project MUSE, USHMM Announce Landmark Initiative

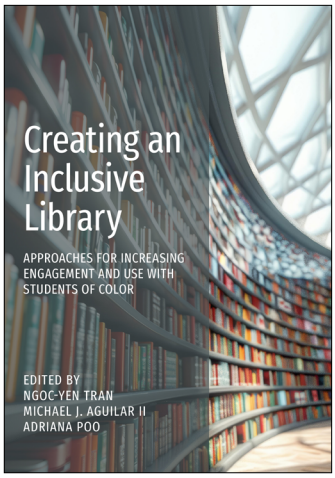
Project MUSE, a division of Johns Hopkins University Press, and the United States Holocaust Memorial Museum (USHMM) are proud to announce a landmark initiative to host the most comprehensive scholarly resource on Nazi persecutory sites, *The United States Holocaust Memorial Museum Encyclopedia of Camps and Ghettos, 1933–1945* (*ECG*), as a new open access, fully searchable, digital publication. Hosting *ECG* on the Project MUSE platform will allow users to dynamically engage with this empirically grounded prodigious resource of thousands of camps, ghettos, and other sites of persecution operated by the Nazis and their allies.

Project MUSE and the United States Holocaust Memorial Museum are committed to broadening access to and increasing engagement with this vital scholarship. This new digital publication will be an invaluable resource for wide-ranging audiences including scholars, researchers, Holocaust survivors and their descendants, digital humanists, educators, students, librarians, archivists, nonprofits, and the general public. Users will gain straightforward entrance to extensive bibliographic citations comprising research in more than a dozen languages and varied source bases including material in hundreds of archival collections, survivor and eyewitness testimonies, memoirs, diaries, memory books, and up-to-date scholarship. Learn more at https://about.muse.jhu.edu/resources/USHMM-encyclopedia-holocaust-camps-ghettos.

ACRL Releases Creating an Inclusive Library: Approaches for Increasing Engagement and Use with Students of Color

ACRL announces the publication of *Creating an Inclusive Library: Approaches for Increasing Engagement and Use with Students of Color*, edited by Ngoc-Yen Tran, Michael J. Aguilar

II, and Adriana Poo. This collection provides an opportunity to further engage with issues affecting students of color and to take action to provide more just and equitable teaching and learning environments.



The critical work of being more inclusive and anti-racist in academic library teaching, collections, and community is ever more important in today's social and political climate. In six sections, *Creating an Inclusive Library* explores the various methods used by librarians, archivists, and library workers to increase or enhance engagement with and use of library spaces, resources, services, and materials by students of color.

1. Welcoming and Sense of Belonging
2. Culturally Relevant Practices
3. Building Representation and Inclusion
4. Collaborations and Co-Creation
5. Community Building and Engagement
6. Fostering Diverse Student Employees

The resources, strategies, and approaches in *Creating an Inclusive Library* can help all library workers engage with this vital work and build a community of support. As the nature of diversity, equity, inclusion, and anti-racism work in higher education and academic libraries continues to evolve, it is ever more critical to continue this work, to be allies for those engaged in it, and to share how you are creating more inclusive and anti-racist spaces, materials, and services at your library.

Creating an Inclusive Library: Approaches for Increasing Engagement and Use with Students of Color 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 US or (770) 442-8633 for international customers.

D2O Seeks Funding for Expanding Access

The MIT Press has entered the fourth funding cycle for Direct to Open (D2O), its model for open access monographs. D2O empowers authors so that they can reap the benefits of publishing their work open access regardless of their—or their institution's—ability to pay a Book Processing Charge. This diamond OA approach has special relevance for Humanities and Social Sciences scholars as well as independent researchers around the globe. Immediate, un-embargoed access to the latest scholarship puts researchers around the world on a more level playing field and enriches scholarly communication. Libraries and consortia can commit to support the program through November 30, 2024. More details are available at https://mitpress.mit.edu/D2O.

Choreo Insights Now Supports Full Range of WorldCat Languages

OCLC has expanded the analysis capabilities of Choreo Insights to support the full range of languages represented in WorldCat, the world's most comprehensive database of information about library collections. At a time when collection librarians and area studies librarians are focused on assessing diversity in their collections, this change allows collection

analysis to address works from under-represented groups.

Choreo Insights is an extensive library analytics solution that uses WorldCat holdings data to align academic library collections with institutional focus areas, emerging curriculum priorities, and future trends. Originally released with the top 70 languages in WorldCat, Choreo Insights now allows libraries to include all 483 languages available in WorldCat for collection analysis. More information about OCLC's Choreo Insights is available at https://www.oclc.org/en/choreo-insights.html.

Library of Congress Digitizes NAACP Legal Defense and Educational Fund Records

A major portion of the processed records of the NAACP Legal Defense and Educational Fund are now available online for the first time from the Library of Congress. Spanning the years 1915–1968, with most dating from 1940 to 1960, these records document the organization's work as it combated racial discrimination in the nation's courts, establishing in the process a public interest legal practice that was unprecedented in American jurisprudence.

About 80% of the approximately 80,000 items have been digitized thus far resulting in approximately 210,300 images in the digital collection. The digitization will greatly expand research access to this significant collection of primary source materials for scholars and students studying the civil rights movement. The organization's records cover a host of topics, including segregation in schools, on buses, and in public facilities; discrimination in housing and property ownership; voting rights; police brutality; racial violence; and countless other infringements of civil rights.

Digitization of the collection was done in collaboration with the Legal Defense Fund and was made possible with the generous support of the Ford Foundation. Learn more and view the newly digitized records at https://www.loc.gov/collections/naacp-legal-defense-and-educational-fund-records/about-this-collection/.

Tech Bits . . .

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

ChatGPT is a handy tool for tasks like outlining, summarizing, brainstorming, and drafting. It helps quickly generate ideas or outlines for projects, summarize non-confidential documents, and create drafts for emails and other communications. Its ability to produce clear and quick text can significantly boost productivity. Additionally, it can act as a valuable thinking buddy, offering other perspectives and approaches when one is stuck. However, it does have its drawbacks, such as occasionally generating "hallucinations"—inaccurate or misleading information—that requires mindfulness when writing prompts and checking output. There are also important concerns about information and data privacy, ensuring that sensitive information is not mishandled. While ChatGPT offers great benefits for easing workload and facilitating productivity, users should be aware of its limitations and handle data with care.

—Rachel Besara
Missouri State University

. . . ChatGPT
https://ChatGPT.com

Kari D. Weaver

The Artificial Intelligence Disclosure (AID) Framework

An Introduction

As artificial intelligence (AI) tools—particularly generative AI based in large language models—are becoming widely available, their use across the varied contexts of education, work, and research must be negotiated. The accelerating uptake of these tools is driving a range of conversations around transparency in the use of these tools for various purposes.[1]

Within the contexts of education and research, and particularly within higher education, the citation has long been the standard tool for providing transparency and connection in the transfer of ideas across scholars, framing of arguments, and design of methodologies.[2] Accordingly, as AI tools have grown in prominence, organizations that publish style manuals and guides have provided citation guidance to address the use of AI-generated content to inform education and research practice.[3] The ACRL Framework for Information Literacy for Higher Education reinforces this practice through the themes Information Creation as a Process and Scholarship as Conversation, which directly address citation practices as an element of information literacy.[4]

Unfortunately, citations do not fully meet the needs of today's AI-enabled world. Citations emphasize the fixed form of a tangible output.[5] This is incongruent with today's generative AI systems, where the specific interplay of prompt, model, and model parameters creates a unique output that is not always repeatable, reproducible, or recallable, depending on the technology. Citations also focus on the ideas posed by an author, whereas generative AI can serve a variety of meaningful functions in the writing process, including researcher, editor, critic, collaborator, and more. While today's citation practices do help provide some transparency, they are not sufficient, in and of themselves, to capture the varied ways AI tools function or are being used across contexts.

In response, there have been burgeoning conversations and recommendations around the need to attribute the use of AI in research.[6] Thus far, this need has been met via the recommended inclusion of a note, with little to no guidance on what the note itself should include. This has been identified as a problem to the use of AI in academic and research contexts. Calls for greater transparency and granularity in the use of AI abound.[7]

Despite the growing calls for increased transparency,[8] a gap currently exists across all contexts regarding how and to what level of detail disclosure of AI tools require.[9] While this is a particular issue within the research community, where the authors are still to be held firmly to account for their work, it relates back to academic integrity concerns within education and has implications for student assessment and instructional practice.

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In the service of addressing this gap, across all those varied contexts, I would like to introduce the Artificial Intelligence Disclosure (AID) Framework. The AID Framework was inspired by the Contributor Roles Taxonomy (CRediT) developed in 2012 through a collaborative workshop hosted by the Wellcome Trust and Harvard University.[10] The purpose of a CRediT statement is to outline contributors' individual roles as authors within a research output.[11] The AID Framework adapts this concept to the use of AI.

My approach to the AID framework is grounded in my own professional work as an academic librarian, my experiences as a scholar and educator, and my engagement as a member of the University of Waterloo's Associate Vice-President Academic's Standing Committee on New Technologies, Pedagogy, and Academic Integrity. It is meant to provide transparency to the use of AI tools throughout the writing process, ensuring clarity at a level that is both detailed enough to be informative and short enough to avoid being onerous. While the specific taxonomy described below is targeted toward academic and research use, it can easily be adapted to other contexts and workflows where disclosure of AI use is important.

Artificial Intelligence Disclosure (AID) Framework

The purpose of the Artificial Intelligence Disclosure (AID) Framework is to provide brief, targeted disclosure about the use of AI systems based on the range of activities used for research writing. The AID Statement is appended to the end of the paper (similar to an acknowledgments section), detailing the AI tools used and the manner in which they were used, based on the possible points of engagement through the writing process, as captured in the headings below. As generative AI tools may not be an author of scholarly work, overlap in categorization between CRediT and AID Framework have been edited as necessary to reflect this distinction. The formatting is intended to be both human- and machine-readable, and uses the following structure:

> **AID Statement**: *Artificial Intelligence Tool*: [description of tools used]; *[Heading]:* [description of AI use in that stage of the work]:

Each heading: statement pair will end in a semi-colon, except for the last statement, which will end in a period. Any other symbols can be used in the "statement" portion of the heading: statement pair except for colons and semi-colons.

If AI tools were used at any point in the writing, research, or project management processes, the AID Statement will always begin with the "artificial intelligence tool" section. It will then be followed by any heading: statement pairs necessary to disclose AI tool use. Heading: statement pairs will only be included if AI was used in that portion of the writing process. If a heading is not needed, it should not be included. If AI was not used at any point in the writing, research, or project management processes, authors would not include an AID Statement in their work.

