PNLA Quarterly

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Crossing Borders
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A Message from the President: Crossing Borders, an imperative for our profession

This issue of the PNLA Quarterly is focusing on a topic that is at the heart of PNLA's very existence. By definition, the Pacific Northwest Library Association is all about crossing borders. In last year's information survey, "networking" and "conference" were two of the top three membership benefits identified by participants, with the annual conference being the most important activity. In addition to the conference the border-crossing style of networking is continued in the YRCA and LEADS programs, which are mainstays of the organization. It has been interesting to give thought to the various types of borders we encounter. Some of these come to mind easily, while others are not so common in this context.

Geographic – As the only binational library association in North America, with a membership spanning two countries and seven states and provinces (and more!), our organization offers an unparalleled opportunity for networking across geopolitical borders. I have gained so much from the opportunity to attend session presented by Canadian library folks, as well as those from states different than my own! We each have ways of reaching our patrons which are unique to our own communities and which may be "foreign" because of local variations in culture and custom. The ability to learn from each other gives us a wealth of ideas and new concepts to try in our home communities.

Library Type – One of the things I value so much about PNLA is its inclusion of all types of libraries. In my public library world, I don't often have the opportunity to interact with folks from academic or special libraries. Having the ability to cross this "border" has demystified these other library worlds for me, and has brought me into contact with some awesome people with ideas that are surprisingly relevant to my library!

Job categories – Unlike many professional organizations, PNLA seeks to address the needs and interests of all library workers, regardless of degree. Library aides and assistants are as welcome to participate as are the more degreed colleagues among us. This crossover of perspective adds a depth and richness to our networking that is not often found elsewhere.

PNLA's commitment to free flow of our profession across all sorts of borders comes together in the LEADS program. In their study of the PNLA LEADS program, Melody Sky Eisler and Brianna Hoffman reported that survey respondents listed some of the values of the program as:

inspiring library staff to lead from any position (positional borders)

networking with library professionals across the region and in different types of libraries (geographic and library borders)

strength to reach out to tribal and rural libraries, connecting otherwise isolated areas within the region (geographic and cultural borders)

As we seek to move forward as a strong, healthy and relevant organization, PNLA will remain committed to our multi-faceted border-crossing style of networking, and I look forward to the opportunity to learn from each of you!!

Jenny Grenfell
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Editor's Column

The topic of Crossing Borders proved so popular that we made the decision to create a double issue, and this will wrap up our 82nd volume of the *Quarterly*. There's much here to enjoy: Tracy Bicknell-Holmes offers us sage advice in her column, community partnerships are highlighted that link libraries with physical activities like yoga or intellectual ones like school boards. We can read about partnering with other libraries across state lines, or in other nations. We can learn about advocating with law-makers outside our libraries benefits both our libraries and our profession, and we can learn some new approaches to information literacy tools both within our campuses and out in the larger world beyond university. And we can see how libraries use social media to engage with the outside world.

One of my favorite things about this double issue's theme is that it garnered some theoretical pieces for our consideration. I enjoyed learning about collaborative consumption, and it was great to see a critical discourse analysis applied to librarianship. The article on linguistic diversity on library staffs was definitely impactful to me as a library manager. Things that we don't often get the time to think about deeply were explored by our talented authors in this issue, and I urge you to give their work a try.

Thanks as always to our authors for their work, and thanks as well to our burgeoning editorial advisory board! We hope to develop some new columns in the upcoming year, and continue exploring great themes. Turn to the end of this issue to find our next call, "Digital Equity, Access, and Inclusion" and please send us your ideas, or volunteer to serve as a peer reviewer or on the editorial advisory board as we begin 2019!

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The Mentor: From Colleague to Supervisor

Tracy Bicknell-Holmes: Dean, Albertsons Library, Boise State University, ID

Keywords: librarianship, career development, mentoring, leadership, supervising

Citation: Bicknell-Holmes, T. (2018). The mentor: from colleague to supervisor. *PNLA Quarterly, 82(3/4)*.

Editor's note: The Mentor column is a place for advice, storytelling, introspection, and professional growth.

I became a supervisor and department chair by accident. I had taken numerous workshops on leadership and management along the way, but I really wasn't convinced that I wanted to be a supervisor. When the opportunity presented itself and I decided to give it a try, there were some surprises along the way. For example, I hadn't really thought about how the relationships I had with colleagues would shift when my level of authority changed.

