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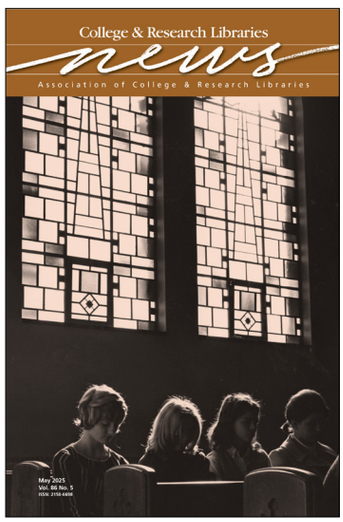
# Features

# Departments






This month's cover features an image of four University of Toledo students seated in Gesu Church on Parkside Boulevard in Toledo on October 15, 1969. The students walked from the university campus to the church for a service in honor of those who had died in the war as part of the national Vietnam War moratorium. Seven months later in the wake of the May 4, 1970, Kent State shootings, the university responded with a voluntary moratorium on classes and a series of peaceful demonstrations. Students and faculty held mass meetings, protest marches, pickets, and an all-night vigil in front of University Hall. The College of Education hosted moderated dialogues on effective dissent, and a May 8 rally addressed justice, poverty, and nonviolent protest. The student group STOP (Students of Toledo Organizing for Peace) also promoted peaceful action and legislative advocacy; these events reflected a campus committed to meaningful, civil discourse during a time of national tragedy and unrest.

The image is part of the university's Ward M. Canaday Center for Special Collections. Learn more about the center at https://www.utoledo.edu/library/canaday/.

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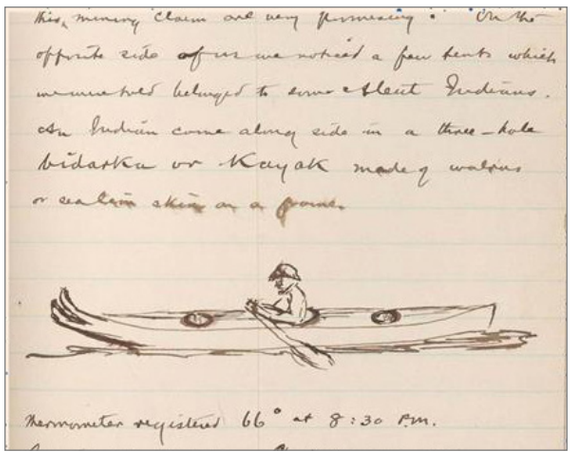
## Penn State Launches Digital Project Highlighting 1899 Alaska Expedition Materials

A new digital project, "Harriman Recollected: New Views of an 1899 Expedition to Alaska," makes accessible a handwritten diary and Indigenous artworks housed at Penn State's Eberly Family Special Collections Library. The project presents research that sheds new light on the materials and their provenance and offers innovative pathways for thinking about, and teaching with, primary and historical sources and art within the larger framework of ethical collecting and stewardship within archives, libraries, and museums.

In 1989, the Special Collections library at Penn State University Libraries received a generous donation from an alum: a diary, two photograph albums, and seven Indigenous artworks acquired by the donor's great-uncle George Nelson, the chaplain on board the Harriman Alaska Expedition of 1899. The expedition traveled over the lands and waters of the Tsimshian, Tlingit, dAXunhyuu or Eyak, Alutiiq and Sugpiaq, Dena'ina, Unangax̂, Inupiaq, and Siberian Yupik.




A sketch by Nelson found within his diary titled "Kayaker in iqyax (Bidarka)." Eberly Family Special Collections Library. All Rights Reserved.

"Harriman Recollected" narrates the story of the collection's reinterpretation and redescription, contributing to an ongoing conversation about the opportunities and challenges of reparative description and curation practices. As guiding principles, the project aims to emphasize Indigenous territorial ownership, refuse harmful terminology, and question assumptions of consent regarding the photographs taken during the expedition. The collection is available at https://harrimanrecollected.psu.edu/.

## Wayne State School of Information Sciences' MLIS degree Receives Continued ALA Accreditation

The Wayne State University School of Information Sciences (SIS) has been granted renewed accreditation from ALA's Committee on Accreditation. The school's master of library and information science (MLIS) degree has been accredited continuously by the ALA since 1967, with the most recent continuing accreditation granted in 2017.

"The MLIS degree plays an important role in providing professional librarians for all types of libraries," said Paul Bracke, dean of the School of Information Sciences and University Libraries. "Our online program offers students the flexibility to choose from multiple paths and concentrations while pursuing their master's degree at their own pace.

"I can't stress how important it is to receive the continued accreditation. It guarantees students in the program an education that meets the standards set by the American Library Association, while allowing us to remain accessible to students globally. This is important

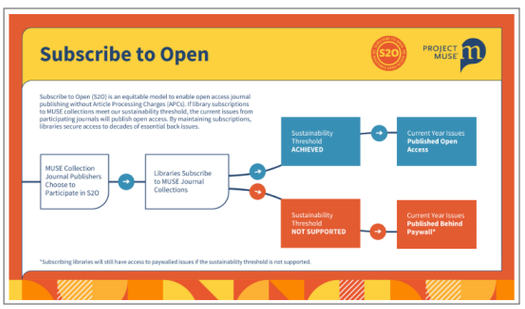
for graduates who seek employment because the ALA-accredited MLIS degree provides recognition to employers about the caliber of the graduates of accredited programs."

Wayne State's School of Information Sciences is one of two library and information science programs in Michigan and the only one that provides a completely online program. It is also the major provider of the school media specialist credentialing to prepare students for full state endorsement as school librarians.

## *Black Canvases* Zine Accepting Submissions

The Creative CoLab invites submissions by artists, writers, scholar-practitioners, graduate students, and community leaders to *Black Canvases*, a new zine that will explore data and community relations of Black cultural heritage across disciplines, lived experiences, and sectors. *Black Canvases* is meant to share all things Black fashion, culture, data science, digital humanities, digital projects, archival work, art, and BGLAM (Black Galleries Libraries Archives and Museums). It is intended to showcase unpublished work that might be considered unconventional, creative, edgy, or unpublishable, especially by academia standards. *Black Canvases* builds off The CoLab work done during The Relational Possibilities Project (2023–2024). Submissions are due June 11, 2025, and complete details are available at https://thecreativecolab.substack.com/p/black-canvases.

## Subscribe to Open Reaches 2025 Sustainability Goal




Project MUSE has announced a major achievement in its quest to advance open access. Thanks to the support of libraries and institutions worldwide, MUSE's Subscribe to Open (S2O) initiative has reached its sustainability goal for 2025. This remarkable accomplishment will make more than one hundred journals' 2025 volumes, from twenty-seven publishers, openly accessible on the MUSE platform. This success reflects a collective commitment to ensuring that vital humanities and social sciences scholarship is accessible to everyone, free from paywalls. The S2O model, rooted in equity and collaboration, allows subscription journals to annually transition to open access without relying on Article Processing Charges (APCs). By leveraging MUSE's long-standing journal collections model, this initiative represents a sustainable approach to broadening access to essential scholarly works. More details on S2O are available at https://about.muse.jhu.edu/subscribe-to-open/S2O/.

## ACRL Fostering Change for Academic Library Leaders 2025 Cohort Registration

Registration is open for the virtual, nine-week 2025 Fostering Change for Academic Library Leaders cohort. The cohort aims to build a community of change agents in academic libraries. Library workers often recognize the need to initiate a change in their organizations but may have no idea where to start. In this cohort experience, participants will gain the tools to spark, lead, and sustain change, no matter their organizational position. They will also gain a network of peers to lean on as they lead change. The cohort runs from Monday,

May 26, through Friday, July 25, 2025.

The cohort is for you if:

- You are in or want to move into formal leadership or management roles.
- You want to grow professionally and expand your leadership capacity.
- You are or work for interim leaders.
- You are a library worker seeking effective strategies for and community in meeting the evolving needs of our campuses.


Participants will leave the cohort with a toolkit of change leadership practices that will help them take their library from where it is today to a new imagined future. Through a mix of facilitator-led presentations and candid cohort conversations, participants will examine their organization's cultural readiness for change, create inclusive change processes, and develop their skills to lead effective change. The registration deadline is May 23, 2025, and complete details are available at https://www.ala.org/acrl/fosteringchangecohort.

## Portico to Preserve Clarivate's Ebook Central

Portico has signed an agreement with Clarivate to preserve books available to academic libraries through Ebook Central. This agreement ensures the long-term preservation of this expansive collection. Portico will also receive new books added to Ebook Central in the future. Portico began preserving ebooks in 2009 and is currently responsible for more than 2.4 million books from 420 publishers and ebook platforms. In addition to the long tail of backlist titles, Portico preserves approximately 200,000 new books annually through these agreements. Learn more about Portico ebook preservation at https://www.portico.org/join/.

## Yale Becomes GPO Preservation Steward

Yale University's Lillian Goldman Law Library signed a Memorandum of Agreement with the US Government Publishing Office (GPO) to become a Preservation Steward. To help libraries meet the needs of efficient government document stewardship in the digital era, GPO has established Preservation Stewards to support continued public access to US government documents in print format. These libraries contribute significantly to the effort to preserve printed documents. Through the agreement, many libraries also serve as digital access partners, providing digital access to government information. There are currently more than sixty libraries serving as Preservation Stewards across the United States. The Yale University Lillian Goldman Law Library is preserving current and historic publications of Statutes at Large along with current and historic US Tax Court Reports. To learn more about GPO, visit https://www.gpo.gov/.

## Springshare Launches LibMaps

Springshare recently launched LibMaps, a new interactive mapping platform. This

multipurpose wayfinding tool helps patrons navigate library spaces, find precise locations of holdings and books, and locate any space or facility in the library. LibMaps offers flexible features to help users find what they need in the library, including stack-level mapping that helps users pinpoint the exact location of any book in the library, space and study rooms reservations, event locations and registration, and clickable, interactive hotspots on library maps that allow libraries to call out helpful information, such as facility locations or service desk hours. Learn more about LibMaps at https://www.springshare.com/libmaps.

