

College & Research Libraries

news

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This month's cover image is a photograph titled BOB, or Bundle of Books, featuring an unidentified student moving books from the first Gustavus Adolphus College Folke Bernadotte Memorial Library to the second Folke Bernadotte Memorial Library. The college library, located in St. Peter, Minnesota, moved to its second location in 1972.

The image is part of the Gustavus Adolphus College Images collection, part of the College Archives. Learn more about the archives at <https://archives.gac.edu/>.

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ACRL Board of Directors: President—Brad L. Warren; vice-president/president-elect—Alexia Hudson-Ward; past-president—Leo S. Lo; Budget & Finance Committee chair—Joe Mocnik; councilor—Millie Gonzalez; directors-at-large—Tarida Anantachai, Kimberley Bugg, Walter Butler, Amy Dye-Reeves, Andrea M. Falcone, Carrie Forbes, Rachel M. Minkin, Rebecca Miller Waltz; ACRL Executive Director—Teresa Anderson

Yale University Joins Research Collections and Preservation Consortium

The Research Collections and Preservation Consortium (ReCAP) is pleased to welcome Yale University as its newest member. Launched in 2017, with funding from the Andrew W. Mellon Foundation (and incorporated as a Under the Discovery to Delivery Program), users request items directly from local catalogs of each consortium member for two-business-day delivery. The use of shared holdings across each partner institution has increased by more than 30 percent, demonstrating the value of seamless access to distributed collections.

“The ReCAP partnership embodies Yale University Library’s commitment to preserving and enhancing access to the scholarly record,” said Barbara Rockenbach, Yale’s Stephen F. Gates ‘68 University Librarian. “Through this shared collection, we can leverage the deep investments each partner library has made in print holdings, both past and future, to ensure that all researchers have access to the print resources they need. This collaboration amplifies the reach and impact of all of our collections. We are thrilled to be part of it.”

ReCAP’s Shared Collection Service enables users at Columbia, Harvard, the New York Public Library, Princeton—and now Yale—to experience increasingly seamless access to the partners’ extraordinary holdings accessioned over centuries. With this addition, Yale will be making available 2.7 million unique titles to the consortium and will gain access to 8.8 million unique titles owned within the consortium.

2026 ACRL Board of Directors Candidates

ACRL is pleased to announce the slate of candidates for the association’s Board of Directors for the 2026 ALA/ACRL elections.

- Vice-President/President-Elect:
 - Russell Michalak, Goldey-Beacom College
 - Yasmeen L. Shorish, James Madison University
- Director-at-Large:
 - Heather Dalal, Rider University
 - Eric Edwards, Illinois State Library
- Director-at-Large:
 - Jill Sodt, Mott Community College

A full list of candidates for ACRL and section offices will be available in the January 2026 issue of *C&RL News*.

BTAA, Springer Nature Launch Unlimited Open Access Publishing Agreement

The Big Ten Academic Alliance (BTAA) has signed a two-year open publishing agreement (OPA) with Springer Nature, making it the publisher’s first truly unlimited and uncapped open access agreement in the Americas. This is the BTAA’s fifth OPA and its most expansive to date. The deal offers all authors across participating institutions unlimited open access publishing in Springer’s hybrid journals portfolio while at the same time uniformly expanding access to those

titles regardless of past local subscriptions. Authors from participating alliance campuses can now publish their work openly—meaning published work will not be behind a paywall—in all Springer hybrid journals without paying article processing charges. The agreement simplifies author workflows, allows authors to retain rights in their work, and ensures that published articles are immediately open and available to everyone under a Creative Commons license.

JSTOR, SCEL C Announce Consortium-Wide Digital Stewardship Services Agreement

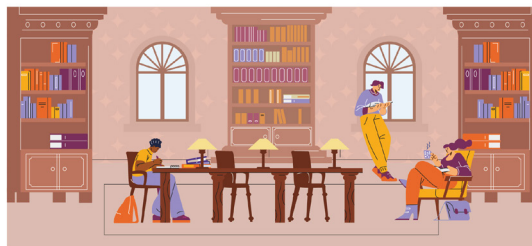
JSTOR and the Statewide California Electronic Library Consortium (SCEL C) recently announced a consortium-wide agreement to make JSTOR Digital Stewardship Services available to all SCEL C Member institutions. Through this partnership, more than 100 libraries will have the opportunity to access next-generation digital asset management (DAM) tools, long-term preservation, and AI-powered collections processing support. JSTOR Digital Stewardship Services is a new initiative designed to help institutions overcome persistent obstacles in digital collection stewardship and describe, preserve, manage, and share their distinctive collections at scale. The service offers three tiers of participation, designed to meet institutions' specific needs, whether enhancing discoverability, managing content through the DAM, ensuring preservation, or applying cutting-edge AI tools. With this agreement, SCEL C member institutions can opt into any one of the three tiers and will receive two-year fee subsidies and ongoing support from dedicated SCEL C staff. Learn more about JSTOR Digital Stewardship Services at <https://about.jstor.org/get-jstor/digital-stewardship/>.

New from ACRL - Valuing the Community College Library: Impactful Practices for Institutional Success

ACRL announces the publication of *Valuing the Community College Library: Impactful Practices for Institutional Success*, edited by Terra Jacobson and Spencer Brayton, a collection of activities and ideas that showcase the unique value that community college libraries bring to their institutions and how to capture and communicate that value.

Sharing the work of our community college libraries—our efforts, stories, and how we're advancing the institution—and advocating to our peers and administration can boost the libraries' role on our singular campuses.

Valuing the Community College Library provides a holistic approach to exhibiting community college library value through historical context, practical applications, and future thinking. Through case studies, editorials from administrators, and



Valuing the Community College Library

edited by
Terra Jacobson &
Spencer Brayton

Impactful Practices for
Institutional Success

practical approaches, it addresses why community college libraries exist and should exist, and the nuanced approaches to how library workers situate themselves at their institutions.

Community college libraries need to provide access to content, people, space, and technology, and offer instruction, but can also serve as an outreach arm in advancing the mission of open enrollment and affordable access to higher education. Valuing the Community College Library can help you be an advocate for your library on campus and in your community.

Valuing the Community College Library: Impactful Practices for Institutional Success is available for purchase in print and as an e-book through the ALA Online Store; in print through Amazon.com; and by telephone order at (866) 746-7252 in the US or (770) 442-8633 for international customers.

Clarivate Commits to ERIC

Clarivate has announced its continued commitment to the Education Resources Information Center (ERIC), the world's most widely used index to education-related literature and a critical resource for libraries, education researchers, and practitioners globally. ERIC is currently sponsored by the Institute of Education Sciences, US Department of Education.

In response to customer feedback and widespread concern from libraries regarding the future of ERIC, Clarivate is launching the free ProQuest Education Research Index, which includes ERIC data. ProQuest Education Research Index includes ERIC alongside ProQuest Supplemental Education Index, a newly created index that covers the majority of scholarly journals currently indexed by ERIC. It is designed to ensure continued coverage of as many ERIC-indexed titles as possible and will grow over time. The combined solution provides librarians, researchers, and faculty with continued access to over 2,000,000 bibliographic records of journal articles and other education-related materials, including research reports, curriculum and teaching guides, conference papers, and books. Learn more at <https://about.proquest.com/en/blog/2025/clarivate-commits-to-eric-the-worlds-most-widely-used-index-of-education-related-literature/>.

Alaska Libraries Partner with GPO to Preserve Government Information

Two libraries in Alaska—the Alaska State Court Law Library and the Alaska State Library—have entered into agreements with the US Government Printing Office (GPO) to become Preservation Stewards. The Alaska State Court Law Library will preserve various current and historical publications, including the United States Code and Code of Federal Regulations, and the Alaska State Library will preserve Statutes at Large. 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. More than 60 libraries currently serve as Preservation Stewards across the United States.

Catholic News Archive Adds Titles

Atla, the Catholic Media Association, and the Diocese of Phoenix announce that the Catholic News Archive (CNA) has recently added new titles and issues. *The Catholic Journalist* issues

from January 1950 through December 1959, the *Catholic Sun* issues from 1985 to 2024, and the *Catholic Sun* publication *Alive* issues from 1971 to 1984 are now available in the archive. The CNA is a free, fully searchable digital archive of Catholic newspapers launched in 2016 as a project of the Catholic Research Resources Alliance (CRRA). Now a part of Atla's CRRA Program, the archive is growing steadily as newspaper publishers, diocesan archives, and other supporters work with Atla to digitize historical Catholic newspapers and make them easily discoverable. Learn more about CAN at <https://www.thecatholicnewsarchive.org/>.

ARL Kaleidoscope Program Scholars 2025 Selected

The Association of Research Libraries (ARL) Kaleidoscope Program (KP) Task Force has chosen 16 graduate students to participate in the 2025 KP cohort, based on recommendations from the KP Selection Working Group. The Kaleidoscope Program is a two-year commitment designed to prepare Indigenous, Black, and People of Color (IBPOC) graduate students for purposeful and consequential careers in research libraries and archives by focusing on professional development, institutional operations, engagement with new and established peers, and other topics relevant to the values, goals, and missions of research libraries and archives. Kaleidoscope Scholars receive financial support for tuition and professional development, mentoring, and access to educational experiences and signature events. For more information about the program and the 2025 scholars, visit the program website at <https://www.arl.org/category/our-priorities/diversity-equity-inclusion/kaleidoscope-program/>. *~*

Tech Bits . . .

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

Zotero remains a leading open-source reference manager, but recent updates have transformed it into a comprehensive research workflow tool. The new built-in PDF reader enables users to highlight, annotate, and extract notes directly within Zotero, linking insights to citations for seamless organization. Enhanced group collaboration lets research teams and classes share libraries and annotated PDFs, supporting joint literature reviews and project management. Improved browser connectors now capture metadata and PDFs from more sources with a single click. For librarians, Zotero simplifies research consultations, citation workshops, and collection development, while researchers benefit from streamlined reading, note-taking, and bibliography generation—all in one platform. With robust syncing and privacy features, Zotero is more indispensable than ever for academic work.