The potential headings for the AID Statement, and their definitions, are the following:

1. *Artificial Intelligence Tool(s)*: The selection of tool or tools and versions of those tools used and dates of use. May also include note of any known biases or limitations of the models or data sets.
2. *Conceptualization*: The development of the research idea or hypothesis including framing or revision of research questions and hypotheses.

3. *Methodology*: The planning for the execution of the study including all direct contributions to the study design.

4. *Information Collection*: The use of AI to surface patterns in existing literature and identify information relevant to the framing, development, or design of the study.

5. *Data Collection Method*: The development or design of software or instruments used in the study.

6. *Execution*: The direct conduct of research procedures or tasks (e.g. AI web scraping, synthetic surveys, etc.)

7. *Data Curation*: The management and organization of those data.

8. *Data Analysis*: The performance of statistical or mathematical analysis, regressions, text analysis, and more using AI tools.

9. *Privacy and Security*: The ways in which data privacy and security were upheld in alignment with the expectations of ethical conduct of research, disciplinary guidelines, and institutional policies.

10. *Interpretation*: The use of AI tools to categorize, summarize, or manipulate data and suggest associated conclusions.

11. *Visualization*: The creation of visualizations or other graphical representations of the data.

12. *Writing—Review & Editing*: The revision and editing of the manuscript.

13. *Writing—Translation*: The use of AI to translate text across languages at any point in the drafting process.

14. *Project Administration*: Any administrative tasks related to the study, including managing budgets, timelines, and communications.

The following are examples of AID Statements and their usage for research and education.

For Use in Research

Researchers need detailed guidance to fully articulate the variety and depth of ways AI tools have been used throughout the research and publication processes. The AID Framework, as exemplified in the following sample AID Statement, can address this need in a clear and focused manner.

AID Statement Example

Artificial Intelligence Tool: ChatGPT v.4o and Microsoft Copilot (University of Waterloo institutional instance); *Conceptualization*: ChatGPT was used to revise research questions; *Data Collection Methods:* ChatGPT was used to create the first draft of the survey instrument; *Data Analysis*: Microsoft Copilot was used to verify identified themes coded from open ended survey responses; *Privacy and Security*: no identifiable data was shared with ChatGPT during the design of this study, only the University of Waterloo institutional instance of Microsoft Copilot was used to analyze any anonymized research data in compliance with University of Waterloo privacy and security policies; *Writing—Review & Editing*: ChatGPT was used in the literature review to provide sentence-level revisions and metaphor options; *Project Administration*: ChatGPT was used to establish a list of tasks and timelines for the study.

For Use in Education

Within educational settings, the AID Framework assists with openly articulating the use of AI tools in student work, although a less extensive and detailed disclosure is appropriate. For instance, the following example could be used in a kinesiology student research paper examining the effectiveness of motor-performance fitness tasks on sedentary office worker health.

AID Statement Example

Artificial Intelligence Tool: Microsoft Copilot (University of Waterloo institutional instance); *Conceptualization*: Microsoft Copilot was used to identify key motor-performance fitness tasks in the development of the research question; *Information Collection*: I used Microsoft Copilot to find relevant journal articles and other sources; *Visualization*: I used Microsoft Copilot to create a graph comparing the different motor-performance fitness tasks included in my paper; *Writing—Review & Editing:* I used Microsoft Copilot to help break down my paragraph-long draft sentences into clearer, shorter ones.

Beyond use in student work, the AID Framework is also helpful for transparent disclosure of the use of AI tools for instructional tasks that are increasingly automated including lesson planning, rubric creation, and curriculum mapping.[12] Consequently, instructors may wish to incorporate an AID Statement directly within their instruction or assessment materials and can adapt an AID Statement for use in a course syllabus or learning management system.

Conclusion

The AID Framework provides a method for transparency of AI use in writing that is clear, consistent, succinct, and amenable to both human and machine use. It can also be adapted to a range of other contexts where they are consistent and enable AI use at multiple points in a workflow. While AI is a fast-developing field with growing capabilities, this structured approach allows us to do our best work faster and more efficiently without losing sight of the critical human additions. Finally, adopting a consistent approach to AI disclosure through the AID Framework simplifies the expectations and needed elements to maintain academic and research ethics.

Acknowledgments

Working to develop and articulate the varied aspects and use cases of AI to inform the AID Framework has not been a solitary task. Though it is my own, I have been supported in the development of the AID Framework by my partner, Dulany Weaver, an expert in AI. Colleagues at the University of Waterloo, particularly Nadine Fladd, Karen Lochead, Amanda McKenzie, and Trevor Holmes, also provided thoughtful and encouraging feedback during the development process.

Notes

1. "Transparent Use of Artificial Intelligence," Martine Peters, chercheuse et professeure en science de l'éducation Directrice du Partenariat universitaire sur la prévention du plagiat, accessed June 15, 2024, https://mpeters.uqo.ca/logos-ai-en-peters-2023/.

2. Myriam Hernández-Alvarez, José M. Gomez Soriano, and Patricio Martínez-Barco, "Citation Function, Polarity and Influence Classification," *Natural Language Engineering* 23, no. 4 (2017): 561–88, https://doi.org/10.1017/S1351324916000346.

3. "How Do I Cite Generative AI in MLA Style?," MLA Style Center, March 17, 2023, https://style.mla.org/citing-generative-ai/; Timothy McAdoo, "How to Cite ChatGPT," APA Style, accessed June 15, 2024, https://apastyle.apa.org/blog/how-to-cite-chatgpt.

4. Association of College and Research Libraries, "Framework for Information Literacy for Higher Education," American Library Association, 2016, https://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/framework1.pdf.

5. Rosemary Wette, *Writing Using Sources for Academic Purposes: Theory, Research and Practice*, 1st ed. (New York: Routledge, 2020), https://doi.org/10.4324/9780429057519.

6. "Transparency and Openness Promotion Guidelines: What Are They?," American Psychological Association, last updated November 2023, https://www.apa.org/pubs/journals/resources/publishing-tips/transparency-openness-promotion-guidelines.

7. Wolfgang Blau et al., "Protecting Scientific Integrity in an Age of Generative AI," *Proceedings of the National Academy of Sciences* 121, no. 22 (May 28, 2024): 1–2, https://doi.org/10.1073/pnas.2407886121.

8. "Transparent Use of Artificial Intelligence."

9. Ganna Kostygina, Yoonsang Kim, Zachary Seeskin, Felicia LeClere, and Sherry Emery, "Disclosure Standards for Social Media and Generative Artificial Intelligence Research: Toward Transparency and Replicability," *Social Media + Society* 9, no. 4 (2023): https://doi.org/10.1177/20563051231216947.

10. "CRediT Taxonomy," ETFLIN, accessed June 15, 2024, https://etflin.com/information/credit-taxonomy.

11. "CRediT," CRediT, accessed June 15, 2024, https://credit.niso.org/.

12. Marc Watkins, "AI Instructional Design Must Be More Than a Time Saver," *Rhetorica* (Substack newsletter), June 14, 2024, https://marcwatkins.substack.com/p/ai-instructional-design-must-be-more.

Emily Reed

Only One Information Ecosystem, or Many?

Examining How Information Privilege in the Framework Impacts International Students

With the first review for the ACRL Framework for Information Literacy for Higher Education approaching, it is time to reflect on its scope, utility, and impact in guiding academic librarians in teaching information literacy concepts to undergraduate students. While many have praised the Framework for incorporating stronger elements of critical librarianship and a deeper discussion of sociocultural context than the previous Standards,[1] the Framework has room to improve in its introduction and frames by further acknowledging that there is more than one global information ecosystem.

Information privilege as a discrete concept was coined by Char Booth in 2014 and situates information literacy in a sociocultural context, defining "*information* as the media and messages that underlie individual and collective awareness and knowledge building; *privilege* as the advantages, opportunities, rights, and affordances granted by status and positionality via class, race, gender, culture, sexuality, occupation, institutional affiliation, and political perspective."[2] Amber Sewell advances this concept by emphasizing that information privilege is not only about access to information resources, but also about awareness of information resources, and experience with information resources and the research process.[3] This article will use Sewell's three domains of information privilege as the lens from which we identify impactful elements that differentiate information ecosystems and consider the sociocultural contexts of our students, focusing particularly on those who have grown up in different information ecosystems: international students.

Privilege in the Framework and International Students

One alarming limitation of the Framework is that it takes the stance that there is only one information ecosystem.[4] The introduction of the Framework justifies its existence by stating that, "the rapidly changing higher education environment, along with the dynamic and often uncertain information ecosystem *in which all of us work and live*, require new attention to be focused on foundational ideas about *that ecosystem*"[5] (emphasis mine). By positing that everyone works and lives in the same information ecosystem, it creates the illusion that foundational ideas and privileges within that ecosystem are universal. And that's just not the case. Others assert that because the Framework does not address these implications, particularly the sociopolitical contexts of teaching and learning, that power imbalances are simply acknowledged and accepted rather than resisted, displaying an ambivalent posture in its understanding of power relations.[6]

While all students come to college with diverse backgrounds, many international students' experiences with information privilege differ significantly from their US peers. The following

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sections will demonstrate key differences in information awareness, information experiences, and information access that have situated many international students in different ecosystems of information privilege when they arrive at college. The assumption made by the Framework, and therefore often perpetuated during library instruction, detrimentally devalues the personal and lived experiences of international students with information.[7] There is still global inequality of awareness, experiences, and access to free, commercial, and high-speed information resources.[8]

Awareness of Information Resources

People in the US and other Westernized countries have the privilege of learning about many types of information resources with little to no censorship. This encourages spirited debate, deep dialogue, and open-ended inquiry to create new knowledge, as described in the Research as Inquiry frame.[9] Unlike the US, some countries limit their citizens to only certain information producers and content, and do not allow editorial independence or freedom of the press. For example, countries such as China, Iran, Pakistan, and Russia, among others, use state-run or state-owned media to communicate approved messages to their residents who have little or no access to independently run media options. This restricts what information resources are available to the public, infringing on the "public's right to reliable, independent, and diverse news and information,"[10] and inhibiting open exploration of diverse perspectives during inquiry. Global internet freedom has declined 13 years in a row, with China being found to be the worst environment for internet freedom for the last nine years according to a key finding from Freedom House.[11] A government may even censor information for its residents that originates from another country and is perceived to criticize the government.[12] For example, China's restrictive information ecosystem is believed to affect many Chinese international students' views of credibility of various health resources.[13] Textbooks in restrictive countries are also the primary vehicle for teaching students about their country's history. These books perpetuate the "correct" view of history. Some students accept these narratives and conform to cultural ideologies; others reject these narratives and "express anger with the state's efforts to distort the history they are taught."[14]

Likewise, intellectual freedom and freedom of expression vary globally. In certain countries, citizens risk becoming imprisoned or executed for their identities or their actions promoting certain ideas and opinions.[15] Societal values ingrained from an early age continue to influence and impact how individuals interact with certain information. For example, international students from countries with limited freedom of expression may be dismayed by library programs and collections promoting values that they might view as Westernized and "too political," such as LGBTQ+ programs or books.[16] Or they may be afraid to borrow resources that criticize their home country's leadership and political systems. International students who are not used to safely exercising intellectual freedom may find open-ended inquiry and intentional seeking out conflicting perspectives to be both academically and personally challenging.