## Bloomsbury Launches Paulist Press Collections on Theology and Religion Online

Three new collections—Ancient Christian Writers, Classics of Western Spiritualty Pre-1500, and Classics of Western Spirituality Post-1500—from renowned publisher Paulist Press are now available on Bloomsbury's Theology and Religion Online. The collections provide scholars with an authoritative resource of major spiritual writings and the most important seminal works of the earliest Christian theologians, many of which are the definitive, and in some cases, the only, English translations. The collections also offer multiple genres of spiritual writings and include a diverse offering of historical texts, all selected with the needs of students and researchers in mind. Learn more at https://www.theologyandreligiononline.com/.

## Tech Bits . . .

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

Obsidian is a powerful notetaking and knowledge management tool that can transform how librarians and researchers organize information. Unlike traditional folders, Obsidian uses a "networked thought" approach, connecting notes through bi-directional links. Imagine linking research notes, meeting minutes, and project plans, creating a dynamic web of knowledge. While the software itself is not open source, Obsidian uses plain text markdown files, which ensures that your data remains open and accessible. Markdown support allows for clean, flexible formatting, and plugins extend functionality for integrations with apps like Zotero and Instapaper. Obsidian is an ideal tool to manage research, create bibliographies, and even build personal knowledge bases. It's a customizable, offline-first solution, perfect for organizing the complex information landscape we navigate daily.

*—Roger Zender*
*Case Western Reserve University*

**. . . Obsidian**
**https://obsidian.md/**

Bobbi L. Newman

# Building Psychological Safety in Academic Libraries

## Fostering Innovation, Well-Being, and Engaged Teams

In today's evolving academic library environment, technological change intersects with persistent post-pandemic challenges and shifting institutional expectations. Library workers face increasing pressure to innovate while managing expanding workloads. This landscape has contributed to concerning reports of burnout, low morale, and disengagement among library professionals.

Employee engagement in the United States has fallen to its lowest level in a decade, with only 31 percent of employees feeling engaged at work.[1] The percentage of workers who strongly feel someone at work cares about them as a person has dropped from 47 percent in March 2020 to just 39 percent, while only 30 percent strongly agree that someone encourages their development.[2] These statistics reflect a troubling trend of employee detachment that extends to library workplaces.

Multiple recent studies have highlighted the issues of low morale, burnout, dysfunction, and toxic culture in academic libraries.[3] The evidence paints a concerning picture of our profession's workplace well-being. Over 75 percent of academic librarians reported that worry about the possibility of making a mistake caused stress in their work lives.[4] This statistic suggests that libraries may harbor cultures where errors are viewed as failures rather than learning opportunities, creating environments where risk-taking and innovation are stifled by fear. These challenges underscore the importance of fostering psychological safety, a workplace condition where employees feel safe to take interpersonal risks, share concerns, and contribute meaningfully without fear of retaliation.[5]

## Understanding Psychological Safety

You may have heard the term "psychological safety" in workplace discussions, but what does it mean in practice? The concept has evolved since its introduction, but today's understanding stems from the work of Harvard Business School professor Amy Edmondson, who defines it as "a shared belief that the team is safe for interpersonal risk-taking."[6] In plain language, it's about creating an environment where people feel comfortable speaking up, asking questions, admitting mistakes, and proposing new ideas without fear of embarrassment or punishment.

Psychological safety is particularly relevant for academic libraries because it enables knowledge sharing and innovation. When library staff feel safe to suggest new ideas without fear of ridicule or punishment, libraries can better adapt to changing user and institutional needs.

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It also promotes error reporting and continuous improvement. In psychologically safe environments, mistakes are viewed as learning opportunities rather than failures to be hidden, enabling continuous improvement in services and processes. Additionally, psychological safety creates spaces where diverse perspectives can be heard, regardless of position, identity, or experience level. Finally, when staff feel supported and respected, they experience greater job satisfaction. Libraries without psychological safety often develop patterns and behaviors that contribute to low morale, burnout, dysfunction, and toxic culture.

## The Impact of Psychologically Unsafe Library Workplaces

The costs of these cultures extend beyond individual well-being to organizational performance.[7] Psychologically unsafe environments inhibit learning, innovation, and individual, team, and organizational performance. When library staff cannot speak up about concerns, suggest improvements, or admit mistakes, libraries lose valuable opportunities for innovation and growth and create a culture where dysfunction and toxicity can flourish.

Psychological safety disproportionately impacts marginalized staff in library environments. Fostering an inclusive workplace requires prioritizing psychological safety as a key component of diversity, equity, and inclusion efforts. Employees with disabilities face significant challenges in workplaces that lack psychological safety.[8] Without this foundation, they may hesitate to disclose their conditions or request necessary accommodations due to fear of stigma or retaliation.[9] Beyond disability inclusion, psychological safety also helps level the playing field in creative self-efficacy between men and women and mitigates the potential adverse effects of age diversity.[10] These factors underscore the importance of creating psychologically safe environments, especially for marginalized staff.

The consequences of psychologically unsafe environments extend to users as well. When library staff feel unsupported and unheard, their ability to provide high-quality service diminishes. Library workers who feel psychologically unsafe are less likely to speak up about workplace problems, including issues that affect service quality and user experience.[11]

## Barriers to Building Psychological Safety

Several factors hinder the establishment of psychological safety in academic libraries. Hierarchical structures often discourage employees from voicing concerns, particularly in organizations where power distance is high.[12] Employees who challenge the status quo may fear retaliation, making it difficult to foster open dialogue.[13] This fear can be particularly pronounced in environments where communication is unidirectional, with leadership failing to engage in active listening and meaningful feedback loops.

Managers who fail to demonstrate competence, transparency, and active listening can erode psychological safety.[14] If leadership does not model inclusive behavior, employees may hesitate to raise concerns, leading to workplace stagnation and inefficiency. Workplace microaggressions further damage psychological safety, particularly for employees with disabilities, neurodiversity and those from marginalized groups. Additionally, toxic leadership creates an atmosphere where staff feel undervalued and powerless to enact positive change.

Unclear organizational goals and inconsistent communication exacerbate workplace frustrations. When expectations are vague or frequently shift without explanation, employees may feel lost, frustrated, and unable to perform their jobs effectively.[15] Without psychological safety, employees may disengage, leading to lower morale and decreased overall workplace

productivity. Addressing these barriers requires a commitment from leadership to prioritize transparency, inclusivity, and employee support.

Academic libraries face unique structural challenges that can impede psychological safety. These include dual governance structures (where librarians navigate both library and faculty reporting lines), budget dependencies that create resource competition, and status disparities between different classifications of library employees.

## Creating Psychological Safety in Academic Libraries

Building psychological safety is not a single event but an ongoing process of continuous adjustments that contribute to meaningful progress. This process consists of three interconnected practices: establishing a supportive environment, encouraging engagement, and responding constructively.[16]

### Leadership's Critical Role

Leaders at all levels are crucial in fostering psychological safety. Research consistently shows that supportive leadership enhances psychological safety, while self-serving behaviors reduce it.[17] Library managers shape workplace culture and set the tone for psychological safety. One of the most effective ways to cultivate psychological safety is through open communication and active listening. Managers should encourage staff to voice their concerns and ideas without fear of retaliation and ensure that feedback is met with appreciation rather than defensiveness. Creating structured discussion opportunities, such as regular one-on-one check-ins, anonymous surveys, and open forums, can help foster trust and transparency.

Managers can lead by example by practicing active listening, vulnerability, competence, transparency, and reducing power distance. Leaders who practice active listening signal that they value staff perspectives and demonstrate that employees' opinions matter by addressing their concerns thoughtfully.[18] Showing vulnerability by admitting mistakes and acknowledging limitations sets an example for team members, fostering an environment where taking risks and learning from failures is encouraged.[19] Competent and transparent leaders build trust by demonstrating expertise and openly communicating with their teams.[20] Additionally, reducing power distance by ensuring that authority is not perceived as rigidly hierarchical improves psychological safety.[21] Leaders can achieve this by actively seeking input from all staff, involving them in decision-making, and fostering open, nonhierarchical communication.[22]

In practice, library leaders can foster psychological safety by:

- Explicitly stating that mistakes are learning opportunities
- Acknowledging their own mistakes and limitations
- Soliciting feedback and responding constructively
- Protecting staff who speak up from retaliation
- Modeling respectful discourse, especially during disagreements
- Addressing harmful behaviors promptly and consistently
- Psychological Safety for Library Managers

While much of the literature focuses on how managers can create psychological safety for their teams, less attention is paid to creating psychologically safe environments for managers

themselves. This oversight is problematic, as Gallup's research shows that managers are faring no better than those they manage, with only 31 percent engaged in their work.[23]

Library managers occupy a challenging middle space, navigating pressures from both upper administration and the staff they supervise. They often lack the authority to address systemic issues while bearing responsibility for implementing policies and practices that may conflict with their values or their team's needs. In any academic library, individual managers have limited control over certain aspects of employment, such as salaries, leave policies, and benefits, which are typically managed at a higher administrative level."[24]

Creating psychological safety for managers requires intentional effort at multiple levels. From upper administration, library directors and deans can support middle managers by providing clear expectations and decision-making authority, acknowledging the constraints under which managers operate, creating regular opportunities for managers to provide candid feedback, modeling the vulnerability and openness they expect managers to demonstrate with their teams, and developing management training that addresses psychological safety.

Fellow managers can support each other by creating communities of practice where they can discuss challenges and share strategies. They can offer perspective and emotional support during difficult situations, collaborate across departments to address common concerns, and champion each other's successes while advocating for needed resources.

Staff can contribute to their managers' psychological safety by providing constructive feedback in appropriate settings, acknowledging the constraints and competing priorities managers face, approaching disagreements with curiosity rather than accusation, and recognizing the human behind the position.

When managers experience psychological safety, they are better equipped to extend that safety to their teams. Psychological safety is contagious; when leaders demonstrate vulnerability and openness, they create conditions where others feel safe to do the same.[25]

## How Team Members Can Foster Psychological Safety

Creating psychological safety isn't solely the responsibility of formal leaders. Every library staff member can contribute to building a psychologically safe environment. In a workplace setting, any individual has the potential to influence how others perceive the acceptability of speaking up, seeking help, or engaging in other behaviors that carry interpersonal risk.[26]

Library staff at all levels can foster psychological safety through active participation. Engaging fully in discussions, asking questions, and sharing ideas signals to others that their contributions are also welcome. When one person takes an interpersonal risk and receives a positive response, others become more likely to do the same. Supportive responses are equally important. How team members react to each other's ideas, questions, and mistakes powerfully shapes psychological safety. Responding with curiosity rather than criticism, acknowledging good ideas, and offering help with challenges create a positive cycle of engagement.