Roger Zender
Case Western Reserve University

Zotero
<https://www.zotero.org/>

Beyond the Stacks

Ecofeminist Expressions Collaborative Book Collection

In spring 2023, Mimmo Bonanni (he/him) served as an embedded librarian in the “Gendering Peace and Security” Humanities Lab at Arizona State University (ASU). The ASU Humanities Lab¹ provide students with hands-on research opportunities to address compelling social challenges. Mimmo participated in the “Gendering Peace & Security Lab,” which examines how intersectional ecofeminist approaches can empower women and promote environmental justice, and achieve the United Nations Sustainable Development Goals (SDGs). In this role, he closely collaborated with faculty members to develop the curriculum and support the class’s research needs, significantly enhancing instruction and student research support.² Over the course of the lab, a student project created a unique opportunity for Mimmo to reach out beyond his division to collaborate with Corie Cisco (she/her), the project coordinator for open stacks at the ASU Library, to create a unique book display inspired by their topic.

Instructional and Research Support

As the embedded librarian, Mimmo’s multifaceted contributions focused on both instruction and research support. He provided extensive research guidance, assisting students in locating and accessing academic resources pertinent to their individual and team projects. This included helping them navigate databases, find books, and access articles related to the social challenges addressed by the SDGs. He taught students how to effectively search databases, leverage keywords, and employ Boolean operators to refine search results.³

Mimmo conducted an instructional session focused on information literacy at the beginning of the semester to help students evaluate their research topics and identify appropriate databases and resources. He guided them on how to navigate databases to access full-text articles, request articles through interlibrary loan if necessary, and properly cite sources using database citation tools and style guides like the American Psychological Association (APA) and Modern Language Association (MLA). He also introduced citation management, recommending Zotero for its open-access availability and utility in organizing and sharing citations within their project teams.

Mimmo collaborated with professors Miki Caul Kittilson and Mohadeseh Mousazadeh Miandehi and instructional designer Arina Melkozernova on developing course resources and the required reading list. Working with Melkozernova, he ensured that all academic journal articles and necessary readings were accessible in the course management system shell on

Mimmo Bonanni (he/him) is social sciences and Italian language and culture librarian at the Arizona State University Library, email: mimmo@asu.edu. Corie Cisco (she/her), formerly of Arizona State University, is a faculty librarian at the Glendale Community College Library, email: corie.cisco@gccaz.edu.

the Canvas platform. This included embedding links to PDFs and organizing resources to facilitate easy student access.⁴

Throughout the semester, Mimmo provided ongoing consultation and actively engaged in classroom discussions. During class sessions, he offered immediate research support, suggesting relevant databases, books, and other resources. He also created a specialized library guide, *Humanities Lab: Gendering Peace and Security*, for the course, which included links to required readings, SDGs resources, and curated lists of academic research databases. The guide featured keyword search strategies, project tools, and citation management recommendations to aid students in their research.⁵

Mimmo offered tailored research consultations for student teams based on their specific SDGs topics. For example, he recommended databases such as JSTOR, HeinOnline, and UN resources relevant to peace studies for student teams working on SDG 16 (Peace, Justice, and Strong Institutions). Throughout the course, his targeted support ensured that each team could effectively address their SDG-related research questions and develop comprehensive project outcomes.

Highlighted Project: Ecofeminist Book Collection

One of the standout projects from the class was a presentation by students Jessica Hladik and Chimereze Okezie. They developed a book list focusing on the intersectionalities among gender equality, women's rights, and environmental challenges, aligning it with the SDGs. They planned to organize an online recommended reading list on ecofeminism, including 10 “eco-feminist” books, such as *Solar Storms* by Linda Hogan. Their primary goal was to introduce ASU faculty, students, and researchers to the concept of ecofeminism by creating a valuable educational resource encapsulating the essence of ecofeminism through curated book selections.⁶

Initially, Jessica and Chimereze wanted to work with local public libraries in Tempe and Phoenix, but they ultimately chose to collaborate with the ASU Library because its academic focus meant that the book titles most relevant to their project were available in the ASU collection. These included both academic works and fiction addressing sustainability, which are accessible to the community of ASU researchers and students, as well as aligning with ASU classes and curricula. As Jessica and Chimereze built their initial recommendation list, they collaborated with faculty and Mimmo to gather recommendations on pertinent materials that would enrich the content and provide valuable insights to their audience.

After their group project presentation, Mimmo suggested that Jessica and Chimereze partner with the ASU Library to showcase their curated book collection. He proposed expanding their title list and collaborating with library staff to create a physical book display. He emphasized that a featured book



Jessica Hladik (student curator) and Mimmo Bonanni (librarian) posing in front of the Ecofeminist Expressions featured collection in its permanent location.

collection would enable other students to engage with their suggested titles and learn more about ecofeminism.

Collaboration and Development

To expand on the project, Mimmo facilitated a collaboration with Cisco who specializes in developing collections and creating book exhibits. He reached out to Corie to discuss creating a book exhibit based on the students' curated list. Corie enthusiastically agreed that an ecofeminism exhibit would be an excellent addition to the featured collection program. They envisioned creating a book exhibit with additional titles that highlighted the collaborative efforts of librarians, library staff, and ASU students.

This project illustrates the critical role librarians and library staff can play in facilitating student research and academic development. Together, Mimmo and Corie initiated a partnership with Jessica and Chimereze to develop an innovative featured collection for library users. Mimmo provided expert input on metadata tools like WorldCat, introduced relevant academic research titles, and incorporated film titles to enrich the exhibit. Corie augmented these efforts by expanding the title list to create a more comprehensive and robust collection. Their combined expertise, along with their valuable student contributions, resulted in a diverse and interdisciplinary exhibit designed to benefit students studying sustainability, humanities, and the social sciences.⁷

Featured Collection Program and Its History

Featured collections in the ASU Library are the products of collaborations between librarians, library staff, and communities to create meaningful learning and engagement experiences with print resources. They reflect the interests, needs, and diversity of their patrons, featuring a range of voices and perspectives that may not be adequately represented in traditional library collections. Collaborating with the community ensures that library collections are relevant and engaging, fostering a sense of ownership and connection with the library. More relevant and engaging collections resonate with the community the ASU Library serves. Community-curated collections often feature a diverse range of voices and perspectives, promoting inclusivity and helping to broaden the horizons of library users by exposing them to a wider assortment of viewpoints and experiences. They can also help promote literacy and lifelong learning by providing patrons access to books that are personally relevant and interesting to them.

This program was born from the Future of Print initiative, supported by The Andrew W. Mellon Foundation, which spent three years developing methods for the ASU Library to implement a new vision for inclusive and engaging print collections.⁸ Featured collections can take various forms, such as print book collections, featured



Jessica Hladik (student curator) browsing the books included in her featured collection, Ecofeminist Expressions.

displays aligned with heritage months, or online compilations of resources. Each featured collection creatively uses library spaces and resources to engage ASU communities.

Collection Development Process

Jessica and Chimereze's final project from the "Gendering Peace and Security" Humanities Lab was a list of 10 book recommendations and an affiliated website about ecofeminism. Mimmo helped them use WorldCat, Book Shop, and Book Finder as tools to select titles, reflecting a smaller-scale version of the curation process used for featured collections. To further develop the collection, Corie suggested exploring resources like *The New York Times*, *Electric Literature*, and *Book Riot* for curated book recommendations based on themes and publication dates. These platforms, along with crowd-sourced resources like *Goodreads* and *StoryGraph*, helped the featured collection expand to 50 to 80 books related to ecofeminism.

The project team of Jessica, Chimereze, Mimmo, and Corie met to discuss details and timelines associated with the featured collection, agreeing to continue working within the theme of ecofeminism. They used a shared Google Sheets template to collaborate on building the book list, including columns for book title, author, publisher, year of publication, and ISBN. The team used this collaborative approach to refine the collection, ensuring that it was comprehensive and well-curated.

Exhibit Design

Designing the Ecofeminist Expressions collection included such elements as location, signage, marketing collateral, and collection description. The Hayden Library on the ASU Tempe campus has a wide range of collection spaces, so Corie took collaborators on a tour and explained the benefits of each location. The team initially displayed the Ecofeminist Expressions featured collection on the first floor in a mobile display, collaborating with our graphic designer, Moshé Douglas, to create an eye-catching sign with natural elements. Later, we moved it to the second floor, in a high-traffic area for students, to enhance its visibility and impact. The team also collaborated on a collection description to contextualize the collection and give thanks to the collaborators for reference purposes. Featured collections are often installed by project teams, but due to scheduling conflicts, Corie installed the display and then shared it with the larger group.

Outcomes

The launch of the Ecofeminist Expressions featured collection at Hayden Library in January 2024 marked a significant achievement. It spotlighted crucial issues at the intersection of gender equality and environmentalism, and it also demonstrated how impactful a collaboration between ASU students and library staff can be. The collection achieved a 50 percent circulation rate, reflecting its popularity and resonance within the ASU community,



Ecofeminist Expressions featured collection showcased on a mobile display to launch the collection in the main library lobby.

indicating strong engagement with the target audience, and highlighting the value of collaborative projects in academic settings.⁹

The collection's inclusion in an ASU News article further underscored its significance by drawing attention to the ongoing collaboration between faculty and the ASU Library. The project set a precedent for future academic and community-oriented initiatives, showcasing how librarians can support academic success through innovative and meaningful collaborations. The initiative also expanded the representation of Black, Indigenous, and People of Color (BIPOC) authors on the subject of ecofeminism in the ASU Library collection, ensuring richer, more diverse perspectives and fostering a broader understanding of critical issues.

