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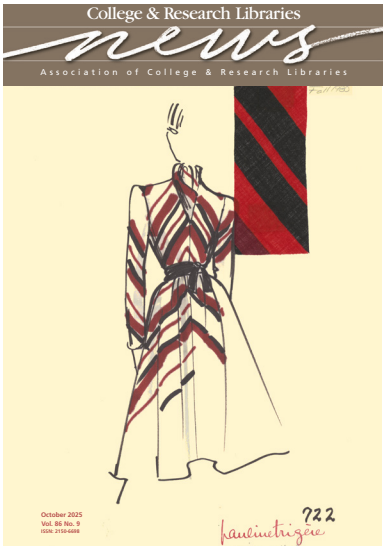
Features

Departments



This month's cover features a working illustration and fabric swatch for a striped challis dress designed by Pauline Trigère in 1980. French born fashion designer, Trigère, emigrated to the United States before World War II where she started her own fashion label and quickly found success in the United States' growing ready-to-wear market. For the next 50 years, her work would be sold in department stores and boutiques across the country and worn by many of America's most prestigious women.

The image is part of the Pauline Trigere Papers at the Kent State University Libraries. Trigère donated her papers to university, and the collection is made up of 120 cubic feet of material dating from 1942 to 1994. Learning more at https://oaks.kent.edu/trigere.

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Back issues: $11.00 each.

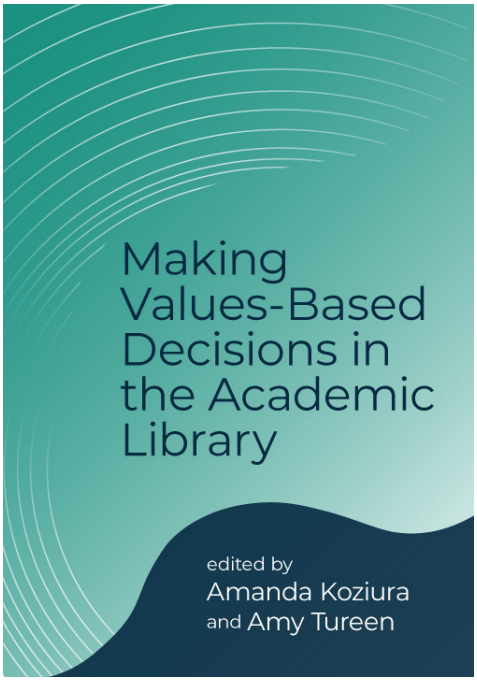
ACRL Statement of Support for the ERIC Database

The ACRL Board of Directors affirms its strong support for the ERIC (Education Resources Information Center) database, a vital resource sponsored by the Institute of Education Sciences (IES) of the US Department of Education. ERIC serves as an essential tool for education librarians at colleges and universities across the United States. It enables librarians to assist students, faculty, and researchers in locating high-quality, authoritative information for coursework, research, and professional practice. As the premier index for scholarly literature in the field of education, ERIC provides unparalleled access to peer-reviewed journal articles, conference papers, reports, and other critical resources. Read the full statement on ACRL Insider at https://acrl.ala.org/acrlinsider/statement-of-support-for-the-eric-database/.

Big Ten Open Books Project Launches Indigenous North Americans Collection

In partnership with eight Big Ten–affiliated university presses, the Big Ten Academic Alliance's Center for Library Programs announces the expansion of the Big Ten Open Books project with the publication of the second 100-book collection. The second collection is centered on Indigenous North Americans. The high-quality scholarly works included in the collection have all been previously published in print by the partnering university presses and are now being made openly available in digital form to read and reuse at no cost to the reader or author. The Indigenous North Americans collection explores the history, culture, religion, and resilience of Indigenous populations from the 15th century to the present day. Events of Indigenous diplomacy, evolution, education, and contributions to North American history are highlighted in this collection. Learn more at https://btaa.org/about/news-and-publications/news/2025/08/06/big-ten-open-books-project-launches—indigenous-north-americans—collection.

New from ACRL—Making Values-Based Decisions in the Academic Library



ACRL announces the publication of *Making Values-Based Decisions in the Academic Library*, edited by Amanda Koziura and Amy Tureen. This collection demonstrates how values can be central considerations in assessment, inform collection development, shape our spaces and services, influence policy, and be foundational for seeking a better way forward.

When faced with difficult decisions, how do academic library decision-makers, at any level of positional authority, make choices that satisfy the values of their profession, their institution, and themselves? How do you decide which values to privilege when priorities compete or even conflict? How can you ensure decisions are thoughtful

and rooted in core values, rather than reflective only of the most immediate conditions and priorities?

Making Values-Based Decisions in the Academic Library explores the decision-making process of librarians in both formal and informal leadership roles. Rather than trying to identify a singular "correct" answer, the authors offer an exploration of their own processes and the tools they used to arrive at conclusions that fit their contexts and institutions.

We have more power than we think to create change, and our values can be a touchstone for the decisions we make at every level. The strategies in *Making Values-Based Decisions in the Academic Library* can help you holistically consider available options and make choices that consider your personal, institutional, and professional values amid challenging and changing circumstances.

Making Values-Based Decisions in the Academic Library is available for purchase in print and as an ebook through the ALA Online Store; in print through Amazon.com; via EBSCO, ProQuest, and other ebook vendors; and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.

GPO Releases Supreme Court Cases Dating Back to the 18th Century

The US Government Publishing Office (GPO) has made available hundreds of historic volumes of US Supreme Court cases dating from 1790–1991. These cases are published officially in the United States Reports and are now available on GPO's GovInfo, the one-stop site for authentic, published information for all three branches of the Federal Government. Major cases available through this new collection include *Brown v. Board of Education*, *Miranda v. Arizona*, and *Marbury v. Madison*. The cases of the Supreme Court of the United States are published officially in the United States Reports. The volumes are compiled and published for the Court by the Reporter of Decisions. A volume of the United States Reports also usually contains a list of Justices and officers of the Court during the Term; an allotment of Justices by circuit; announcements of Justices' investitures and retirements; memorial proceedings for deceased Justices; a cumulative table of cases reported; orders in cases decided in summary fashion; reprints of amendments to the Supreme Court's Rules and the various sets of Federal Rules of Procedure; a topical index; and a statistical table summarizing case activity for the past three Court Terms. Learn more at https://www.govinfo.gov/app/collection/usreports.

New from ACRL—Text and Data Mining Literacy for Librarians

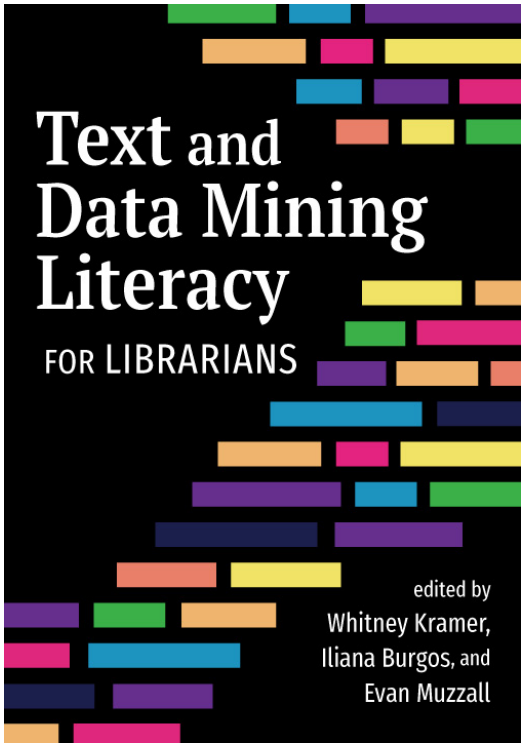
ACRL announces the publication of *Text and Data Mining Literacy for Librarians*, edited by Whitney Kramer, Iliana Burgos, and Evan Muzzall, demonstrating how academic libraries are supporting text and data mining (TDM) literacy through services, workflows, and professional development.

TDM is the process of using automated techniques to derive information from large sets of digital content. Librarians who liaise with a wide range of academic disciplines need TDM skills to support research at their institutions.

In five parts, *Text and Data Mining Literacy for Librarians* offers a variety of perspectives, insights, and experiences that can help you address the challenges of supporting TDM

research, fit it into your existing reference and instruction work, and conduct your own.

- Essentials of Text and Data Mining (TDM) Literacy
- Data Literacy, Licensing, and Management Challenges with TDM
- TDM Research in Action: Practical Applications and Case Studies
- Generating Insights from Library Reference Data
- Proprietary TDM Software: Examples and Implementations



Chapters cover a range of disciplines and subject areas from a variety of institution sizes and types. *Text and Data Mining Literacy for Librarians* is intended to empower library workers, inform decision-makers, and support our research communities as working with textual data becomes further embedded into the research landscape.

Text and Data Mining Literacy for Librarians is available for purchase in print and as an ebook through the ALA Online Store; in print through Amazon.com; via EBSCO, ProQuest, and other ebook vendors; and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.

Bloomsbury History to Launch in 2026

Bloomsbury will launch Bloomsbury History in early 2026, joining together new and existing history collections in one accessible, cross-searchable place. Bloomsbury History will connect students, researchers, and faculty with primary and secondary history resources, including ebooks, audio, articles, museum objects, maps, manuscripts, and more, bringing global history to life for all learners. It will combine Bloomsbury Medieval Studies with Bloomsbury Cultural History, Bloomsbury History: Theory and Method, and new collections.

Bloomsbury History will help to link periods and topics, with theory, method, and context. Users will be able to continue to explore existing, respected collections, Bloomsbury Cultural History, Bloomsbury Medieval Studies, and Bloomsbury History Theory and Method. Planned new collections to follow cover important areas such as African, African American, Ancient, East Asian, Holocaust, and Military History, helping to diversify and decolonize courses. The collections will continue to be available via a one-time perpetual access payment or via an annual subscription. Most of the Bloomsbury Cultural History series is also available on a set-by-set basis. More information is available at: https://www.bloomsbury.com/discover/bloomsbury-digital-resources/products/bloomsbury-history/.

Ex Libris Releases Primo Next Discovery Experience User Interface

Ex Libris, part of Clarivate, has announced the Primo Next Discovery Experience User Interface. Designed in close collaboration with the library community through a dedicated UX focus group and 12 design partners, early access was offered to 100 users to provide feedback. The new user interface is intuitive and streamlined, offering a richer, easy-to-use library discovery service that is tailored to the needs of academic libraries and their users. The new user interface is a key element of the Next Discovery Experience (NDE), which places users at its core, enhances research efficiency, and transforms the way academic research is done. Designed to highlight library collections, the Next Discovery Experience ensures a seamless transition from resource management to discovery. The new features include simplified workflows, a one-page overview of library activity, advanced search functionality, branding and customization, and collection discovery. Later in 2025, new features, including natural language search, citations trail, resource recommendations, and ProQuest Document Insights, are planned to be added to the interface. Learn more at https://exlibrisgroup.com/announcement/ex-libris-releases-primo-next-discovery-experience-user-interface/.

Tech Bits . . .

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

Do you ever wish there was a magic button that would give you the full text of an article? There is! Unpaywall is a free browser extension available in Chrome and Firefox. It works by scanning the webpage you are viewing for the article DOI and then searching in a database of open access resources. If the resource is available with open access on the web, Unpaywall will link straight to the full text. Unpaywall can also be integrated into your library's SFX, 360 Link, or Primo link resolvers so that your users can read the open access version of an article in instances where there is no subscription access. It's a helpful tool for removing access barriers and opening up more scholarly resources to your entire campus.

Stephanie White
Troy University

Unpaywall
https://unpaywall.org

2026 I Love My Librarian Award Nominations Due December 15

Has a librarian made a difference in your life or your community? Now is your chance to honor their contributions by nominating them for the ALA's annual l Love My Librarian Award. The I Love My Librarian Award invites library users across the country to recognize their favorite librarians working in public, school, college, community college, or university libraries for transforming lives and improving communities. Nominations are being accepted online now through December 15, 2025. Ten amazing librarians will receive $5,000 and the honor of a lifetime. We know academic librarians change lives in their communities every day, so please spread the word about this life-changing opportunity. Learn more on the I Love My Librarian website at https://ilovelibraries.org/love-my-librarian/ and nominate your favorite today.