I had worked with many of the individuals in the unit for 10 years. They knew me and I didn't change as a person when I became a department chair. Our unit had gone through three department chairs and two interims during the 10 years preceding, and I was lucky that everyone was relatively happy with the leadership change. Yet change is the key word in that sentence.

The first time I realized that I had left the colleague/friend zone was that I stopped hearing news on the grapevine. I no longer heard the chatter of who was doing what with whom and it didn't feel appropriate to encourage gossip around me. Yet, I felt out of touch with the social reality of my unit, and a little sad that I found myself on the outside edge of the group because of my position.

The first time I had to handle a serious performance problem with an individual who had been a close friend was tough. My job was to do what was best for the institution, but I liked the person and trusted them. I knew the friendship was truly over and I had transitioned completely to the side of supervisor when my trust was abused and disciplinary action was the only option remaining.

Whether you work toward becoming a supervisor or the opportunity comes upon you, if you are promoted from within you will find yourself supervising people you consider colleagues and friends. Making the transition from colleague to supervisor can be a challenge under the best of circumstances. Here are some things I wish I'd considered. Some I've only recently discovered and others I still struggle with:

- **Consider the situation**. Are you becoming a supervisor under good conditions? Are you following a beloved supervisor with a long history? Are you following someone who left under not-so great conditions? What do you know of the politics in your unit? Who do you need as an ally? Who are the people in the unit with influence?
- **You are the supervisor.** You are no longer a peer. You are the individual who mentors, coaches and evaluates those in your unit. Sit down one-on-one with each individual and talk honestly about how you both feel about making the transition. Set boundaries. What expectations do you have

for each other? What issues might arise? Is there anyone in the unit who might resent the fact that you got the job? Get these issues out in the open and discuss how you will handle them. Make sure unit members understand what is expected of you by *your* supervisor.

- **Words carry weight.** What you say is interpreted differently based on your title. Try to remain professional at all times. Avoid venting or sharing gossip in front of employees. I still struggle with the boundary between being authentic and holding my tongue when I'm frustrated.
- **Friendships.** Be aware of your friendships and your opinions of your former colleagues. Try not to let previous relationships influence your decisions. Work hard to treat each individual fairly and with respect. Feel free to continue socializing with your former friends, but realize that having you there may stifle some of the conversations they want to have.
- **Who do you know?** Consider spending extra time getting to know the individuals in your unit that you know least. Are there individuals in your unit you find a challenge? If you can find a way to work well with them, it will make you a better supervisor for everyone.
- **I don't want to know that!** You will find out personal things about people that you *never* wanted to know. Sometimes these things will color how you view that person and you may struggle with separating your personal knowledge of someone with the work the individual does. Focus on what is important for the work and the job the individual is doing.
- **Who does what?** Clearly delineate the roles of each member of your team. If roles are well established you just need to know each. If not, spend some time thinking through what is important for you to do as team leader and what each member of the team has the authority and decision making power to accomplish. I recently learned just how critical it is to spend time on this.
- **Goals and objectives:** Does your unit have clear goals and objectives? Does everyone one know what they are? Are responsibilities and action steps clearly spelled out? If not, this is an area that needs focus.
- **Find a new Peer Group.** This may be one of the most important lessons I learned as a supervisor. You need people at your level to talk to, with whom you can problem solve and strategize. Don't be shy in seeking them out.

If you're interested in learning more about the transition from colleague to supervisor, search the internet. There are lots of articles with tips and recommendations and lots of variation in what is recommended. Some might resonate more with you than others. Many are valid even if you are taking a supervisory position at a new institution. And remember, you're only human. You too can make mistakes and learn from them!

Looking to Form a Successful Partnership? Just Ask a Library!

Joey Going: Communications Coordinator, Chinook Arch Regional Library System, Lethbridge, AB

Keywords: partnerships, physical fitness, collaboration, community resources
Citation: Going, J. (2018). Looking to form a successful partnership? Just ask a library! *PNLA Quarterly*, *82*(3/4).