Recommendation: The Research as Inquiry frame should reflect that students from countries where information is highly controlled may have acquired different strategies and dispositions for approaching the research process that conflict with the open-ended and inquiry-based nature of the frame.

Experience with Information Resources

Many US colleges and universities reinforce the notion that the most valid way that information becomes knowledge is by publishing information through traditional channels such as through an academic or commercial publisher. Publishing content in this way often relies on the author accessing privileges such as having financial support from an institution to conduct their research, funding to publish open access, time dedicated to research, and support services available for research and writing. Additionally, research shows that the traditional publishing process is rife with inequitable biases against women, people of color, and new researchers.[17] Format and peer-review processes are indicators of credibility as stated in the Information Creation as a Process frame.[18] Reliable and valid scientific research methods are largely established within individual disciplines with newer methods slow to become accepted.

However, there are many other ways in which information becomes knowledge in a shared cultural community. Many students who identify as Indigenous come to college with *other ways of knowing,* ways that can be challenged in an American research environment, such as faith-based interpretations of reality, experience-based knowledge, and authority-based knowledge passed down through generations.[19] An increasing amount of library literature focuses on Indigenous librarianship and cultural heritage.[20] There certainly are ethical issues and challenges in documenting Indigenous knowledge and making it accessible for non-Indigenous audiences.[21] A library in Australia worked with local Indigenous leaders and discovered that certain artifacts are considered to have "secret or sacred knowledge" and should not be available for public viewing, and instead are sequestered in a special collection.[22]

Collecting and disseminating intangible cultural heritage, or the "practices, representations, expressions, knowledge, and skills,"[23] also presents unique challenges for libraries. Public libraries across the world collect information represented in oral histories,[24] including original language,[25] performing arts, social practices, "knowledge and practices concerning nature and the universe,"[26] and items of traditional craftsmanship. Libraries across the globe preserve and disseminate intangible cultural heritage resources of local cultures by hosting cultural events, cultivating social networks spanning multiple generations, encouraging local experts to share their knowledge, and training library employees to be more knowledgeable about intangible cultural heritage.[27] International students who have experiential authority or expertise in other ways of knowing may correctly perceive that their US instructors and librarians may not value certain indigenous information-creation processes and formats during the research and writing process, which still largely values empirical and scientific methods over other ways of knowing.[28]

Citation practices and viewpoints also differ globally.[29] While some international students may be used to particular citation practices, they are often surprised at having to learn new ways of citing sources and are more often accused of committing plagiarism. One student who completed her undergraduate degree in her home country of South Korea describes her experience attending graduate school in Australia: "For the whole of my undergraduate degree . . . I wrote one small essay for an elective course. When I got to postgraduate level at an Australian university . . . I had to learn how to use sources and how to cite sources. (This was the most difficult thing to adjust to.)"[30] Few colleges or universities explicitly teach citation, as it's assumed that citation is taught in secondary schools. International students often must learn citation practices on their own or with the help of academic success centers.

Recommendation: The Information Creation as a Process frame should reflect that there may be information formats that are unique to certain cultures or communities, that experiences with other ways of knowing are culturally authoritative, and that Indigenous knowledge may be protected.

Recommendation: The Information Has Value frame should expand to include cultural value, emphasizing that information preserves cultural heritage and appreciating that cultural treatments of the information lifecycle make cultures distinct and remarkable.

Accessing Information Resources

Libraries often serve to provide access to quality, high-speed information for free to their patrons. But access to library spaces, services, and resources differ across the world.

In some countries, there are many libraries and librarians per capita, with Europe and North America having the most libraries and librarians per person, while the Middle East, Northern Africa, and Sub-Saharan Africa have the fewest.[31] Geographic privilege, where libraries are common and nearby, impacts how many people can visit their local library as well as how often. While many libraries aim to bridge the digital divide by serving as public access facilities, some libraries do not always have consistent electricity, as is the case in Kenya and Botswana, impacting if electronic resources are available to their patrons at their point of need when they visit, or only print resources.[32]

Resource availability and accessibility are also largely geography dependent. Students who used information resources in other countries may be surprised to find that those same resources are not available in their academic library. It's also worth noting that there are differences in how research is disseminated based on country GDP. Open access diamond journals in low-GDP countries favor indexing in DOAJ and Google Scholar, while high-GDP countries favor indexing in vendor-based subscription resources such as Scopus, Web of Science, and ProQuest.[33]

In the US, many libraries have become viewed as safe places for their patrons to find information. Safety and times of national peace are privileges, certainly. As mentioned above, libraries safely store objects of cultural heritage, ensuring cultural survival. But as war seeks to obliterate local cultures, libraries in wartime, such as currently in Ukraine, are often targeted by the enemy's military so that these cultural artifacts can be destroyed.[34] Students from war-ravaged countries may not associate libraries with safety.

Some international students may not realize the extent to which academic libraries in the US take patron privacy seriously. Many academic libraries try to reinforce a sense of patron privacy and safety when researching in the library by periodically purging patron records, refusing to install high-resolution security cameras, and reviewing database privacy guarantees when signing vendor contracts. Students who have lived in countries where surveillance is the norm may be afraid to research certain topics, read certain sources, write critically of their government, or publicly reveal aspects of their identities. Indeed, there frankly is good reason for international students to be cautious when conducting research in the US, especially if they are using equipment purchased in a different country.[35] Human Rights Watch interviewed Chinese international students who attended college outside of China who were targeted, doxed, and threatened for making critical remarks about their homeland. One student says about his college experience, "I'm worried about being doxed again and the intimidation. I changed my name on Facebook. Sometimes I feel like I am being watched on campus."[36]

Librarian qualifications, training, and staffing take different forms in other countries, impacting access to library services and informational resources. Some countries have different degree or certification requirements for librarians than the US.[37] Where librarians receive their training will impact what resources are available to them and which resources they purchase and promote. Some international students may be used to different search engines and databases available in their home countries and may have to learn to use new search tools when conducting academic research in the US. Some countries that have legal mandates for school librarians, such as South Korea, still struggle to have school libraries that are fully staffed with trained librarians to meet the mandate.[38] International students who are fortunate to have had a school librarian may have been taught a different classification system other than the Dewey Decimal System or the Library of Congress classification system, and they may need to learn a new classification system when they arrive at college to successfully locate books in their academic library.

There are other variables that impact information access for international students, such as experiences with information technologies. Some international students may acquire brands of smartphones and laptops that are popular in the US for the first time when they arrive at college, requiring them to learn how to use this technology as a new student.[39] Academic librarians may find it challenging to assist students who are using technology from other countries for research due to differences in how the technology operates. Language privilege also comes into play; international students may seek articles in their primary language, articles that are not readable to their instructors and librarians. On the other hand, some international students struggle with verbal and written English, then also have to learn the "language" of academia and research jargon and other aspects of the hidden curriculum.[40] Additionally, differences in cultural capital (the ability to access and use cultural knowledge) are based in often obscure cultural privileges of the dominant society and ultimately impact marginalized students' perceptions and experiences with libraries and research.[41] Finally, international students must contend with the challenge that they are likely to lose access to even more resources upon graduation compared to domestic students, as some resources may not be available at all in their home countries.

Recommendation: The Searching as Strategic Exploration frame should reflect that available information resources, library spaces and services, and librarian training vary globally, impacting how some international students have learned to seek information.

Conclusion

The Framework assumes that undergraduates studying at American colleges and universities have grown up in a Western-dominant sociocultural information ecosystem. However, there are many facets to information privilege that meaningfully contribute to the isolation of different information ecosystems. While the Framework has rectified some of the critiques of the Standards by occasionally acknowledging sociocultural contexts, particularly in the Authority is Constructed and Contextual and Information Has Value frames, and even mentions information privilege, there is still room for growth. As the review of the Framework is imminent, the review task force may want to consider how the Framework impacts students from different ecosystems of information privilege determined by sociocultural contexts. Making such changes to the Framework would invite teaching librarians to more deeply consider and acknowledge how international students who grow up in

different information ecosystems are shaped by their varied experiences interacting with information. As a result, teaching librarians can better prepare to teach students who arrive at college having experienced fundamental differences in their awareness of, experiences with, and access to informational resources. A seventh frame proposed by Laura Saunders, which is focused on social justice, includes some dispositions that address this gap.[42] I am hopeful that as Booth's term "information privilege" becomes ever more acknowledged, teaching librarians will thoughtfully consider how information awareness, experiences, and access especially impact our international student populations.

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Elizabeth Nelson

Insiders and Autopilots

How a House, a Wedding, and a French Bulldog Improved My Empathy for New Researchers

Lulu was struggling to breathe. Like many French bulldogs, my friend's new puppy was experiencing brachycephalic obstructive airway syndrome (BAOS) and her vet was recommending surgery. Given a choice between scalpels or lasers, my friend was lost and trying to make a significant decision without really understanding the context or knowing how to choose. Swap that medically complex pup with a looming research assignment and many of us could spot similar fear in our students. Writing a good research paper isn't the same as sending a beloved pet into surgery, of course, but this isn't the distress Olympics. Fear, frustration, and doubt don't care about the context that's triggering them when they stomp all over us and block our path to a decision.

Thinking about Lulu's surgery, I started to reflect on some other scary information needs I've encountered. More specifically, I've been thinking about how my skills as a librarian and a "research insider" went on autopilot to save me—and on what that says for how I can better support my students as "research outsiders" who don't yet have those skills.

Back in 2021, planning my wedding meant joy, excitement, and a constant bombardment of demands for instant decisions, without which our vendors and venue could not possibly proceed. For the reception, were we booking a pole tent, a marquee, or a sailcloth—and with warm or warm-white lighting? For the dress, did I want the indiscernible ivory tulle, alabaster organza, or pearl chiffon? The DJ needed access to power of a certain amperage (or wattage?)—well, did we have it or not?! The demands piled up, with each choice requiring time to learn the context before making a decision.

A few months after the wedding, we began house hunting during what we were told was the worst time to be buying a home in recent history. Every decision felt impossible. Which properties were unreasonably overvalued—except, weren't they all? Which neighborhoods fell within the best school districts—and were those "best" labels coming from trustworthy metrics or just racism? And what is a heat pump?? Houses were up Friday and gone by Monday. Suddenly our too-short wedding planning timeline sounded like a peaceful eternity of contemplation.