Johanna M. Jacobsen Kiciman, Megan Watson, and Dustin Fife

Contingent Librarianship and Precarity

Rethinking Library Practices as Managers and Leaders

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 was proposed by the authors, and the authors were given space to explore. This issue's conversation connects with the article in the September 2025 issue[1] and continues the exploration of contingent labor practices in libraries and precarity. This article explores how managers and leaders can better support workers. - *Dustin Fife, series editor*

Johanna M. Jacobsen Kiciman (JMJK): Hi folks, it is good to be in community with you to discuss a hard topic: contingent labor and job precarity in library work. I was in temporary positions for close to five years, and it took a huge toll on my work-life balance, my morale, my health, and my sense of belonging. I wanted to explore this as a group from a management and leadership perspective. What is our responsibility as managers to our colleagues who report to us when they are in a contingent labor role? How can we—or can we, in middle management—make these positions more ethical, more humanly sustainable?

Megan Watson (MW): I'm so glad to be engaging in this important conversation with you both! My own experience of temporary employment is a little different. I intentionally took on a term-limited role as a way to begin recovering from the burnout brought on by a decade in higher education. During that initial year, I had a job I could reasonably handle within a 40-hour week with none of the usual professional development and service expectations, and that proved enormously helpful in developing a more healthy and sustainable approach to work. That said, after my contract was extended again and again (and again), I took on more leadership responsibilities, and eventually I found myself unemployed waiting on a permanent search process; my thoughts on the ethics of my situation shifted. To your question about our responsibility as middle managers, Johanna, the word that comes immediately to mind is agency: where, when, and how can we empower contingent workers to set goals, determine priorities, develop relationships, and make the career decisions that are best for them, within this system that gives them (and us) so little control?

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Dustin, what are your thoughts?

Dustin Fife (DF): Thanks for including me in this conversation. I think you both have already touched on key topics for building supportive positions. Johanna, I believe ethical is an incredibly important word here because I know we can build many contingent positions, but should we? Megan, the concept of agency is essential when we decide that we should. I'd love to hear more.

For me, the starting point is that we should not build contingent or temporary positions unless it is an intentional choice to do so that is beneficial to both the organization and the worker. A good example of this is a meaningful internship that provides both agency and early-career opportunities for folks still trying to figure out their long-term home in librarianship (not an internship filled with all the work that others don't want). I generally believe it is better to invest more resources in creating fewer equitable jobs, even if that means not creating a contingent position. For many, though, I think the reality of higher education makes us feel like we have to create these positions. Push back on that particular belief wherever possible!

And while recognizing reality, I want to plant a large, immutable flag here that says, "Just because libraries have always done it this way, does not mean we have to." Just because you had to start your career in a contingent position does not mean that others should. There are many inimical practices built into the system of librarianship, and we should seek change, not encourage others to "pay their dues."

Johanna, as you suggested, let's get ethical, ethical [read in the voice of Olivia Newton-John]. How do we create ethical contingent positions when necessary?

JMJK: First, I want to underscore your point, Dustin, that just because "we've always done it this way" doesn't mean it has to continue. Contingent labor in higher ed is frequently a budget or line-saving measure (let's keep the funds by hiring a placeholder until we get someone permanent). With that mindset, we often do not provide sufficient infrastructure or provide the same institutional investment. Does the contingent colleague get the same access to robust onboarding? To mentors? To professional development funds?

To answer your question, Dustin, we need to ensure that what we offer contingent colleagues centers *their* needs from a growth perspective ("What do *you* want to get out of this experience?") and that we do not fail someone by hiring them and then letting them flounder on their own without structural support. That is, quite frankly, abusive. I keep my own past precarity in mind and think about what I needed: clear communication and honesty. Megan, Dustin—these issues are bigger than the individual manager who may be well-intentioned.

DF: Exactly, Johanna. Do not let good intentions replace your commitment to ethical management. No one is a placeholder. All labor is skilled labor, and all workers deserve dignity. Hiring someone demands that you invest in them in the ways mentioned above. To me, this begins before day one.

If we do have these positions, Megan, what should we do as we write job descriptions and go through hiring processes?

MW: I really appreciate all of your points, Johanna and Dustin, particularly around considering and being critical of our intentions. It's important to carefully and realistically assess the *impact* of our choices on those we decide to hire into contingent roles. And really, the first place for that reflection to occur is in the writing of job descriptions and job postings, which, depending on your institution, may be distinct things. Something I've seen more

recently are postings that, in addition to the standard list of responsibilities and qualifications, explicitly address what the successful candidate will get out of the role.

For example, they detail what skills the worker will develop, what projects they'll work on and/or complete, and what initiatives they'll be participating in. What would it look like for us as managers to ask ourselves those questions? What would the answers be? This could help us both recognize and prepare for where we might need to develop more robust support for those incoming hires, but also, where it might not be appropriate to post the role at all. I mean, if the only outcomes we can come up with are things like "you will cover the desk" and "you will teach the overflow classes no one else has capacity to take," will that role actually benefit the worker, or are we veering into the territory of professional abuse that you mentioned, Johanna?

I think reflecting on and proactively providing specific outcomes will also lead to more rich, relational interview processes, where we can be forthright about what candidates can expect and have honest conversations about how that may or may not align with that candidate's professional goals. This starts to get to that agency and worker empowerment piece I brought up earlier, encouraging and entrusting candidates to consider and act according to their own needs. I wonder from your perspectives: Does that seem feasible? Are there institutional pieces that may be working against us here? And how might we build on this hiring approach within our actual management of contingent workers?

DF: You are asking all the right questions, Megan! And since we are looking at this from the management and leadership perspective, I think we should keep coming back to one point time and again. Should this contingent job even be created? I do not say that to make current contingent jobs even more precarious, the exact opposite, actually. Make it meaningful or get out of the contingent position business altogether. If you are currently reliant on contingent labor, work with those folks to ensure that it is meaningful and that they have the resources they need to be successful. While we do not always have more money to offer, we can work directly with folks to create supportive environments. Creating agency from the start is key to me. Asking ourselves, where are these future employees going to create meaning, and how are we going to empower that? Those are the questions, and that is the institutional mechanism from my perspective.

Johanna, what are your thoughts?

JMJK: Megan, you asked about institutional barriers working against us, and Dustin, you offered curiosity around resources and meaning-making. (Takes a deep breath in). Libraries (administrators, HR) need to be scoping and right-sizing work for *everyone* so that middle managers have the bandwidth to support and nurture meaningful contingent labor. I have spoken elsewhere about mentorship models for graduate student workers that include values of growth, reflection, trust and transparency, collaboration, play, and yes—agency. The outcome of this sort of holistic support that sees a whole person is more intentional community, decreased burnout, and preparedness for early career challenges. Can we support contingent laborers with this sort of model? Can we reframe our thinking away from production (here's what we will *get* from or out of this labor) to *relationality* (here is a future colleague that I genuinely want to nurture a relationship with)? I realize I can be a bit Pollyanna-ish, but I also think that moving librarianship away from hierarchical and possessive silos grounded in metrics and capitalism to a more integrated, relational, and holistically informed profession will have an impact.

This topic is not small, Dustin and Megan. We haven't touched on the affective experiences of a team when we cycle through colleagues, on the impact on sustainability (programs, services, etc.) within a library, or what contingent labor means for our patrons. Anything else rising to the surface for you all?

MW: You're correct, Johanna; this topic is not small. There is so much more to say and explore! From the questions you posed, I think the one that emerges to me is what contingent work means for the students, faculty, staff, and community members that use and rely on library services. We talk so much in libraries about our values, particularly around student-centered teaching and learning. If we think about our success in enacting those values as being primarily dependent on the strength of relationships we build with our patrons, it's clear to me that an overreliance on contingent employees is at odds with that approach.

Because those positions are precarious, the connections those workers are able to cultivate are precarious as well. Faculty and staff have a hard time engaging in robust collaborations with liaison librarians if they're not even sure who their liaison or contact is at any given time, and students are unable to benefit from a long-term relationship with someone who can partner with them throughout their college career. Again, I think we have to be extremely thoughtful about which positions we offer on a temporary basis and whether they serve the worker doing that labor *or* our overall goals as an organization.

Any final thoughts, Dustin?

DF: Thank you, Johanna and Megan. This conversation is so important.

Let's wrap up with a final, but important, caveat. No one has done anything wrong by accepting a contingent position or by working in a precarious profession. I think all three of us want to push libraries to think more holistically and to see the value that each library worker brings to the profession. We cannot build better if we are unwilling to recognize reality. I would ask everyone who works in libraries to think of the small things we can all do to support contingent folks as we work towards larger structural change. Think of the hours offered, the duties assigned, the travel expected, and more. Most change can happen without anyone's approval by recognizing the dignity of the folks with whom we work and creating space for them to make meaning, not just "cover the desk."

And, hopefully, it goes without saying, but even if your job happens to be contingent or precarious, you are not contingent or precarious.

Note

1. Amanda Pirog and Arielle J. Rodriguez, "Contingent Librarianship and Precarity: Two Lived Perspectives," *C&RL News* 86, no. 8 (September 2025): 319-22, https://doi.org/10.5860/crln.86.8.319.

Sarah K. Tribelhorn and Greta Heng

Empowering Sustainability Through Web-Based Information Sharing

Showcasing Campus Sustainability Initiatives Through Linked Data on the Web

The San Diego State University (SDSU) Library recently undertook a collaborative linked data project aimed to improve the discoverability of the university's sustainability efforts by integrating building data and sustainability features into Wikidata, an open-access knowledge base. Data were collected from the SDSU Facilities Department and the Office of Energy and Sustainability (OE&S) to create and enhance Wikidata entries for 119 campus buildings. This involved structuring unstructured data, developing a Wikidata data model, and linking building information to Google Maps. The information was then integrated into Wikidata, making it easier for researchers, students, and the public to explore and learn about sustainability initiatives and campus infrastructure.

In essence, the project improved the discoverability of SDSU's sustainability efforts and promoted data standardization and transparency to allow users to explore sustainability initiatives on campus. While challenges arose from inconsistent data formats and a lack of detailed information from OE&S, highlighting the need for standardized data management practices, the result is improved data transparency and a broader understanding of sustainability by allowing users to interact with building information and sustainability initiatives.

Linked Data and the Wikidata Platform

Linked data is a method for structuring and connecting information on the web to facilitate data sharing and improve data reliability and discoverability, whereas Wikidata is a collaborative, open-access knowledge base that stores structured data and information for diverse subjects.[1] Information on Wikidata is easily accessible and can be queried, analyzed, and visualized in various ways. Its extensive adoption within the Galleries, Libraries, Archives, and Museums (GLAM) community, along with its ability to facilitate wide data sharing and easy reuse by the global community, makes it an ideal platform for this project.[2] This accessibility allows for the development of tools and applications that can leverage building and campus data for research, decision-making, and public awareness.

Our library's Content Organization and Management team initiated a Wikidata institutional data project during the COVID-19 pandemic, laying the groundwork by creating

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preliminary data for select SDSU buildings and a map visualization.[3] This linked data project expanded on its previous scope by integrating sustainability efforts into the dataset, thereby providing a comprehensive resource for promoting transparency and sustainable practices across the SDSU campus.

Sustainability at CSU, SDSU, and the SDSU Library

This work is in line with the California State University (CSU) Sustainability Policy,[4] to promote "the environmental sustainability of CSU's operations" through awareness and actions, as well as the SDSU Senate Committee Policy on Sustainability,[5] since SDSU is working toward achieving the goals of the 2017 Climate Action Plan (CAP) and working toward achieving carbon neutrality by 2040.[6] This further ties into the role of SDSU being a leader in sustainability efforts across all campuses. This also aligns with the SDSU Library strategic plan, stating that this library "is an essential partner with campus colleagues in curricular and co-curricular endeavors."[7]

Examples of sustainability efforts on campus include but are not limited to the establishment of the dedicated OE&S, fifteen Leadership in Energy and Environmental Design (LEED)-certified buildings, three on-campus gardens that grow produce for campus dining, more than 100 hydration stations, compositing areas, recycling areas, bicycle lockers and racks, and a commuter hub including trolley and bus stops in the middle of campus. This does not include sustainability research projects that could also be included.

Sustainability and the Library

The SDSU Library is enrolled in the Sustainable Libraries Certification Program (SLCP) to benchmark sustainability.[8] As part of this process, it is necessary for the library to illustrate collaborations with different campus partners on sustainability initiatives, so this project ties in well with these goals. The library is fundamental for this work with linked data, since it is core to organizing and managing information, and our expertise is fundamental for ensuring high-quality and accurate data. In addition, we understand the needs of users, and this will enhance the user experience in finding information on sustainability projects to enhance the awareness of and participation in these sustainability programs. As part of the SLCP, this project provided the library with relevant information about on-campus sustainability efforts and highlighted potential campus partnerships and collaborations to ultimately strengthen sustainability at SDSU.