Conclusion

The Ecofeminist Expressions featured collection at Hayden Library is an example of the transformative potential of interdisciplinary collaborations within academic settings. By integrating student-led initiatives with the expertise of librarians and faculty, the project enriched the library's offerings while also creating a dynamic learning experience that engaged the ASU community on important social issues. This collection exemplifies how libraries can go beyond their traditional roles, acting as catalysts for dialogue, learning, and change. The success of this initiative highlights the importance of inclusivity and representation in academic resources, setting a collaboration standard for future projects that seek to connect scholarly work and student research interests with real-world impact. //

Notes

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Amanda Pirog and Arielle J. Rodriguez

Contingent Librarianship and Precarity

Two Lived Perspectives

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 first of two that will explore contingent labor and precarity in academic libraries and how it impacts people, services, and communities. We begin with the personal experiences of two incredible library workers, and next month will discuss management approaches to precarity. - *Dustin Fife, series editor*

Amanda Pirog (AP): Arielle, something we have in common is having been/being temporary librarians in academic libraries. Thank you so much for your willingness to talk with me about your experiences and insights. How has your current role impacted your relationship-building with the students, faculty, and staff you support, and how does that make you feel? How do you think it makes your students, faculty, and staff feel?

Arielle J. Rodriguez (AJR): When I started at my former position and then this year at the University of Washington Tacoma (UWT), I felt excited and looked forward to building relationships, particularly with students and faculty. I will usually email faculty to interact with them and students. Unfortunately, I don't always get responses, and I have yet to penetrate any department meetings. I've been able to maintain a solid relationship with one faculty member out of the 11 or 12 full-time faculty members in the School of Nursing and Healthcare Leadership and the handful of nonfull-time faculty they have. I really like teaching information literacy. However, I haven't been able to do instruction sessions nearly as much. In my previous temporary role, I was working mostly with one to three faculty members from different disciplines. It is hard to lay the groundwork for faculty-librarian relationships when faculty know you might be gone by the end of the academic year.

I also try to work with other units to support students. I have taken on the role of liaison librarian to our Husky Post Prisons Pathways (HP3) students. I have worked previously with incarcerated students, which I really enjoyed, so I wanted to connect with our students at UWT who have been impacted by the carceral system. This is the cohort's inaugural year.

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It felt perfect that this is their first year as a cohort at UWT and my first year as a librarian here. Now, with the likelihood that my contract will end soon, it feels like that hope for a strong connection has kind of gone by the wayside. It is very difficult to build trust with students who have been incarcerated and who are system-impacted. HP3 wants this relationship with the library, and everyone else is spread so thin already, but I know you all will support them with care.

Amanda, how did you feel when you were temporary? How did you feel about relationship-building and the work it took to get relationships established? Did they kind of fizzle out? Something else?

AP: A lot of what you shared resonates with me, even though my experience being “temporary” was in one position that lasted almost four years, rather than shorter temporary roles at different institutions. Even though I am now in a promotion-eligible role as the Business and User Experience Librarian at UWT, I feel like I’m a much earlier career librarian than I actually am. I’ve been going through the process of relationship-building for almost six years now, and because it has been with different schools and different faculty, I feel like I don’t have much to show for it; instead, I am just repeating the early stages of relationship-building.

I’m not alone, though. As a business liaison, I see a heavy reliance on adjuncts in the discipline, especially in teaching entry-level courses, classes where a librarian often forms key relationships. As soon as I get a good feel for how a class works, a new person is teaching it. I’m building the relationship all over again, and the instructor is relearning how to use the library. Instructors have often taught at other local schools with different library policies and support services. This impacts the students when the librarian and the instructor are new and both getting a feel for the class and assignments. The systemic reliance on temporary labor in academia frustrates me, but I know I can’t fix it through my own relationship-building.

How has your experience building and rebuilding relationships made you feel about academic libraries? How have these things made you feel about your prospects in the field?

AJR: I constantly question my future in academic libraries. I love them, and I think it’s where I feel most comfortable. However, as an early-career librarian, lack of stability makes me feel like I should ditch them before I get in too deep. I stay because of the kind of opportunities that higher education has provided me. I’d like to pay it forward to students.

I want to give students a sense of stability, the best I can, and make spaces where our campus community can feel stability, even just temporarily. Nursing and healthcare leadership has a lot of transfer students that come in from area community colleges, and the HP3 students I work with are also trying to find their footing in a really unstable time. When we’re not able to provide students a sense of stability, I think they notice that, and it comes at the detriment of the university and the library. After all, why should they take the time to come to the library, build up a rapport with a librarian they work well with, to just have to keep starting over every six months to a year?

AP: What you said just made me think of a student I met yesterday. The student had a tutor in the quantitative center that they really loved. And then that tutor went away, and they stopped using the quantitative center, and they stopped using some of the other conjoined services like the writing center and the library. Their meeting with me was one of the first times they’d been back in these spaces. You’re completely right that when a student finds one person they feel connected with, they rely on that person. They can be a lifeline to getting support and are not easily replaced, even though the tutoring center and the library are still available.

AJR: Right. I think that relying so heavily on temporary labor can cause students to have negative perceptions of their school, hurts student retention, and their sense of belonging. UWT is a large commuter school, so if the campus can't provide students with a sense of stability and lasting community, then they just go to classes and leave. It hinders any communal relationship building that we all could be engaging in and benefiting from on campus.

AP: Speaking of communal relationship building, how does your temporary labor impact your sense of belonging and how you envision your future?

AJR: I usually try to dive right in and see what spaces I fit best in. It feels great to find those spaces and feel part of a community. That goes well for a while, and then I have to hit the job market, so belonging kind of takes a backseat.

I feel like I belong here, but that feeling has dissipated over time. I am fortunate that at the library and with the relationships I have been able to establish, I don't feel like an outsider. In my past role, I didn't feel like I belonged at all, and that was demoralizing. I seriously wanted to quit being a librarian. Getting to know people and maintaining the relational aspect of librarianship is hard work. Then, once you have made some inroads, they are gone in a matter of months. I can't think about belonging when I have to think in six-month intervals. I am just thrust into survival mode.

What about you? How do you think being temporary impacted your sense of belonging?

AP: Even though my role is no longer temporary, I forget that most of the time. I think this lingering temporary identity is due to the heightened awareness of my work life in increments from my previous role. Sometimes my appointment was six months, sometimes it was three months, sometimes longer. I became hyper aware of these timelines, but everyone around me forgot. People would either assume that my position was almost done, and I couldn't contribute to projects. Or colleagues assumed I had gotten hired permanently and then would ask me questions about things I wasn't eligible for, like promotion or certain types of committee work. Both assumptions made me feel I was less valuable than other staff.

On a more personal note, I was noticeably different from colleagues because I only took vacation when I was about to "lose hours if I didn't use it." I wanted to keep as much vacation time as a buffer so I would still be able to get by if I wasn't able to find a new job quickly. I still hoard my vacation time, even today. I can't shake the habit in the same way that I am unable to imagine my future in the field. When people ask, "What are your career goals?" the first response that comes to mind is "Being employed. That's my goal."

AJR: I totally feel that.

AP: To close this out. I'm wondering what advice you would give someone else doing this work, or advice you would give past you taking on a temporary role?

AJR: Higher education relies on temporary labor, and it can be stressful for workers. There are some benefits and some downsides to being temporary. You can get the experience you need to hopefully better your chances of finding something permanent later on. If you are in a supportive environment, you can use a temporary role as a means to an end. However, you might not get paid well, and you have to continuously go on the job market year after year. You could just get stuck in a temporary position cycle forever.

Would you be okay in a potentially low-paying, demoralizing role? How can you get as much out of it as possible? My first librarian role, before UWT, was temporary and demoralizing. I really needed experience, though, and I felt like I didn't have a choice. I made a

tough, year-long emotional and financial sacrifice. It was my unfortunate reality, and I don't recommend just going into it without thoughtful consideration.

You have power! You got hired because they need you. You do have some leverage. Reminding myself of that helped me learn better self-advocacy and bargain for some things I wanted. Finding your power and self-advocacy is hard, but it is so worth it. Try not to let your precarity convince you otherwise.

Find balance. Burnout is real, so reflect on what a meaningful contribution looks like. You don't need to just produce. You have to learn to say no. This is also not easy, but you need to protect your physical and mental health for yourself and your community. You owe it to your past, present, and future self.

What about you? What would you tell past Amanda?

AP: I think what you started with is such good advice—we have things to offer the organization and leverage in what we choose to take on. I would add that rather than proving yourself to the organization in a temporary role, you can prove yourself to yourself. What do you want to accomplish during your time in a position?

Having an idea of what your limits are, though, is really, really important. Doing work that negatively impacts your health or other aspects of your life is not sustainable, even if you are working toward a chosen career path. This is where I think having a supportive supervisor who cares about your long-term career rather than just the work you are currently doing can be helpful. I'm sure we'll learn more about that in part two of this conversation, focused on supervisors and leaders' roles in contingent labor! //

Library as Learning Organization

Cultivating Communities of Practice

As our midsize academic library at Northern Kentucky University reinvigorated our committee structure, we saw communities of practice (CoPs) as a key feature of empowering employees and enabling organizational growth. As we shared in part one of this two-part series,¹ CoPs are one component of the committee structure at Steely Library, defined as follows: “Learning communities led by library employees and focused on topics of interest to the library. CoP proposals are solicited each spring with a limited number selected for the upcoming academic year (either for the fall semester, the spring semester, or both). CoPs allow participants to learn new skills they can apply to their role and generate a concrete deliverable that will benefit the entire library.”

To create a consistent process for proposing, evaluating, and launching CoPs, the Library’s Leadership Team developed an editable template for CoP proposals that includes elements such as title, description, facilitators, participant expectations, learning outcomes, deliverables, duration, and a draft CoP meeting schedule. The call for CoP proposals, Leadership Team review and finalization of CoPs, and call for employees to share their preference to join the CoP takes place over the summer, followed by CoPs starting in the fall semester.

In summer 2024, we initiated three inaugural communities of practice: a teaching and learning CoP led by Andrea Brooks; an artificial intelligence CoP led by Ryan Spellman; and a Power BI CoP led by Tommy Fix. The experiences and impacts of these CoPs are explored in this article.