Team members can build psychological safety by bridging differences, seeking to understand different perspectives, advocating for inclusive practices, and ensuring all voices are heard, especially those from marginalized groups or junior positions. Clear communication about capacity, needs, and expectations helps create sustainable work environments where team members feel respected. By modeling healthy boundaries, staff demonstrate mutual respect and care.

Creative engagement is another pathway to psychological safety.[27] Staff can initiate creative

projects, form reading groups, or organize skill-sharing sessions that build community and stimulate innovation. They can counteract the tendency to micromanage by advocating for space and time for creative exploration and demonstrating its value through improved services and increased engagement.

## Measuring and Evaluating Psychological Safety

Assessing psychological safety provides valuable data for targeted interventions and measuring progress. Kukal Curtiss explains this through use of a psychological safety survey with two sections: one focusing on the team, where individuals rated the managers that they felt most and least comfortable with, and another addressing management.[28] Sample survey questions might include statements rated on a Likert scale.

- Team members can bring up problems and tough issues.
- People on this team sometimes reject others for being different.
- It is safe to take a risk on this team.
- It is difficult to ask other members of this team for help.
- Members of this team value and respect each other's contributions.
- Management listens to concerns raised by team members.
- Mistakes are held against you in this library.

Regular assessment helps identify areas for improvement and track progress over time. However, as Edmondson cautions, measuring psychological safety should never become more important than creating it. Surveys are tools for understanding, not ends in themselves.

## The Business Case for Psychological Safety in Libraries

While the moral case for psychological safety, creating humane workplaces where people can thrive, should be compelling on its own, library administrators often need to justify investments in workplace culture through demonstrable outcomes. Fortunately, research provides ample evidence of psychological safety's practical benefits.

Improved performance is consistently linked to psychological safety.[29] Research shows that psychological safety enhances outcomes such as creativity, error reporting, and overall performance. It fosters an environment that encourages experimentation and creative risk-taking, which is essential for libraries to adapt to evolving user needs and technological advancements.

A psychologically safe workplace also helps reduce staff turnover by increasing job satisfaction and organizational commitment. Organizations that prioritize psychological safety tend to perform better across key performance indicators. Additionally, service quality improves when staff feel secure in reporting issues and suggesting improvements,[30] an especially critical factor in libraries, where responsive, user-centered service is fundamental to the mission.

Efficiency improves in psychologically safe environments by reducing unproductive behaviors such as defensive documentation, excessive checking, and information hoarding, which often emerge in workplaces lacking trust. Research indicates that employees in high-trust organizations experience 74 percent less stress, demonstrate 50 percent higher productivity, and face 40 percent less burnout.[31] These advantages directly enhance library services, allowing for a more effective and resource-efficient work environment.

## Conclusion: Creating a Psychologically Safe Future for Academic Libraries

Psychological safety is a critical factor in driving employee engagement, innovation, and overall organizational success in academic libraries. When staff feel safe voicing concerns, sharing ideas, and taking creative risks without fear of judgment or retaliation, libraries benefit from improved performance and higher job satisfaction.

Psychological safety enhances service quality, reduces costly turnover, and increases efficiency by minimizing unproductive behaviors like defensive documentation and information hoarding. Start small by implementing regular check-ins, creating anonymous feedback channels, or establishing cross-departmental discussion forums. Consider assessing psychological safety in your library. Most importantly, recognize that building psychological safety is an ongoing process that requires commitment from both leadership and staff.

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Macy Bowman, Monica Gingerich, Steve Borrelli, Megan Gilpin, and Robin Tate

# Shelves of Support

## Penn State Libraries' Wellness Initiatives for Students

Over the last decade, there has been growing concern for the well-being of university students, especially in relation to the lasting negative effects of the COVID-19 pandemic. A decline in this population's overall mental health due to increasing rates of anxiety, depression, and stress has been observed[1] and students who don't feel a sense of belonging at their university are especially at risk.[2] Substance abuse issues across university campuses have also steadily increased.[3]

Penn State University's largest campus, University Park, is located in central Pennsylvania and enrolls approximately 50,000 students. Additionally, there are nineteen commonwealth campuses across the state, with student enrollments ranging from fewer than five hundred to more than six thousand students. Penn State also serves online students through world campus, where students can earn degrees fully online. Penn State Libraries support wellness initiatives across all twenty-one campuses throughout the commonwealth.

Pre-pandemic, 33 percent of students at Penn State's University Park campus reported that stress impacted their academics in the past year, while 19 percent reported that depression also affected them. Additionally, 76 percent of students had consumed alcohol in the past three months. Overall, 56 percent of students felt that Penn State prioritizes student well-being and health, recognizing the university's efforts in supporting them.[4] Following the pandemic, in 2024, 35 percent of students at Penn State's University Park campus reported that stress impacted their academics in the past year. Depression remained the same at 19 percent of students reporting that it affected their academics in the past year. Additionally, alcohol use in the past three months decreased post-pandemic to 73 percent of students. Alarmingly, only 42 percent of students felt that Penn State prioritizes student well-being and health, a 14 percent decrease from pre-pandemic data.[5]

This provides evidence that student well-being and health need more support for Penn State students. In 2020, academic libraries supporting well-being for students was identified by ACRL as one of the top trends of academic libraries.[6] While Penn State offers several wellness initiatives, the library has a unique role in supporting students' well-being. It is a place where students often spend long hours studying, chatting with friends, or simply relaxing. The library is both a connector and hub for campus resources and support. In this article, we'll explore our efforts to address these challenges and support student wellness.

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## Collections

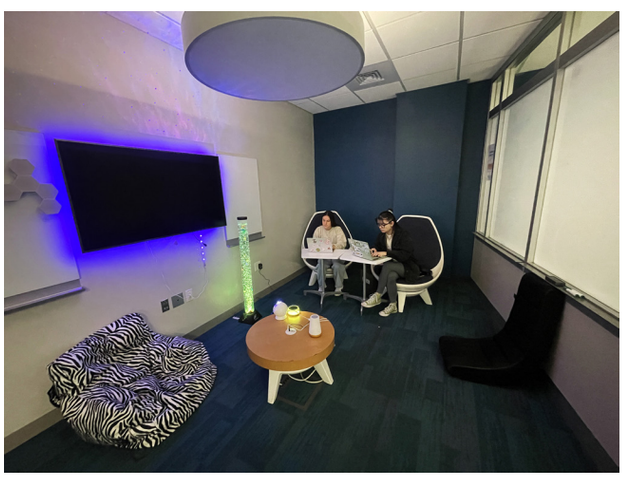
One of the ways we support student wellness is through our collections. For example, Penn State Libraries locations across the commonwealth provide and promote leisure reading collections to reduce stress and enhance student wellness. In addition to the physical leisure reading collections, they also cater to ebook readers and audiobook listeners, providing an extensive and student-informed leisure collection via Libby. This increases access across all locations while also addressing user needs and preferences, such as font size, background color, and so forth. Penn State Libraries host a variety of programming and outreach and engagement events to promote leisure reading.

Some locations compete in a "Reading Rumble," where students, faculty, and staff can sign up to log their reads (i.e., books, newspapers, podcasts, audiobooks, comics, etc.), and the campus with the most reads wins a prize. This challenge has also created several spin-off events—such as reading kick-off parties with food and swag and silent reading events where students meet up to read together—and has brought attention to the many leisure resources offered by the Penn State Libraries. Additional leisure reading programming includes "Mystery Date with a Book"/"Blind Date with a Book," where students check out a book without knowing the title and with only a few clues about it, Banned Books Week displays, and book clubs. These efforts promote leisure reading while also supporting student well-being, creating community both within the library and throughout the campus. The success of integrating leisure reading into library programming is evident in the frequency at which leisure reading titles circulate throughout the campuses.


Mystery Date with a Book table.

## Spaces and Events

The libraries also offer a variety of spaces across locations designed to contribute to and support individual wellness. These spaces include relaxation stations, sensory spaces, and areas designated for board game collections, crafts, and building blocks use. Sensory spaces to support neurodivergent students are a recent development at many library locations. These can include flexible seating (e.g., wobble stools, egg chairs, beanbag seating, and couches), weighted blankets, fidget toys, essential oils, dimmed lighting, and sound machines. Where space is limited or reserved to capacity, sensory



Sensory space in the Penn State Pattee and Paterno Libraries.

kits help fill the gap. These kits can be checked out by students and used wherever they wish in the library. They include earplugs, fidget toys, coloring supplies, and other small comfort items. At one of the smaller library locations, the sensory rooms and kits were reserved more than thirty times in just two weeks. The sensory rooms are highly sought out at all locations, creating a comfortable space for neurodivergent students and the general population alike.

In addition to sensory spaces, some Penn State Libraries locations have developed relaxation stations equipped with wellness reading collections, board game collections, puzzles, and craft supplies. To be inclusive of everyone, students also have the option to take "grab bags" of certain crafts or craft supplies to complete them where they feel the most comfortable. Crafting events include making vision boards, creating your own spa, flower pounding, canvas bag decorating, and much more. Crafting events have had huge success across the campus libraries; often a staff member with a hobby such as knitting, crocheting, painting, or button making will teach students how to do it. These events occur regularly throughout the semester and, depending on the craft, can have up to fifty participants at our smaller campuses. In addition to several crafting events, there are also game nights and trivia events. These game nights are hosted using board game collections available at several locations. Some locations are also offering PC gaming such as Dungeons & Dragons, with workshops on how to play and even clubs being formed.

A wide array of events are held throughout the campus libraries to support student well-being. One popular event at several locations has been therapy dog visits. These have been commonly used around mid-terms to help reduce stress for students at such a busy time in their semester. Individual library locations partner with therapy dog programs in their areas to bring in certified therapy dogs for students to spend time with, pet, and converse with their handlers. Additional events throughout the school year include author talks, poetry nights, speaker series on mental health and wellness, and "bling nights," where students can decorate their belongings with decals and bling. It is important to note that many of these events are partnerships with other campus organizations, such as campus recreation; counseling, and psychological services (CAPS); student affair; tutoring centers; and the career center. The libraries serve as a connection point for students, and by holding events in partnership with other campus organizations, students are connected to the services and support resources they need.