Data Collection and Methods

The primary objective of the data collection effort was to compile comprehensive information on the sustainability features of SDSU buildings. Two main data sources have been used: the SDSU Facilities Department and OE&S.

The dataset from the Facilities Department includes structured information on 294 buildings, such as building codes, names (including alternative names), architectural style, architect, structural area, and other relevant details. The dataset comprises 69 data fields (columns)[9] and is presented in a structured tabular format (CSV).

To link buildings to their Google Map locations, one student assistant was hired to manually search the building's Google Maps Customer ID[10] and add that information to the building dataset. GMBeverywhere chrome extension[11] was used for the ID search purpose.

Given that SDSU operates multiple campuses, this project focused exclusively on buildings at the main campus. The buildings were further categorized by campus location, with 119 buildings on the main campus selected for inclusion in this project.

In contrast, the data from OE&S is largely unstructured, comprising various forms such as graphs, reports, initiatives, and articles. Although this source includes critical information on sustainability features, it also contains unrelated content, such as general sustainability initiatives that do not pertain specifically to campus buildings. This project has only selected buildings with LEED certificates, buildings with green restaurants, and information related to OE&S and the SDSU Annual Sustainability Summit so far. By the time this article is published, no comprehensive dataset exists that consolidates all SDSU sustainability projects.

To describe buildings and their sustainable features on Wikidata, the following approaches were implemented: (1) data cleaning and filtering out irrelevant information, (2) building a Wikidata data model, and (3) creating or enhancing Wikidata entries for SDSU buildings, complete with their associated sustainability features.

Given the unstructured nature of the data from OE&S, a critical preliminary step was to isolate information specifically relevant to the sustainability features of SDSU buildings. For the structured building data, an evaluation was conducted to assess the relevance of each header, removing columns that contained sensitive or non-publicly relevant information, such as floor and room details. Cross-referencing entries with the structured dataset from the Facilities Department helped ensure alignment and accuracy, focusing only on the buildings listed therein.

Once the relevant data was identified, a standardized data model was constructed to effectively represent both building information and sustainability attributes on Wikidata. This model[12] was developed based on the previously published data model in 2021. For statistical purposes, a project ID[13] was created and assigned to each building using the property 'on focus list of Wikimedia project' (P5008),[14] which was created and enhanced by the team.

The final step involved creating or updating Wikidata entries for each SDSU building. To prevent duplicate entries, an initial duplication check was conducted. This process involved using SPARQL (acronym for SPARQL Protocol and RDF Query Language) queries to retrieve existing entries for SDSU buildings on Wikidata, followed by a manual comparison to identify Wikidata IDs of buildings already described on Wikidata. Those Wikidata IDs were then added to the dataset. Finally, QuickStatements[15] was used to batch-create new entries or enhance existing ones for SDSU main campus buildings on Wikidata.

Building Entries on Wikidata

A total of 119 Wikidata entries were created and enhanced as part of this project. Figure 1 shows a partial screenshot of the buildings included in the project, with geo-coordinates added. The map was dynamically generated by Wikidata using a SPARQL query to identify all entities linked to the project through the 'on focus list of Wikimedia project' (P5008) statement. Each building is represented as a small red dot. Once clicked, the red dots can link to other Wikidata items via one or more statements, enabling users to explore additional related data. This interactive map offers an intuitive and visually engaging way to navigate SDSU building data, enhancing accessibility and illustrating the relationships among the buildings within the project. Figures 2, 3, and 4 show an example of Wikidata for a building with a LEED Gold certificate.

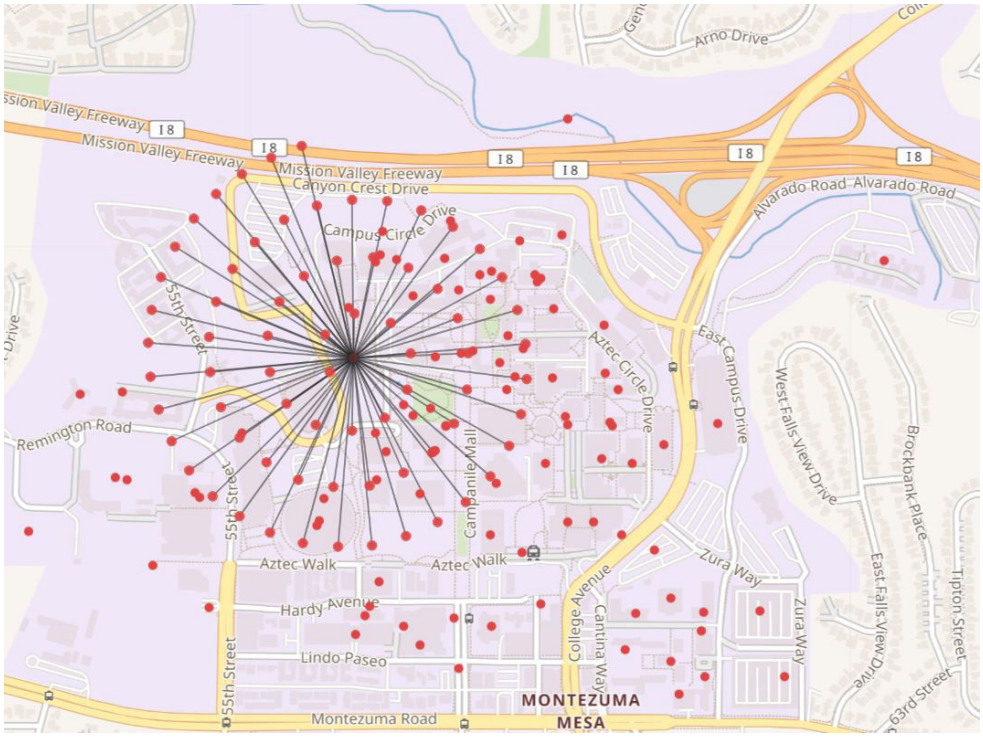

Figure 1. Partial screenshot of the buildings included in the project, with geo-coordinates added.

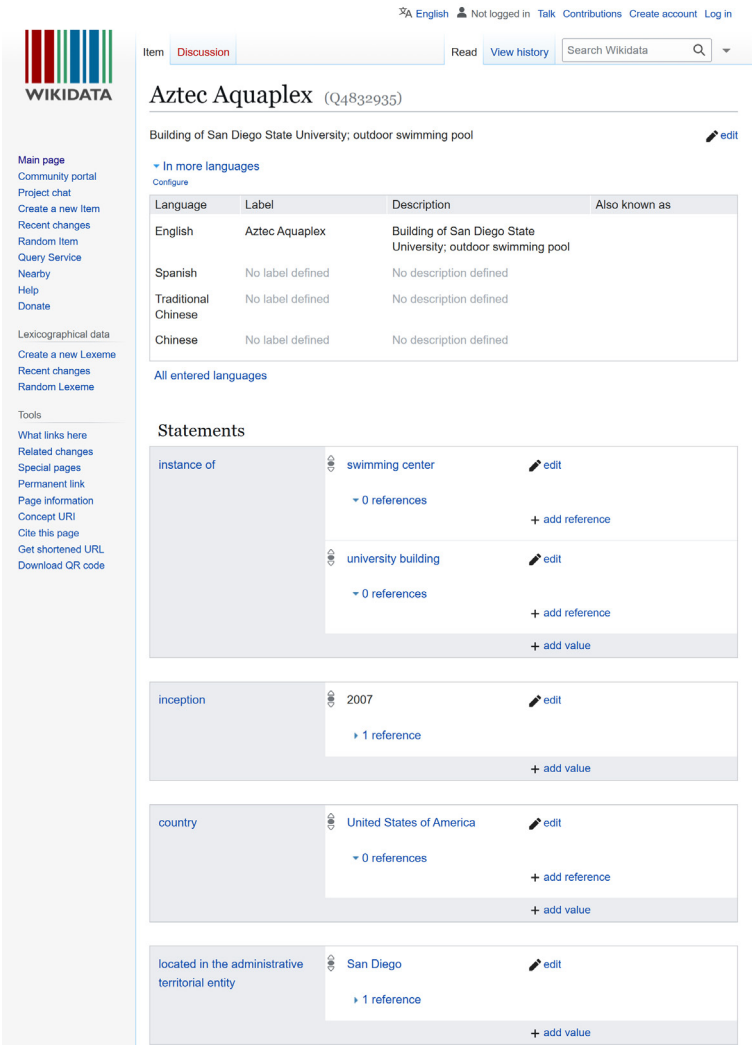

Figure 2. Screenshot of the Wikidata information of the Aztec Aquaplex, Wikidata ID Q4832935, accessed on December 13, 2024.

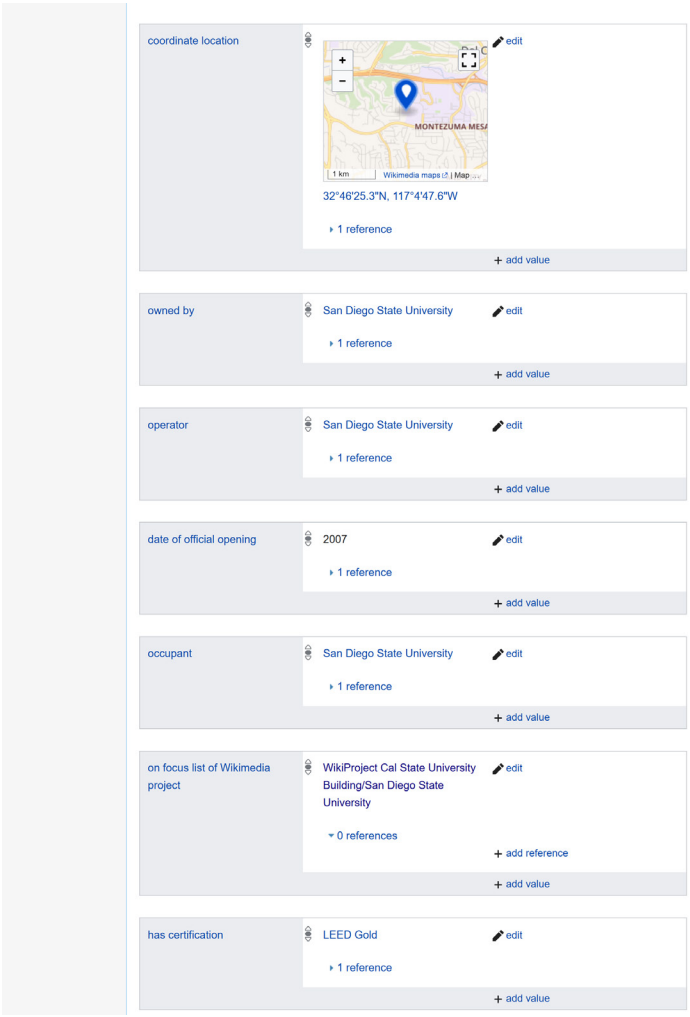

Figure 3. Screenshot of the Wikidata information of the Aztec Aquaplex, Wikidata ID Q4832935, accessed on December 13, 2024.

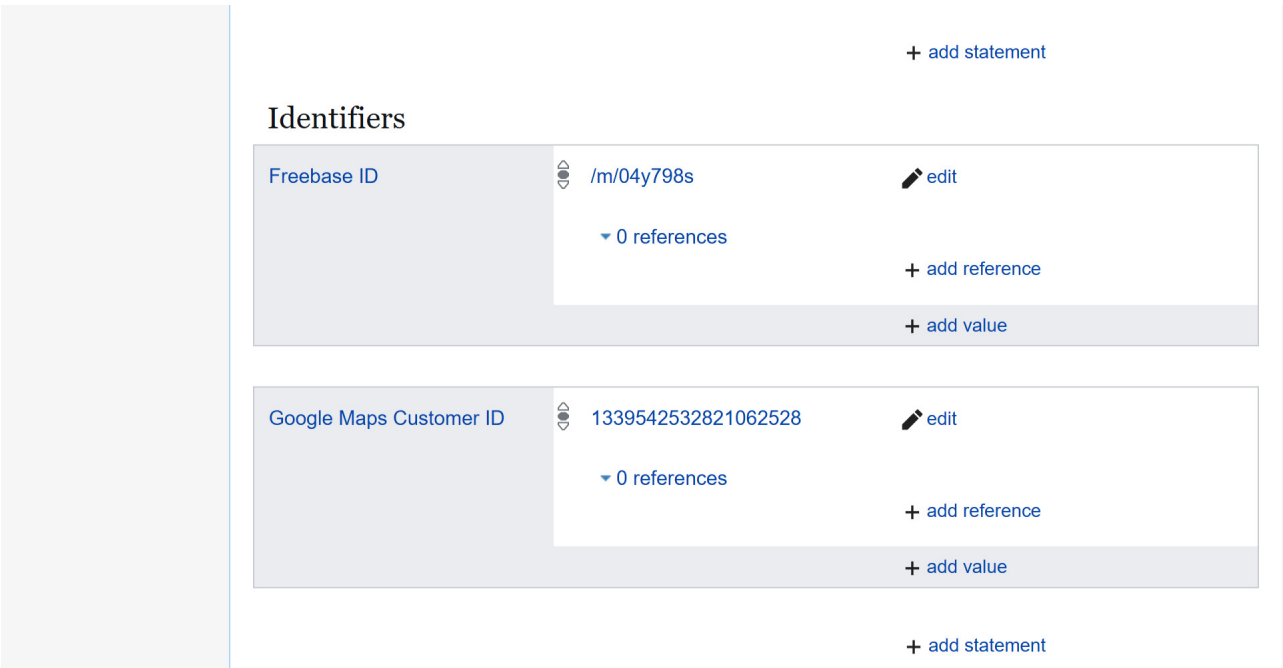

Figure 4. Screenshot of Aztec Aquaplex, Wikidata ID Q4832935, accessed on December 13, 2024.