Our Communities of Practice

Teaching and Learning CoP

- **Purpose and goal of CoP:** To foster strong information literacy educators across the library’s departments, allowing participants to develop the knowledge and confidence to design and implement instruction in a variety of settings, including workshops, classrooms, or meetings.
- **Duration of CoP:** Participants met every other week for 60–90 minutes during the fall semester and about half of the spring semester, for a total of six months.
- **Number of participants in this CoP:** Six participants, including the facilitator.

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Meetings were usually structured around a shared reading, with opportunities to discuss and apply ideas. Guided worksheets were developed for each session, offering discussion prompts or providing activities, such as writing learning outcomes or unpacking the frames in the ACRL Framework for Information Literacy for Higher Education. Each session ended with an *I believe . . . And so I will . . .* reflection prompt.² These statements were used at the end of the CoP to develop individual teaching philosophies.

Outcomes

CoP participants developed shared language and practices around what it means to be an effective teacher. This yielded two planned deliverables: an instructional outline that participants developed for a class or workshop and an individual teaching philosophy statement by each participant. While sharing philosophies with one another, participants noticed patterns that emerged across the statements. This led to an unplanned deliverable as the participants crafted a set of shared teaching values that were presented to the entire library (see Figure 1).

As educators in Steely, we are...

- Inclusive
- Empathetic and relatable
- Intentional
- Flexible

We accomplish this by...

- Clearly communicating
- Integrating reflection
- Being transparent
- Co-creating learning experiences

Figure 1: Shared Teaching Values

Artificial Intelligence (AI) CoP

- **Purpose and goal of CoP:** To serve as a collaborative exploration of AI concepts, how AI might enhance library work, and how Steely Library can best support users in a landscape where AI literacy has become a crucial skill.
- **Duration of CoP:** The AI CoP had two phases: We met twice a month during the fall semester, then scaled back to one meeting per month during the spring semester with an increase in asynchronous collaborations. Overall, the group met for 9 months.
- **Number of participants in this CoP:** Eight participants, including the facilitator.

During phase one, the CoP discussed readings, talked about AI news and concepts, and shared takeaways from relevant events and new AI tools discovered between meetings. During phase two, the CoP worked asynchronously on an AI-focused environmental scan of peer and exemplary university libraries, continued to explore AI tools, and worked in small groups on compiling a final report of findings and recommendations.

Outcomes

The AI CoP's final report contained thematically organized sections on ethics, workplace applications, and student support. These recommendations have seeded many paths for the library to potentially support users and one another. For example, the report advocates for a workplace culture that supports proactive exploration and implementation of AI technologies, encourages the development of topical AI workshops for students, and calls for generative AI output to be carefully reviewed for discrimination and other unintended

consequences. There are also plans to continue some of the more casual aspects of the AI CoP, such as open discussion and AI tool demonstrations, via lunch and learn events.

Power BI CoP

- **Purpose and goal of CoP:** To develop knowledge and apply skills in using the data visualization tool Power BI to build library data dashboards.
- **Duration of CoP:** The Power BI CoP convened for four 90-minute sessions, held over three months.
- **Number of participants in this CoP:** Twelve participants, including the facilitator.

This CoP was structured as a series of trainings, as Power BI is a complicated tool that was very new to the majority of participants. The trainings covered Power BI basics, data and modeling best practices, and visualizations. The final session prioritized hands-on time to cover the issues that participants ran into with their own datasets and collaboratively develop ideas to solve their problems.

Outcomes

Each participant in the Power BI CoP was asked to work with their supervisor to establish a data visualization deliverable in advance of the CoP. The Power BI CoP is wrapping up as we submit this article, and final visualizations are still coming together. Example in-progress deliverables include tracking the “aha moments” that happen during instruction sessions; analyzing door counts for the library; and monitoring what websites are driving LibGuide traffic.

Reflections and Future Opportunities

From CoP Facilitators

Across all three CoPs, facilitators identified several benefits for embarking on this shared learning. Colleagues signed up for CoPs due to their mutual interest and got to learn with and from others from across the organization. Having a shared learning community can help to flatten the organizational hierarchy and allow participants to interact with colleagues outside their departments. The CoPs also allowed colleagues who had varying types of experiences and knowledge about teaching and learning, AI, and Power BI to work together. This helped to cultivate a shared vocabulary in each CoP and create an environment where participants could ask for help.

A final benefit was how the concrete deliverables of the CoPs helped to accelerate organizational work. Because each CoP had an agreed-upon deliverable in mind, the curriculum was built to work toward that objective. These deliverables had been approved by the Leadership Team, which ensured larger alignment with library priorities. From new lesson plans to active data visualization dashboards and new AI tools to solve problems, the deliverables helped build skills and strengthen organizational work. The facilitators identified the following elements of the CoPs that made their work successful.

- **Regular reflection.** In the Teaching and Learning CoP, participants were invited to complete *I believe [students, educators, the library] ... And so I will ...* statements at the end of each session. The prompt provided space for participants to reflect on their key takeaways from the session and consider practical applications. Further, the statements

proved useful when participants wrote their teaching philosophies at the end of the CoP, as the statements offered some reminders about prior conversations and insights into the participants' own values and ideas toward teaching. Whether it's an *I believe* statement or something else, a consistent reflection prompt is a useful consideration for any CoP.

- **Active participation, especially outside the CoP meetings.** Throughout the year, the AI CoP regularly shared relevant workshops, articles, videos, tools, and more with one another over Teams. This was a way for CoP participants to engage and learn from one another outside the standard meetings. To help collect all the resources, the CoP facilitator created the practice of sharing a “meeting intersession report,” highlighting links shared and who shared them. Doing this allowed the CoP to celebrate that active participation and also help participants catch up between sessions.
- **Scaffolding content throughout the CoP.** Each facilitator invested time and energy to create the CoP curriculum. Breaking up the desired content into manageable chunks helped with knowledge transfer and comprehension. As experts in the topic, facilitators found that they usually reviewed what they wanted to teach and broke that content up for their audience. Having facilitators who know the content and can effectively facilitate ensures meaningful CoPs.

The facilitators also identified possible adjustments for future iterations, as noted below.

- **Share labor across participants and allow CoP participants to help guide the direction.** Across multiple CoPs, facilitators worked to find the balance between working through the prepared curriculum they created versus allowing space for participants to inform the direction toward the shared deliverable. In thinking about future CoPs, facilitators should consider where participants could lead shared discussions and how to build time into the curriculum for pivots.
- **Think critically about scheduling.** Scheduling around multiple individuals will always be a challenge; however, offering a consistent day and time to meet and placing gatherings on calendars as early as possible will help. It is also important to consider the appropriate length of time for meetings. In the Teaching and Learning CoP, meetings were initially scheduled for 60 minutes but were later adjusted to 90 minutes to accommodate robust conversations and provide time for application. Given the collaborative nature of CoPs, one hour may not be sufficient for the immersive learning and engagement taking place.
- **Dial in on the final deliverable.** Facilitators and participants need to have a shared understanding of the resulting deliverable(s). For some CoPs, like Teaching and Learning, a flexible approach allowed the group to identify a new unplanned deliverable. However, depending on the volume, this can become challenging for a single facilitator to support, as with the Power BI CoP, where each participant created a unique deliverable. CoPs should thoughtfully consider how to scope the final deliverable to ensure both feasibility and impact.

From Library Administrators

Reflecting on the impact and sustainability of the CoP model from the perspective of library administration surfaced several considerations.

- **Benefits of an established CoP structure.** Having a shared template allowed all proposals to contain the same elements and provided everyone (facilitators, participants, and administrators) access to the vision and strategy for each CoP. This alignment allowed the organization to be flexible as things changed throughout the year. When one of the facilitators slated to lead the Power BI CoP left the organization, the existing proposal allowed us to adapt the timing and approach, pivoting to successfully offer the CoP.
- **Acknowledgment of the intensive labor involved in the coordination of CoPs.** Following the call for proposals, managers have discussions with employees to explore, encourage, and prime them to submit a CoP. The Leadership Team collects, discusses, and selects proposals; employees evaluate and commit to a CoP that requires their active engagement; and, of course, facilitators lead the CoPs and take on the brunt of the work to create an engaging and impactful learning experience. Recognizing how much work this is for everyone is a reminder that we need to ensure that the infrastructure supports all roles (facilitators, participants, and administrators) and that the CoP topics, learning experience, and deliverables remain impactful.
- **CoPs are a nimble and effective vehicle for addressing emerging strategic topics while sustaining our collaborative organizational culture.** CoPs allowed us to tackle both established and emerging learning areas, filling a unique need for cross-divisional learning and application that could not be addressed through departmental work or the existing committee structure. As we continue to support CoPs, the Leadership Team will need to grapple with balancing leadership-identified topics with topics that arise organically from personnel across the organization. We see both as critically important to the overall success and impact of CoPs.

Conclusion

In the upcoming academic year, our organization will launch a new CoP focused on creating a culture of assessment in the library. We are excited about how the CoP model has allowed us new ways to accelerate library strategy, spark creativity, and build connections between library employees. We look forward to continuing to sustain and iterate on this model moving forward. ♪

Notes

1. Hailley Fargo and Brianna Marshall, "Library as Learning Organization: Reimagining Our Committee Structure," *College & Research Libraries News*, 86, no. 1 (2025): 24, <https://doi.org/10.5860/crln.86.1.24>.
2. Nancy G. Caukin and Thomas M. Brinthaup, "Using a Teaching Philosophy Statement as a Professional Development Tool for Teacher Candidates," *International Journal for the Scholarship of Teaching and Learning*, 11, no. 2 (2017), <https://doi.org/10.20429/ijotl.2017.110218>.

Awards Update

ACRL Awards Program to Resume in 2025–2026

The ACRL Awards Program recognizes and assists outstanding members of the academic and research library profession through three types of awards: achievement and distinguished service awards, research and travel grants, and publication awards and grants. The ACRL currently has 20 awards and grants, which are juried by 16 award committees appointed by the award or grant's administering unit.¹

In 2021, the ACRL Board of Directors paused the ACRL Awards Program to explore how it could better align with the association's principles of equity, diversity, and inclusion (EDI) and to evaluate its overall effectiveness. Since then, ACRL has convened two task forces to review the program and recommend strategic improvements. Recommendations from these task forces have resulted in several changes in the awards program as well as the formation of an Awards Coordinating Committee that works with award and grant committees to administer the program. Following a review of the association's awards that took place in spring 2025, ACRL is poised to resume granting awards in 2025–2026.