Introduction

The scene is one you might not expect to see in a public library. Amongst the bookshelves, a group of women and girls are led through a calming practice by a certified yoga instructor. The creation of the Yoga in the Library pilot project was led by Chinook Arch Regional Library System and through co-operation with Lethbridge College's Be Fit for Life Centre, and funding from the Government of Alberta's Recreation and Physical Activity Division (RPAD), the program was offered to the public through 10 of its member libraries.

Libraries have long been a haven for those seeking to learn; in an effort to provide their patrons expanded opportunity many libraries are branching out to explore the realm of whole-person literacy. However, without community collaboration, instances such as Chinook Arch's Yoga in the Library would not be possible.

"As community hubs for activity and information, libraries strive to serve their communities to the best of their ability," says Lisa Weekes, Public Services Manager for Chinook Arch. "It is through unique collaborations that libraries are able to offer a wider variety of programming than they could on their own."

Supporting Rural Member Libraries Through a Grant

In an effort to support its member libraries and the changing role that they play within their respective communities, Chinook Arch is undertaking the development of a new Regional Plan of Service. Through consultations and research, the need for leisure and active living supports in rural communities was identified. Luckily, physical literacy is a passion for Weekes, who immediately began looking for funding options to assist rural libraries in being able to offer this type of programming.

Funding came in the form of the Government of Alberta's Recreation and Physical Activity Project Micro Grant Program. The RPAD program promotes an 'active Alberta': where all Albertans, no matter their abilities, age, or circumstances, have the opportunity to participate in a wide range of activities in many different settings. The focus for 2017/2018 was on supporting activities that contribute to access to physical activity programming for women and girls (Government of Alberta, 2017).

"Rural populations often do not have the same recreational opportunities as urban centres and this is particularly true for women and girls," Weekes explains. "Our rural libraries are in an ideal position to offer physical literacy programming to their communities, however, access to qualified instructors and funds to hire them are not available to the libraries."

The Partnership That Keeps on Giving

Thankfully, Weekes had already formed a positive relationship with Tiffany Wideen, Program Administrator at Lethbridge College's Be Fit for Life Centre (BFFL). Chinook Arch successfully partnered with BFFL in 2017 to curate a physical literacy programming collection, with BFFL also providing physical literacy training and programming ideas for regional library staff. It made sense to both parties to partner together once again and further build the relationship.

"I think it is always a wonderful thing when you can partner with another group and make a positive impact on the community," says Wideen. "Because we offer a lot of yoga programming at the college, we know the wide range of benefits it offers. We loved the idea of sharing this opportunity with members in the rural communities."

"The power of partnerships never fails to amaze me," adds Weekes. "Together we are able to offer what neither organization could on their own – free yoga programming with a certified instructor at a safe, welcoming location in our rural communities."

As an added bonus, the benefits to participating rural libraries and their patrons go beyond the 6 week course time-frame. Each participating library will have yoga-related materials added to their collection, allowing participants to continue with and build their practice from home.

The Impact of Physical Activity on Overall Health and Physical Literacy

RPAD's focus of providing physical activity programming for women and girls stems from the Framework for Recreation in Canada. The framework comprises five goals, one of which is to increase inclusion and access to recreation for populations that face constraints to participation. While only one third of kids are meeting the recommended 60 minutes of physical activity per day, research shows that physical activity decreases with age, and that boys tend to be more physically active than girls (Statistics Canada, 2017).

The benefits of daily physical activity for children are wide-ranging, and include:

- Increased self-esteem and happiness
- 40% higher test scores
- Reduced risk of heart disease, stroke, cancer, and diabetes
- 7-8% higher annual earnings
- Ability to maintain a healthy body weight

(Active for Life, 2015; CSEP/Participaction, 2017)

Of the three major factors that increase physical activity in kids, the Yoga in the Library program responds to two: parents' activity level and participation in active lessons. For every 60 minutes of a parent's physical activity, 15 minutes is added to a child's average daily total. For every 60 minutes of participation in organized activities, 10 minutes is added.

Physical literacy is developed in children through a variety of structured and unstructured activities and gives kids the confidence to be active throughout their lives. The Yoga in the Library program offers a perfect way for mothers and daughters to enjoy an activity together, while instilling the importance of creating time for daily physical activity in our lives.