Most information from the campus Facilities and OE&S can be translated into structured data. The screenshots illustrate the information added about the Aztec Aquaplex in Wikidata. Its type has been categorized as both an academic building and a swimming center. Location details, including geographic coordinates, the county, and the country where the building is situated, are also included. Aquaplex's relationship with SDSU is specified, identifying the university as both its owner and operator. Additionally, time-related details, such as the year of inception and the opening date, have been recorded. The building's certification, specifically its LEED status, is also documented. Finally, identifiers for the building, including its Freebase ID and Google Maps customer ID, are linked, providing direct access to its Freebase page and Google Maps page.

Discussion

Although the team successfully added most building-related information to Wikidata, the process revealed several significant challenges. A primary issue arose from the nature of the data provided by OE&S, which often consisted of free-text entries that lacked specificity and detail. For example, while the office supplied data on the locations of electric vehicle charging stations, the information did not specify their power sources. This lack of granularity made it difficult to convert the data into structured formats and identify appropriate Wikidata properties. Free-text entries further compounded these issues by requiring extensive interpretation and manual processing to extract meaningful, structured information.

Moreover, the absence of centralized data management for building-related information posed additional obstacles. The data provided to the team came in a variety of inconsistent formats—such as brochures, maps, and spreadsheets with descriptive details—making it challenging to integrate. Sustainability data at SDSU appeared to follow inconsistent recording and formatting practices, leading to fragmented and unstandardized datasets. These challenges underscore the need for more consistent data management practices and standardized recording procedures to improve sustainability-related data management at SDSU. Implementing such measures would significantly improve the quality and usability of the data.

Conclusion

By linking building data to Google Maps and integrating it into Wikidata, we made it easier for researchers, students, and the public to explore and learn about sustainability initiatives, architectural heritage, and campus infrastructure. With dynamic visualization through SPARQL, users can interact with the data in meaningful ways. This integration improves data transparency and standardization while also fostering a broader understanding of sustainability's impact in higher education and beyond. Additionally, it enables the development of innovative applications and tools that can support informed decision-making and promote sustainable practices in the construction and management of educational facilities.

Notes

1. Theo Van Veen, "Wikidata: From 'an' Identifier to 'the' Identifier," *Information Technology and Libraries* 38, no. 2 (2019): 72–81, https://doi.org/10.6017/ital.v38i2.10886.

2. Lihong Zhu, Amanda Xu, Sai Deng, Greta Heng, and Xiaoli Li, "Entity management using Wikidata for cultural heritage information." *Cataloging & Classification Quarterly* 61, no. 1 (2023): 20-46, https://doi.org/10.1080/01639374.2023.2188338.

3. https://w.wiki/3Xov.

4. "Sustainability Policy," California State University, May 12, 2022, https://calstate.policystat.com/policy/11699668/latest/.

5. "Policy File AY 2023-2024," San Diego State University Senate, 2023, https://senate.sdsu.edu/06_policy-file/2023-08-25_policy-file.pdf.

6. "Climate Action," San Diego State University, 2024, https://sustainable.sdsu.edu/climate-action.

7. "Transcending borders: The SDSU Library Strategic Plan, 2022–2025," SDSU University Library, 2022, https://library.sdsu.edu/about/strategic-plan/.

8. "What is SLCP?" Sustainable Libraries Initiative, 2018, https://sustainablelibrariesinitiative.org/about-us/program-faq.

9. The 69 data fields are: Building_Key, Building_Name, Official/Long, Abbrev_Short, Other_Names, SFDB_Code, SFDB_Number, Facility_Code, Architect, Style, Region, Location, Affiliation, Category, Primary_Use, UBC_Code, Planning, Condition, Operations, Ownership, Financing, Address, City, County, State, Zip_Code, Address_Code, City_Code, County_Code, Floors, Height, Footprint, Perimeter, Total_Rooms, Assignable, Asgn_Spaces, Non-Assignable, Non-Asgn_Spaces, Rentable_SF, Net_Usable, Circulation, Custodial, Mechanical, Parking, Toilet, Special_Area, Basic_Gross, C/U_Gross, Outside_Gross, Outside_Gross_50, Structural_Area, Unrelated_Gross, Related_Gross, Maintained_Gross, Janitorized, Constructed, Occupied, Last_Reno, Vacated, Demolished, Construction, Capitalized, Replacement, X_Coordinate, Y_Coordinate, Latitude, Longitude, Comments, and Retired_Date. The cleaned dataset has the following columns: Building_Name, Abbrev_Short, Other_Names, Official/Long, City, State, County, Latitude, Longitude, Constructed (year), Address, Zip_Code, Architect, Demolished, Style, Google Maps Customer ID, LEED, and HasGreenRestaurants. OE&S and SDSU Annual Sustainability Summit were created and enhanced as separate Wikidata entries.

10. Google Maps Customer ID is customer identifier for a place. For more information, see https://www.wikidata.org/wiki/Property:P3749.

11. https://www.gmbeverywhere.com/

12. "SDSU Buildings Data Model", SDSU Library, 2024 https://docs.google.com/spreadsheets/d/1TVpco16lmxUZl932wRnl63mXqwRbJk8LZjqXDPuAsPg/edit?usp=sharing.

13. https://www.wikidata.org/wiki/Q124258890

14. https://www.wikidata.org/wiki/Property:P5008

15. https://www.wikidata.org/wiki/Help:QuickStatements

David J. Brier

Making the Invisible Visible

Teaching Students About the Hidden Environmental Costs of Digital Activities

The environmental impact of digital consumption remains largely invisible to students. While universities increasingly promote artificial intelligence (AI) and digital expansion, few students are encouraged to consider the environmental costs of these technologies. Drawing from my experience incorporating ecological lessons into library instruction sessions at the University of Hawai'i at Mānoa (UHM), this article explores how information literacy sessions can highlight the resource use of online behaviors. Through interactive exercises and discussions, students understand how their digital habits contribute to global environmental challenges and learn sustainable digital practices.

Institutional Context: Sustainability at UHM and the Rise of AI Initiatives

UHM integrates a distinct cultural commitment to *aloha 'āina*—the Hawaiian principle of love and care for the land—into its mission.[1] This value emphasizes environmental stewardship, sustainability, and responsible resource use, all deeply embedded in Hawaiian culture and education. Raising awareness about resource considerations encourages students to engage in more sustainable digital practices.

UHM's Institutional Learning Objectives (ILOs) reinforce this commitment by identifying "Stewardship of the Natural Environment" as a core component of students' personal and social responsibility. Sustainability education is embedded in the university's vision for all graduates, ensuring they recognize their *kuleana* (responsibility) in caring for the environment.[2]

Simultaneously, the university is positioning itself as a leader in AI development under the direction of President Wendy Hensel.[3] With proposed legislation to establish the Aloha Intelligence Institute,[4] UH is taking significant steps to drive AI innovation across the state. As the university advances AI initiatives, it must also raise awareness of AI's environmental impact. Preparing students to engage with AI responsibly aligns with UHM's sustainability goals and mission.

The Hidden Environmental Costs of Digital Activity

Though the internet seems intangible, its infrastructure relies on data centers that consume vast amounts of electricity—often from fossil fuels—as well as water for cooling. This leads

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to carbon emissions and particulate pollution, impacting both climate and health.[5] Green Information Literacy teaches students how their digital behaviors, from streaming to AI searches, contribute to this footprint, motivating more sustainable information practices.

Numerous librarians argue that library instruction should incorporate green practices and sustainable thinking, including the demonstration of factual figures on the environmental impacts of information behaviors.[6] Green Information Literacy emphasizes teaching users about the environmental impact of digital information use, including its life cycle from production to disposal. Academic libraries can play a key role in educating students on how information behavior contributes to carbon footprints and what sustainable digital practices look like, increasing user awareness and motivating responsible information-seeking activities.

Hands-On Learning Activities

I incorporate ecological lessons into library instruction sessions varying in length from 50 to 120 minutes, spanning both undergraduate and graduate courses. The majority of these sessions are conducted in person, but aspects of these exercises can also be woven into online sessions via Zoom. While the primary focus of these sessions remains on searching and evaluation skills, these ancillary ecological lessons offer students a broader understanding of the hidden environmental consequences of their digital consumption. To make abstract environmental consequences more tangible, I incorporate a variety of interactive exercises into these lessons:

- Ecological Impact Drawings: Students visually depict the concept of the "cloud" and the physical resources required to support their online activities.
- Water Usage: Different amounts of water are poured to represent digital activities' varying water demands.
- Carbon Emissions: M&Ms are used to visualize how different online behaviors contribute to greenhouse gas emissions.
- Particulate Pollution: Various amounts of black pepper are dispersed in water to illustrate pollution from electricity generation.
- Data Center Noise: Recordings of actual data center noise are played at various decibel levels to give students a tangible sense of the sound intensity.
- Eco-Friendly Search Engines: Students explore search engines like Ecosia and OceanHero, comparing their environmental impacts to mainstream engines.
- Mineral Extraction Mapping: Students analyze global maps to connect digital devices with resource extraction and its environmental impact.

Due to time constraints, I typically conduct one or two exercises during these sessions, though a longer 120-minute session allows for more in-depth exploration. In these extended sessions, we can engage in multiple activities such as drawing the internet "cloud," mapping the digital device life cycle, and exploring the resource consumption of various online activities. However, even in a 50-minute session, I strive to incorporate practical elements, such as introducing eco-friendly search engines or using prefilled water containers to visually demonstrate the water used in a single search. These brief interventions effectively highlight the tangible impact of digital consumption, ensuring that students grasp key concepts regardless of the session's duration. I customize the exercises to fit the specific class context; for instance, in geography classes, we explore data center maps to assess their proximity to

water resources or analyze mineral extraction maps to evaluate whether the communities supplying these resources also benefit from the digital devices they help create.

Student Reactions and Learning Outcomes

The drawing exercises often reveal students' misconceptions about the physical nature of the internet cloud and their lack of awareness regarding the ecological footprint of digital consumption.[7] By visualizing these concepts, students confront the tangible infrastructure behind online services and begin to grasp the environmental implications of their digital activities.

During and after these sessions, students often express surprise at discovering the environmental impact of their digital habits. Many are astounded by the resource demands of everyday activities, with one student remarking, "I never thought about how much energy streaming a video takes—it's wild to think my Netflix habits actually contribute to electricity demand." The water usage of data centers is equally surprising, as a student notes, "I was shocked to learn that my Google searches use water and that cooling data centers uses billions of gallons of water. I thought only agriculture and factories had that kind of impact." Another adds, "Even more shocking is the difference in electricity and water needed for an AI search versus a standard Google search."

The carbon footprint of internet use prompts reflection, with one participant stating, "Hearing how much CO_2 is released from internet use makes me think twice about keeping unnecessary tabs open all the time." Students also realize there are less obvious consequences, such as particulate and noise pollution. "I had no idea that using the internet could actually contribute to air pollution," one student admits, while another adds, "I never considered that data centers make so much noise that they impact nearby communities. It's a hidden cost of the internet." The issue of electronic waste resonates strongly, with one student confessing, "I feel guilty about how often I upgrade my devices. I'll definitely look into recycling options for my old electronics."