Penn State student interacting with a therapy dog.

The largest and most well-attended events that Penn State Libraries hosts are its de-stress events, which occur at the end of each semester or during finals week. De-stress events are geared toward reducing stress for students during finals, supporting their physical and mental well-being, and highlighting the ways in which the library can be supportive of students.

These events most often include snacks and drinks, extended library hours, crafts, coloring books, board games, and jigsaw puzzles. In addition to the most common activities, some locations include therapy dogs, VR meditation, yoga, tutoring sessions, and video games. Several of the crafts offered around winter final exams are holiday-themed, with informal workshops on how to make your own cookie dough, macrame ornaments, and holiday magnets. No matter the activity, de-stress events at all campuses have historically yielded large crowds of students. These offerings enhance relationships with library staff and provide a chance to relax and focus on something fun, while showing how the library can be used not only as a place for academic study, but also for fun and relaxation. Hosting these types of events showcases how dynamic and unique the campus libraries at Penn State are in delivering wellness focused community-building programming.

Students at a DeStress Fest event.

## What's Next?

Moving forward, Penn State Libraries has formed a commonwealth-wide committee, LibWell, to help build the brand for student well-being programing, collections, and spaces. This includes a color scheme and font that is easily recognizable by students across all locations highlighting current programming and forming an identity for all things student well-being. Going beyond visuals, LibWell also aims to facilitate program sharing through virtual events, planning materials, resources, and themes. Pursuing future collaborations with university stakeholders and student groups will allow LibWell to revise and refine programming and resources, keeping them relevant and meaningful as the libraries continue to find new ways to support the well-being of its students. With a commitment to innovation and collaboration, LibWell will strengthen the libraries' role as a key resource for student well-being and will help shape a library experience that prioritizes student well-being and fosters a culture of holistic support.


Sensory room at Penn State DuBois.

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Emily Butler, Kat Good-Schiff, and Vonetta Lightfoot

# Creating a Periodic Table of Banned Books

## A Community College Multimedia Project for Inclusion and Diverse Representation

The library at Springfield Technical Community College (STCC) in Massachusetts is home to a unique exhibit that highlights ongoing threats to intellectual freedom: the Periodic Table of Banned Books. This installation, and its accompanying events and social media campaigns, were inspired by the Periodic Table of Black History created by the Lakeland Public Library in Florida—and by Marian Wright Edelman's famous saying: "You can't be what you can't see."

Why did we create a periodic table of banned books? Focusing on the contemporary issue of banned books helps our students connect with literature that is relevant to or representative of their lived experiences. And as the only technical community college in Massachusetts, the format is fitting for our institution.

Created jointly by the STCC Library and STCC's Office of Multicultural Affairs (OMA), the project launched in fall of 2022. It was born from a labor of love, a testament to true collaboration and teamwork, and a shared commitment to highlighting a major issue. We want to do our part to ensure that diverse stories remain accessible to anyone who wants to read them.


The original "Periodic Table of Banned Books" installation as it was unveiled in fall 2022.

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## The Context

The dramatic increase of book removals from libraries and schools in recent years is mainly driven by conservative reactivity to diverse identities depicted in young adult literature. As one YA author says, "the combination in these books of diversity and social justice on the one hand, and love and relationships on the other hand, can be explosive due to the cultural shifts and generational differences at play." This leads some teens to feel "we are not welcome in society because books relating to our life experiences are banned." Or they believe that their peers are being "deprived of learning that differences are beautiful, important, and necessary."

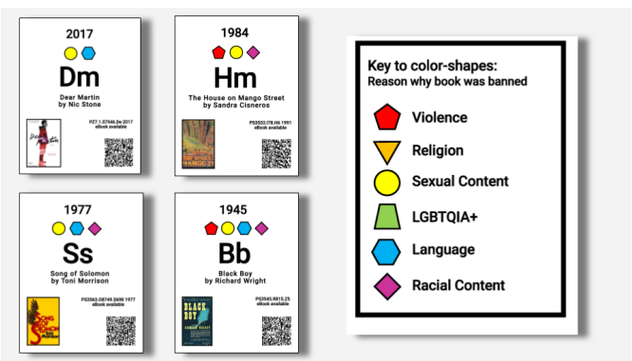
While the majority of such conflicts happen in K-12 schools and public libraries, three Penn State librarians argue that academic librarians are also obliged to support the freedom to read, declaring that "we can no longer take it for granted that intellectual freedom is a cherished goal. As a profession we need to make the positive case for intellectual freedom." The STCC Library is fortunate to serve a campus community that supports this position.

In the words of one teen who co-founded a banned book club at their Florida high school, "book challenges are . . . a way to uphold systematic racism, classism, sexism, homophobia, and ableism." In contrast, projects like ours promote freedom and inclusion by providing access to literature in which more young people can see themselves reflected and also learn about others.

## The Process

While the project was based on the periodic table of elements, we adapted the layout based on available wall space in our library. Team members suggested potential titles via a shared spreadsheet, and we held several meetings to establish criteria for selection, narrowing the list down from 120 titles to a final eighty-four. While a small number of older, classic texts were included, we wanted to make the exhibit as timely and relevant as possible, so we prioritized books our students are more likely to be familiar with: popular, recently published books. We also selected books of cultural relevance to our student population, books by a diverse set of authors, and books representing a variety of documented reasons for being banned. For the final step of narrowing the list down, we consulted book reviews. We made sure that all of the titles in the display would be available in print from our collection, purchasing those we did not already own.

Developing and constructing tiles for the book "elements" was a process of trial and error. First, we identified six common objections that book challengers cite as their reasoning for why they believe a book should be banned: violence, religion, sexual content, LGBTQIA+ content, language, and racial content. We represented them visually with a set of six distinct, colored shapes. Using both colors and shapes, rather than colors alone, makes it accessible to those with color blindness. Since books can be challenged for multiple reasons, the categories are not exclusive.




Four example book "tiles" and color-shape key.

We created the display so that the included books could be easily changed or updated over time. Each element tile was designed to print on standard 8.5" x 11" paper so they can be easily printed and replaced in the future as needed. This design was relatively low-budget. The only materials required for us to purchase were protective sleeves for the tile printouts, washers, and magnets to affix the tiles to the wall, and signage.

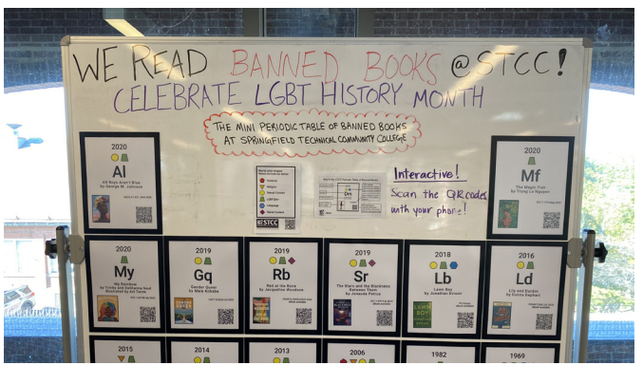
We wanted the installation to be interactive, with opportunities for students and faculty to engage, so each book tile includes a QR code that links to a webpage with further information about the book. These webpages provide context surrounding the book's removal from libraries and/or schools, such as links to news articles and statistics from ALA, as well as a brief description of the book's plot and information about borrowing the book. The website also offers a "Frequently Asked Questions" page, information about visiting the library to see the display, and resources for further reading about censorship.[6]

In early 2024, to keep the project current, we again went through a book selection process and added twenty new titles. Titles with low website engagement were deselected from the exhibit but not from the library collection.

## Events and Cross-Promotion

To increase engagement with the project, the OMA and the STCC Library hosted several events, beginning with a launch party to unveil the display. We collaborated with faculty to offer a community read of the book *Dear Martin*, and author Nic Stone gave a virtual talk for our campus community. OMA collaborated with our school's Amy H. Carberry Fine Arts Gallery to offer a talk by Lee Francis IV on the topic of Native and Indigenous graphic novels and stories and debunking myths about indigenous culture. In addition, the OMA operations manager appeared on the Harriet Beecher Stowe Center's podcast about censorship, free speech, and intellectual freedom.

To maintain awareness of censorship issues, we created monthly displays ("mini periodic tables") on a whiteboard, highlighting titles with themes such as women's history, Latinx authors, or religion, and we shared a "banned book of the week" on social media. In spring 2023, the library offered fifty giveaway tote bags with copies of *All Boys Aren't Blue* and *Stamped: Racism, Anti-racism, and You.* In fall 2024, the library hosted a virtual panel discussion, "Censorship in Libraries," featuring public librarians and a youth advocate.



Example of a monthly, "mini periodic table" display for LGBT History Month.

## Long-Lasting Impact

A major goal of this project is to educate our students and the public about intellectual freedom. Through providing tours of the display, it has become evident that a high percentage of our students are not aware that books are being removed from libraries and schools. Many students were distraught to learn that books they have read and loved are being censored in some places.

In addition to providing tours of the display for students, faculty, and staff, the STCC Library was featured in local news outlets' stories about censorship. We have received positive feedback on the project verbally, via email, via social media, through our website's virtual guestbook, and through a survey administered to community read participants.

This project has offered long-term, meaningful work for our reference librarians, with opportunities for creativity and skill-building. From researching and developing web content, to graphic design and installation, we will be able to use both the physical setup and the systems we created in future projects to benefit our students and campus community.

This project continues to make ripples across the Springfield Technical Community College campus and beyond. Our hope is that the Periodic Table of Banned Books continues to inspire and inform people about the importance of reading, the freedom to read what they want, and the power of seeing oneself in the content. Because, as ND Stevenson wrote in his introduction to Maia Kobabe's *Gender Queer*, "Seeing yourself in the world, knowing that you're not alone, that you could actually have a future as yourself—it's lifesaving."

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Brynne Campbell Rice and Nicole Helregel

# ACCentuating Epistemology in the ACC Frame

## A Case for Integrating Personal and Discipline-Specific Epistemologies into the ACRL Framework

A quarter of the way through the twenty-first century, we find ourselves in a post-truth information ecosystem, where we regularly encounter fundamental disagreements about what constitutes truth itself. This problem is ultimately an epistemological one—how to operate within competing understandings about how knowledge is achieved. In order to help students become information literate in this increasingly complex landscape, we must be able to turn to our profession's guiding documents on how to approach the epistemological nuances of information evaluation.