The program is offered for anyone aged 8 and over. Studies have shown that children aged 8-12 are ready to be introduced to more complex skills, as they show signs of readiness (Active for Life, 2015). The fact that the Yoga in the Library program is free, and is offered within a supportive and welcoming environment, makes it the perfect opportunity for kids to try something new.

Today's Library Offers *MORE*, Thanks to Exceptional Partnerships

Literacy in the library realm no longer applies to just books and reading. Today's library offers a broad range of programming and services, oftentimes thanks to a partnership with an outside organization.

Much can be learned from watching how libraries find innovative ways to bring new and exciting programs to their community. They are seasoned professionals at building mutually beneficial partnerships, and at delving into areas that at first glance don't appear to be a regular library offering.

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Writing Across State Lines

Erika Nicole Lehtonen: Youth Services Librarian, Shelton Timberland Library, WA
Shalyn Rodriguez: Assistant Director, Shorewood-Troy Public Library, IL
Keywords: partnership, collaboration, writing, programming, children's programming
Citation: Lehtonen, E. N., & Rodriguez, S. (2018). Writing across state lines. *PNLA Quarterly, 82*(3/4).

In an age where it seems everything is digital, writing a letter can seem tedious. Why write a letter when you can post on a friend's social media page? Why write an entire page worth of sentences when you can type 140 characters or less and get your voice heard by millions upon millions of Twitter users? If adults think this way, what are children taught about writing? Writing a letter is much more personal. It takes time, energy, and emotional intelligence. You have to care about who you are writing to, and be genuinely curious about their lives. Because of that curiosity, empathy and letter writing go hand in hand. At the Shelton Timberland Library, my colleagues and I are constantly strategizing new programs and events to engage children and teens in a way that promotes learning and encourages growth while also being fun for them. Teaching empathy and celebrating diversity are at the forefront of our goals, and included in everything we do, and I have found that there is no better way to do that than to inspire youth to learn about other people.

Our Pen Pal program started with an idea from Shalyn Rodriguez at the Shorewood-Troy Public Library in Illinois. She is the Assistant Director and also manages the Children's Department. Shalyn and I have never met in person. We went to graduate school online at the University of Washington, and had a few classes together. We emailed back and forth, and became Facebook friends. Like many online students, our relationship was purely digital. And when Shalyn posted about starting a Pen Pal program for school age kids and tagged me, I was intrigued. A Pen Pal program would be a great way to get our young patrons engaging with each other. But what would it look like?

At first Shalyn's idea revolved around a scheduled program where children could sit at computers and chat with each other from different states on pre-made Google Hangout library accounts. Staff running the program from each location would be able to monitor the chats. She had reached out to several libraries in an effort to get this program running and hoped to have a large network of libraries participating, but after a series of "No, we just do not have the time to work on that right now," she was relying on our library. I discussed the idea at a department meeting and received the ok to begin planning this program with Shalyn. We determined that an asynchronous program would suit us best, and be more adaptable to other eventual locations. After some discussion, we decided it would be best to start this program off with a display.

The display grew into what would become a popular passive program, with kids of all ages and abilities writing letters or drawing pictures to send across state lines! At the Shelton Timberland Library, a talented and creative teen volunteer built a large mailbox out of cardboard, and we put that at the Information Desk. The bright blue mailbox is hard to miss. In the kids' section, we put paper, pencils, crayons, envelopes, and instructions for kids to write letters or draw pictures to send to the Shorewood-Troy Library. The kids drop them off in the mailbox, and every week I scan and send them to Shalyn via email. She does the same for me. Then, we print the letters and put them on display. At first the letters are general, and are written to "Dear Pen Pal." As the letters become more personalized, I add a sign to the display that says "If your name is [first name], visit the Information Desk to receive a letter from your Pen Pal!" We both agreed that starting a brand new passive program like this was best to develop just between the two libraries, until we could iron out the details and make the program as successful as possible.

Our display also includes information on the Shorewood-Troy Library and Illinois. I printed a picture of the state flag with facts from one of our online databases, CultureGrams, and instructions about how to get to the database on our website. I also placed books on hold that featured kids writing letters to Pen Pals, and books on Illinois. When the Pen Pal program first started, I displayed the books during our Wednesday morning Storytime and told the toddlers that they could practice drawing pictures to their new friends or they could have a grown-up help them write a letter. I read a few Pen Pal themed books during Storytime; my favorite is *Same, Same but Different* by Jenny Sue Kostecki-Shaw for the bright, colorful illustrations and Kostecki-Shaw's engaging way of inspiring young children to make friends outside of the place they call home.