Throughout both of these milestone experiences, I felt lost without either the contextual experience to make quick choices or the time to make informed ones. But I'm a research "insider" and had my skills as a librarian to fall back on. Identifying and investigating unfamiliar terms to better understand the question and develop keywords has become second nature for me, as I'm sure it has for all of us. Faced with the mental obstacle of my own anxiety, my experience as a researcher leapt into autopilot, helping me identify the information

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needs behind the decisions and seek out the right sources to fill them. However, even with my experience, skill, and critical thinking, I still felt overwhelmed by the need to quickly find the right information and make the right decision.

So how much worse must this feel for students who are struggling with the same feelings and lack a familiar path to follow through them? Students new to research face fear of failure, frustration in struggling with an assignment that asks them to exercise unfamiliar skills, terror of a falling GPA, and shame at the (false) idea that this is hard for them but easy for everyone else. Their research and critical-thinking autopilots are still being trained—by us, in part—and aren't ready to take over when they're overwhelmed by these feelings. Each decision they make in the research process is a new and unfamiliar experience, and each one comes with a potential for failure on a small or large scale. Reflecting on this fear in my own life helped me realize that I, as a librarian, can play a huge part in introducing, scaffolding, and supporting these moments in ways that reduce anxiety and help students train their autopilot and become research insiders.

Which brings us back to Lulu. I apologize for making you wait until the end to find out that her surgery was successful and she's a healthy, snuffly, princess of a dog today. But at the time, my friend had to make a very important decision on a very short deadline in a very unfamiliar context. Her autopilot jumped in with critical thinking skills, identifying the question and the information she'd need to answer it, but then hit a brick wall of unreliable Google results with nowhere to go from there—except to me. Together, we found some PubMed veterinary articles on the outcomes of various surgical options that ultimately helped her make a decision. To my mind, she showed the ideal response I hope to cultivate in my students. Her critical-thinking autopilot activated and took her to the point where she had a clear idea of her question, her options, and the information she needed to find—and then she reached out for help.

If the road to becoming a critical thinker was easy, there'd be no need for librarians to bridge the ravines and provide maps for the best routes. But we can't smooth the way entirely and still expect students to learn to find a traversable path and think their way through rough ground when they encounter it. They need to work through the problems to train their autopilots, but also to learn not to panic, give up, or blame themselves when they hit a point where they need expert help to continue. Being a research insider isn't about being an expert in everything—it's about knowing how to read the map, when to ask for directions, and how to follow them when you get them. As a research insider who helps others gain those skills, I need to remember to reflect on the moments when being a research insider made a scary question easier and take the time to carefully and empathetically support the outsiders on their way in.

Emily Waitz and Kimberly Feilmeyer

Getting Around Minneapolis for ACRL 2025

Here's What You Need to Know

We look forward to welcoming you to the Twin Cities of Minneapolis and Saint Paul for ACRL 2025! Sometimes spring comes early and we break out the shorts and sunscreen in March; some years we don't put away the shovels until May. While Prince reminds us that "Sometimes It Snows in April," we have transportation options to serve all from the frail to the hale.

Minneapolis Skyline from Broadway by Emily Waitz is licensed under the CC BY-NC-SA 4.0 license.

Transportation from the Airport

The MSP Airport (https://www.mspairport.com) is a convenient 11 miles south of downtown Minneapolis and the Convention Center. It's easy to get a ride from the airport on app-based ride services (Lyft/Uber), taxis, and various shuttle services.

The Twin Cities also has an extensive bus and light rail network called Metro Transit. The Metro Blue Line (https://www.metrotransit.org/route/blue), one of two light rail routes, runs from both MSP airport terminals to downtown Minneapolis. The Government Plaza and Nicollet Mall stops are convenient to most hotels in the downtown core. Tickets can be purchased at the stations or with the Metro Transit app (https://www.metrotransit.org/app). The app is easy to use and would be useful later if you choose to ride the bus. The app also has an interactive Trip Planner.

Transportation from Union Depot in Saint Paul

Union Depot (https://www.uniondepot.org) is the local hub for Amtrak and various bus lines. The station is only about 10 miles east of downtown Minneapolis, in the center of Saint Paul. If you're taking the scenic route to the Twin Cities, arriving at Union Depot allows for easy connections. During the day we recommend taking the Metro Green Line (https://www.metrotransit.org/route/green) to Minneapolis. Taking the light rail from Saint Paul to Minneapolis is a great way to see both cities. See the "Transportation from the Airport" section above to learn more about ride services and Metro Transit.

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Getting Around Downtown Minneapolis

Skyway

The Minneapolis Convention Center is connected to the rest of downtown by the Minneapolis Skyway System. First opened more than 50 years ago, the expansive skyway system connects office buildings, restaurants, and shopping in a climate-controlled environment. Since April weather in Minnesota can be . . . "interesting" (that is Minnesotan for problematic), the Skyway System makes navigating our downtown area more comfortable. Don't worry about getting lost—that's part of the fun!

There are maps located throughout the skyway, and you can always ask a nice Minnesotan for help. The Minneapolis Skyway Guide (https://www.minneapolis.org/map-transportation/minneapolis-skyway-guide/) is a great resource for more information about the Skyway System, including links to maps and suggestions for food and hotel linkages.

Bus

It's easy to take the bus, especially if you have the Metro Transit app (https://www.metrotransit.org/app). Just like with the light rail, use the Metro Transit app to buy bus tickets and use the Interactive Trip Planner. The bus is a great way to get to and from the light rail stations or find your way across town.

On Foot

Even though Minneapolis is the largest city in Minnessota, the downtown area is very walkable. On a beautiful spring day, it's a pleasure to be outside.

While You're Here

When you're not busy learning, we hope you can spend some time exploring the city . . .

. . . on the light rail

The Blue Line will take you to one of our most famous places: The Mall of America (https://www.mallofamerica.com/)! Take advantage of tax-free clothes shopping or ride an indoor roller coaster. The mall also has a huge variety of restaurants.

The Green Line is the best way to visit our beautiful University of Minnesota's Minneapolis campus. The U of MN—Twin Cities campus is on the nearby banks of the Mississippi, with the West Bank area within walking distance of downtown.

Government Plaza light rail station, Minneapolis by Matt' Johnson is licensed under CC BY-NC-SA 2.0

- Get off at the West Bank stop for easy access to Wilson Library.
- Get off at the East Bank stop for the Weisman Art Museum, Walter Library, the Health Sciences Library, and Wangensteen Historical Library.

. . . on foot

Did you know that according to *U.S. News and World Report*, Minneapolis is the fourth fittest city in the US? Enjoy the surroundings on a run or walk, you will not be alone.

One of our best treasures is the Mississippi River and the surrounding parks and trails. For a scenic walk, head toward Gold Medal Park (https://www.goldmedalpark.org/). In addition to the park's interesting collection of design features and art, it overlooks the historic milling district and the mighty Mississippi River. For an extended walk or run, along the river is a trail that is part of the Grand Rounds National Scenic Byway (https://www.minneapolisparks.org/parks-destinations/trails-parkways/grand_rounds_scenic_byway_system/). Take a route across one of the many bridges and marvel at the views!

Gold Medal Park by jpellgen (@1105_jp) is licensed under CC BY-NC-ND 2.0

Curious?

Piqued your interest? The next conference highlight will contain a lot more information about fun things to do in the Twin Cities when you aren't busy with ACRL 2025 activities. We look forward to sharing our beautiful cities with you!

Johanna M. Jacobsen Kiciman and Alaina C. Bull

Apprenticeships, MLIS Students, and Neurodiversity

Centering the Humanity of Student Workers, Part 2

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 two-part conversation demonstrates that student labor is labor and that our student workers and apprentices need room to grow and advocate for their own needs. This is the essential continuation of last month's conversation.—*Dustin Fife, series editor*

Alaina C. Bull: Let's pick up where we left off.[1] We started our program rebuild with students that had been hired under the previous model, and then three months in we got to hire our first two students. The students we inherited came in with a very specific understanding of what they would be doing and how work would be assigned. When we hired our first two, we were able to start shaping our new model and redefining not just how work is done, but what work *is*. We started encouraging the whole cohort to read articles and then engage in discussion and reflection about the ideas on work time. We started creating a framework for what we refer to as "reflective practice," and this became a normal part of our meetings. And we started having the continuing students help guide the new students in learning these processes and procedures so that it wasn't top-down, but a peer2peer modeling by students.

Johanna M. Jacobsen Kiciman: I really want to underscore this piece around reflective practices as an intentional part of our methodology. This practice is really neuroinclusive because it creates space to center one's own mental and physical needs and helps students understand and articulate a non-capitalist reason for *why* they are doing the work they are doing. We have self-identified neurodivergent students who prefer chat to in-person things, for example, because the computer reduces complex social cues and offers a very clear workflow. Reflective practices create the space to essentially tell your supervisors "I don't like this type of work; I am drawn to this instead, and here's why." And later, with more built trust: "This work and my feelings around it are tied to who I am as a human being, and thus here is the type of environment I need to learn and grow and thrive." This sort of community of care would not have been possible five years ago at this institution. We unknowingly created a framework that, as you said, Alaina, created the space for what *we* would have needed as students. This framework happens to be very anti-ableist and neuroinclusive because of our own identities.

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We do want to share a student voice around the impact of these practices:

> I came into my position as a student reference specialist with almost unbearable trauma and burnout from former jobs. I had kind of resigned myself to thinking that . . . as a neurodivergent person, I would always just have to deal with feeling alienated and dehumanized at work. . . . Working with the Ref Specialist team did so much to help me not only recover, but also learn to work in a way that was healthier long-term. Working with [Alaina and Johanna] was the first time where I felt that my neurodivergence wasn't just tolerated, but actually understood and even embraced. Instead of masking constantly, I was able to work more comfortably (and, as a result, better). There seems to be a popular perception that if you support an employee too much they'll . . . slack off; however, I found that having more support helped me get out of the . . . survival mode . . . for long enough to actually learn effective self-management, self-motivation, and self-advocacy.[2]

Alaina: Yes, I think as we started to pull these pieces out and recognize that, for our own practices, we were doing a lot of reflection and recognition of what aspects of our jobs we were having strong reactions to, what aspects we were pushing back against. We recognize that this is something that the grad students should be doing for themselves. And I recognized that when I was in the program, I felt like I was very much surrounded by the vocational awe of "We do labor to serve because this is a service profession."

One of the things that I don't think we've touched on but is part of this whole reflective practice, is learning to advocate for ourselves. Every time we meet with the grad students, both as a group and individually, we finish the meeting by asking them, "What do you need from us to make what you're working on go smoothly?" And I think that that's a really important piece that taps into the neurodivergency, taps into apprenticeship and mentorship, and all of the things we've been talking about. It's not just shifting the power and making an acknowledgment that as supervisors, it's our job to make your job go smoothly.