The ACRL Framework for Information Literacy for Higher Education does touch upon some of the epistemological elements of source evaluation, particularly in the first frame, Authority is Constructed and Contextual (ACC).[1] This frame has been one of the more controversial, with some scholars and librarians suggesting that it espouses a post-truth position. As such, with the ACRL Framework up for revision, this frame is a prime candidate for clarification.

Because the ACC frame acknowledges that cognitive authority is constructed and contextual, not inherent and absolute, it has been criticized for its potential slide into absolute relativism.[2] There is concern that by acknowledging the social construction of authority, this frame necessarily allows for a situation in which all authorities are created equal, and thus all claims can have some truth value, depending on the context.

Nevertheless, a number of thoughtful analyses[3] have illustrated that the ACC frame allows for a middle path, wherein there is space for both an explicit acknowledgment of the value of diverse forms of knowledge and a commitment to careful judgement about truth. In order to achieve this middle path, Lisa M. Rose-Wiles asserts that "an epistemological approach to discussing belief, authority, expertise and truth is sorely needed."[4] We believe that the ACC frame already attempts to encourage such an approach, if only implicitly. In addition to highlighting the places where the ACC frame alludes to the epistemological aspects of source evaluation, we identify areas where it could attend more explicitly to (1) how students' own personal epistemological development acts as a compass for moving from novice to expert, and (2) the disciplinary epistemological contexts in which authority is constructed.

## Personal Epistemology in the Authority Frame

Students enter the classroom with a whole host of beliefs and experiences that will influ-

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ence the way they engage with information. One such set of beliefs are epistemic beliefs (also referred to as personal epistemologies), which are a person's beliefs about human knowledge, like how certain knowledge can be, how we come to know, and the criteria we should use for evaluating knowledge.[5]

While there are still diverse models for understanding these beliefs, there is a general consensus that epistemic beliefs are developmental, progressing from absolutist, to multiplist, to evaluativist.[6] A student with an evaluativist mindset understands that, although knowledge is uncertain, evolving, and filtered through human experience, it can be evaluated based on a framework of evidence and soundness of argument. In progressing towards evaluativism, students may move through a phase of multiplism, where they see knowledge as wholly subjective, but eventually they reintegrate "the objective dimension of knowing, by acknowledging uncertainty without forsaking evaluation. Thus, two people can both . . . 'be right'—but one position can have more merit ('be more right') than the other to the extent that position is better supported by argument and evidence."[7]

Some LIS[8] scholars have argued convincingly that there is a strong theoretical connection between personal epistemic beliefs and the development of information literacy, particularly in regard to how individuals engage with source evaluation. As such, it is not surprising that there is implicit compatibility between how the ACC frame describes information literate "experts" and more sophisticated, evaluativist approaches to knowledge.

The ACC frame states that being information literate requires the willingness to *recognize the value of diverse ideas and worldviews* and *develop and maintain an open mind when encountering varied and sometimes conflicting perspectives*. Sophisticated evaluation of information sources requires abandoning a naive quest for a single, unassailable truth in order to achieve a more fulsome picture of the world. This vision of information literacy mirrors epistemological development, which involves understanding (and ultimately synthesizing) diverse perspectives.

Additionally, evaluativists assess claims with an understanding that, although knowledge is ultimately uncertain, it is possible to make reasoned judgements about evidence in order to come to provisional conclusions about truth. This idea is reflected in the ACC frame's reference to the necessity of *seeking accuracy and reliability* and the *need to determine the validity of the information created by different authorities*. As the frame describes it, *experts view authority with an attitude of informed skepticism and an openness to new perspectives, additional voices, and changes in schools of thought*. This statement aligns with evaluativist epistemologies, which hold that while knowledge is always evolving and provisional (thus openness to new perspectives is crucial), knowledge claims can and should be evaluated skeptically against evidentiary criteria. Finally, there is a metacognitive element present in both the ACC frame and the development of an evaluativist epistemology. An evaluativist approach to knowledge involves engaging in a process of self-reflection, where an individual also examines their own thinking and assumptions as a part of evaluating as a source of information. Similarly, the ACC frame calls out the need for students to approach source evaluation with *a self-awareness of their own biases and worldview* and to be *conscious that maintaining these attitudes and actions requires frequent self-evaluation.* A greater reflective awareness of one's own information evaluation activities goes hand in hand with more sophisticated personal epistemologies.

Given that the ACC frame already implicitly guides students towards a more evaluativist personal epistemology, making these epistemic elements more explicit would enhance this frame. For instance, a more specific reference to epistemic beliefs could be included (suggested additions to the frame are indicated in bold): *Learners who are developing their information literate abilities develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases,* worldviews***, and beliefs about knowledge.*** Even a small modification like this could encourage instructors to attend to the way students' epistemic beliefs influence the way they evaluate information.

Additionally, the spirit of an evaluativist epistemology could be adopted to describe the practices or dispositions of experts related to authority evaluation. For instance, the frame could include a knowledge practice that describes engagement with different authorities to make careful judgments about knowledge claims. Referencing the practice of judgement involved in source evaluation would address some of the criticisms that this frame is an instrument of pure relativism and encourage students to see source evaluation as a holistic process of critical examination.

While an individual's epistemic beliefs, and how they are deployed during information evaluation, are ultimately personal, these beliefs do not develop in a vacuum. In fact, many of the questions of how to engage with evidence are driven by the interface between an individual's own beliefs about knowledge and the disciplinary communities in which they are learning.

## Disciplinary Epistemologies in the Framework

When the ACC frame describes authority as contextual, one of the primary contexts it refers to is the disciplinary community where knowledge is developed. As Stefanie Bluemle[9] describes, cognitive authority is established within a social interaction between a source of information and a community that grants the authority to the source. Each knowledge community has a set of norms concerning how and when cognitive authority might be granted, and these norms are ultimately based on epistemological assumptions about which processes will reliably lead to knowledge.

These assumptions underpin the disciplinary paradigms that shape authority evaluation in that community. As Lisa Saunders and John Budd[10] argue, helping students understand these disciplinary paradigms is crucial for developing their information literacy; these paradigms affect everything from what avenues of research are pursued to what methods and standards are used, both of which are used to assess authority and credibility of an individual source. Rather than seeking to indoctrinate students within a certain way of thinking, it is necessary for students to deeply understand the culture and knowledge practices in a given discipline so that they can engage with them critically.

While the Framework was written to work across disciplines and is often applied in introductory-level writing and research skills courses, much of the work of developing information literacy also happens in disciplinary courses where students learn how to apply the skills, practices, and dispositions within the relevant field. Fittingly, several subject-specific sections of ACRL have developed their own companion documents to the Framework,[11] which explore the specifics of how knowledge, trust, and authority are constructed in their fields.

These Framework companion documents are extremely valuable for the details they provide about the different epistemological norms and markers in field-specific contexts; librarians can use them to help students explore their disciplinary epistemology. For example, the STEM companion document explains that STEM fields "traditionally rely on evidence-based, reproducible research using the scientific method" and that authority is "traditionally conferred based on a scaffolded series of scholarship and training within higher education,"[12] while the journalism companion document explores the myriad ways in which authority and credibility are deciphered when reporting, including "academic expertise, lived experience, and information that is and is not publicly available."[13] Lived experience narratives are an important potential facet of authority for journalists but are far less commonly accepted as a mark of authority or credibility in STEM. Distinguishing between different epistemological norms and practices within and across disciplines is important for students as they develop their information literacy.

The Framework itself does currently include some references to disciplinary epistemologies. The ACC frame has some explicit mentions of communities and disciplines, outlining how experts *recognize schools of thought or discipline-specific paradigms.* One of the relevant knowledge practices is that learners *understand that many disciplines have acknowledged authorities in the sense of well-known scholars and publications that are widely considered 'standard,' and yet, even in those situations, some scholars would challenge the authority of those sources*. These are helpful elements that certainly allude to disciplinary-specific notions of authority, but they could be improved by being more explicit about the relationship between disciplinary epistemological paradigms and the construction of cognitive authority. The beginning of the frame could be modified to reflect discipline-specific ideas: *Information resources reflect their creators' expertise* ***and the authority they have been granted by one or more communities****, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities—****whether across academic disciplines or outside of academia—recognize different processes and criteria for granting authority.*** These updates would more clearly explain the social process of authority-granting within disciplines.

Additionally, a new knowledge practice could be added that describes how learners should understand that different disciplinary communities have different paradigms and norms that influence how knowledge is created and authority is granted. Emphasizing disciplinary frameworks for knowledge evaluation is useful because it encourages students to think critically about the communities that grant authority to information and how that process functions.

Finally, the updated Framework could specifically recommend referring to the companion documents; while the subject-specific considerations that they contain are impractical to include in the Framework itself, they are critical for helping students understand the knowledge practices they are learning to operate within.

## Conclusion

As we help students navigate the complexities of the twenty-first-century information ecosystem, it is critical that the ACRL Framework continues to evolve to address the epistemological nuances of this ecosystem, particularly in regard to source evaluation. The de-

velopment of students' personal epistemologies is always happening in tandem with their exploration of disciplinary epistemologies, and librarians sit right at the nexus of these trajectories. This is part of the larger process of helping students develop their identities both as individuals and as scholars within a given field, work that is often part of liaison librarianship (e.g., helping STEM students develop their "science identity").[14] By more explicitly integrating epistemological concepts, the Framework will better guide librarians in helping cultivate students' epistemological growth and disciplinary engagement.

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Brian Mathews

# Interdisciplinary by Design

## Envisioning Libraries in 2050

When I imagine the library of 2050, I think about the world it will inhabit: one grappling with cascading challenges of climate instability, health crises, technological disruption, and deepening inequality. These are wicked problems—intertwined, dynamic challenges that demand solutions cutting across disciplines, geographies, and perspectives.

Libraries have a critical role to play in this future. To truly make an impact, they stand at the threshold of evolution and transformation. The library of 2050 could become a platform for co-creation and connection—a place where ideas collide, perspectives integrate, and solutions take shape. This is what I think of as being interdisciplinary by design: intentionally building services, spaces, and networks to foster creativity, collaboration, and integration at every level.