Awards Task Force

The Awards Task Force was, convened in 2021 and charged with reviewing the awards program. Throughout the year, task force members surveyed division and section-level award committee members and stakeholders, conducted an environmental scan of other associations, and analyzed the demographics of past ACRL award winners.

The Awards Task Force's review concluded in January 2022 when the task force submitted a final report to the Board, presenting 13 recommendations to enhance the awards process.² Key recommendations included:

- Streamlining the awards program with processes managed by a division-level award committee.
- Integrating EDI best practices into all aspects of the awards program.
- Removing the requirement that award nominees and winners must be ACRL members.
- Creating a process to ensure individuals are only awarded one division or section-level award for the same project or program in a single year.
- Changing the award winners' recognition from plaques to certificates.

The Awards Task Force also identified ongoing challenges with funding the awards program.

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Awards Process Implementation Task Force

Based on the recommendations from the Awards Task Force, the Board created the Awards Process Implementation Task Force in August 2022. The Implementation Task Force was charged with streamlining the awards process and addressing the program's financial challenges. The Implementation Task Force conducted surveys and focus groups with division- and section-level awards committee members and other stakeholders. It researched recommended practices for awards programs—particularly processes that supported equity—and further researched the financial challenges facing the program.

The Implementation Task Force's work concluded in January 2024 when the task force submitted a final report and recommendations to the Board.³ Some of these recommendations reinforced ideas from the previous task force, such as allowing award nominees and winners to be nonmembers of ACRL and/or the sections. New suggestions included keeping the responsibility of soliciting and selecting award recipients with individual award committees, while establishing a division-level awards coordinating committee to provide leadership and oversight for the entire program. Additionally, the task force recommended creating an ACRL-wide virtual ceremony to celebrate and recognize award winners, similar to the current ceremony held by RUSA. Lastly, the task force proposed implementing the previous task force's recommendation to provide award winners with certificates and also suggested discontinuing monetary awards due to limited ACRL staff resources for processing cash awards and managing vendor sponsor relationships.

Awards Coordinating Committee

In 2024–2025, ACRL established the Awards Coordinating Committee to continue implementing recommendations from the two task forces and, in the long term, provide oversight and leadership for the awards program. Committee members included:

- Melissa A. Wong, Chair, University of Illinois Urbana-Champaign
- Jodie Borgerding, Vice-Chair, Washington University
- Samantha Bishop Simmons, University of Kansas
- Kelly Diane Blessinger, Louisiana State University
- Erin L. Cassity, University of the Incarnate Word
- Kaitlin Kehnemuyi, North Carolina State University
- Priya Kizhakkethil, Texas Woman's University
- Stephanie S. Rodriguez, Tennessee State University
- Carrie Forbes, Board Liaison, Illinois State University
- Brian Lim, Staff Liaison

Melissa Wong, chair of the committee, and Jodie Borgerding, vice-chair, had both served on the Implementation Task Force, which facilitated a smooth transition from the work of the two task forces to the launch of the new committee.

The committee began its work with a lengthy charge:

1. Review the ACRL awards program on a regular basis (every five years), including the awards and grants given, financial support, and division policies that address or impact awards and grants, and make recommendations for needed changes to the ACRL Board of Directors.

2. Establish a process for reviewing awards and grants, including their purpose, description, and selection criteria, and recommending changes as needed.
3. Provide annual training and resources on awards-related equity practices for members of awards committees.
4. Work with ACRL staff to provide a standardized submission platform for nominations.
5. Assist award and grant committees in identifying potential nominees and soliciting nominations.
6. Establish and oversee a process to ensure that an individual or group does not receive more than a single award for the same publication or program.
7. Collect and share data on award nominees and winners.
8. Work with ACRL staff to hold an annual, division-wide ceremony for award and grant recipients.
9. Develop and maintain a calendar of the committee's work.
10. File an annual report on the committee's activities with the ACRL Board.

For its first year, the committee prioritized actions that would allow ACRL to resume distributing awards and grants in 2025–2026. Our goals included developing guidelines for avoiding implicit bias in award processes; creating a review process for individual awards and grants; and designing and offering training to award committee members on best practices, avoiding implicit bias, and the new review process. Coordinating Committee members also began developing a submission platform for nominations and created a guidance document for collecting data on award committee membership, award nominees, and winners. As part of its work, the committee sought input from award committees, stakeholders, and the ACRL Board of Directors; posted regular updates to ALA Connect; and created a LibGuide with information about the committee's work and the ongoing review process.⁴

Awards Review

A major task for the Awards Coordinating Committee has been to work with award committees to review the purpose, description, and selection criteria for all awards and grants. The goal of this process was to ensure all awards and grants have a clear purpose and description and that committees' nomination and selection processes are robust, transparent, and fair.

The review process began in February 2025 with a required training for award committee members, which covered changes in the awards program, the new "Guidelines for Avoiding Implicit Bias in ACRL Awards," and the review process. Following the training, committees were asked to read the recently updated "Chapter 12: Awards" in the ACRL Guide to Policies and Procedures along with the "Guidelines for Avoiding Implicit Bias," and then evaluate, and as needed, update their award's description, selection criteria, and nomination and selection processes.⁵ Finally, the award committees submitted a report to the Awards Coordinating Committee.

Award committees that completed a successful review were authorized to resume giving their awards or grants in 2025–2026. By the end of June, committees for eleven awards had completed the review process and will resume giving an award in 2025–2026; three reviews are in-process and should be completed in time to give an award in 2025–2026; three grants

were seeking new sponsors and will complete the review process once a sponsor is identified; one award plans to complete the review process in 2025–2026 and resume giving an award in 2026–2027; and two awards are on a long-term pause.

Looking Forward

The ACRL Awards Coordinating Committee is delighted to announce the relaunch of the 2025–2026 awards program for committees that have completed their review process. Award nominations will be invited later this fall through various channels, including ACRL and section communications, ALA Connect, listservs, and other relevant sources.

Over the coming year, the Awards Coordinating Committee will introduce several enhancements to the awards program. Collaborating with ACRL staff, we will develop a centralized nomination portal for all division- and section-level awards. This portal will allow award committees to tailor the nomination form according to their specific criteria and guidelines, streamlining the submission process and facilitating the collection of essential nominee data. These data will help ACRL assess the impact of program changes on the diversity of award winners and nominees. Recognizing the annual turnover within awards committees, we will provide yearly training for new members. This training will focus on best practices for jurying awards and strategies for avoiding implicit biases during nominations and selections. This initiative underscores the ACRL's dedication to integrating EDI principles throughout the awards program.

Guidelines for Avoiding Implicit Bias in ACRL Awards

The following list provides highlights of the recommendations in ACRL's new "Guidelines for Avoiding Implicit Bias in ACRL Awards." The full document is available in the Awards Coordinating Committee LibGuide.⁶

- Appoint diverse committees and committee chairs, including members' personal identities (e.g., racial and ethnic identity, disability status), years of professional experience, and/or library and institutional types.
- Review award descriptions and selection criteria for gendered, racialized, or overly restrictive language.
- Simplify the nominations process by making it transparent and limiting requests for information to that which is necessary for making a decision.
- The call for nominations should be widely publicized, including to underrepresented groups within the profession, in order to generate a large pool of nominees. Use a rubric or other process that minimizes implicit bias to select a winner.
- Have individual committee members rank nominees prior to the committee's discussion to avoid groupthink.
- Create short lists via inclusive rather than exclusive methods.
- Ensure all committee members participate in the decision-making process using formal and informal methods.
- Schedule adequate time to carefully review nominations and make a thorough decision.

Furthermore, we will implement a mechanism to prevent the same individual or institution from receiving multiple division- or section-level awards for the same project or program. This measure addresses concerns that awards frequently go to well-funded institutions and that certain individuals tend to win multiple awards.

We invite those who wish to support the new vision for the ACRL awards program to volunteer for a division- or section-level awards committee or the ACRL Awards Coordinating Committee. The 2026–2027 volunteer application will be available on ACRL’s website in December 2025. If you have any questions, please contact Jodie Borgerding, 2025–2026 chair of the ACRL Awards Coordinating Committee, at jodieb@wustl.edu. *~*

Notes

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2. ACRL Awards Task Force, “Report,” *ACRL Virtual Board Update Information Session*, Documents 8.0 and 8.1. January 25, 2022, <https://connect.ala.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=d20690f3-8366-401b-9406-fbe0d3c1d2aa>.
3. ACRL Awards Implementation Process Task Force, “Final Report,” *ACRL Virtual Board Update*, Document 17.1. January 26, 2024, <https://connect.ala.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=6fe954fd-7b6e-4b4a-9821-40b372b4c755&forceDialog=0>.
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6. “ACRL Awards Coordinating Committee.”

After 17 Years, Project Information Literacy to End

One Final Contribution Will Launch This Month

Project Information Literacy (PIL), the internationally recognized research institute conducting large-scale national studies about students and their research habits, will close at the end of 2025.

As the director and a principal investigator at PIL, with 25 years of experience as a professor of new media and communication theory, I've spent much of my career focused on investigating what it's like to be a student in the digital age. For nearly two decades, a group of library and information science and new media researchers, including myself, has created a project that surveyed and interviewed over 22,500 undergraduates enrolled at more than 100 colleges and universities across the US.

This work has culminated in the release of 14 open access reports on a broad range of timely topics from algorithms and news engagement to opinions about climate change. Additionally, PIL published essays, interviews, peer-reviewed articles, videos, and op-eds exploring issues pertaining to the evolving field of information literacy. But as funding opportunities and support have continued to disappear for studying misinformation, news, algorithms, and climate change—PIL's mainstay—keeping the research institute afloat has become extremely challenging.