These revelations often lead to behavioral shifts, as exemplified by a student who declares, "I didn't realize there were search engines like Ecosia that plant trees with ad revenue. I'm switching to that from now on!"

Faculty members were equally unprepared for this, with one professor admitting, "I've been assigning students to use ChatGPT without once considering the environmental implications. I need to rethink this." Some instructors expressed alarm at learning about data centers' responsibility for greenhouse gas emissions and their significant water consumption for cooling systems, especially in water-scarce regions. Another instructor was struck by the impact of e-waste and the resource extraction for everyday gadgets like chargers and earbuds.

Several students expressed guilt about the resources they used. To emphasize that the goal of this lesson is awareness rather than guilt, I remind students that small behavioral changes can collectively reduce digital pollution. At the same time, I encourage them to think beyond individual choices and consider the broader political and economic systems that drive these hidden environmental impacts. While some expressed frustration about the limited influence of personal actions, others take practical steps such as downloading videos instead of streaming, adjusting cloud storage settings to reduce unnecessary backups, deleting unnecessary emails and digital photos, choosing eco-friendly search engines, and opting for energy-efficient devices.

Conclusion

I have found that most students have never been encouraged to think about the ecological impacts of their digital consumption. These green information literacy lessons are eye-opening for both faculty and students, as the internet and digital devices seem so clean and detached from environmental concerns. Many do not associate their technologies and digital consumption choices with resource extraction, pollution, and social consequences in distant regions.

As UHM and other universities prioritize AI use, and as our vendors increasingly integrate AI into their products, librarians have a unique responsibility—even if just for a few minutes—to raise students' awareness of these issues. Such education not only aligns with institutional sustainability initiatives but also supports the broader goals of the Association of Research Libraries' partnership with the Sustainable Libraries Initiative.

The ACRL Framework for Information Literacy currently overlooks the ecological impacts of information consumption. Introducing a new green information literacy threshold concept can help students recognize the environmental footprint of their digital activities—an aspect often taken for granted. This addition would encourage students to make connections between their online behavior and its broader ecological consequences, empowering them to make more informed, responsible choices and contribute to a sustainable future.

Notes

1. University of Hawai'i at Mānoa, *Mānoa 2025: Our Kuleana to Hawai'i and the World-Strategic Plan 2015-2025,* accessed February 20, 2025, https://manoa.hawaii.edu/strategicplan/.

2. University of Hawai'i at Mānoa, *Institutional Learning Objectives (ILOs),* accessed February 20, 2025, https://manoa.hawaii.edu/ovpae/institutional-learning-objectives/_undergrad_ilo/.

3. University of Hawai'i, "A New Era of Leadership: UH's New President Wendy Hensel," *UH News*, December 26, 2024, https://www.hawaii.edu/news/2024/12/26/a-new-era-of-leadership/.

4. Hawai'i State Legislature, *Senate Bill 1622, Relating to Artificial Intelligence,* introduced January 2025, accessed February 20, 2025, https://www.capitol.hawaii.gov/sessions/session2025/bills/SB1622_.HTM.

5. For examples of pieces on the ecological impacts of the digital activities see Steven Gonzalez Monserrate, "The Staggering Ecological Impacts of Computation and the Cloud," *The Reader* (MIT Press), accessed February 20, 2025, https://thereader.mitpress.mit.edu/the-staggering-ecological-impacts-of-computation-and-the-cloud/ and Robert Istrate, Victor Tulus, Robert N. Grass, Laurent Vanbever, Wendelin J. Stark, and Gonzalo Guillén-Gosálbez, "The Environmental Sustainability of Digital Content Consumption," *Nature Communications* 15 (May 2, 2024): 3724, https://doi.org/10.1038/s41467-024-47621-w.

6. For examples of pieces contending that library instruction should incorporate green practices and sustainable thinking see Şehnaz Kurbanoğlu and Joumana Boustany, *From Green Libraries to Green Information Literacy* (Springer, 2014) and Megan R. Stark, "Information in Place: Integrating Sustainability into Information Literacy Instruction," *Electronic Green Journal* 1, no. 32 (2011).

7. For examples of pieces on using drawing in library instruction sessions, see David James Brier and Vickery Kaye Lebbin, "Learning Information Literacy through Drawing," *Reference Services Review* 43, no. 1 (2015): 45-67 and David J. Brier and Vickery K. Lebbin, "Using Drawing and Short Stories to Teach Information Literacy," *School Library Journal* (March 25, 2019), https://www.slj.com/story/using-drawing-and-short-stories-to-teach-information-literacy and David J. Brier and Vickery Kaye Lebbin, "Engaging the ACRL Framework Through Short Stories and Drawing," *LOEX Conference Proceedings* 2017. 34, (2022), https://commons.emich.edu/loexconf2017/34.

Carina Bixby, Heather Cyre, Hannah Mendro, and Chelsea Nesvig

Got Ballot?

Encouraging Civic Engagement of Academic Library Users Through a Participatory Display

The University of Washington Bothell and Cascadia College Campus Library has a strong history of creating engaging and relevant displays, often on current or ongoing political topics. All library staff members are encouraged to brainstorm and create displays, with some including participatory elements and others including only curated materials. Past themes have included support for sexual assault survivors, world languages, queer literature, and fat liberation. Displays can include selections of library materials, images, calls for community participation, or any combination of the above on staff-chosen themes. In the fall of 2024, a small group of staff created a participatory voting and elections display intended to promote civic engagement among our library users. This article will detail the process of creating this display, the experience of its presence during the contentious election season, and some questions raised during the process.

Background

The Campus Library is part of the University of Washington Libraries system and serves students from both the UW Bothell and Cascadia College—more than 8,000 in total. Our student population is diverse and includes, but is not limited to, first-generation college students; international students; Running Start students; and students seeking associates, bachelor's, or master's degrees. The Campus Library is located in the middle of campus and provides physical space for students to study, attend classes, use technology, and find and check out library materials. Our display space is in the first-floor entry area of the building where most library users pass by on their way to browse, study, or meet.

This voting and elections display builds on earlier work done by some of the same library staff members. During the social justice protests of 2020, we created an Informed Civic Engagement guide to offer our students and campus community opportunities to learn about actionable ways to impact electoral politics. While we cannot endorse candidates or political parties (being a state institution), we can offer students ways to learn about the political process and deepen their engagement. Although the guide was created during the urgency of the political moment in 2020, it has become an ongoing practice to update the guide in advance of each election cycle.

In 2024, the topic of the upcoming election was very present on our campus. We knew that we were not able to be involved in our capacity as library workers, but we could promote

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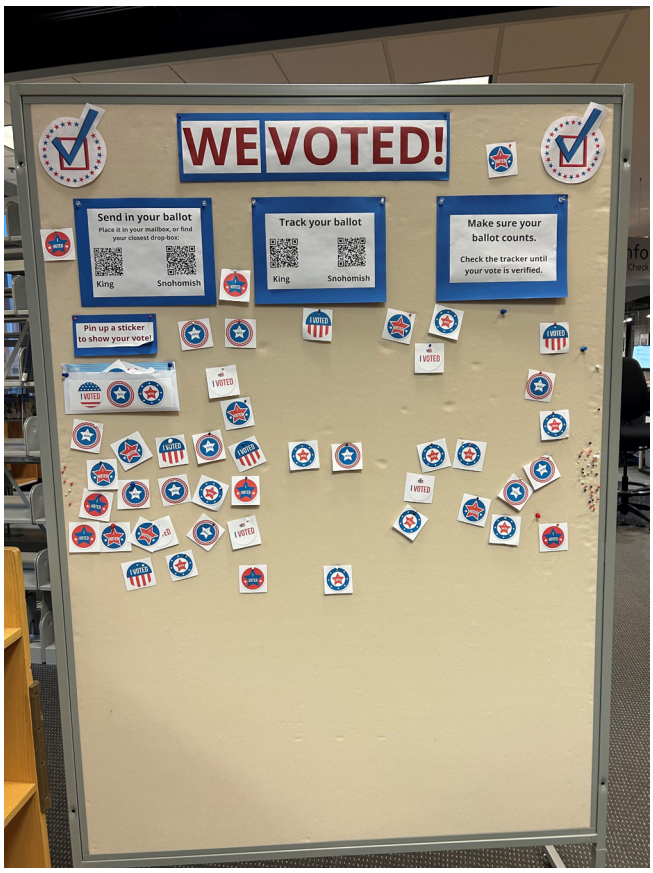
democracy and interactions with democratic institutions. As a result, the four of us worked to add general election-specific information to the guide, including voter registration and ballot access details on the Completing Your Ballot page. The guide received a significant number of views when we first began promoting it in the summer of 2024, saw a slight drop-off in November and December 2024, and received renewed attention in early 2025.

The Display

After completing the guide edits for the 2024 general election, we wanted a way for even more of our campus community to engage with the content and decided to create a voting display for the Campus Library's first floor. With this display, we hoped to encourage the students on our campus to see a role for themselves in a democratic society and also to ensure that the barrier of entry for participation was as low as possible. We wanted our students (many of whom are young adults, perhaps just entering the world of voting and civic participation) to see that these conversations are theirs to take part in and that the question of which candidate (or ballot measure) to vote for can have real impacts on their lives. We also hoped to encourage collective participation to remind our community members that democracy is for everyone and that real electoral impacts occur when as many people vote as possible. The display was therefore designed to reflect these goals.



The We Voted! display board.

In its physical configuration, we designed the display to break down the voting process into simple steps, complete with QR codes. As you can see from the images, the front of the display illustrates a three-step process. The first step, "Register," includes a QR code to the Washington State voter registration portal, where students could check their registration status and register if needed. The second step, "Fill out your ballot," links to the page we created over the summer with information about the ballot's arrangement, how to understand the positions and ballot measures that it contains, and even suggestions about where to look for information on the candidates. While the process of filling out the ballot is the most labor-intensive part of voting in Washington, as our ballots are mailed directly to our homes, we still wanted to ensure that students knew that there are places to find guidance and information. Finally, for step 3, "Mail your ballot," we included a picture of a voting drop box (specifically, the one found on our campus), another example of Washington's commitment to ensuring that voting is as simple as possible for as many people as possible.

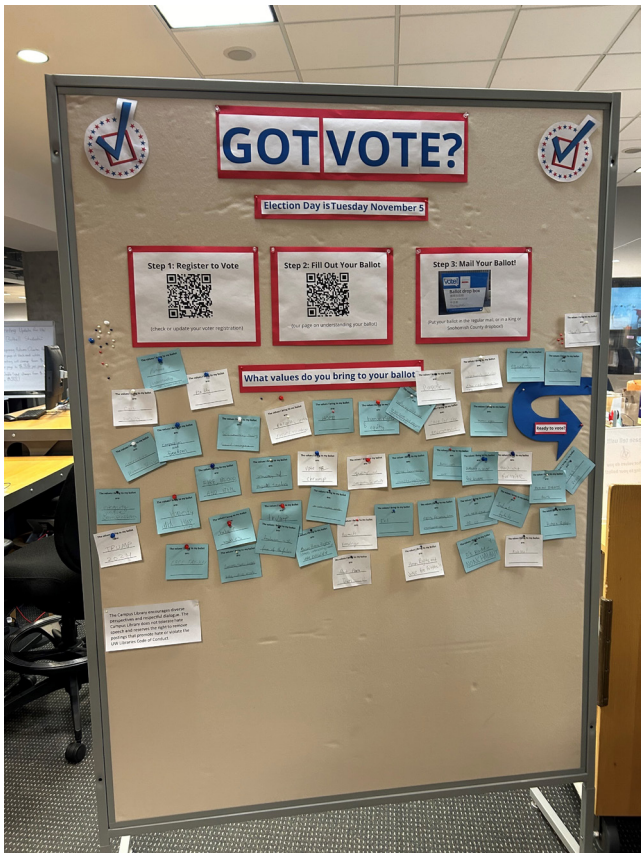
As part of our goal of empowering people to feel like they were part of something larger, we designed two participatory components to the display. The first related to our decision

to include guidance on filling out the ballots and was also meant to respond to a sense of disenchantment that we had been picking up among younger people. We encouraged participants to answer the question, "What values do you bring to your ballot?" and provided several slips of paper on which they could write down a few words and tack them up. Our intention here was to encourage students to make a direct connection between their ideals and the practice of voting—to promote democracy as one way (of many!) to make a statement and use their voices in the world.