Being interdisciplinary by design implies more than facilitating connections among academic fields—it's about embedding that integrative spirit into every aspect of what libraries do. This includes how we curate collections, engage communities, organize, and build partnerships. It represents a shift in mindset: from supporting research to actively co-shaping it, from providing access to tools and information to enabling action, and from teaching and learning to fostering agency and empowerment. At its core, it reflects a belief that every interaction, every service, and every resource can be thoughtfully designed to connect people, ideas, and disciplines in meaningful and transformative ways.

At the heart of this vision is a simple idea: the library's greatest value is not in what it holds but in how it connects. Information in 2050 will likely be more abundant than ever, but abundance doesn't guarantee understanding or application. Libraries could act as knowledge integrators, weaving together disparate datasets, code, publications, methodologies, and insights into cohesive frameworks that guide decision-making and inspire new directions.

Imagine a library helping an interdisciplinary team tackling food security. It doesn't just provide access to research on agriculture, economics, and public health—it synthesizes resources and analysis into a living map, highlighting connections, gaps, and opportunities. This is where libraries can excel: helping people see the big picture, uncovering synergies, and translating complexity into clarity. To be interdisciplinary by design would mean turning the library from "the heart of campus" into *a collaborative nerve center*—a place where the tools of integration are embedded in the very fabric of how work happens.

In 2050, libraries could also become spaces—both physical and virtual—where people come together to solve tangible problems, not just work on assignments. Imagine global

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collaboration hubs that blend the tactile energy of a workshop with the technological power of hybrid meetings. These hubs could be equipped with immersive visualization tools, real-time translation, and facilitation resources to help diverse teams move seamlessly from brainstorming to prototyping. More importantly, they could encourage serendipity and spark creativity. Just as the best coworking spaces bring freelancers and startups together to collaborate, library hubs would bring researchers, policymakers, community leaders, and everyday citizens into the same room—or digital space. A climate scientist might meet a local farmer and leave with new insight. A high school student could stumble into a workshop on AI ethics and leave inspired to study the intersection of computer science and social justice, or perhaps the role of technology in addressing bias.

Enterprising libraries are uniquely positioned to embrace the transformative potential of interdisciplinary accelerators—programs modeled on innovation accelerators that guide teams through the messy process of turning ideas into impact. Libraries could host accelerators centered on the Sustainable Development Goals, urban resilience, or pressing local challenges, providing not only space and resources but also mentorship, structured guidance, and connections to external partners.

Or imagine a solution sprint on water scarcity: researchers, engineers, and community leaders come together for two weeks of intense collaboration, supported by the library's facilitators, knowledge maps, and tools. By the end, they've developed a prototype for a scalable irrigation system—or maybe a policy framework that transforms local water management. This could be the power of being interdisciplinary by design: creating processes that help teams think boldly, move quickly, and stay grounded in real-world needs.

Living knowledge ecosystems are another exciting possibility. These ecosystems could integrate datasets, publications, and tools into dynamic, evolving resources tailored to specific global challenges. They'd go beyond providing access and synthesis, enabling collaboration and continuous learning—curated with intention and action in mind. For instance, a knowledge ecosystem on climate adaptation might include everything from historical weather data to policy guides to community storytelling platforms. It could grow as users contribute their own findings and experiences, evolving alongside the challenges it addresses. Libraries, as stewards of these ecosystems, could help ensure they remain inclusive, accessible, and pragmatic.

All of this—global hubs, accelerators, living ecosystems—depends on the people who make it happen. The library staff of 2050 would need to be as interdisciplinary as the challenges they support. They could navigate the intersections of different fields, foster collaboration, and use multidisciplinary tools to bring people together. This work seems to call not only for new skillsets—such as facilitation, systems thinking, and data fluency—but also for new mindsets that embrace experimentation, empathy, and adaptability. Perhaps libraries will offer team science facilitation as a core service. Whether it's training interdisciplinary groups in project management, helping them organize knowledge-generating workflows, or teaching the art of cross-disciplinary diplomacy, libraries can help ensure that collaboration is as seamless as it is productive.

Of course, none of this will happen overnight. Becoming interdisciplinary by design is a long, nonlinear, continuous journey, and it starts with small, deliberate steps. A library could begin by rethinking how it operates—embracing the mindset and practices of an

interdisciplinary team itself. By modeling collaboration, integrating diverse perspectives, and aligning around shared goals, the library creates a ripple effect that inspires new ways of working and engaging. Fostering meaningful change begins with transforming how we think, work, and connect.

At its core, being interdisciplinary by design is more than solving complex problems. It imagines new possibilities, creating spaces and processes where collaboration feels natural and empowers people to tackle challenges together. Libraries have long been rooted in the service of knowledge, but by embracing the intersection of interdisciplinarity and wicked problems, we can ensure that knowledge serves humanity for generations to come.

This is the library I imagine, the library I want to be part of, and the library I hope to help design. A library where ideas thrive, connections flourish, and the future is not merely a reaction to external pressures and challenges, but one that is actively shaped to become more inclusive, innovative, interdisciplinary, and interconnected for everyone.

Tessa Withorn

# Google AI Overviews Are Here to Stay

## A Call to Teach AI Literacy

When I last wrote about Google's "Search Generative Experience" in November 2023,[1] not everyone was seeing AI-generated Overviews in their search results. I'm here to answer the question I posed about the future of Google's AI experimentation—yes, this is just the way we search now. It depends on the search query, but chances are if you've searched for something in Google lately, you've read an AI-generated Overview, whether you realized it or not. The fine print says it's still experimental, but Google is unlikely to roll these features back. In a support article, Google promises you can now find information in "faster and easier ways."[2] And that's true. If I'm trying to find the best way to get the stain out of a shirt, Google will "do the work for me" and cut to the chase so I don't have to watch a ten-minute YouTube video or scroll through lengthy ad-filled blog posts (Figure 1). Although there have been some humorous to alarming examples of false information in these overviews (like spouting misinformation that Barack Obama is Muslim),[3] they have improved; however, in my experience, the highest quality of evidence (i.e., peer-reviewed studies) is rarely cited. Google rolled out AI Overviews to the United States in May 2024 and will be available in more countries and languages if they aren't already. Google is encouraging its users to ask more complex questions and assuring advertisers that their links will still get clicks.[4]

Google's AI Overviews are powered by the Gemini large language model. As a "claim extractor," this technology mines for information across multiple sources to provide an answer to a question. It's generative in the sense that it's using natural language processing to produce human-like text, but the strength here lies in AI's ability to make new sentences stating key points of a source, "just like humans do."[5] It's interesting to consider how searching in Google has evolved from a vertical list of links with little context and lots of scrolling to a more horizontal way of searching that presents information first and links second. However, it's still up to the searcher to determine if the information is "good enough" to meet their immediate information need, a term referred to in the literature as "satisficing."[6] There's also the principle of least effort at play here as users rely on convenience, or in other words, they only look at the first thing in front of them. Research shows that students can be quick to make that determination.[7] With tools like AI summarizers, the expectation of productivity in both school and work is certainly a factor in this behavior as well. In the age of AI, the pressures of scholarly publishing[8] and workplace productivity[9] mean we're expected to do more with AI and do it quickly.

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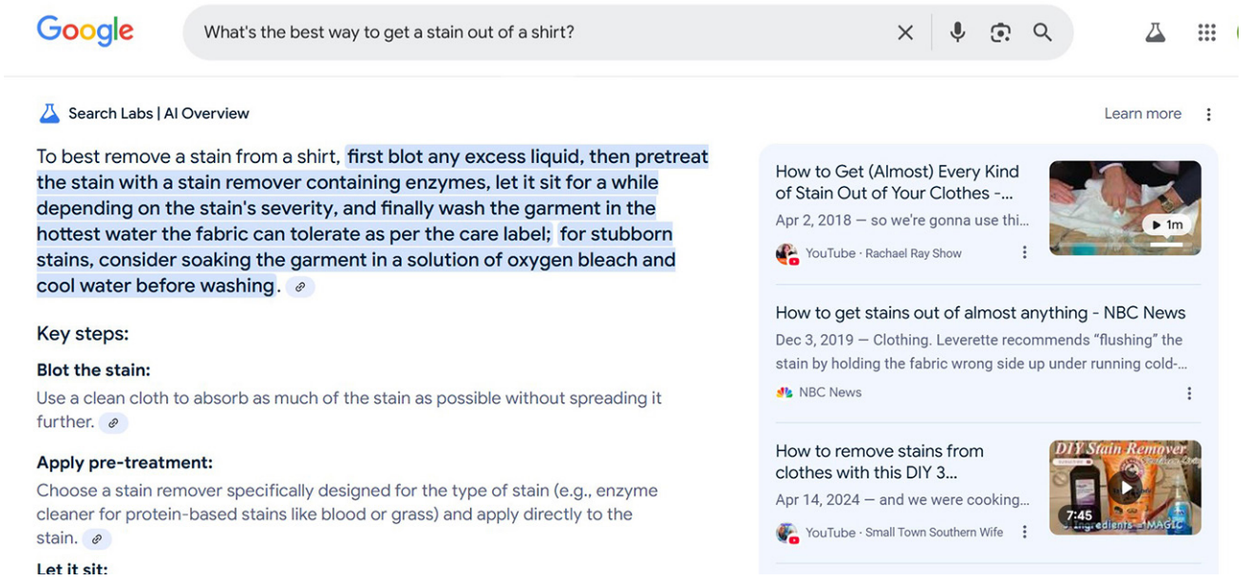


Figure 1. A Google search for "What's the best way to get a stain out of a shirt?" conducted on February 13, 2025.

## In the Classroom

This brings me back to one of my initial questions: does this change the way we teach? I think it does. As instructors, we need to help our students develop AI literacy skills to know how and when to use and trust AI-generated content. In my information literacy instruction for English composition for the spring 2025 semester, I'm facilitating an activity on search tools and strategies that incorporates Google. I'm still a little old school, and I put students into groups and give them handouts. The directions ask them to conduct a search in a particular tool using detailed instructions and answer reflective questions about how they see the tool working. I want students to see an example of a "successful" search, but I also encourage them to play around and find how it might fail too. I typically have a group for Google, Google Scholar, EBSCO, and the library's catalog. Librarians have been teaching how library databases are different from Google for forever, but now there is an opportunity to engage students in conversations around AI in a way that feels safer for students who may not want to disclose their use of AI and professors who don't want to call attention to it. Everyone Googles. There's no getting around it.