Despite our decision to end the long-running project, there is good news: As a final contribution, the PIL team has built an archival site for ongoing access to our research reports, survey instruments, datasets, essays, and interviews with leading thinkers. To make this transition seamless for users everywhere, the archival site for PIL will assume the same URL: projectinfolit.org.

Early Days, Ambitious Goals

First envisioned at the University of Washington's iSchool by myself, then a Senior Research Scientist, and Michael Eisenberg, codeveloper of the Big6 information skills curriculum, we had an ambitious goal: to study the fast-growing field of information literacy through the lens of the student research experience.

From the beginning, we set our sights on being a large-scale, ongoing, and expansive research program. Small teams of PIL researchers collected empirical data from a cross-disciplinary sample of undergraduates enrolled at four-year colleges and universities and

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community colleges across the US. In turn, we published extensive reports and freely circulated them to the broader academic community.

The timing was right for PIL’s unique voice and research approach. The internet was an entirely different place in 2008, and as the web became a popular conduit for new forms of expression, the need for student instruction became even more pressing. But, while the number of publications describing how to teach information literacy grew, less was known about the student perspective: How did students find, evaluate, learn about, and interact with information?

The PIL team studied information literacy in three distinct areas where little was known: (1) students’ changing online search habits for courses and in everyday life; (2) information transitions students make as they move from high school to college to the workplace and as lifelong learners; and (3) the impact of new technology on students’ beliefs and understanding of the world, including misinformation, algorithms, COVID-19, artificial intelligence (AI) and climate anxiety (see Table 1).

Table 1. PIL’s research reports, 2009–2024

2009–2011	2012–2016	2017–Current
Finding Information	Informational Passages	Zeitgeist
2009 Context/Finding	2012 Transitioning: Workplace	2017 News Engagement
2010 Evaluating/Assignments	2013 Transitioning: First-Year	2020 Algorithms & Covid-19
2011 Multitasking	2014–2015 Transitioning: Post-College	2022 Retrospective
	2016 Learning Spaces	2024 Climate Change

The collective work from PIL stands out from other information literacy research in terms of sample size, institutional breadth, and research design, and our open access reports have blended rigorous methods and analysis with a clear and engaging journalistic style.

From one report to the next, we used a mix of qualitative and quantitative methods in multi-institutional settings to collect data from students in their own words about the research they did. These rich firsthand accounts revealed strategies and workarounds students used for finding, using, and creating information while navigating a vast, ever-changing information landscape. The results informed how librarians and educators worked with students while shaping the profession’s understanding of the evolving field of information literacy.

“The first PIL reports were published while I was in grad school, and I’ve read each many times and constantly refer back to findings,” Laura Hibbler, deputy university librarian at Brandeis University, noted, “and PIL’s research has been transformative in my own development as a librarian.”

Through the years, funding support for PIL’s ongoing research came from a variety of sources, including ACRL, Fulbright World Learning Program, Harvard University, Institute of Museum and Library Services, John S. and James L. Knight Foundation, John D. and Catherine T. MacArthur Foundation, ProQuest, and the University of Washington iSchool.

Building a Reservoir of Knowledge

PIL's research is widely recognized for providing insights into how students use information for academic work. Yet, we moved beyond this common focus for information literacy research by widening the lens to study everyday life and postcollege research practices, all the while using rigorous social science methods and computational analysis.

An IMLS-funded study explored what happens after graduation as students move from the classroom to the workplace. When questions arose around the rise of disinformation, we conducted a large study, partially funded by ACRL, of how college students consume and engage with news. As concerns grew around the prominence of algorithmic systems in our lives, PIL used Knight Foundation support to ask students about their awareness and experiences.

In 2016, Barbara Fister, writing for *Inside Higher Education*, called PIL “hands-down the most important long-term, multi-institutional research project ever launched on how students use information for school and beyond.”¹

Four years later, Fister joined PIL as its inaugural research scholar in residence, and together with PIL coresearcher Margy MacMillan, we wrote the groundbreaking report on information literacy in the age of algorithms.² Our work was honored with ACRL's Ilene F. Rockman Instruction Publication of the Year Award in 2021.

Findings and recommendations from PIL studies have informed and influenced the thinking and practices of diverse constituencies from all over the world in higher education, public libraries, newspapers, nonprofits, and workplaces. While PIL citations tend to come from work being done by other researchers in North America, the United Kingdom, and Australia, PIL's influence transcends international borders and supports considerable research being conducted in other regions of the world, such as Spain, Mexico, China, India, South Africa, and Malaysia.³

While our 2022 citation analysis showed the international reach of PIL, it also found that it's essential for librarians and educators to build capacity at institutions working towards their own information literacy instruction and research goals. In 2024, I had an opportunity to participate directly in this cross-cultural collaboration when I was awarded a Fulbright grant to travel to Australia. Together with librarians and scholars from Western Sydney University, we organized events for a three-week “PIL InfoLit Tour” with stops at universities in four cities and attracting more than 500 participants throughout Eastern Australia.

Those who have followed PIL's research over the years are often surprised to learn that, unlike many research institutes, PIL doesn't have a parent institution, a physical headquarters, a large operating budget, or permanent staff, since becoming a registered nonprofit in 2013.

Rather, it's been the highly collaborative approach and hands-on leadership that have made PIL's ongoing research endeavors possible with librarians, fellow researchers, and students. By word of mouth, PIL grew from a volunteer sample of 250 colleges and universities across the US, giving us access to 1 in 8 undergraduates in the country when selecting samples for our different studies.

All told, we achieved our ambitious goal at PIL of studying students through the lens of their experience and, in turn, became the longest-running study of information literacy in the world. This is in large part due to widespread grassroots support from hundreds of librarians devoted to understanding students' research practices and finding ways to improve their learning success during college.

While our active research is ending, we are proud that our research reports and resources will live on for years in our new PIL archival site, launched this month.

Acknowledgement

Steven Geoffrey, Kirsten Hostetler, and Margy MacMillan, PIL team members, contributed to this article. *~*

Notes

1. Barbara Fister, “Information literacy and recent graduates: New from PIL,” *Inside Higher Education*, January 7, 2016, <https://www.insidehighered.com/blogs/library-babel-fish/information-literacy-and-recent-graduates-new-pil>.
2. Alison J. Head, Barbara Fister, and Margy MacMillan, “Information literacy in the age of algorithms,” Project Information Literacy Research Institute, January 2020, <https://projectinfo.org/publications/algorithm-study>.
3. Alison J. Head, Barbara Fister, Steven Geoffrey, and Margy MacMillan, “The Project Information Literacy Retrospective: Insights from more than a decade of information literacy research, 2008-2022,” Project Information Research Institute, October 2022. <https://projectinfo.org/publications/retrospective>.

Freya Gibbon

Casting a Broader Net

How Librarians Benefit from Observing Classroom Faculty and Other Guest Instructors

“It’s like trying to pick up a wet bar of soap that’s moving on its own,” the fisheries manager is saying. He’s cradling a brown trout against his rubber apron. He pinches two fingers on her belly just below the pelvic fins and strokes downward, spraying orange eggs into a beat-up steel bowl. “If you squeeze and get poop, stop,” he instructs. In a matter of about 20 minutes, he’s taught a group of 15 students how to sex fish, how to stun and hold fish, and how to fertilize eggs. Once they’ve finished with this tank, he’ll teach them to estimate the number of eggs retrieved by volume.

What’s a librarian doing in a fishery, you ask? While I’m fascinated by this demonstration, my main purpose is pedagogical. I’m here to observe how another pop-in instructor engages a group of students, particularly the same group I’ve just been working with. Much has been written about the value of peer observations of teaching, with benefits both for the observer and the observed.¹ There is also a healthy body of literature about peer review and observation of teaching among librarians.² Yet, very little has been written about the benefit of librarians observing classroom faculty or other pop-in teachers. A near exception is the article “Librarian-Faculty Mentorship: The Missing Link to Departmental Culture” published in the February 2025 issue of *C&RL News*, detailing a program at the University of Victoria where new subject liaisons are paired with faculty mentors to gain insight into departmental culture.³ But, in addition to teaching observations of other librarians, I’ve found external teaching observations to be very valuable. They’ve helped to develop my own teaching, to situate my instruction within the context of a partnering class, and to build campus relationships.

My observation practice began by simply asking faculty I’d been working with on pop-in instruction if I could observe a class. I found that most were open to this exchange and, in fact, welcomed it. I observed a faculty partner teach students how to paraphrase for a literature review. The next time I worked with his class, I could refer to this lesson, making explicit connections between their search and source synthesis lessons. Later, I sat in on student research presentations in an upper-level genetics class and learned that several students needed additional support locating quality sources. I used this to calibrate our next pop-in session and to advertise reference services. Last fall, I observed an early American literature class during a weeks-long role-playing game on the trial of Anne Hutchinson. The faculty sat at the back, only taking a few moments to offer reminders and due dates. Then, a student stood up to lead, calling on her peers for speeches and discussion. I can’t bring this role-playing experience back to the library classroom, but I can certainly use it as inspiration to build in game-based and student-led components for the same student population.

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Librarians hold sometimes unsettled positions in academia, falling somewhere between administrators and faculty.⁴ I consider developing an observation practice as one avenue for broadening who we consider to be our peers in the community beyond the library. There are parallels between what we do and what the Career Center, Writing Center, or Counseling Center might do during a one-off session, and it can be valuable to see how they develop meaningful instruction under similar constraints. But I'd also like to move beyond the one-shot when possible, and engaging with classroom faculty around their teaching can help to prepare the ground for new avenues for library instruction. This year, I'll be working with the English professor whose role-playing game I observed to develop an in-depth information literacy and writing class to be offered in the fall. This partnership didn't begin or end with a classroom observation, but when I took the chance to observe her class, I continued a conversation around pedagogy that grew into our current project.