The front of the display was meant to be used both before and during voting—to encourage people to participate—but the back of the panel was meant to be a celebration of communal participation in democracy. Once ballots had been sent out, we added the phrase "We Voted!" to the top of the board and then printed out a number of "I Voted" stickers (available through the Secretary of State's web page in Washington State). We encouraged community members to pin up a sticker once they had mailed their ballots, with a cluster of stickers appearing on the panel as Election Day approached and as our community participated in greater numbers.

Display Responses

In response to other displays and library programming, the visible politics displayed by students on our campus have largely tended to skew toward social justice topics and progressive values. However, the responses we received to the participatory component of our display expressed a broader range of political sentiments, including some discouraging responses. As mentioned earlier, not all of our library displays have participatory components, but a display of this nature was not unusual for our first-floor display area. Due to the fraught nature of this election, we and many of our front-desk staff experienced much more stress and anxiety than with most other participatory displays. We felt the need to check very closely on the responses to ensure that no one was writing hate speech or offensive content on them—and given the responses we received, this extra scrutiny was likely necessary.



The voting display front after the election.

We received a relatively high volume of participation—53 "I Voted" stickers and 48 values responses—which represented a range of political engagement from passionate to disengaged. Eleven of the responses were jokes (examples include "Good at Fortnite" and "Roblox!"), three promoted political candidates, and one was very difficult to read, but more than one staff member wondered if it might be a slur. Though we didn't want to censor our community's perspectives, we did remove that one from the display. Still, we also received some positive engagement with this display. Amidst the nonserious

responses, some students also wrote of values such as "hope," "human rights," "research," and "knowledge." While such statements appeared alongside those like "fortnite," they were not erased.

While this display is not a monolith for all young adult voters, the responses we received trend with other questions asked of the demographic. The results from the counties we serve—Snohomish County and King County—revealed that the 18–24-year-old demographic had the lowest percentage of returned ballots of all age ranges (67.7% and 69.7%, respectively).[1] Given low turnout for young voters and the turn toward right-wing politics seen in recent years, we've wondered if our display is a case study in a larger trend of young people's disenchantment with democratic institutions. Apathy, comedy, absence, disinterest, and lack of attention to the democratic process are not new phenomena, nor are they limited to young voters. For those disillusioned with the voting process, a variety of factors may be at play, some examples being questions to the effectiveness of the electoral college system (whether a vote "matters"), the idea that Washington will always vote Democrat regardless, or a lack of trust and therefore desire to participate in the democratic process or the government in general.

For young people, a comedic response to voting and a lack of follow-through in completing a ballot may be due to more niche factors. Both in displays and in other library programming, our staff often grapples with the question of how best to reach a student population that is thoroughly occupied. Especially on our campus, with so many commuting or nontraditional students, campus engagement can be challenging to sustain. Whether it be the demands of coursework, a long commute, connecting with peers on or offline, or supporting themselves and/or a household, our students have a lot on their minds.

As young people seek out new jobs, coursework, and styles of life, the population can be a difficult one to reach. Also, while mail-in ballots do much to reduce barriers in voting, for young people who may be living on their own for the first time, the November presidential election deadline can arrive quickly. Registering to vote for the first time or figuring out which state or city to vote in can provide enough of a barrier for an already occupied student if not given the support to do so, especially if it is not seen as a valuable action in their social group. While voting may be a habit or a fact of life for others, young first-time voters do not have experience or support in doing so.

Conclusion

In creating this display, we had hoped to energize new voters and nonvoters and provide something tangible for students to engage with both before and after filling out their ballot. It may be true that we achieved this at some scale immeasurable by the metrics of this display, but simultaneously, our participatory element seems a sounding board for some of the attitudes young people hold toward voting. Though this display is only a single point of information, and this description is only an anecdotal report, our experience prompts questions about students' participation in the democratic process and the role of library programming in supporting that participation. We hope this brief report about our experience with a voting display for the 2024 election can provide useful information and prompt further reflection as we seek to promote and stabilize democracy in any way we can.

Note

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Mou Chakraborty and Stephen Ford

Reading Between the Lines

Celebrating Banned Books Week Through the Lens of the Information Literacy Framework

Book challenges, attempts to restrict or remove reading materials from libraries and schools due to content objections, pose a significant threat to intellectual freedom. By targeting works that offer diverse viewpoints, these efforts limit access to ideas that foster critical thinking, empathy, and cultural understanding. When successful, such challenges can result in the banning of books, silencing voices and stories that deserve to be heard, and effectively curtailing the right to read and explore different viewpoints. The ACRL Information Literacy Framework places intellectual freedom at the heart of academic librarianship, echoing ALA's firm stance against censorship. By embracing this framework, academic libraries are called to create spaces where students can freely explore a wide range of ideas, perspectives, and sources—without barriers to access or inquiry.

Held each fall, Banned Books Week (BBW) reinforces this mission with its central message: the freedom to read, a cornerstone of a healthy democracy and an informed citizenship. BBW highlights the importance of intellectual freedom and the need to protect readers' rights and access to information, drawing attention to the ongoing need to protect the rights of readers and the integrity of our educational and cultural institutions.

Background

In response to a surge of book challenges within libraries, schools, and bookstores, BBW was launched in 1982 to highlight the importance of the freedom to read. The *Island Trees School District v. Pico* (1982) Supreme Court case, which ruled that school officials can't ban books in libraries simply because of their content, was definitely a catalyst.[1] What began as a joint initiative between the American Booksellers Association and ALA's Office for Intellectual Freedom (OIF), spearheaded by Judith F. Krug and the Freedom to Read Foundation, has grown into a national movement supported by a coalition of organizations. Throughout American history, and in many parts of the world, the battle over book censorship has remained a recurring issue. Whether driven by political, religious, or social agendas, these efforts challenge the core democratic principle that individuals have the right to access information and form their own opinions. As such, defending the right to read is not just about protecting books; it's about safeguarding the freedom of thought itself.

In the past couple of years, however, communities across the country have witnessed an unprecedented surge in the number of book challenges. The alarming rate is obvious from

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the ALA's recent data. In 2024, OIF tracked 821 attempts to censor library materials and services, including 2,452 unique titles. In 2023, OIF documented 4,240 unique book titles targeted for censorship as well as 1,247 demands to censor library books, materials, and resources. The number of titles targeted for censorship surged 65% this year, reaching the highest levels ever documented by OIF in more than 20 years of tracking.[2] Public libraries witnessed a 92% increase, and school libraries had an 11% increase in challenges over the previous year. Titles representing the voices and lived experiences of LGBTQIA+ and BIPOC individuals make up 47% of those targeted in censorship attempts.[3] The director of OIF, Deborah Caldwell-Stone, noted, "This is a dangerous time for readers and the public servants who provide access to reading materials. Readers, particularly students, are losing access to critical information, and librarians and teachers are under attack for doing their jobs."[4]

BBW Events and the Framework

At Salisbury University (SU) Libraries, information literacy, guided by the Framework, is central to library instruction. Librarians teach through various modalities and styles, applying the Framework not only in the classroom but also in outreach and broader educational initiatives.

BBW activities at SU offered meaningful opportunities for both active participants and casual attendees to engage with key elements of the Framework, specifically the frames Information Has Value and Scholarship as Conversation as well as Searching as an Exploration and Authority is Constructed and Contextual. While SU Libraries have celebrated BBW in various ways over the years, this article focuses on the major events from the past few years while aligning them with the above-mentioned frames.

The Information Has Value frame emphasizes that information is not just a neutral entity; it has value in various forms, including its economic, social, and intellectual impacts. This understanding is vital for navigating the complex landscape of information production, distribution, and access.[5]

As per ALA, "Intellectual freedom is a core value of the library profession, and a basic right in our democratic society. A publicly supported library provides free, equitable, and confidential access to information for all people of its community."[6] It is a fundamental principle of libraries and is crucial for fostering critical thinking, open inquiry, and diverse perspectives. Censorship, on the other hand, is the suppression of information or ideas. It can take various forms: from challenging materials and/or outright banning of materials to subtle forms of control over what information is shared or how it is presented. Understanding that information has value is essential for recognizing the crucial importance of intellectual freedom and the harm caused by censorship. When individuals and communities have free access to diverse information, they can make informed decisions, engage in critical thinking, and participate in a more democratic society. Censorship restricts this access, undermining the value of information and limiting intellectual freedom.

The Scholarship as Conversation frame refers to the idea that communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time because of varied perspectives and interpretations.[7] Experts understand that a given issue may be characterized by several competing perspectives as part of an ongoing

conversation in which information creators and users come together and negotiate meaning. An SU BBW panel discussion around censorship and intellectual freedom encouraged the audience's critical thinking and to instinctually question the veracity of challenges. The panelists upheld that the regular attacks on books and library workers having to defend their reasoning for the collections are at risk of being "normalized." This sentiment is expanded in one of the panelists' articles, where the author states, "Library advocates should not engage in this kind of direct dialogue over threatened texts but should shut down this kind of rhetoric at every turn. These things are not up for debate."[8]

The above-mentioned frames were evident during the SU BBW events over the past three years. Students understood that book bans were not new; however, the meteoric rise of the book challenges, post-pandemic, seems deliberate and targeted. According to Kelly Jensen, "While there are some 'classic' books being banned, the vast majority of books targeted since 2021 have been by or about people of color and queer people. This is deliberate—removing the books is about erasing those identities, stories, voices, and experiences."[9] It was both encouraging and inspiring to observe the high school and college students articulate their perspectives with conviction and well-supported arguments. The discussions illuminated a crucial point: if a book's credibility hinges on its creator's expertise and context, then censorship inherently compromises what is deemed authoritative. This directly connects to the Authority is Constructed and Contextual frame.

Each year, the Banned Books Week Coalition announces a theme. Based on the 2022 theme, "Books Unite Us. Censorship Divides Us," the Maryland Library Association (MLA) Intellectual Freedom Panel (IFP) and SU Libraries started planning early and applied for the Freedom to Read Foundation's Judith F. Krug Memorial Fund grant. Somewhat disappointed but undaunted when denied the grant, they decided to move forward with programming, deeming that the escalating challenges were too critical and important to ignore.

Consequently, collaborating with the Wicomico Public Library (WPL) and the Eastern Shore Regional Libraries, the hybrid event was to be held at the Dr. Ernie Bond Curriculum Resource Center (CRC), an SU Libraries branch. WPL organized a BBW Poster Contest for middle and high school students. A book display of the top 10 most challenged books of the previous year was provided. The author/illustrator, mother/son duo, Carole and Jeffery Boston Weatherford, were invited to provide the keynote address, based on Weatherford's prolific career, whose authored works have often been the target of challenges or removals. The panelists, composed of the MLA IFP Chair as the moderator, an SU psychology professor, the WPL Executive Director, and a Baltimore County Public Library Collection Development Manager, as well as Carole Boston Weatherford, presented an insightful and lively discussion on the topic.[10] Energized and inspired by the success of this event, it was decided to expand the event for the following year.

In 2023, the SU Libraries, again in collaboration with WPL, held a week-long BBW event, "Let Freedom Read," which included book displays in the main library, the Guerrieri Academic Commons (GAC), and the CRC. The GAC highlighted the top censored books and other challenged books, arranging them by reason for censure: violence, race/racial stereotypes, anti-police/anti-American, sexually explicit, offensive language, and LGBTQ+. The CRC held a series of displays, a month-long exhibit of the top 10 censored books,[11] a white board survey asking students to write their responses to "What's Your Favorite Banned Book?," and a poster board display of community school-age students' artwork resulting

from a WPL organized multimedia art contest for local middle and high school students based on "The importance of the freedom to read theme."[12]

SU Libraries offered several BBW activities: a "Shredded Books Game," which was a student competition to guess book titles from photocopies of challenged books that had been cut up; a Pop-In Film Fest; a day of films based on banned books, showing in the GAC; and two social media engagements, the first being a Student and Staff Reflection, where participants were asked to reflect on the year's theme then share their thoughts on a favorite banned or challenged book they had read (participants could win swag and a Kindle), and the second being a Civic Engagement Campaign, where statistics and information about local book challenges was shared throughout the week.

At the end of the week, Kelly Jensen of Book Riot delivered the keynote at the culminating hybrid event on the theme "Banned Books Week, Let Freedom Read." This year, the panelists included the WPL director, an SU education professor, a Towson University librarian, a published scholar on the topic, the CEO of the Southern Maryland Regional Library Association, and a Wicomico County ELA teacher. Beginning with the question "Why now?," the diverse panel progressed to an inspirational discussion that offered hope and excitement for the future. Topics ranged from different kinds of libraries supporting each other to the necessity of speaking to legislators to bring awareness. The discussion was enhanced by the active participation of students from a local high school.[13]

The above activities were designed to encourage participants to seek out and read challenged books, inspiring a personal commitment to resisting censorship. They underscored the importance of intellectual freedom and how censorship limits access to diverse perspectives—ultimately impacting our ability to explore information strategically. This aligns closely with the Searching as Strategic Exploration frame, which emphasizes the value of open, informed inquiry.