I also like this activity because it illustrates how different search strategies are effective in different tools. Library databases are stuck in keywords and Boolean operators, while Google and other emerging AI research tools like Elicit are taking a question, interpreting it, and serving up relevant results using large language models. This is an important distinction that should be clear to students. Because of this, I have started to prioritize talking about developing good research questions, which is an outcome I have glossed over in the past. I would give a word of advice though to make sure the professor knows you'll be talking about AI and how. I made the mistake of pulling up Elicit during a session without clearing it first and the instructor was concerned that all their students would be copying and pasting AI-generated literature reviews.

From what I've gathered running this activity and polling students a few times, students notice the AI Overviews, find them helpful, and are likely to follow up on the links to check the source. However, for complex research questions, it's important to guide students

through the process of identifying the authority and quality of a source. Sure, you might get a seemingly logical answer to a question, but if the only sources cited are blog posts, can you really fully trust that those authors are experts? This can be a difficult task for students who do not yet have expertise themselves on a topic and sometimes rely on superficial markers of authority, such as whether a website is a .com or a .org. This is a great time to pull out your source evaluation framework of choice (mine is lateral reading[10]) and talk about the limitations and biases of what's being summarized and presented. I usually demonstrate a quick lateral reading moment where we follow a source and then open a new tab to research the reputation of the author and publication.

This is also a good time to bring up some of the issues related to AI and sustainability. I tell students "fun facts" such as how a query in ChatGPT takes ten times more electricity than a typical Google search and how both Open AI and Google are using huge amounts of water to cool their data centers,[11] which isn't helping the climate crisis. At this point, I also like to show a trick I learned on social media, from a post I've lost and can't accurately cite, that you can add "-ai" to a search to opt out and skip the AI generation. Try it out for yourself. Talking about Google and AI has made my class discussions livelier, and I hope I meet students where they are at as they enter a confusing academic system where professors' AI policies might be wildly different, if they exist at all. These intentional classroom conversations are crucial to helping students understand the capabilities and constraints of generative AI and how to use it efficiently and ethically, especially as it relates to searching for and evaluating information.

## Looking Ahead

I'm optimistic about how to approach teaching with Google AI Overviews and other AI research and productivity tools. There will always be new tools and features, but literacy skills should be transferable and timeless. However, I would be remiss if I didn't mention a few unsettling trends. The term "enshittification" has been floating around the Internet after a talk given by Cory Doctorow on the rapid decline of the Internet, and as he argues in the case of Google, there is a deliberate attempt to make products worse to profit more.[12] It makes sense because Google wants to keep you on Google longer to give more time to their advertisers, so if they're giving you a quick answer, what's making you stay? In the years to come, there will be even more AI-generated content on the Internet that will feed into Google's AI Overviews. Formerly the premiere place to search, what does the future hold for Google? More experimentation to the detriment of their products? More antitrust litigation? We must encourage students to stay skeptical of information sources and be aware of how expertise and authority are increasingly obscured.

As an academic, I always feel like I'm already behind the times, but these problems are waiting for us to catch up. I hope there will be more research, be it quantitative or qualitative, on how new ways of searching for and consuming information may be impacting us, both for academics and everyday life. More than just my classroom anecdotes, future research can also show us opportunities and implications for our teaching practices. Librarians have already begun applying generative AI to the ACRL Framework for Information Literacy for Higher Education[13] and created a task force for identifying AI literacy competencies for library workers. More work is to be done, but it's time to bring Google into the classroom and teach through the lens of AI literacy.

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Ruth Monnier, Matthew Noe, and Ella Gibson

# AI in Academic Libraries, Part Two

## Resistance and the Search for Ethical Uses

Academic Library Workers in Conversation is a C&RL News series focused on elevating the everyday conversations of library professionals. The wisdom of the watercooler has long been heralded, but this series hopes to go further by minimizing barriers to traditional publishing with an accessible format. Each of the topics in the series were proposed by the authors and they were given space to explore. This issue's conversation is the second of two parts that will discuss generative AI and the many concerns that the authors already see playing out in their organizations.—*Dustin Fife, series editor*

**Ruth Monnier:** We have talked about the concerns that are most urgent about generative AI and its adoption. How can individuals push back, encourage slow intentional adoption, or completely resist generative AI? Do you agree with Violet Fox's recommendations in her zine titled *A Librarian Against AI; or, I Think AI Should Leave*[1]?

**Matthew Noe:** I love Violet's zine so much; I'm currently giving it out to students during our monthly zine workshops as an example! I think all of her recommendations have merit, but the ones I've been most engaged with are *opt out*, *ask questions*, and *harsh the buzz*. Opt out is pretty straightforward. As of this interview, I have still never knowingly used ChatGPT and as much as possible avoid engaging with the built-in AI tools showing up everywhere. This tactic is going to become increasingly difficult unless/until the world is convinced that embedding environmentally destructive nonsense machines into everything is a bad idea, but refusing to use it is a key step along the way, I think.

**Ruth:** Yes! It is so hard to avoid using it and even when you don't want to. I have been adding "-ai" to all my search engine queries. What an annoying extra step for a product change that no one asked for!

**Matthew:** As for asking questions and harshing the buzz, my approach kind of combines the two. Every opportunity I have, I am asking *why* I should want to use generative AI, reminding people about the environmental cost (and asking how it squares with our sustainability commitments), and generally being skeptical of the idea that if only we learn to use this technology, we'll "save ourselves" from obsoletion. US Census data suggests we've lost nearly 80,000 librarian positions since 2006, and the trend has been almost universally downward over that period.[2] Over that same period of time, we've been chasing the hype cycle from one thing to another, and I'd hardly call doing so a success for the profession. Let's learn from past mistakes and focus on our core values, our core missions, and not give our jobs over to technology that tries, and fails, to do what we do.

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**Ruth:** Librarians are so important to creating communities and providing human connection—in the research process and beyond. Technology cannot create a relationship; it may facilitate, but it does not create.

**Ella Gibson:** Matthew and Ruth, in my opinion, at this point fully opting out or even avoiding is really hard. It's integrated into so many things that sometimes I don't even realize it. Or I'm seeing faculty across campus encourage students to use it as part of their assignments and then students come to me asking questions. If it's from their professor, I can't really say no to following the instructions. I'm not sure either if faculty realize that students don't understand the risks of using AI and then come to others who are equally lost.

**Ruth:** Ask questions and harsh the buzz are great options for those who don't want to be known as AI resisters or luddites, unlike you, Matthew, and I! One way to harsh the buzz is refusal to interact with generative AI media (images, videos, etc.) or things that appear to be created with generative AI. Engagement runs the algorithms, so lack of engagement could be slightly helpful. Another thing I tried during Giving Tuesday was to ask organizations what funds I could donate to that did not intentionally use or support generative AI usage. Asking questions of vendors and organizations is a way to push back and show that individuals are not interested in generative AI being a part of everything. We should be advocates for policies that promote clarity about informed consent and data usage from course syllabi and class assignments to IRB projects and employers' surveys. Power dynamics can be hard to navigate, and having clear policies help the less powerful. It should be known if any provided information (data) will or will not be used as generative AI inputs and training.

**Matthew:** We've talked about our concerns and a little about where our institutions are with this technology. What would you all like to see from our professional organizations on this topic? So far, I just keep seeing a lot of webinars on adopting it as quickly as possible… surely we can ask for better?

**Ruth:** From librarian organizations, I have seen webinars, conferences, and even taskforces dedicated to supporting generative AI usage. Any mention of the ethics or concerns (including FERPA compliance) is brief and frequently at the end. To the point where it feels like the expectation is that busy and overworked individuals need to investigate harms and ethics on their own time. I agree 100 percent with you, Matthew; we can and should ask for better. Critical thinking is a part of our job, and it does not seem that we are critically adapting this technology. Generative AI is a collective problem for society, so at a bare minimum, organizations must provide space and oxygen for resisters of generative AI.

**Ella:** I'm seeing a lot of the same things as you, Ruth, and for me, I'd like to see more thought put into why we're having some of these conversations on supporting generative AI and what its adoption means for users. When I was a teacher, I felt like we were still having conversations about the pros and cons of having learners adopt and use different educational technologies. Most of these tools too had been around longer than AI, and the conversations about the implications for student use were more intense in consideration to potential harms. It just seems like the excitement for something new is superseding common sense and that professional organizations and others are essentially promoting that too.

**Ruth:** When I obtained my bachelor's in education, it was emphasized how important it was to build a classroom community and personal relationships with students. Yet, as you mentioned, Ella, there are still ongoing discussions about current educational technologies and tools before we add in the generative AI integration to those tools and separate

generative AI tools. The constant, invasive surveillance via technology[3] in education detracts from creating authentic relationships. And this on top of the decline in critical thinking and cognitive offloading being discussed in the profession right now.[4]

**Matthew:** Right! And this isn't a problem limited to just generative AI technology. We've seen evidence that overreliance on things like GPS can have negative impacts on spatial awareness, wayfinding, and multiple types of memory.[5]

**Ruth:** Technology, in general, but especially generative AI, is helping society lose touchpoints of human connection and, in general, thinking skills. Why should I need to use generative AI to figure out what I want to eat for the week?

**Ella:** Obviously, Ruth, you need AI to make your grocery list because you just can't do it yourself. In all seriousness, though, along that line of thinking, at what point is this data being recorded or saved? Who needs to know what I'm eating or how I'm wanting to write a letter? Why is this being tracked? What is it eventually going to be used for?

**Ruth:** As a resistor, luddite, and lamplighter on generative AI, frequently I am asked: Would you ever (knowingly) use generative AI? Personally, I feel when this question is asked, it is a reframe of the webinars and topics of "How to ethically use generative AI [product name]" and those who ask might believe that there are ways to ethically use an unethical technology. How would you answer that question, Matthew and Ella?

**Matthew:** I get this kind of "Well, what about xyz" response constantly, Ruth! Depending on the setting, and the asker, I take one of two approaches to answering. If I think they are asking in good faith, I'm willing to entertain any and all scenarios and discuss potential *good* uses of generative AI. For example, right now I can't think of a scenario in which I would want to use this technology in librarianship, but if I switched lenses to drug development, I can imagine the *potential* value of this technology. "Potential" is a key word here though, since many of the proclaimed victories of this technology have been hyped-up and/or outright misinformation. If, as is more often the case, I'm being asked these questions by someone who either just wants to win an argument or is trying to force adoption on me (two approaches we might call bad faith), I stick to the high-level objections I have: notably, that the environmental and labor costs of this technology as we stare down climate change mean I am not interested.