Back in the fishery, the lab instructor is saying, "You're all parents now! Don't screw up your youth!" It's easier with fish, maybe, to engage a group of students, but it's no more important than when teaching them to evaluate sources for their scholarly work. The fisheries manager's schtick is practiced, but he's watching closely and correcting as needed. I, too, am watching closely. I will certainly take some of his techniques back to the information literacy classroom, especially the directness and clarity of his directions for students, and his straightforward corrections when they're on the wrong track. In the meantime, I'll be squeezing fish. *~*

Notes

1. Maureen Bell, "Supported Reflective Practice: A Programme of Peer Observation and Feedback for Academic Teaching Development," *International Journal for Academic Development* 6, no. 1 (2001): 29-39, <https://doi.org/10.1080/13601440110033643>; Steve Drew et al., "Formative Observation of Teaching: Focusing Peer Assistance on Teachers' Developmental Goals," *Assessment & Evaluation in Higher Education* 42, no. 6 (2017): 914-29, <https://doi.org/10.1080/02602938.2016.1209733>; Graham Hendry and Gary Oliver, "Seeing Is Believing: The Benefits of Peer Observation," *Journal of University Teaching and Learning Practice* 9, no. 1 (January 2012), <https://doi.org/10.53761/1.9.1.7>.

2. Loanne Snaveley and Nancy Dewald, "Developing and Implementing Peer Review of Academic Librarians' Teaching: An Overview and Case Report," *The Journal of Academic Librarianship* 37, no. 4 (July 2011): 343-51, <https://doi.org/10.1016/j.acalib.2011.04.009>; Jaena Alabi and William H. Weare, "The Power of Observation: How Librarians Can Benefit from the Peer Review of Teaching—Even Without a Formal Program," August 27, 2013, <https://aurora.auburn.edu/handle/11200/44203>; Yvonne Hultman Özek, Gudrun Edgren, and Katarina Jandér, "Implementing the Critical Friend Method for Peer Feedback among Teaching Librarians in an Academic Setting," *Evidence Based Library and Information Practice* 7, no. 4 (December 2012): 68-81, <https://doi.org/10.18438/B81C8W>.

3. Monique Grenier and Zahra Premji, "Librarian-Faculty Mentorship: The Missing Link to Departmental Culture," *College & Research Libraries News* 86, no. 2 (2025), <https://doi.org/10.5860/crln.86.2.53>.

4. Quinn Galbraith, Melissa Garrison, and Whitney Hales, "Perceptions of Faculty Status among Academic Librarians," *College & Research Libraries* 77, no. 5 (September 2016): 582-94, <https://doi.org/10.5860/crl.77.5.582>.

ACRL Board of Directors' Actions

Highlights of the Board's 2024-2025 Meetings

For the final ALA LibLearnX, held January 24-27, 2025, the ACRL Board of Directors met virtually on January 30 and February 3. An informal virtual Board Update meeting was held on January 13. The Board also met virtually with the ACRL Budget and Finance Committee for a joint meeting on February 3. For the 2025 ALA Annual Conference, the ACRL Board met in person on June 28 and 29. The Board held an informal virtual Board Update meeting on June 13. In between ALA conferences, the Board held virtual meetings on October 23, 2024, and April 17, 2025.

At LibLearnX, the Board met virtually with the leaders of its five goal-area committees: Equity, Diversity and Inclusion; New Roles and Changing Landscapes; Research and Scholarly Environment; Student Learning; and Value of Academic Libraries to assess progress on ACRL's strategic plan, the Plan for Excellence. At Annual, the Board received updates from goal-area committee leaders for Equity, Diversity and Inclusion; Research and Scholarly Environment; Student Learning and Information Literacy; New Roles and Changing Landscapes (written report); and Value of Academic Libraries (written report).

At LibLearnX, the Board received updates from representatives of the Awards Coordinating Committee, Communities of Practice Review Task Force, and ALA Public Policy and Advocacy Office. Also at LibLearnX, the ACRL Board and Budget and Finance Committee received an update on ACRL data products. At the Spring meeting, the Board received a preliminary update on the performance of the ACRL 2025 Conference. At LibLearnX and Annual, the Board received updates from ACRL's liaison to the ALA Executive Board. At Annual, the Board received brief updates on ALA Forward, ALA Operating Agreement, and ALA Strategic Plan. In January and June, the Board reviewed the preliminary FY26 budgets for ACRL and Choice and will take action, prior to the ALA Executive Board, on the final budgets in late summer 2025.

Board members, whose service ended on June 30, 2025—Beth McNeil, Kara Whatley, Mary Mallery, and Yasmeen Shorish—were recognized and thanked for their service.

The ACRL Board of Directors took the following actions during the 2024-2025 program year.

Equity, Diversity and Inclusion

- Approved the use of a portion of the \$10K TBD strategic initiatives budget in FY25 to fund the second year of memberships for the BIPOC and Librarians with Disabilities membership initiative to fund 40 ALA and ACRL memberships for library workers who identify as Black, Indigenous, and/or People of Color (BIPOC) or library workers who identify as persons with disabilities.



ACRL Board of Directors 2024–25 (l to r): (back) Joe Mocnik, Kara M. Whatley, Rebecca Miller Waltz, Walter Butler, Tarida Anantachai, Yasmeen L. Shorish; (front) Beth McNeil, Leo Lo, Brad Warren, Allison Payne. Not pictured: Amy Dye-Reeves, Carrie Forbes, Mary Mallery, Rachel M. Minkin

Student Learning

- Approved a revision of the ACRL Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline.

Enabling Programs and Services

Strategic goal areas will be supported by financial and operational planning and will guide the development and implementation of programs and services that target education, advocacy, and member engagement.

Advocacy

- Approved the 2025 ACRL Legislative Agenda.

Publications

- Established the ACRL/RBMS-SAA Joint Task Force for the Revision of the Guidelines for Primary Source Literacy.
- Approved the Establishment of the ACRL RBMS-SAA Joint Task Force on Revision of the Art and Rare Materials BIBFRAME Ontology Extension.



ACRL Board of Directors 2025-26 (l to r): Tarida Anantachai, Walter Butler, Leo Lo, Brad Warren, Rachel Minkin, and Teresa Anderson. Not pictured: Alexia Hudson-Ward, Kimberley Bugg, Amy Dye-Reeves, Andrea Falcone, Carrie Forbes, Rebecca Miller Waltz, and Millie Gonzalez.

Member Engagement

- Established the ACRL Artificial Intelligence (AI) Discussion Group and ACRL Sensory-Friendly Libraries Discussion Group. At Annual, the Board transitioned the Artificial Intelligence Discussion Group to the ACRL Artificial Intelligence Interest Group.
- Established the ACRL Communities of Practice Implementation Task Force.
- Renewed the Access Services Interest Group, Technical Services Interest Group, and Contemplative Pedagogy Interest Group.
- Dissolved the Balancing Baby and Book Discussion Group.
- Sunset the ACRL/ALA/ARL IPEDS Advisory Task Force.
- Updated the ACRL Academic Library Trends and Statistics Editorial Board composition to include a past-chair role and allowing the vice-chair to serve up to seven consecutive years if serving after completing two consecutive terms as a regular member.
- Approved five recommendations for candidates for nomination to stand for election for International Federation of Library Associations and Institutions (IFLA) standing committees listed below:
 - Academic and Research Libraries Section

- Art Libraries
- Rare Books and Special Collections
- Science and Technology Libraries
- Social Science Libraries

Enabling Programs and Services: Operations

- Approved the ACRL Budget & Finance Committee's recommendation to approve scenario three overhead, based on net operating surplus, to submit to ALA Treasurer Peter Hepburn and ALA CFO Dina Tsourdinis, so that they can make a final overhead recommendation to the ALA Executive Board.
- Approved the ACRL Budget & Finance Committee's recommendation to approve FY25 budget as below:
 - ACRL Revenues \$4,366,745
 - ACRL Expenses \$4,411,489
 - ACRL Net -\$44,744
 - Choice Revenues \$2,291,366
 - Choice Expenses \$2,210,679
 - Choice Net \$80,687
- Retired the ACRL Women and Gender Studies Section's (WGSS) Award for Career Achievement in Women and Gender Studies Librarianship and Award for Significant Achievement in Women and Gender Studies Librarianship, starting with the 2025-2026 program year.
- Approved the following process documents from the ACRL Awards Coordinating Committee:
 - Review Process for ACRL Awards in Spring 2025
 - Guidelines for Avoiding Implicit Bias in ACRL Awards
 - Data Collection for Awards *~*

AgEcon Search. Access: <https://ageconsearch.umn.edu>.

Since 1995, the University of Minnesota (UMN) Libraries and Department of Applied Economics, under an international advisory board, have cohosted AgEcon Search, the largest open access agricultural and applied economics digital library of full-text PDFs. Subtopics include resource, energy, environmental, agricultural, and consumer economics. The site is indexed by RePEc, Google, and Google Scholar, and currently hosts 204,925 records in 2,600 collections across 28 languages, 390 organizations, and 74 countries. Contributing groups are mainly academic departments, government agencies, nongovernmental organizations, or professional associations. A few single-entry or empty submissions—such as Quaestum—are understandable when the self-deposit process is just getting started.

Files include book chapters, reports, working or discussion papers, journal articles, conference papers or presentations, theses/dissertations, and preprints. Search by title or browse a list of more than 160 journals. Records hyperlink author names to searches for exact matches, identifying related records. The advanced search allows users to filter results by specific date, time range, and type of date. Further customization is available, i.e., 10–100 results displayed, sorting options, focus on citation file format, or specific collection. The left column includes facets for filtering by publication type, coauthors, subjects, journal title, volume, and issue number. Free personal accounts save and share searches or subscribe to alerts.