But it's also teaching the skill of self-reflection. *What do I need in order for this job to go smoothly?* I feel like so much of my career is getting things done and getting things done as messily and chaotically as happens with ADHD, because no one was asking me "what did I need" to make it go smoothly. So starting that self-reflective practice, making that a piece that we all think about as we're planning each project and the end result, or the question that you're trying to answer: what would make this smooth and what do I need to ask? It's a huge shift.

Johanna: Well, our profession is deeply entangled with the idea of the white savior complex and is also a deeply feminized profession. We couldn't ethically hand this over to students without reflection. We also know that the field is plagued with high burnout and low morale, to draw on Kaetrena Davis Kendricks's work. By learning to know yourself and your boundaries, you are setting yourself up to have less burnout in this field. There is also a structural impact in changing the *modality* of learning to not be grounded purely in the mastery of a sole task.

Alaina: We were able to so radically set up this new approach because of where we were with the pandemic and how much our home lives and our work lives had just been mushed together. We all have lives outside of work. And in that place of complete disruption, we

were all figuring out how to articulate these boundaries, and talk about this giant anxiety, in a way that previously we may not have done in a workspace. This really spoke to me as a neurodivergent human being.

I think a huge deconstruction and reconstruction happened because of all of the chaos we were surrounded by. It made the students willing to let go of past structures. It allowed us to dehierarchize and build what we needed, which was very much rooted in our neurodivergent worldviews of what would have been helpful. And as we started building this model that we thought was rooted in mentorship, what we actually were constructing was an apprenticeship model.

Johanna: I would like to share a definition of apprenticeship. From Mirriam-Webster: "a position as an apprentice and arrangement in which someone learns an art, trade, or job under another."[3] When someone learns a trade or job under another, they do not just learn one concrete skill. They learn the entire art of librarianship, the trade of librarianship, the job of librarianship.

I think our mentorship of the graduate students through an apprenticeship program has been iterative. We have created the space to actually get feedback from the students on how they would like to be mentored. Whether students want more structure or less structure really is dependent on that individual. But by focusing on relationship-forward community building and cohort building with access to the holistic *art, job, trade*, there is the room for constructive feedback that we can receive and use to adapt what we provide.

Alaina: And a very important piece of this apprenticeship model is the space to fail. It's letting go of that idea of learning a skill perfectly and is encouraging engagement and inquiry based on the idea that it's okay for things you try to not work, you'll learn something in that failure.

Within academia, everyone is trying to make sure everything is perfect: be the top scholar or have the highest impact factor. Having the space to say, "We'll try it and see if it works. Did that work? No, okay, that's all right," that's teaching them a valuable skill that helps combat burn out.

Johanna: Student work that is interest-driven creates meaningful learning for students and meaningful change for an institution. We are at a smaller campus, there is room for students to meaningfully pitch in. Their work is impactful. One of our students created a roaming reference program that serves more students than the research help desk.

A high percentage of MLIS students do not have practical experience and enter the job market unprepared and are thus underserved by the degree that they spent so much money on to get the title. Apprenticeship can change that.

Alaina: Since we finished our degrees, the databases have changed, the tools have changed. Apart from having to publish, because we work at an academic institution that wants us to publish. I've never used the theory in my day-to-day practice. I don't interact with a student and say, "You know what information-seeking behavior I'm seeing right now? This is the cherry-picking method." You don't actually use any of those theories in the practice of librarianship. I feel strongly that we need to be funding apprenticeship positions within the MLIS school structure as opposed to relying on individual units to have the funding to have these positions.

Apprenticeship should be a significant and necessary portion of an iSchool curriculum. And yes, I'm in academic libraries, so I would have wanted an academic apprenticeship. But

we need to find ways to have these opportunities in the public libraries, in special libraries, and school libraries as a part of our iSchool curricula. We need to find a way to make this so that our students are entering the field with working knowledge.

Johanna: That's right! We need our students to understand what the actual work is, as opposed to being able to write a really good paper about the theories behind the work. We need them to know and articulate their own limitations to prevent burnout. How much can this program be sized up and scaled? We deeply believe that other institutions should be doing this kind of work. We deeply believe that what you are doing in this sort of apprenticeship program is creating healthy colleagues who you will work with in the future, and who will impact your own well-being in a job environment. I will throw out that we have a nearly 100% job placement rate over the past three years. Students who graduated years ago are still collaborating with us. Relationships have been maintained and they go both ways. Our students *are* our colleagues, then and now.

Notes

1. Johanna M. Jacobsen Kiciman and Alaina C. Bull, "Apprenticeships, MLIS Students, and Neurodiversity: Centering the Humanity of Student Workers, Part 1," *College & Research Libraries News* 85, no. 9 (2024): 366–68, https://doi.org/10.5860/crln.85.9.366.

2. This quote is used with consent. It was submitted August 31, 2023, via a Google Form survey and is a response to the question of how leadership values impacted the experience of the student in their student job.

3. "Apprenticeship," Merriam-Webster Online, last updated October 13, 2024, https://www.merriam-webster.com/dictionary/apprenticeship.

Bridget Wipf, Rita Baladad, and Sam Meier

Onboarding from the Ground Up

Creating a Community for New Academic Professionals

Northern Arizona University is a public research university of 28,000 students with the main Flagstaff Mountain Campus located in Flagstaff, Arizona. The Cline Library serves the entire Flagstaff campus.[1] Prior to 1983, librarians and archivists at Northern Arizona University were classified as faculty. In 1983, the Arizona Board of Regents created new employment categories for librarians and library paraprofessionals: Academic Professionals, Service Professionals, and Classified Staff.[2]

Academic Professionals (APs) are non-classified employees with research or teaching programs who require professional and intellectual freedom such as librarians, museum curators, and researchers. At Northern Arizona University, the only employees classified as APs are librarians and archivists. This new classification of APs formed the Council of Academic Professionals (CAP), which acts as the employees' governing body, similar to a Faculty Senate. The work of Cline Library APs is governed by the *Handbook for Academic Professionals*.[3]

While the AP employment category is a different employment category than faculty member, the AP continuing status and promotion process is modeled on faculty tenure requirements in terms of professional development, scholarly, creative, and service activities. In 2019, in the absence of standardized promotion guidelines, CAP created new criteria for their continuing status and promotion rubric, which were approved by the Office of the Provost.

Putting a Plan into Place

As of spring 2024, Cline Library is staffed by 45 full-time and part-time employees; 25 of the employees, including the dean and university librarian, are classified as APs (librarians or archivists). Thirteen librarians and archivists were hired between 2019 and 2024. In that same time frame, four of the 13 moved on to new institutions. The highest period of turnover occurred between 2021 and 2022, when three of five newly hired librarians left Cline Library. In short, Cline Library has seen a fair bit of librarian turnover in a short period of time.

The authors were hired between 2019 and 2021 in different units: Content and Discovery Services (CDS), Research and Instruction Services (RIS), and Special Collections and Archives (SCA). Another CDS librarian and two librarians from a fourth unit, User Services and Experience (USX), were also hired during this time and have since moved on from Cline Library to pursue other opportunities. Feeling isolated within their disparate departments (isolation was also exacerbated by the COVID-19 pandemic) and intimidated by the newly revised continuing status and promotion requirements, the new APs decided it was a good idea to share information and compare notes. Informal Zoom meetings led the new APs

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to begin documenting their onboarding experiences and comparing what their different supervisors had told them, revealing that they had significant knowledge gaps and similar questions to bring to library leadership.

Paradoxically, the library was in the process of hiring more new APs, and so resolving questions about onboarding of newly hired librarians and archivists was not seen as an immediate priority. Newly hired APs decided to address their issues proactively and collaboratively; they formed a Teams group channel for ongoing discussion, advice, and support. This channel led to the creation of an informal group called the New AP Group.

Creating an Onboarding System

Before creation of the informal New AP Group, AP onboarding was a finite two-week process consisting of a flood of meetings and information. Supervisors and administrators followed a standardized one-page onboarding spreadsheet. Often, new hires were not given access to this spreadsheet and thus did not know what they were meant to do during their first several weeks on the job. Many found this approach to onboarding unhelpful or, worse, isolating. Additionally, each library unit and supervisor had a different approach to onboarding beyond the spreadsheet. More seasoned librarians and archivists, including members of library leadership, shared similar stories of their own onboarding at Cline Library. Two tenured librarians and one member of the New AP Group formed a working group within CAP to tackle the formidable project of overhauling the AP onboarding process.

This group collected notes and documentation from the New AP Group members, communicated with leadership responsible for the current onboarding processes, and interviewed various CAP members. They also reached out to librarians at other institutions who were similarly evaluating their own onboarding in order to gather best practices.

The product of this effort was a much-expanded onboarding spreadsheet with ten tabs, one for each library staff member involved in the process. Gone were a finite two weeks of overwhelming meetings. Now a new hire would be given a full year to get up to speed and acclimate to the library culture. Some new features of the onboarding spreadsheet included mandatory first-year performance reviews with a supervisor and meetings with CAP subcommittees including the Committee of Academic Professional Status (COAPS), a peer performance review committee. New APs have full access to their onboarding spreadsheet in a shared drive as relevant parties (supervisors, mentors, leadership) complete their sections, so they can keep track of their progress, take ownership of what they need to learn, and ensure that no procedures fall through the cracks. The onboarding spreadsheet also serves as documentation for future reference.

None of the three members of the onboarding working group were in formal leadership roles with any authority over other APs. Rather, this group focused on approaching the project from the perspective of the employees who depended on an effective onboarding process, while integrating what library supervisors and leaders appreciated about the old system. The revised onboarding spreadsheet was adopted in spring 2022 and is now maintained by staff in the Dean's Office. A new onboarding spreadsheet is deployed for each new hire, and staff who play a role in onboarding receive an email about which sections they are expected to complete.

Creating a Cohort (and Another Committee)

The New AP Group was an excellent informal peer-support network. However, the group came to understand that to accomplish their goals, they needed to become a recognized entity within the CAP subcommittee structure. The group decided to formalize this committee for many reasons: to provide a formal structure for peer-to-peer group mentoring, organizational shift, recognition, and ongoing changes to continuing status and promotion. Recognition from those in power conveys legitimacy and validates work—giving name to something confers existence. Additionally, tenure criteria include the categories of professional service and mentoring, coaching, or teaching. This committee would fulfill these requirements.