**Ella:** Ruth and Matthew, I'm not sure if I've ever been asked this, and honestly, I've tried to engage as much as possible because I want to know as much as possible. I have used Copilot at work, but it's led to too many questions of security and privacy and other concerns for me to want to use it expansively. It's a weird conundrum though. It's not in any of my workflows though, and I definitely don't see myself doing anything actively with AI, especially in my instruction practices. I know I'm interacting with it as a byproduct of others' use and in connection to other work though.

**Ruth:** Ella, I understand it isn't currently in your workflows and we sometimes interact through others' workflows, but I think there are too many ways that we are perpetuating harms and biases built into the training data and the lack of consent in all the processes.[6] Because of the lack of consent in gathering the data and purposely ignoring people's intentions and copyright by scraping the open web, I really worry about another Henrietta Lacks situation where the continuation of harm is unknown and the lasting impact of that.[7]

Matthew: Now, the possible value of generative AI as an adaptive technology is one thing that gives me pause. For my own part, I'm not convinced that the benefits outweigh the

harms right now, but there are others in the disabled communities who think the benefits are worth it. I hope to see more discussion about this in the future—we need it desperately—but I caution anyone against making broad statements about how disabled folks feel about generative AI. There isn't *one* view, and stereotyped thinking isn't going to help anyone.

**Ruth:** How do you feel when you see things like from Zoom "This meeting is being transcribed for AI Companion" and the only option is to click "Ok"? There is no way to know who is using it or to opt out of it. Just like when I saw on a report from a DigitalCommons repository referral on my published work came from perplexity.ai—negative to zero excitement.

**Ella:** I mean, it's either you can't opt out, or you're automatically opted in and you don't even know it. I think it was LinkedIn that automatically enrolled me in their "Data for Generative AI Improvement"? Why would I want you to collect even more data from me than I already know you collect?

**Matthew:** So true, Ella, and if I had one final thought, or plea, to readers it would be this: seek consent in professional spaces before you enable AI tools. While we might disagree about the value of generative AI, or how it interacts with many of our professions' core values, I don't think anyone can deny that these tools pose major privacy risks, and it should be up to each individual whether to take that risk or not. So, before you enable whatever AI companion you've got in mind for virtual meetings, for editing a paper, or for summarizing a conversation, ask and receive consent from every person involved. And respect their answer.

## Notes

1. Violet Fox, *A Librarian Against AI; or, I Think AI Should Leave* [zine], November 2024, https://violetbfox.info/against-ai/.

2. DPE Research Department, "Library Professionals: Facts & Figures," *Department for Professional Employees (DPE) AFL-CIO*, 2024, https://www.dpeaflcio.org/factsheets/library-professionals-facts-and-figures#_ftn1.

3. "Studying Under Surveillance: The Securitisation of Learning," *PrivacyInternational (PI)*, November 7, 2024, https://privacyinternational.org/long-read/5463/studying-under-surveillance-securitisation-learning.

4. M. Gerlich, "AI Tools in Society: Impacts on Cognitive Offloading and the Future of Critical Thinking," *Societies* 15, no. 1 (2025), https://doi.org/10.3390/soc15010006.

5. Louisa Dahmani and Veronique D. Bohbot, "Habitual Use of GPS Negatively Impacts Spatial Memory During Self-Guided Navigation," *Scientific Reports* 10, no. 6310 (2020): 1–14, https://doi.org/10.1038/s41598-020-62877-0; Rebecca Solnit, "I told you it was bad. Paper maps are good. Winging it is good. Getting mildly lost is also good" Facebook post, July 6, 2022, https://www.facebook.com/rebecca.solnit/posts/pfbid02DMWkjpbvYJt-3V6pC71zvMonHDoxLEJ5NpzvZP2YSWPV6C2LR7Ac55jSczVVC7sfHl.

6. Safiya Umoja Noble, *Algorithms of Oppression: How Search Engines Reinforce Racism* (NYU Press, 2018).

7. Rebecca Skoolt, *The Immortal Life of Henrietta Lacks* (Crown, 2011).

**GLSEN.** *Access:* https://www.glsen.org/.

Founded by a group of teachers in 1990, GLSEN (Gay, Lesbian & Straight Education Network) was formed to support student-led activism and movements for LGBTQ+ rights, spawning initiatives such as the Day of Silence and Ally Week. The organization's website serves to inform about the organization, but more importantly, shares the resources they have developed over their thirty-five-year history.

Under the "Our Work" tab, users will find the information from the GLSEN Research Institute quite useful. A robust collection spanning two decades, one can find reports and briefs on the national, state, and local level. GLSEN provides a report card for each state, rating their policies and practices on a wide range of areas related to education and access. From basic laws preventing discrimination to inclusive curricula, the report cards provide an overall grade for each state. Last reported in 2021, the overall map provides a grim assessment overall, with half of the states receiving a D or an F. In addition to the extensive reports, the site also provides information on how to get involved as an advocate through local chapters and actions throughout the United States.

There have been few times in recent history when the queer community was in the crosshairs of the United States government than it is now. Much of political fear mongering has focused on education and dismantling policies that ensure safe and equitable schools for LGBTQ+ students and allies. At a time when unbiased research on the LGBTQ+ community is being erased from government pages, it is vital to have independent organizations like GLSEN to fill the void. *—Bart Everts, Rutgers University Libraries, bart.everts@rutgers.edu*

**National Organization for Rare Disorders.** *Access:* https://rarediseases.org/.

The National Organization for Rare Disorders (NORD) is a nonprofit organization created to connect patients/caregivers of patients suffering from a rare disorder with medical professionals, support groups, clinical trials, researchers, and financial assistance options. The intended user and primary client of this site is the patient. NORD provides access to information about rare diseases and a directory of certified medical practitioners so the patient knows where to get expert help. Also provided are links allowing users to search for clinical trials that might offer some relief of symptoms and support groups for specific diseases. The site provides information for finding certified caregiver aid and financial assistance for treatments and medications.

Like most nonprofit organizations, an important part of NORD's revenue stream is donations, and the "Donate" button is prominently displayed on the website. NORD also receives funding from grants, membership dues, conferences, and events. "About Us" gives the user access to the organization's vision and mission statements, history, leadership, board directory, and financial information for the past several years. It also lists NORD's Scientific and Medical Advisory Committee comprised of physicians and researchers who are the organization's resident experts on rare diseases.

Academic researchers and students may find the NORD Rare Disease Database useful. It is searchable or can be browsed by alphabetical order. Records include a brief description of

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the disease with a list of available synonyms. Diseases with an asterisk have more detailed NORD Rare Disease Reports written by medical professionals for viewing. Reports include an extend summary/overview of the disease, a brief history, a list of programs and resources, and patient organizations. One of the options under the "Advancing Research" tab for researchers is "request for proposals" and a list of partners that may be willing to provide funding for research involving rare diseases. NORD partners with health-care professionals to provide Continuing Medical Education courses on rare diseases. —*Meredith Ayers, Northern Illinois University, mayers@niu.edu*

**A Vision of Britain Through Time.** *Access:* https://www.visionofbritain.org.uk/.

Created by Humphrey Southall and the Great Britain Historical Geographical Information System project, A Vision of Britain Through Time is an aggregated collection of statistical, geographical, and historical information about Great Britain.

A Vision of Britain is a wealth of knowledge, with access to statistical information from British census information dating back to 1801. Users can search by place from the homepage or click on areas from a map of Britain. Census data is available up to 1971. (For more up-to-date data, please visit the British census website.) Census reports are organized by year and geography. Term searching through multiple census years is available, and results are listed in chronological order. The statistical tables are generated in HTML and are simple to read. Full raw data downloads can be accessed in CSV format for more advanced analyses. Census topics include population, industry, social structure, poverty, housing, and more. Having familiarity with the website is very helpful; novice users may need to take some time browsing in order to find information.

One of the more intriguing features is the plethora of maps hosted by A Vision of Britain. Users can access maps that are color-coded based on historical demographic statistics like birthrates, employment, and other census information. Geographical maps are also available. These maps have an interactive feel, as users can zoom in and out. More specific maps appear and reveal more granular information as users zoom closer into areas they are interested in. The variety of maps includes topographic, boundary, and land use maps. Detailed charts and graphs that tell a narrative about life in Great Britain over a period of time are also available. Individual counties and other places have statistical visuals available that can be used to compare regions with national trends.

Adding to the narrative nature of A Vision of Britain are the "Travel writing" and "Learning zone" components of the site. These sections feature samples of historical writing from famous authors and include a search option. The "Learning zone" has constructed presentations that explain the data, and it provides some background context to the information. Having these excerpts and narrative features makes the site more of a historical encyclopedia rather than a site to ingest and export demographic data.

Overall, A Vision of Britain offers a fascinating wealth of information that is simple to navigate. Some data is missing or unavailable for select geographies. The functionality is perfect for those doing light research or those who struggle to generate data from advanced census tools. —*Christopher M. Hulsman, SUNY Buffalo State University, hulsmacm@buffalostate.edu*

**Nancy Abashian** is now dean of University Libraries at Ball State University. Abashian brings nearly two decades of leadership experience in academic libraries, including her current role as senior director for public services and the Office of Inclusion, Diversity, Equity, and Accessibility (IDEA) at Binghamton University Libraries in New York. At Binghamton, Abashian has led initiatives that showcase her ability to integrate cutting-edge technology and innovative services into library operations. Notably, she planned and executed a multi-year, multi-million-dollar project to create a high-density storage facility, relocate more than 850,000 items, and implement advanced library systems. She also played a key role in the university's strategic planning process.

**Claire DeMarco** has been appointed associate vice provost for operations at the University of Pennsylvania Libraries.

**Caroline Galt** is now research services librarian at the University of North Carolina-Chapel Hill University Libraries.

**Mary Ann Jones** was recently appointed department chair for collection development and management at Middle Tennessee State University.

**Verletta Kern** has been appointed director of open scholarship and publishing and arts and humanities at the University of Washington Libraries.

**Clay Oldham** is now the systems librarian at Middle Tennessee State University.

**Robin Chin Roemer** has been appointed director of learning services and social sciences at the University of Washington Libraries.