In 2024, SU Libraries took a supporting role while the WPL took the lead by hosting events in downtown Salisbury, Maryland. Based on the BBW theme for that year, "Freed Between the Lines," the events included "The Disappearing Bookshelf: Why You Should Write Kidlit in an Era of Book Challenges"[14]; "Write Your Truth," a creative writing workshop to learn to write your truth, presented by Howard County Maryland Poet Laureate Truth Thomas[15]; and "Read Your Truth," an opportunity for community members to be Freed Between the Lines by reading passages of their work or an excerpt from a favorite book.[16] Although the events hosted at the public library did not consciously adhere to the Framework, they still aligned with several frames, as libraries are crucial civic institutions serving as a community nexus for information access, lifelong learning, and civic engagement.

Conclusion

It is critical that book challenge discussions be kept alive throughout the year and not be confined to just one week. As such, the 2024 Maryland Library Association and Delaware Library Association joint annual conference included a re-created presentation of "Banned Books Week: Why Now?" and additional dedicated programs that addressed intellectual freedom issues in academic libraries and beyond, such as an interactive poster, "Unveiling the Pages: Navigating Book Challenges and Censorship in Maryland and Beyond."[17] At SU, a new interdisciplinary First Year Seminar course titled "Chapters &

Challenges: Banned Books & Social Issues" was designed by Education and Social Work professors to provide students with a deep dive into the issues.

While BBW, held annually in late September or early October, serves as a critical reminder of the threats to intellectual freedom, it is important to understand that the commitment to resisting censorship must extend beyond a single week. A good starting point is to explore the ALA's regularly updated lists of challenged and banned books, including the recently released Top 10 Most Challenged Books of 2024.[18] These resources highlight the ongoing efforts needed to protect the First Amendment right to read and access diverse perspectives. Embracing information literacy, through the frames of Information Has Value and Scholarship as Conversation, equips students and the public to think critically about what they read, share, and defend. In addition to the ALA OIF, organizations like PEN America[19] and Book Riot offer practical tools and actions to help individuals and communities plan meaningful BBW events and push back against censorship all year long.[20]

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Megan Oakleaf and Becky Croxton

Start at the End

Strategies for Actionable Assessment Results

Making Assessment Matter is a four-part *C&RL News* series focused on maximizing the impact of academic library assessment. This first article outlines four key strategies for launching assessment projects designed for action and impact. Future articles will explore how to anticipate decision-making pathways to encourage follow-through, engage participants early to increase the likelihood of actionable outcomes, and craft communications that present compelling results to key stakeholders. Together, the series equips librarians to use assessment to drive meaningful change.

Introduction

Academic library assessment requires knowledge, time, effort, and a commitment to reflection and change. Assessment projects hinge on a willingness to listen and continuously improve. However, many library assessments that are carefully conceptualized, designed, and deployed never "go" anywhere in terms of resulting in beneficial decision-making and action-taking. Assessment librarians and higher education assessment experts have long articulated the importance of "closing the loop" in assessment—that is, using assessment results for improvement. And still, often library assessment projects never quite get to that point. To realize the benefits of assessment, librarians can design assessments from the outset with an eye to the decisions and actions that may result from them. In short, starting assessments with the end in mind is a key strategy for ensuring that projects result in positive change.

Four key strategies can increase the likelihood that an academic library assessment will lead to beneficial outcomes.

1. Identify the Big Picture Questions and Problems to Solve

To ensure assessments lead to meaningful action, start by identifying the overarching questions or problems that need to be addressed. Taking a "big picture" approach helps ensure that the library's assessment efforts are strategic, impactful, and aligned with broader institutional and organizational goals.

To focus your assessment project, ask yourself—or your stakeholders—**"What is the primary purpose of this assessment?"** Often, the goal is to better understand the library's users, community, services, resources, or spaces in order to inform continuous improvement.

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Assessments may also be conducted to generate data to guide decision-making, enhance services, or demonstrate the library's value.

At the onset, it's essential to envision what the results will enable you to do. This step adds clarity, purpose, and strategic direction to the project. Knowing how you intend to use the results ensures the assessment is goal-driven rather than data-driven for its own sake. It also helps ensure the data collected will lead to specific, actionable improvements rather than general observations. Broadly, answers to the question **"What do you hope the assessment results will enable you to do?"** might include making a positive difference for users; engaging and communicating with users; improving services, collections, and spaces; aligning expenditures with priorities; enhancing communication with users; or demonstrating alignment with the library's values and user needs.

An often overlooked but important question to ask before beginning a project is **"What consequences might occur if the library does not conduct an assessment?"** Choosing not to assess may result in missed opportunities to engage with users, wasted resources, failure to meet stakeholder expectations, continuation of ineffective or harmful practices, or a diminished perception of the library as a valuable contributor, to name just a few.

2. Apply a Listening Framework to Build Understanding

Applying a listening framework to assessment planning increases the likelihood of beneficial outcomes. While a cursory purpose for an assessment project might be easily identified, it's important to probe deeper to learn more about the complex rationale for the project. At its core, assessment is about listening.[1] True listening moves beyond surface-level answers and requires noticing, maintaining attention, and using perception to improve awareness, understanding, empathy, communication, and responsiveness. Indeed, many assessment projects are designed to listen to users and their perspectives. Some are designed to listen and solicit feedback from our library worker colleagues (either as individuals, as members of the library organization, or as secondary sources of user perspectives). Yet other assessments enable us to "listen" to our library services, spaces, collections, or technology, and determine how effective, efficient, or impactful they are or could become.[2] Most library assessment projects use listening to close a gap of awareness or knowledge and ultimately create a bridge from what the library is currently doing to what the library could do better in the future.

All assessments should be focused on listening. However, the listening process begins not with the deployment of an assessment methodology; it starts from the very beginning. Using a listening framework helps assessment practitioners uncover the deeper motivations behind the assessment project. **What** do you really want to know? If you're not the initiator of the assessment, what does the initiator want or need to know? And **why** do you (or they) want to know it?

There are often multiple underlying purposes for an assessment. You might want to learn what your users value most or how well the library is meeting their needs. A colleague or department may be seeking ways to evaluate their performance or align their actions with stated or implicit values. Library leadership might be interested in understanding—or enhancing—the actual or perceived value of library engagement. Or, perhaps you, as an assessment practitioner, want to explore whether the library is learning from its experiences, improving over time, or making meaningful progress.

As you listen for the deeper motivations behind an assessment, one valuable lens to apply is the concept of triple-loop learning.[3] As a model, triple-loop learning recognizes that information gaps exist and acknowledges that to learn (and improve), we can ask ourselves three key questions:

- Are we doing things right? (single-loop learning)
- Are we doing the right things? (double-loop learning)
- How do we know they're the right things? Are we right about those beliefs? (triple-loop learning)

Listening carefully—to users, colleagues, leaders, and ourselves—as we explore these questions is essential to designing, implementing, and acting on meaningful assessment projects. Triple-loop learning encourages us not only to evaluate actions and strategies, but also to reflect on the values and assumptions that shape them.

3. Articulate the Underlying Impetus for the Assessment

The third step in focusing an assessment with the end in mind is to use what you've learned from your investigations to clearly articulate the underlying impetus for the project; this ensures that the assessment responds to the needs of decision-makers, action-takers, and those who will experience the end results of the project. (The articulation process can also help you uncover and challenge any false assumptions revealed in your information gathering.) Most assessments seek to increase understanding; familiarity with four common categories for assessment drivers can help articulate the task ahead.

1. Assessments are often rooted in **values and priorities**—those of users, library workers, administration, institutional leaders, or other communities. In some cases, these values and priorities serve as the guiding principles of an assessment project. They can also shape the attitudes and behaviors of those conducting or participating in the assessment. Choices made during the design, deployment, analysis, and communication of any assessment project reveal the values of those involved.
2. Assessments are frequently focused on **changes and trends**. Some assessments seek to help libraries understand, forecast, or influence trends within or outside the library. These may include institutional, political, economic, cultural, social, technological, environmental, or legal shifts. The goal might be to understand how library users, personnel, services, resources, facilities, or operational workflows currently function—or to anticipate how the library will be impacted in the future.
3. Assessments may be used to evaluate whether to **sunset** a particular service or resource. Because libraries sometimes struggle to discontinue offerings, assessments can help gauge the relevance, impact, political consequences, or the effort required to revitalize them.
4. Assessments are usually intended to **close a knowledge gap**. Most librarians know their libraries and their users well but will acknowledge that there are perspectives and insights that they are unaware of and need to learn more about. While we can't always anticipate how an assessment can add to our professional knowledge, it helps to begin with a clear sense of the gaps we're trying to close while also staying open to unanticipated insights.

4. Create User Stories to Guide Assessment

Once you've uncovered the purposes of an assessment, creating user stories is a powerful step toward ensuring actionable results. The user story model offers a simple, three-part

structure that answers the **who**, **what**, and **why** of assessment.[4] By using these three components, user stories link library services, resources, and spaces to intended outcomes. This action-oriented approach keeps solutions open-ended while providing useful constraints, focusing the assessment on outcomes rather than activities.

Each element of a user story emphasizes impact:

- **Who** needs to make or direct a change?
- **What** question or need can be acted upon?
- **Why** are we making the change? Is there an intended purpose or outcome?

User stories can be formatted in various ways, such as:

- As [**who**], I want [**what**], so that [**why**].
- As a [**user**], I want [**goal**], so that [**reason**].
- As [**stakeholder**], I want [**to do something**] in order to [**achieve outcome**].

Here are a few examples:

- As a librarian [**who**], I want to know whether students who use reference services earn better course grades [**what**], so that I can advocate for more resources and improve service delivery [**why**].
- As an administrator [**who**], I want to understand which engagement activities support student success across populations [**what**], in order to tailor outreach and services [**why**].
- As a student [**who**], I want to know if using library resources saves me money on textbooks [**what**], so I can reduce debt and stay in school [**why**].

Conclusion

In short, grounding your library assessment project by using these four key strategies can help to ensure an actionable library assessment project, right from the start. Together, they enable library assessment practitioners to avoid projects that stall or lack direction and increase the likelihood of generating results that support decision-making and action-taking for positive change.

The next article in the series will highlight key strategies for engaging assessment participants early in the process to increase the likelihood of actionable outcomes.

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Jeehyun Davis

Leadership Meets Management

Blurring Boundaries for Success

For decades, scholars and practitioners have debated the distinction between leadership and management, often framing them as mutually exclusive domains. However, maintaining rigid boundaries between the two can undermine organizational effectiveness, innovation, and adaptability. Abraham Zaleznik famously differentiated these roles, highlighting fundamental differences in practice and qualities.[1] While this separation was initially helpful for clarifying organizational functions, it has become increasingly unnecessary—and potentially detrimental—particularly within the dynamic environment of academic libraries, where agility and innovation are paramount.

In the early 20th-century corporate world, management emphasized structure, planning, and execution, whereas leadership was associated with vision, inspiration, and change. This distinction effectively streamlined workflows in industrial contexts, allowing leaders to focus on strategy while managers handled operational execution. Libraries, too, were encouraged to adopt this distinction in the name of efficiency. Yet, applying such a rigid dichotomy to today's academic libraries—environments built on collaboration, intellectual engagement, and adaptive service—limits their capacity to thrive. It fails to recognize the evolving and fluid nature of organizational roles in modern higher education.

Academic libraries are uniquely positioned to model a more integrated approach. Emphasizing the interconnected and complementary nature of leadership and management allows staff at all levels—including nonmanagerial librarians and support personnel—to develop and exercise leadership competencies. Insisting on a separation between leadership and management roles can result in significant organizational risks.

First, viewing leadership exclusively as the domain of senior administrators creates a disconnect between vision and execution. Managers, excluded from leadership responsibilities, may find it difficult to translate strategic objectives into operational realities. This misalignment can lead to frustration, inefficiencies, and stagnation. In academic libraries, administrators who establish ambitious strategies without managerial insight jeopardize creating strategic plans detached from practical implementation, hindering meaningful progress and creating a sense of disenfranchisement among staff.