In 2022, one member of the New AP Group drafted a proposal to formalize the group as a subcommittee within CAP. The proposal was intentionally written to align with Northern Arizona University's strategic "Elevating Excellence" plan and the Cline Library operational and strategic plans. The proposal stated that purpose and responsibilities of the newly named Committee of New Academic Professionals (CNAPS) would be the following:

> The Committee of New Academic Professionals meets as needed to provide support, promote collaboration, and advocate for initiatives, policies, and procedures that improve the experiences, competences, and scholarly pursuits of new Academic Professionals. Responsibilities include, but are not limited to, the following:
>
> 1. Assists in the cultural, interpersonal, and practical onboarding of new APs.
> 2. Identifies and develops partnership opportunities between new APs in order to build cross-unit collaboration and improve the Cline Library's scholarly output.
> 3. Identifies and promotes opportunities for new AP professional development and growth.
> 4. Advocates for the needs of new APs within CAP and the Cline Library.

Membership of CNAPS is compulsory for all newly hired APs who have yet to achieve continuing status and the rank of associate librarian or archivist. However, the level with which a new AP engages with the group is voluntary, depending on their needs and level of interest.

Developing a Mentoring System

During the informal review of AP onboarding procedures, some CAP members noted that when they started in their roles they were assigned a departmental mentor, typically a more experienced AP. However, most new APs were not assigned a mentor when they began at Cline Library. Those APs who had a mentor reported that it greatly assisted them in learning about their responsibilities and the requirements for APs as a distinct category of employees. Thus, one of the changes recommended for AP onboarding was to create a formal mentorship role—the CAP Buddy—to help orient new APs to CAP and CAP subcommittees and the expectations of APs in Cline Library during onboarding.

The CAP Buddy role was further clarified in fall 2022 when a program description outlining expectations and a timeline for the mentoring program for review by CAP were developed. First, the program description formalized the CAP Buddy program as a one-year, one-on-one peer mentoring program for APs. The program description further specifies that a CAP

Buddy helps to familiarize new APs with the functions and governance of the CAP and its subcommittees. A CAP Buddy helps to orient a new AP to the policies and procedures that govern their work, their performance evaluation, and their career progression within Cline Library, as articulated in the *Handbook for Academic Professionals*. Additionally, the CAP Buddy shares information on relevant opportunities for professional development, service, scholarship, and creative activities for APs, helping new APs explore options to progress in their careers.

CAP has adopted the Buddy program as a formal library mentorship program. Nonetheless, since its inception in spring 2022, the CAP Buddy program has provided support to six new APs. While CAP is still in the process of developing evaluation tools for the CAP Buddy program, informal feedback suggests that it has largely helped new APs understand their role in the library more readily. This outcome is supported by available research on mentorship in academic library settings. A 2020 review of the literature on mentorship programs in academic libraries indicates that library mentorship programs, while highly variable in their structure, goals, and assessment, are nonetheless typically associated with valuable outcomes for participants.[4] One 2019 study suggests that mentoring "serves as a conduit to career development and psychosocial support to developing leaders for future vacant leadership positions."[5]

Conclusion: Leading the Way

CNAPS members are seeing the fruits of their labor take shape, and they're motivated to keep pushing forward. Each year, CAP hosts elections for officer roles and subcommittee memberships, and CNAPS members run for leadership roles and committee appointments. As of this writing, CNAPS members occupy the roles of CAP chair, chair-elect, and parliamentarian, plus membership on the Committee for Academic Professional Policies and Procedures (PPC), COAPS, and campus-wide groups such as Faculty Senate and University Undergraduate Committee.

The chair-elect is responsible for chairing the PPC. PPC is arguably the workhorse of CAP, responsible for updating documentation, bylaws, the *Handbook for Academic Professionals*, and other policies. As such, PPC is also the body responsible for reviewing the criteria for promotion and continuing status every three years. Having members of CNAPS on this committee during the criteria review process ensured that the document revisions reflected the needs of APs who are currently using these tools to evaluate themselves as they work toward continuing status and promotion for the first time.

CNAPS work is ongoing and iterative to the current needs of the group. In fall 2024, three CNAPS members (the authors of this article) will apply for continuing and status. CNAPS invited colleagues who had already gone through the process to talk to the group and advise on promotion-packet content. With three new APs recently hired in spring 2024, the promotion and continuing status criteria for APs approved in 2019 are currently under revision by the CAP, in part to incorporate feedback from new APs and CNAPS regarding these documents.

Despite the efforts to more clearly define the CAP Buddy mentorship program described above, most library mentorship is still informal, and some units and individual APs are more experienced with mentorship than others. As members of CAP and CNAPS, the authors

hope to encourage and develop mentorship in the library by providing training for mentors or formalizing the mentoring process.

CNAPS strives to encourage participation by being practical and relevant to its members. Committee members have collaborated on publications and presentations, set working meetings to develop and write their annual goals documents and self-reviews, and solicited experienced APs to advise on and review promotion packets. CNAPS continues to advocate for clearer and improved policies and procedures for promotion, evaluation, and onboarding guidelines for all Northern Arizona University APs.

Notes

1. While the Flagstaff Mountain Campus is the main campus, Northern Arizona University has campuses throughout Arizona: https://nau.edu/statewide-campuses/.

2. Arizona Board of Regents, "Conditions of Service for Academic Professionals," policy manual, last updated September 27, 2018, https://public.powerdms.com/ABOR/documents/1499267.

3. The Council of Academic Professionals Policies and Procedures Committee, *Handbook for Academic Professionals* (Flagstaff: Cline Library, Northern Arizona University, May 8, 2001), https://library.nau.edu/documents/Handbook_for_Academic_Professionals.pdf.

4. Allison Leaming Malecki and Mimmo Bonanni, "Mentorship Programs in Academic Libraries," *Public Services Quarterly* 16, no. 1 (February 21, 2020): 35–40, https://doi.org/10.1080/15228959.2019.1701613.

5. Alyse Jordan, "An Examination of Formal Mentoring Relationships in Librarianship," *The Journal of Academic Librarianship* 45, no. 6 (November 2019), https://doi.org/10.1016/j.acalib.2019.102068.

Veronica Fu

Forging Paths to Career Advancement

An Early/Mid-Career Librarian's Perspective on Professional Engagement

In the world of library professionals, career development encompasses a wide range of pathways, with engagement in professional services being a common avenue. For librarians, engaging in professional services presents invaluable opportunities to bolster their professional acumen, expand their networks, find professional fulfillment and contribute to the advancement of the profession.[1] While some early/mid-career librarians find themselves actively engaged in professional services within their own institution through appointments, volunteering, or nominations, securing similar opportunities beyond the institutional level may present a significant challenge.

As an early/mid-career librarian, I've found in my own journey of professional engagement that the primary challenge lies in the initial step of securing entry to committees in professional associations, editorial boards of library journals, or working groups in academic partnerships, rather than in the nature of the service itself. However, it's important to note that engagement in professional services involves navigating nuanced intricacies as well as substantial challenges along the way.

After a couple of years of entry-gaining efforts, I am eager to share my reflections, not only on what I have done but also on what I could have approached differently as I continue this progressive journey. This introspective exploration aims to offer an account of my experiences, aspiring to contribute to a reservoir of knowledge that fosters growth and success for emerging library professionals.

Ongoing Career Planning

In the landscape of professional growth, one aspect that's often overlooked is the power of ongoing career planning. To many new graduates, the notion of career planning often ends or at least pauses once they secure a job, having primarily focused on it beforehand. However, career planning is an ongoing process rather than a one-time event. It involves not only the initial steps of identifying career goals and securing employment but also continuous reflection and strategic decision-making to navigate through various stages of one's career. In other words, the concept of career planning extends far beyond job attainment—a lesson I, regrettably, learned firsthand in my own journey.

The elation of securing a stable full-time position in a prestigious public university, achieved two years post-graduation from library school and seven years post-immigration to Canada, perhaps clouded my perception for too long. Amidst the whirlwind of family life with two children, adapting to life in the United States, and acquainting myself with the professional

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landscape, time swiftly slipped away. It wasn't until I had been in my role for five years and learned about the new institutional career ladder requirements that I began contemplating my career trajectory.

While it's natural for emerging professionals to require time to acclimate to a new position, it's important to recognize that the process of planning for their career advancement can occur simultaneously. Rather than waiting until the pressures of career development are at their peak, this approach of ongoing career planning encourages individuals to strategically consider their path from the outset. Reflecting on my own experience, although I eventually pursued opportunities for growth, I realize now that earlier awareness and strategic planning could have accelerated my professional development to some extent, if not significantly.

Embracing Proactivity

As an East Asian Collections Librarian, when I began exploring ways to expand my professional involvement beyond my workplace, I naturally turned to the Council on East Asian Libraries (CEAL) for opportunities. The CEAL official website explicitly encourages its members to actively participate by serving on committees, taskforces, and even running for office on the Executive Board. However, opportunities for active participation in committee services are not as readily apparent as one might hope. Delving into the online bylaws revealed that committee members serve a three-year term, but there is no specific information or guidance on the recruitment of new committee members, leaving the process unclear and leaving me disappointed.

In April 2022, a pivotal moment unfolded as a CEAL listserv email, issued by the chair of the Membership Committee, beckoned for volunteers to serve on the Membership Committee, 2022–2025. This marked the first call I had encountered since joining CEAL in 2017, sparking immediate excitement and prompting an unwavering response on my part. Following the submission of my résumé and several communications with the committee chair, I eagerly awaited the result. The process turned out to be efficient, culminating in a welcome email approximately twenty days after the call, signifying the approval from the Executive Board for the selected committee members. As I began my term on the Membership Committee, I had the opportunity of collaborating with seven librarians in the East Asian field and assuming the role of a subgroup lead.

Considering my experience with CEAL, I recognize that there was an opportunity that I could have leveraged more proactively. Instead of being deterred by the lack of recruitment information, I could have taken the initiative to reach out to committee chairs via email, expressing my interest and inquiring about potential openings. While the specific answers might not have been readily available, conveying my eagerness to contribute could have sent a positive message and demonstrated my commitment. Additionally, by inquiring about the recruitment process, I might have subtly highlighted the transparency issue, potentially contributing to a more open and inclusive environment in the long run. Actively seeking ways to engage and contribute, rather than waiting for perfect conditions, is crucial for navigating such challenges.

In hindsight, I have come to understand that career development is an evolving process, flourishing with foresight and initiative. Applying these insights has earned me the opportunity to serve on a regional editorial board and contribute to a working group for international academic partnerships, thereby enhancing my professional growth and impact. In conclusion,

forging paths to career advancement necessitates a commitment to ongoing planning and a proactive mindset. By continuously setting new goals and actively seeking opportunities, professionals can navigate their career trajectories with purpose and resilience.