As of this week, 115 letters have been sent to Illinois and 73 letters have been received from the Shorewood-Troy Public Library. The kids are sincerely showing interest in each other and ask questions which range from "Do you like My Little Pony?" to "How was your spring break?" and my absolute favorite: "Will you be my friend?" They are curious about each other and want to learn about how each other live, and share their favorite things with each other. In the meantime, they get to practice using their writing skills and learn about other parts of the country.

In the future, we hope to expand the Pen Pal program to more states and to other countries! We are actively working on establishing a relationship with a library or school in Nairobi, and are considering partnering with public libraries in areas that have recently experienced natural disaster. We hope to build bridges with other libraries, schools, and children all over the world. At the end of the summer, we plan to bring in the Google Hangout idea for the kids who participated in the Pen Pal program. It would be a way for the children to see who they are talking to and to celebrate their new friendships. We want to remind them that there are kids all over the world who are just as curious as they are, and hopefully inspire them to grow up to be caring, compassionate, and empathetic adults.

Bridging the Gap: My Experience with National Library Legislative Day 2018

Deborah Rinio: Secretary, Alaska Association of School Libraries

Keywords: Advocacy, National Library Legislative Day, policy, politics

Citation: Rinio, D. (2018). Bridging the gap: my experience with National Library Legislative Day 2018. *PNLA Quarterly, 82*(3/4).

People use to remark that libraries are neutral spaces because we don't get involved in politics. Those days are long gone and now you will often hear it said that libraries are *not* neutral spaces. Neutrality implies that we are uninvolved in politics; that we do not hold positions. Yet, our own Library Bill of Rights is itself a position statement, validating that we as librarians agree to uphold certain principles.

The American Library Association (ALA) acknowledges eleven core values of librarianship: access, confidentiality/privacy, democracy, diversity, education/lifelong learning, intellectual freedom, the public good, preservation, professionalism, service, and social responsibility. Whether we like it or not, these values are political issues.

However, political does not mean partisan. In order to effectively advocate for our communities and our patrons we must take positions on library values, but taking positions on librarianship and therefore setting aside neutrality is not equivalent to participating in partisan politics. Our libraries' values might be political, but they are not automatically liberal or conservative in nature. No matter whether you are Republican, Democrat, Libertarian, or other, the value of libraries and the values libraries uphold are clear. This is why it is critical that librarians, like any other United States citizen, participate in our political process and share our values with our state and federal legislators; no matter which side of the aisle each of us reside on.

That's why I volunteered for the American Librarian Association (ALA) Policy Corps; and it's why I spent Tuesday, May 8th at our nation's capital speaking with Alaska's federal legislators along with three of my Alaskan colleagues: Patience Frederiksen, Alaska State Librarian; Mary Jo Joiner, Library Director of Kenai Public Library; and Katie Baxter, Kodiak resident and Alaska Library Association Legislative Committee member.

The ALA Policy Corps is a pilot program designed to take on-the-ground librarians from all types of libraries and geographical areas and develop policy experts who can speak to a variety of issues. This year, we attended a two-day training in March that involved a deep dive into ALA's main legislative priorities: Institute of Museum and Library Services (IMLS) & Library Services and Technology Act (LSTA) funding; network neutrality; and e-rate and broadband connectivity. These issues span all types of libraries and are critical no matter where you live or what you do for libraries. In May, we reconvened in Washington, DC for National Library Legislative Day (NLLD) where we joined more than 450 other librarians and library advocates from around the country to speak with our legislators. Party politics were irrelevant. The only thing that mattered was that you lived or worked in the legislator's district and that you care about libraries.

The first day of NLLD is called briefing day. During this day, the ALA Washington Office staff prepared us by reviewing ALA's legislative priorities, providing tips for how to talk to your legislators and their staff, giving us time to plan with the other librarians from our state, and engaging us with in depth Q&A from seasoned pros. ALA went over the things they wanted us to cover. First was IMLS & LSTA funding, which provides a large chunk of library funding to each state. Each state then matches the funds by 1/3, helping to stretch the federal dollar and ensuring state funding to libraries. Secondly, we discussed the reauthorization of the Museum and Library Services Act (MSLA), which comes up every five years. This year, the re-authorization expands the authority of IMLS to respond to use funds for emergency response when libraries are part of declared disaster areas. Finally, we talked about e-rate and the Tribal Connect Act; asking Congress to leave e-rate alone and support the Tribal Connect Act, which makes tribal libraries eligible for e-rate funding.