Second, a rigid division diminishes innovation among middle managers and nonmanagerial staff alike. Managers relegated solely to operational roles can become passive administrators, lacking the motivation or authority to creatively solve problems. Similarly, nonmanagerial staff, when excluded from strategic involvement, may feel disempowered, limiting their ability

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to contribute innovatively. By adopting an integrated approach that encourages strategic thinking and creativity across the entire workforce, academic libraries can foster a vibrant, collaborative, and innovative organizational culture. Empowering mid-level managers and frontline staff with leadership responsibilities can significantly boost creativity and responsiveness and strengthen a sense of collective ownership.

Third, maintaining strict distinctions fosters a risk-averse organizational culture. Managers, feeling confined exclusively to established routines, may resist innovation due to perceived role limitations. Likewise, librarians and nonmanagerial staff who view themselves solely as implementers may hesitate to propose or pursue novel ideas. Academic libraries facing rapid technological advances and evolving user needs cannot afford such rigidity, as it stifles adaptability and forward-thinking growth, undermining the library's ability to remain relevant.

Furthermore, placing charismatic individuals in senior leadership positions without adequate managerial competence can destabilize institutions. While charismatic leaders may inspire initial enthusiasm, a lack of operational acumen often results in ineffective execution, staff frustration, and organizational disillusionment. Effective library leadership requires balancing visionary ambition with practical managerial skills to translate strategic goals into tangible results, ensuring that inspiration is grounded in reality.

Academic libraries benefit immensely from integrating leadership and management functions across all levels. Successful leadership demands robust managerial skills, and effective management requires visionary insight. Academic libraries inherently require roles that blend strategic vision and operational oversight, balancing short-term efficiencies with long-term institutional objectives. Library administrators who skillfully manage collections, digital initiatives, information technology, and research services, while simultaneously articulating a clear strategic vision, exemplify effective integrated leadership and create a cohesive and dynamic organizational environment.

Moreover, developing leadership skills among nonmanagerial staff is essential to encourage widespread innovation and creativity. Staff members at every organizational level should feel empowered to participate strategically, propose innovations, and drive meaningful initiatives. Moving beyond outdated divisions, libraries will thrive by embracing leadership and management as intertwined functions essential to institutional success. When nonmanagerial staff are encouraged and equipped to think creatively and strategically, they can contribute actively to achieving broader institutional goals. This empowerment not only enhances individual morale and motivation but also fosters a forward-thinking organizational culture, where every employee feels valued and capable of making a difference.

To realize this vision, academic libraries must invest in leadership development at every level. Professional development initiatives, cross-departmental projects, mentoring programs, and participatory governance structures can cultivate leadership capabilities among both managerial and nonmanagerial personnel. This inclusive approach enables academic libraries to leverage diverse perspectives, stimulate creative solutions, and adapt proactively to shifting academic landscapes, ensuring the institution's long-term health and success.

Ultimately, academic libraries will thrive by recognizing leadership and management as interconnected, mutually reinforcing roles. Institutions should strive to create a culture where managerial roles inherently include leadership responsibilities and where leadership

potential is nurtured throughout the organizational hierarchy. A holistic approach—one that blurs traditional boundaries—cultivates environments rooted in trust, innovation, and collective purpose.

It is time to transcend outdated dichotomies between leadership and management. Effective library administration requires leaders capable of managing skillfully, managers empowered to lead proactively, and frontline staff engaged in shaping their institution's strategic direction. By fostering an integrated, inclusive culture of leadership and management, academic libraries can position themselves to thrive in an evolving academic landscape and serve their communities in meaningful and impactful ways.

Note

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Academic librarians will find the American Sociological Association's (ASA) home page a wonderful resource for introducing undergraduate students to the discipline of sociology. Information about the ASA can be found on the far-right side of the home page toolbar. Here users will find a description of sociology ("the study of social life, social change, and the social causes and consequences of human behavior") as well as an informative video ("Sociologists on Sociology") in which professors from institutions such as the University of Michigan, Princeton University, and University of Texas-Austin describe the field.

On the toolbar, under Academic & Professional Resources, students can access the Major in Sociology link. This section includes valuable webinars for undergraduates, such as "Building a Career with a Bachelor's Degree" and "What Are You Going to Do with That?" Graduate students will find helpful tools under the Careers with a Sociology PhD link, which offers advice for postgraduates and aspiring faculty. For those exploring careers beyond academia, the Careers for Sociologists in Practice Settings video series features nine informative videos highlighting diverse professional paths.

From an academic reference librarian's perspective, one of the most valuable features of the ASA homepage is the Data Dashboard (located under Academic and Professional Resources > Data About the Discipline > Data Dashboard). This resource offers charts and tables that highlight key trends in sociology, including degrees awarded, gender, race and ethnicity, and more. For instance, in 2023, approximately 23,000 bachelor's degrees and 627 doctorates were awarded in sociology. A closer look reveals that 76% of bachelor's degree recipients were female, with racial/ethnic breakdowns of 41% White, 34% Hispanic, and 17% African American. Among doctorate recipients, 62% were female, with 67% White, and 12% each identifying as Hispanic or African American. The dashboard also includes data on the Characteristics of Sociology Programs, such as faculty teaching loads, categorized by Carnegie classification.

The ASA home page provides a plethora of professional resources, including access to online programs for the Society's 2025 and 2026 annual meetings. ASA members can access ten journals directly from the home page, including *American Sociological Review*, *Sociological Theory*, and *Teaching Sociology*. In addition, the ASA's DEI section features information about the Society's Minority Fellowship Program. — *Wendell G. Johnson, Northern Illinois University, wjohnso1@niu.edu.*

Poets House. *Access:* https://poetshouse.org/.

In 1985, Poets House was founded by two-time poet laureate of the United States, Stanley Kunitz, and New York-based arts administrator and poetry advocate, Elizabeth "Betty" Kray. Kunitz and Kray launched Poets House as a national literary center and library concerned with all poetry published in or translated into English, with an emphasis on contemporary American poets. Kray donated a portion of her personal library to establish the collection, which has since grown to more than 70,000 volumes. The library in New York City is open to the public. The center offers resources online through PoetsHouse.org.

Dawn Behrend is associate librarian and dean of university libraries at Lenoir-Rhyne University, email: dawn.behrend@lr.edu.

At first glance, Poets House seems geared toward patrons who can visit in person, with a home page that highlights upcoming in-person events. However, the site has much to offer digitally. A navigation bar across the top of the page has dropdown menus pointing to content such as educational classes and programs that are offered in person, remotely, and/or by streaming. The Poets House library catalog is prominently linked. While the collection does not circulate, the physical holdings can be searched.

For the fully digital patron, the richest content is found under the "Archive" menu. Poets House's archive of audio and video features more than 450 recordings of poetry readings, presentations, receptions, and open house conversations with poets. Each recording's landing page contains contextualizing information and links to related recordings—a thoughtful feature. The blog archive deserves a close look. Since 2024, Poets House has posted articles such as poet interviews and close readings of poetry, in addition to the standard blog news.

The digital collection is the latest feature from Poets House, showcasing chapbooks from the 1960s to the 1980s. The collection contains only ten books so far, with more being added monthly, but they are exceptionally well contextualized. Each digitized chapbook is presented in full color in a viewer. Beneath the viewer are tabs leading to short essays written by credentialed experts. The essays cover the chapbook, the author, and the publisher. The fourth and final tab, "Audio/Video," features recordings of the author reading their work.

This site is highly recommended. Poets House offers a rich digital resource for academic librarians supporting programs in literature, creative writing, or cultural studies. Teachers, students, and writers of contemporary American poetry will find plenty of value here. — *Katharine Van Arsdale, Andrews University,* vanarsdk@andrews.edu.

Journalist's Toolbox. *Access:* https://www.journaliststoolbox.org/**.**

The Society of Professional Journalists sponsors the Journalist's Toolbox, a comprehensive online resource for students and professionals in journalism and data journalism. The site offers guidance on daily information needs, such as accessing public records, understanding First Amendment rights, and practicing mobile journalism. The website also serves as a clearinghouse for locating reliable sources commonly used by journalists.

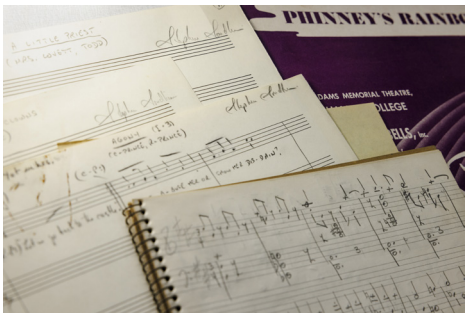
The Journalist's Toolbox originated from a syllabus created by Mike Reilley in 1996. The "About the Toolbox" page provides a detailed history of its development, along with instructions for suggesting new resources and reporting broken links. Notably, many of the topic headings were last updated in 2023, reflecting the site's ongoing maintenance and relevance.

Most of the outbound links to additional resources are current and pertinent. The site is both keyword-searchable and offers an A-to-Z "Browse Topics" column, featuring categories such as AI for Journalists, Covering Hate Crimes, and Legal Resources. The keyword search function returns results organized under broad topics and directory headings, making navigation straightforward. A distinctive feature of the site is its practical guidance on journalistic ethics and handling sensitive topics. Content within the Toolbox is available under a Creative Commons license.

A more current iteration of the Toolbox is available at https://journaliststoolbox.ai, a redesigned version of the original site that reflects the growing role of AI in journalism. For a fee, users can subscribe to its Substack-powered weekly newsletter, which highlights new online tools for journalists. The Society of Professional Journalists' YouTube channel

complements these resources with more than 135 tutorial videos, offering training on a wide range of journalism skills. While the videos date back five years, new content is added regularly, including as recently as last week. As with the original site, both the AI-focused Toolbox and the YouTube channel are curated by Mike Reilley, providing trusted, well-maintained resources.

This resource is especially valuable for subject specialist librarians supporting journalism or communication programs. The Journalist's Toolbox offers a well-rounded, curated collection of tools and references that can enhance course-related research guides, classroom instruction, and individual research consultations. Its breadth, ranging from guidance on public records requests to ethical reporting practices, makes it an excellent resource to share with students and faculty alike, ensuring access to credible, current, and discipline-specific materials. — *Molly Susan Mathias, University of Wisconsin, mathiasm@uwm.edu.*



The Library of Congress has acquired the manuscripts, music and lyric drafts, recordings, notebooks, and scrapbooks of legendary composer and lyricist Stephen Sondheim, widely considered one of the most influential and innovative musical theater songwriters of his generation. Winner of eight Tony Awards, including a special Tony for lifetime achievement, Sondheim was a prolific creator, as evidenced by the works found in this extensive collection. The collection includes approximately 5,000 items documenting Sondheim's creative acumen. The materials range from hundreds of music and lyric sketches of his well-known works to drafts of songs that were cut from shows or never made it to a production's first rehearsal. There are notes about characters who would ultimately sing his compositions as well as multiple iterations of nearly each finished work, providing an evolutionary road map of inspiration. The collection also contains manuscripts for some of Sondheim's most celebrated shows, including "Company," "Follies," "Sweeney Todd," and "Into the Woods," as well as lesser-known works such as his plays and screenplays. Of a more personal nature, dozens of scrapbooks hold programs, clippings, opening night telegrams, and more.

The Library of Congress has also acquired the historic 1690 Tuscan-Medici viola by Antonio Stradivari as a gift to the nation from David and Amy Fulton and The Tuscan Corporation. The contralto viola was previously on loan to the Library by The Tuscan Corporation (of the Cameron Baird family) in a collaborative custodial arrangement since December 1977. The viola joins the Library of Congress's world-renowned instrument collection, which is anchored by the five Stradivari instruments donated by Gertrude Clarke Whittall in 1935. The viola, the second of the library's collection, has been renamed to commemorate its newest chapter: Antonio Stradivari, Cremona, 1690, viola, Fulton, ex Baird, Tuscan-Medici.

The Hoover Institution has acquired the papers of Sándor Kopácsi. Kopácsi (born 1922) was an active participant in the Hungarian Revolution of 1956 and later chronicled the events in his memoir, *In the Name of the Working Class: The Inside Story of the Hungarian Revolution*, published in 1987. His account remains an important primary source on the revolution. The papers include his notebooks, correspondence, interviews, published and unpublished writings, reports, and photographs. This unique collection contains original documentation on MOKÁN (Magyarországi Kommunista Antifasiszta Committee/Anti-Nazi Committee of Hungarian Communists) during World War II as well as materials related to the 1958 trial of Imre Nagy, the Hungarian communist and leader of the 1956 revolution.

The collection is a vital resource for researchers studying Hungary's political history during World War II, the 1956 Hungarian Revolution, and the brutal Soviet repression that followed, resulting in significant casualties and widespread displacement.