Note

1. Megan Bresnahan and Patricia B. Condon, "Librarians and Research Integrity Committees: Finding Professional Joy and Fulfillment in Practice and Service," *Journal of eScience Librarianship* 12, no. 2 (April 3, 2023): e629, https://doi.org/10.7191/jeslib.629.

Kelsey Badger, Anna Biszaha, and Stephanie Schulte

We Couldn't Have Done It Alone

Reflections on Getting Started with Cross-Campus Service Coordination

For librarians, working with campus partners to achieve a mutual goal can feel both exciting and daunting. With the research landscape becoming increasingly competitive, this kind of teamwork can produce outcomes that have greater impact, and librarians should consider how they can successfully work with other units on their campuses to better fuel success. Significant changes to the National Institutes of Health (NIH) Data Management and Sharing Policy (DMSP) that became effective in January 2023[1] served as a catalyst for us to work with several key research-support departments at our institution. In this column, we describe our experience, lessons learned, and how this partnership is leading to formalized commitments that can potentially sustain change. Though our work is specific to data management and sharing, the lessons we share could be applied to any large collaboration in an institution.

Developing and Working with a Campus-Wide Group

Ohio State is a large R1 institution, with more than 1.4 billion in research expenditures for FY2023[2] and an extensive research enterprise. Within the libraries, the University Libraries and Health Sciences Library (HSL) are administratively separate. Though we are known to collaborate, we provide services through different models and serve different populations. Prior to 2022, both the University Libraries and the HSL had vacancies in key positions related to research data services, which created a void of coordinated library support.

Within the overall research enterprise of the university, the research integrity specialists in the Office of Research Compliance began exploring their own role in supporting researchers with the changes to the NIH DMSP. After identifying data management resources on a library website, they approached University Libraries in late spring 2022. That serendipitous discovery by an office with substantial influence within the university soon blossomed into a working group with representation from multiple offices across the research support enterprise (table 1).

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Table 1. Overview of Participating Offices

University Office	Scope of Responsibilities	NIH DMSP Impacts
Office of Research Compliance	Supports researchers with research integrity and maintains the university Research Data Policy	Proper policy compliance
Office of Responsible Research Practices	Supports researchers with ethical conduct of human subjects research	Ethical management and sharing for human subjects data
Office of Sponsored Programs	Supports researchers with grant applications and awards management	Application materials and post-award reporting
Office of Innovation and Economic Development	Supports researchers with patents or commercialization of research products and manages Data Use Agreements	Intellectual Property implications of data sharing
Information Technology University IT Medical Center IT College IT	Supports research infrastructure, such as computing and storage facilities	Local data storage and transfer between storage solutions
College Leadership	Oversees research programs within colleges	Supporting researchers to be successful

The process of our group development was very organic, with new members continuously joining as we realized certain voices were missing. We called ourselves a working group although we retained an informal structure and did not have any true parameters or charge to which to adhere. It was more of a space where like-minded individuals could come with information, questions, or ideas on how to address the upcoming policy changes and coordinate our efforts better in a large institutional setting where information can easily become siloed.

In addition to increased communication and collaboration between departments, the group also produced several concrete outputs:

- **LibGuide**, which served as the primary vehicle for information sharing with Ohio State-branded resources and became the university's only researcher-facing webpage on the policy.
- **Informational webinars** co-taught by the University Libraries, HSL, and Sponsored Programs at regular intervals in conjunction with the major R01 deadlines.
- **Open office hours and inter-office referrals** that leverage the distinct expertise across the participating research support units.
- **Institutional responses** to requests for information on the Association of American Medical Colleges' round-up of institutional resources (summer 2022) and the NIH's draft public access plan (spring 2023).

These coordinated activities generated awareness across campus about the impending policy changes and raised the profile of the libraries as a source of data management expertise. As a result, we began fielding multiple requests for individual department presentations, one-on-one consultations with researchers, and a surge in requests to provide feedback on Data Management and Sharing plan drafts.

Lessons Learned and Challenges

Throughout the months since summer 2022, we have learned much about working on a large initiative with multiple campus departments. These lessons are likely transferable to other library–campus unit collaborations.

Communication across campus units may not be robust. Many of the units that were working as part of our informal campus group have similar interests and concerns related to researcher compliance with NIH policies. We expected that they would be in semi-regular contact with each other around these matters. However, the working group appeared to bring together many of these groups for the first time. In some ways, the working group may have improved collaboration and communication across the units and is a good example of librarians being connectors in complex settings. This was also true within the libraries, as the NIH policy changes created a heightened need for collaboration. For example, University Libraries and the HSL developed a rotation system to manage the increased workload.

Differences in service models may challenge librarian scope. While librarians are accustomed to proactive educational programming, many of our partners in the research support enterprise have different job roles or service models. Differences in our approaches created a sense of imbalance at times. For example, librarians have expertise creating instructional workshops, which were a primary output of the working group. Our leadership in this area spurred additional conversations about librarians taking responsibility for more tasks, but many were outside what we believed to be our scope. Determining the scope of librarian work can be challenging, especially as roles evolve with needs. It can be tempting, and sometimes necessary, to push traditional boundaries to discern whether our scope should shift or expand.

Ad hoc groups may function better with designated leaders and formal charges. The "interested parties" nature of the working group led it to grow organically over several months; thus, catching up new members took some time away from meetings. It also lacked a formal charge that might have included designated leadership and expectations for the group. The group was able to make progress despite this, but the leadership void and lack of understanding of who had the authority to make certain decisions sometimes made for awkward moments in meetings. In retrospect, this is easy to see, but all too often, this is exactly how groups of collaborators (including librarians) come together on important issues. It may be beneficial to have clarity around these issues even in beginning stages of conversation.

Working with multiple campus units is incredibly insightful and positive for librarians. The challenges described above proved to be rich learning experiences for us and provided a window into the decentralized research landscape at our institution. We believe respect for our expertise and ability to deliver materials and services that are helpful to researchers increased. New invitations to present and provide feedback on the policy and other data-centric resources grew out of this work. Libraries can become just as insular as other campus units, but partnerships across campus can increase the level of influence and impact of librarian services.

The Next Chapter for Campus Coordination

The NIH DMSP provided a unique catalyst for campus partnership that may otherwise have been a challenge to initiate. As the immediacy of the policy began to wane, we strategized on how to maintain those relationships. The result is a formalized working group with a charge scoped in response to the Office of Science and Technology Policy's 2022 memorandum ("Nelson Memo") on public access to federally funded research.[3] In many ways, this group is an extension of the previous initiative and builds on those relationships. Its formal charge has many benefits that address the challenges we encountered with the previous group.

Most significantly, the new group has clearly articulated sponsors and chairs, which addresses the leadership vacuum of the earlier group. These responsibilities are shared by the University Libraries and the Office of Research. Our units bring complementary expertise to the complexities of data sharing, with the library contributing experience with the preservation of scholarly outputs and the research enterprise contributing familiarity with research integrity, policy, and compliance. In addition to inviting back the units who contributed to the previous group, the Libraries and the Office of Research also collaborated to create a tailored list of invitees that would broaden representation to other groups, including faculty representatives and the University Senate Research Committee.

In the short term, we will focus on the key areas of our new charge: collective study of the forthcoming updates to federal agencies' public access policies, development of a consistent educational strategy, and alignment of our existing Research Data Policy[4] with the expectations of federal sponsors and the emergent principles of the scientific community.[5] The working group also has a fourth charge, which is to make recommendations for future directions that will support data management and sharing. Greater campus coordination creates the possibility of service models that the library cannot implement on its own. These include university- or college-level policy changes like mandating data management plans for all research groups[6] or requiring groups to designate a research data manager.[7] There are also early examples at peer universities of new types of job roles, with shared positions between libraries and various areas in the research support enterprise. These include librarians taking on new responsibilities in data governance and data policy[8] as well as research administrators formally adopting roles that support data management education and consultation.[9]

As discussions about campus coordination become increasingly common among librarians,[10] the next horizon will be a critical evaluation of which new models are most effective. Strong cross-campus relationships are the foundation that empower libraries to experiment with these new and innovative approaches to meeting researchers' needs. Like the programs and services they enable, these relationships take time, effort, and the right opportunity. We are in the early stages of cross-campus coordination, but the future is bright.

Notes

1. National Institutes of Health, "Final NIH Policy for Data Management and Sharing," Office of The Director, National Institutes of Health, October 29, 2020, https://grants.nih.gov/grants/guide/notice-files/NOT-OD-21-013.html.

2. The Ohio State University, "Facts and Figures," Enterprise for Research, Innovation and Knowledge, accessed June 28, 2024, https://erik.osu.edu/facts-and-figures.

3. Alondra Nelson, "Ensuring Free, Immediate, and Equitable Access to Federally Funded Research," Office of Science and Technology Policy, August 25, 2022, https://www.whitehouse.gov/wp-content/uploads/2022/08/08-2022-OSTP-Public-Access-Memo.pdf.

4. "Research Data Policy," The Ohio State University, February 4, 2022, https://go.osu.edu/researchdatapolicy.

5. Clara Llebot and Diana J. Castillo, "Are Institutional Research Data Policies in the US Supporting the FAIR Principles? A Content Analysis," *Journal of eScience Librarianship* 12, no. 1 (February 16, 2023), https://doi.org/10.7191/jeslib.614.

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Opportunities: Case Study in Data Policy at an Academic Medical School," white paper, Indiana University–Purdue University Indianapolis (IUPUI) University Library, November 21, 2023, https://hdl.handle.net/1805/37197.

7. Sarah Marchese and Julie Goldman, "Breaking Down Barriers to Data Management Training: The Benefits of Interoperable Data Support," Longwood Research and Management, March 14, 2024, https://doi.org/10.5281/zenodo.10819063.

8. Indiana University, "Data Steward for Research Data," IU Data Management, accessed June 28, 2024, https://datamanagement.iu.edu/governance/data-stewards/research.html; University of Illinois Chicago, "Data Policy Advisor," Office of the Vice Chancellor for Research, accessed June 28, 2024, https://research.uic.edu/profiles/goben-abigail/.

9. University of Illinois Urbana-Champaign, "Post-Award Research Specialist," School of Social Work, accessed June 28, 2024, https://socialwork.illinois.edu/directory/elizabeth-pillai/.

10. Rebecca Bryant, Annette Dortmund, and Brian Lavoie, "Social Interoperability in Research Support: Cross-Campus Partnerships and the University Research Enterprise" (Dublin, OH: OCLC Research, 2020), https://doi.org/10.25333/wyrd-n586; Ruby MacDougall and Dylan Ruediger, "The Research Data Services Landscape at US and Canadian Higher Education Institutions," Ithaka S+R, March 14, 2024, https://doi.org/10.18665/sr.320420.

DigiTreaties.org. *Access:* https://digitreaties.org/.