Director Shannon Farrell reports 15,000 daily visitors from over 170 countries, and 9,000 new entries in 2024. She encourages librarians to contact her to upload institutional grey literature and open access content at no cost. UMN may occasionally negotiate fees for ingesting materials, especially for digitizing older content. Authors can request non-citation of their work while allowing metadata display, and all submissions grant a nonexclusive, irrevocable, royalty-free license for use and distribution. As the system is intended for long-term, perpetual “data accessibility, fixity, and usability,” withdrawal is only under special circumstances. The website does not allow automated harvesting of content beyond citation. AgEcon Search is a valuable resource for academic libraries, providing free access to global scholarly works in agricultural, environmental, and applied economics. With advanced search tools, curated collections, and contributions from nearly 400 organizations in 74 countries, it enhances access to grey literature and open access content not typically found in traditional databases. - *Jennifer Stubbs, Bradley University, jastubbs@bradley.edu*

Database of Religious History. Access: <https://religiondatabase.org/>.

The Database of Religious History (DRH) bills itself as “The world’s first comprehensive online quantitative and qualitative encyclopedia of religious cultural history.” The site contains many entries, recruits active experts, and has answers to questions that have been asked. The project partners with Harvard University, Stanford University, the Templeton Religious Trust, and other institutions. It is based at the University of British Columbia in Vancouver as an independent academic initiative.

There are four main functions in using the site, grouped as Browse, Visualize, Analyze, and Get Involved. Browse lets you explore without signing in. Visualize employs wonderful maps and other graphics to let you see how religion developed. Analyze offers data and tools to use in understanding what one is discovering. Get Involved offers scholars and professionals a way to immerse themselves and their research on the site.

Scholars who work with the Get Involved function become important contributors. An editor reviews the material submitted before it is published on the site. Contributing scholars must be at the level of a PhD student or above. One may contribute by responding to current entries or starting a new entry and answering questions for it. Polls are used extensively to answer questions in building entries.

It is extremely helpful for a site user to watch the two very short videos on the home page to get a good overview of the site and how it works. There is also a much longer, comprehensive video on the bottom right of the home page that goes into more detail.

Religion and theology students are welcome to use the database for research, and they may find information that's relevant to their research question or topic of study. The beautiful visual displays, maps, and interesting information on the site make it a pleasure to use. However, it's important to note that the database is not necessarily comprehensive. For example, when typing *Lutheranism* into the search box and making a query, nothing comes up. A search on *Luther* summons material, but just four entries. Naturally, the entries in the database reflect the contributed topics of its academic participants.

The Database of Religious History is a fact-filled and visually appealing database that provides fascinating information and gets scholars involved. The information there will appeal to student researchers, too. —*Robert Cagna, Lenoir-Rhyne University and Lutheran Theological Southern Seminary, robert.cagna@lr.edu.*

United Nations: Outreach Programme on the Holocaust. Access: <https://www.un.org/en/holocaustremembrance>.

Established by the United Nations General Assembly Resolution 60/7 in 2005, the program has a goal to “mobilize civil society for Holocaust remembrance and education, in order to help to prevent future acts of genocide.” The programme is an “expression of the United Nations’ commitment to countering hatred, and to building a world in which everyone can live with dignity and in peace.”

Links from the homepage enable users to locate information on a variety of topics related to the Holocaust. Several outreach initiatives are available via the About Us link, including Remember and Reflect (voices of survivors), Commemoration (annual observance in memory of Holocaust victims), Education (a wide variety of education resources available in the official languages of the UN: Arabic, Chinese, French, Russian, Spanish, and English), Working Together (a global network of partnerships, creating educational resources, professional development workshops, and extending the work of the programme to a wider audience), and Outreach (organizes year-long education and remembrance outreach, defends human rights, and resists antisemitism via briefings discussions, workshops, and films).

Additional links from the homepage enable users to locate information on News and Updates (videos, working papers, presentations, and discussions), International Day (Holocaust Remembrance and Education, archive available), Events (discussions, professional

development, and student workshops), Exhibitions (permanent and archived), Education Resources (poster sets, multimedia, publications, and reports), UN Information Centres (remembrance activities archived), and Beyond the Long Shadow: Engaging with Difficult Histories (discussion series, viewable from 2020–2022; topics include “Race” and Racism: Roots of Atrocity Crimes, Fight Hate Speech: Global Perspectives).

Additional resources include Key Documents (Resolution A/RES/76/250, combating antisemitism), Related Programmes (UN Office on Genocide Prevention and Responsibility to Protect, Outreach Programme on Transatlantic Slave Trade and Industry), and Human Rights (information/resources on protecting human rights, Universal Declaration of Human Rights, and UN High Commissioner for Refugees).

This is a well-developed, user-friendly website with a wealth of information on the Holocaust, genocide, and human rights. Translation of the site into one of the six official languages of the UN ensures ease of use for a variety of users. An excellent product of the United Nations, providing crucial education and resources to the world on the Holocaust, highlighting the important work of remembrance, and working to prevent future genocides and protect human rights. - *Karen Evans, Indiana State University, Karen.Evans@indstate.edu.* ♪

The Library of Congress recently awarded six Teaching with Primary Sources regional grants. Recipients of these regional grants will make subgrants on behalf of the library to organizations that wish to integrate library resources and Teaching with Primary Sources methods into their educational programming. The recipients include Illinois State University, Metropolitan State University of Denver, Waynesburg University, Middle Tennessee State University, the National Council for History Education, and the American Historical Association. They will award subgrants of up to \$25,000 to school districts, colleges, and universities, libraries, cultural institutions, state entities, professional associations, and non-profits to reach hundreds of thousands of learners in all 50 states, the District of Columbia, and Puerto Rico.

Acquisitions

The Library of Congress has acquired the photographs, manuscripts, and periodical collection of Raúl Ruiz, a leading figure in the Chicano Movement in Los Angeles beginning in the 1960s. Ruiz (1940–2019) was an activist, journalist, photographer, educator, and political candidate who advocated for the rights of Mexican Americans. He was perhaps best known as the editor of *La Raza* newspaper and magazine, groundbreaking periodicals that covered the East LA Walkouts in



1968, the Chicano Moratorium during the Vietnam War, and other issues of interest to the Chicano community. The Raúl Ruiz Chicano Movement Collection contains an estimated 17,500 photos by Ruiz (prints, negatives, contact sheets, and transparencies) and original page layouts for *La Raza* newspaper and magazine. It also offers nearly 10,000 pages of manuscripts, which include original correspondence, the unpublished draft of Ruiz's book on Los Angeles Times journalist Rubén Salazar, and handwritten minutes from the staff meetings of *La Raza*. In addition, the collection includes published issues of *La Raza* newspaper and magazine, select issues of other Chicano periodicals, and video and audio recordings.

The Hoover Institute recently acquired the David A. Korn Collection, containing a rich array of memoranda, notebooks, correspondence, interviews, published and unpublished writings, reports, and photographs. From handwritten notes on the Israel-Egypt peace process to materials concerning terrorism and diplomacy, the collection offers critical insights into US policy on hostages, violations against the Kurds, and



other geopolitical concerns. Korn (1930–2022) was a Foreign Service Officer, diplomat, and author whose career witnessed some of the most pivotal moments in Middle Eastern history. His roles included State Department Director for Israel and Arab-Israeli Affairs, Chief of the political section at the US embassy in Israel, US Charge d’Affaires in Ethiopia, and US Ambassador to Togo. He played an active role in the Arab-Israeli conflict and subsequent peace process (1978–1980) during the Carter administration. Korn’s sharp understanding of the region extended well beyond, encompassing US policy on Iraq and the Ethiopian famine and civil war during the 1980s, among other areas. //



William H. Walters has been named professor and dean of library affairs at Southern Illinois University (SIU) Carbondale, where he will be responsible for Morris Library, the Special Collections Research Center, the Sharp Museum, and the SIU Press. He most recently served as executive director of the library at Manhattan University, with earlier experience as professor, dean, librarian, data manager, research consultant, accreditation liaison officer, and interim director of information technology at Cornell University, St. Lawrence University, Manhattan University, Menlo College, the City University of New York, and the Providence VA Medical Center. Walters is eager to help SIU maintain and strengthen its position as a newly designated Research 1 (R1) university. He also plans to continue his research on scholarly communication, bibliometrics, academic librarianship, AI in higher education, nonprofit management, and educational assessment.

Emma Barrett-Catton has joined the University of North Carolina-Chapel Hill University Libraries as health sciences librarian.

Kai Desir has been appointed administrative operations manager of access services at the University of Central Florida Libraries.

Courtney Douglass has joined the Goucher College Library as graduate research and instruction librarian.

Brionna Johnson is now e-resources metadata librarian at the University of North Carolina-Chapel Hill University Libraries.

Mairelys Lemus-Rojas has been appointed head of digital scholarship at the University of Central Florida Libraries.

Thi Lettner is now music and performing arts librarian at the University of North Carolina-Chapel Hill University Libraries.

Shelly Salo Martinez was recently appointed student engagement librarian at Middle Tennessee State University.

Kevin Seeber has been appointed senior assistant dean for research, learning, and access at the Binghamton University Libraries.

Nora Smolonsky is now undergraduate instruction and student success librarian at the Goucher College Library.

Emily Vorhies is now e-resources acquisitions librarian at the University of North Carolina-Chapel Hill University Libraries.

Retirement

Julia Gelfand recently retired as the applied sciences and engineering librarian at the University of California, Irvine (UCI) Libraries, where she served for 44 years. Prior to joining UCI, she worked at the University of Denver Libraries. This year, Gelfand received the Humphry/OCLC/Forest Press Award for International Librarianship from the ALA International Relations Round Table. She will also serve as a second Fulbright Scholar

recipient at the Botswana International University of Science & Technology from January–June 2026. Long active in ACRL, Gelfand served on the ACRL Board of Directors from 2013–2017, cochaired several ACRL Colleagues Committees identifying sponsors and raising money for the ACRL conferences, was active in the Science & Technology Section, engaged in program development, and chaired the Publications Coordinating Committee, among many other roles. She is a Fellow of the American Association for the Advancement of Science and was the 2021 recipient of the ACRL Academic Research Librarian of the Year. Her scholarship spans information literacy and scholarly communication in the sciences. In addition to ALA activities, Julia has been active in the International Federation of Library Associations and Institutions (IFLA), Society for Scholarly Publishing (SSP), International Association of University Libraries (IATUL), and the Charleston Conferences. ♪