The Indigenous Digital Archive's Treaties Explorer, DigiTreaties.org, is a freely accessible digital history resource housed at the Museum of Indian Arts and Culture, Santa Fe, New Mexico. The museum worked with the US National Archives Office of Innovation and the National Archives Foundation to digitize and make available almost four hundred treaties ratified between Indian tribal nations and American governments from 1722 to 1869. The collection is incomplete—no complete list of treaties exists—but it is comprehensive. The website hosts the full text of these treaties along with interactive features, including maps of cessions (lands ceded in each treaty).

The Treaties Explorer website is visually appealing and easy to navigate. The top navigation bar has five tabs: Treaties, Cessions, Nations, Places, and Trading Cards. Additional pages labeled About, Guide, and Resources give information about the project, historical context, and further reading. The main feature is 374 ratified Indian treaties, each a high-quality scanned document, many of them accompanied by transcriptions. Each treaty's webpage supplies document title(s), creation dates, named Native nations, descriptions of contents, signatories, US states involved, level of archival description (mostly at the item or file unit level), and other metadata. The PDFs of many treaties are available. A National Archives identifier links to each item's corresponding entry in the National Archives' catalog, where users can download each treaty as a TIFF or PDF. There are also hundreds of catalog entries for which the treaty text has not yet been digitized. Users can browse or search for treaties by keyword, Native nation, date range, and other filters.

Maps and "Trading Cards" are unique features. Located under the "Places" tab, an interactive map lets users look up a state, town, or ZIP code to view nearby Indian cessions. Dozens of historical maps of US states showing cessions accompany the interactive map. The trading cards consist of 24 double-sided PDF documents, which print to a standard 8.5" × 11" sheet of paper. Cards have a colorful illustration on the front and information about a notable treaty on the back.

DigiTreaties.org is a unique digital resource that benefits Native community leaders, educators, researchers, students, and others interested in the ancestral lands of Native peoples and their treaty relations with the United States.—*Michael Rodriguez, Lyrasis, topshelvr@gmail.com*

Equimundo. *Access:* https://www.equimundo.org/.

Equimundo is an organization with a mission to "engage men and boys as allies in gender equality." The site is a refreshing contrast to the rise of men's rights groups who often view gender equality as the enemy of their singular view of masculinity. Tellingly, Equimundo uses the plural "masculinities" in discussing boys and men and their place in society and roles in gender equity work. The group works to create a space for men, primarily cis-identifying men, to advocate for women and people of all gender identities, in collaboration rather than in token gesture.

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Equimundo's website provides users with both a surface overview of the organization and in-depth studies and reports on the work of the organization. Clicking on the "Our Work" link, users can explore the organization's efforts by theme, audience, and approach. Each tab contains a scrolling page with images and links to more information. Selecting the audience tab, users see the work being done in corporate environments, government, schools, and more. The approach tab seems the most informative, covering the three core areas of their work: research, programs, and advocacy.

The research page features a few studies, including two flagship studies: one on the state of fatherhood, the other a global study on men and gender equity. The studies provide summaries, but also allow interested users to read and download a PDF of the entire study. The highlights of the survey show the necessity of the organization's work. Findings include the generational nature of partner violence, the persistence of homophobia among cis-identifying men, and the lack of agency among women in many households. The most recent survey did find some positives, including the growing support for reproductive rights among men worldwide. The report is paired well to the advocacy of the organization, ranging from eliminating the stigmatization of mental health care to paid parental leave for all parents.

The current presidential election cycle has included much discussion of masculinity, reproductive care, and gender identities and roles. Equimundo provides an excellent, rigorously researched website to help navigate these discussions, find resources, and advocate. The site may help voters to be better informed in November, but also will help researchers and others when the current election cycle has passed.—*Bart Everts, Paul Robeson Library, Rutgers University-Camden, bart.everts@rutgers.edu*

Studs Turkel Radio Archive. *Access:* https://studsterkel.wfmt.com/.

Studs Turkel (1912–2008) is best known for his expertise in oral histories and cultural consciousness. The Studs Turkel Radio Archive is a nonprofit with major funders such as the Library of Congress, Chicago History Museum, and the National Endowments for the Humanities. The archive is an excellent showcase for Stud Turkel's exploration of the human condition. The website is searchable by general topics, people, date, and keyword.

The works span more than 40 years of interviews that Turkel conducted with myriad leaders, philosophers, authors, celebrities, and everyday world citizens. All the interviews are dated and fully transcribed. Each interview provides unique viewpoints of the interviewee and Turkel.

The genius of Studs Turkel is that he oftentimes interweaves audio quotes from other authors, scholars, and so on, with his interviewee. An example of this would be his Margaret Atwood interview from 1986 about *The Handmaid's Tale*, which begins with a chilling quote from social psychologist Erich Fromm. Furthermore, a keyword search for Margaret Atwood yields several other Atwood interviews in which some of her other works are discussed.

The topics from this archive range from travel, sports, education, music, literature, advocacy, and more. The website also offers results for trending and popular searches. The Radio Archive has suggested lesson plans for K-12 educators. Additionally, there is a "Digital Bughouse" space that features unique ways other researchers have used and remixed the media from more than 2,000 programs.

The Studs Turkel Radio Archive is an extraordinary resource for students of journalism, history scholars, and for literary criticism, just to name a few academic disciplines that would

find this archive of great interest. For everyone else looking to find a non-podcast that distinctively covers culture, history, art, sports, anthropology, activism, education, and a rich multitude of other topics, the archive will fill this void.—*Molly Susan Mathias, University of Wisconsin Milwaukee, mathiasm@uwm.edu*

Acquisitions

The Stony Brook University Libraries have received a donation of historic documents that outline the battle to stop the construction of a highway on Fire Island while fighting successfully to create the Fire Island National Seashore (FINS), New York. The documents reveal the efforts of the Citizen's Committee for a Fire Island National Seashore, the grassroots community campaign that prevented Robert Moses's plan in the 1960s. The collection was gifted by the Barbash family. Maurice Barbash, the father of Cathy, Susan, and Shepard Barbash, and their uncle Irving Like led the committee's efforts and organized it.

The collection has historical importance in the establishment of the Fire Island National Seashore (FINS) and includes committee meeting minutes, press releases, and correspondence with New York State Governor Nelson Rockefeller and Stuart Udall, secretary of the interior. The timing of the donation coincides with the upcoming 60th anniversary of the legislation that created FINS as a unit of the National Park Service (September 11, 1964). These items will become part of the University Libraries' Special Collections, which oversees and curates the university's rare books, maps, archival materials, manuscripts, and historical maps. Details about the collection will be accessible via a dedicated webpage, and the papers will be digitized and made freely available online.

Grants

The Partnership for Academic Library Collaboration and Innovation (PALCI) and the Private Academic Library Network of Indiana (PALNI) have been awarded a $248,600 grant for Sustaining the Hyku Repository Platform: Addressing Hyku's Unique Community Coordination and Collaboration Challenges. The two-year grant is one of 85 given by the Institute of Museum and Library Services to support libraries and archival services across the country and was made through the National Leadership Grants for Libraries and the Laura Bush 21st Century Librarian Program. It aims to strengthen collaborative efforts to ensure Hyku remains a viable, efficient, and sustainable solution for managing and preserving digital content across a diverse range of institutions.

PALNI additionally received a $149,893 grant to develop an innovative open-source reading list system, Personalized Easily Accessible Reading Lists (PEARL) through the National Leadership Grants for Libraries and the Laura Bush 21st Century Librarian Program. This two-year planning grant will enable PALNI to complete the development of a prototype for this new system, which will influence the way libraries, faculty, and students interact with educational resources.

The University Libraries at Virginia Tech and the University of California, Riverside, have received a $115,398 Institute of Museum and Library Services grant to create a generative artificial intelligence incubator program (GenAI) to increase the adoption of artificial intelligence (AI) in the library profession and academic libraries. The incubator program aims to train librarians in generative artificial intelligence skills to improve library services. Participants of the incubator program will learn the fundamentals of GenAI, advance their

knowledge through guided demonstration and real-world examples, and then create a GenAI application for a library use case in either GenAI literacy, collection, preservation, or research. At the end of the program, participants will possess a deep understanding, practical expertise, and the ability to demonstrate the impact of AI in the global library community.

The Library of Congress Professional Learning and Outreach Initiatives Office, under the Center for Learning Literacy and Engagement, has awarded Teaching with Primary Sources grants to 23 first-time and 19 continuing grantee organizations located in the US and Puerto Rico. The grants awarded provide one year of funding, with the possibility of two additional one-year grants, contingent upon successful delivery of Teaching with Primary Sources educational projects based on Library of Congress digitized materials. With these competitive awards, the grantees become members of the Teaching with Primary Sources Consortium, a group of institutional partners that assist the library in strengthening efforts to connect with all learners. They will join a cohort of 19 organizations that competed to receive a fourth year of funding to continue the Teaching with Primary Sources projects they began in 2022. Learn more at https://www.loc.gov/programs/teachers/about-this-program/teaching-with-primary-sources-partner-program/.

Luke Barron has been named clinical librarian at the University of North Carolina-Chapel Hill University Libraries Health Sciences Library.

Ashlie Brewer was recently appointed digital projects coordinator for the North Carolina Digital Heritage Center at the University of North Carolina-Chapel Hill University Libraries.

Nadia Clifton has been appointed special collections instruction librarian at the University of North Carolina-Chapel Hill University Libraries.

Joel Collier is now clinical librarian at the University of North Carolina-Chapel Hill University Libraries Health Sciences Library.

Collin Drummond has begun a two-year appointment as open knowledge and research impact librarian at the University of North Carolina-Chapel Hill University Libraries.

C. R. Elliott has accepted the position of STEM librarian in the Fletcher L. Byrom Earth and Mineral Sciences Library at the Penn State University-University Park campus.

Jasmine George is now academic engagement librarian at the University of Central Florida Libraries.

Eric Glenn, director of belonging, engagement, and organizational development at the Virginia Tech Libraries, has been named visiting program officer for leadership development at the Association of Southeastern Research Libraries. Glenn began the role August 19, 2024, and his service will continue for approximately one year.

Patrick Green was recently appointed academic engagement librarian at the University of Central Florida Libraries.

Katherine Howell was recently appointed health sciences librarian at the University of North Carolina-Chapel Hill University Libraries Health Sciences Library.

Katie O'Hara-Krebs has been appointed communications and business liaison librarian in the Schreyer Business Library on the Penn State University-University Park campus.

Salaheldin (Salah) Seoudi is now humanities and social sciences librarian on the Penn State University-University Park campus.

Megan Watson has been named head of collections and scholarship at the University of Washington-Tacoma Library.

Retirement

Mark Stover retired on August 21, 2024, after serving 13 years as dean of the University Library at California State University-Northridge.