Day two was National Library Legislative Day itself, where each participant visits their Senators and Representatives. It's important that groups from larger states divide and conquer. Not only is it important to have a constituent in the room - some legislators will not schedule meetings without a member of their district being present - meetings are often about 15 minutes and including more than three or four people makes it difficult to ensure everyone has a chance to speak. Additionally, congressional offices are not large!

However, I'm from Alaska and in Alaska we only have one Representative. Therefore, as a member of the Alaska delegation, the other three Alaskans and I visited all three of our federal legislators. We were able to speak to different types of libraries (statewide, public, and school) and all had varying levels of experience with NLLD and advocacy in general.

Our NLLD coordinator, Patience Frederiksen, did a fabulous job of scheduling our appointments and creating one-page flyers for us to share. We began the day by visit Representative Young's office, where we met with his staff member in charge of libraries, Eleanor-Gray Mullen. In the afternoon, we visited with Senator Murkowski and her staff, Karen McCarthy. Our last appointment of the day was with Senator Sullivan and his staff, Joseph Hopp and Amanda Coyne. Although we had made our final appointment with a different staff member, this type of change is not uncommon.

One of the important messages we received during NLLD was about doing your research and tailoring your message to your legislator's priorities. We know that, as a former teacher, Congressman Young cares about education, that Senator Murkowski cares about equal access to services, and that Senator Sullivan focuses much of his attention on veterans and military families.

Therefore, during our 20 minutes in Congressman Young's office we explained how IMLS and e-rate funding are critical to Alaska's libraries, shared some of the programs and services they fund and I told a story of a student who overcame social anxiety to share her love of books with others during Battle of the Books. Our facts and statistics were important but the most impact we had was the sharing of personal stories about our libraries. We ended by asking the Representative to support funding for IMLS & LSTA, and sign the MSLA re-authorization bill, as well as the Tribal Connect Act when they appear in the House.

When we met at Sen. Murkowksi's office we shared our message, but changed it slightly. From our research, we knew that Senator Murkowski was an original co-sponsor of the Tribal Connect Act and is on the appropriations committee. She has a long-time history of supporting libraries. So, instead of just asking for her support, we asked that she reach out to her colleagues in the Senate and ask them to support library-related legislation. Katie Baxter shared a touching story of how one man used his public library service to go from unemployed to owning his own businesses; and because his children visited the library along with him when he went to find the next business form or use the broadband to get training, he developed lifelong library users in his children as well. Senator Murkowski shared her love of libraries with us, and particularly mentioned how she appreciated the books by mail service that ensures that Alaskans have access to books no matter where they are in the state.

For our last meeting in Sen. Sullivan's office we once again shared the same information, slightly tailoring our message. Since Senator Sullivan is an enormous supporter of our military veterans and their families, Mary Jo Joiner shared a story of how library services helped a veteran connect with important resources to adjust to life after deployment, get a new job, and get the mental health assistance that he needed. Senator Sullivan shared with us that he had recently talked with the FCC chairman about e-rate and net neutrality and was looking for a solution to get e-rate for our tribal libraries. He was pleased to hear about the Tribal Connect Act and agreed to look into it.

No matter what happens when it comes time for the vote, these meetings gave us a chance to connect with our legislators and their staff and form relationships that can grow over time. During these meetings, we used our opportunities not just to ask for support but to show the Congressman and Senators how libraries support their priorities.

This two-way exchange is not about playing politics; it's about messaging. Libraries are already supporting veterans, contributing to the local and state economy, ensuring equity by providing broadband and databases and ebooks and books by mail, and helping students develop academic and social skills. We already provide training and education and connect people to the other resources available to them. Our job during NLLD – and any advocacy opportunity – is to point out what we already do and how it aligns with the priorities of our policy and decision makers so that together we can work toward a shared goal.

It's a bit of a cliché, but I heard it said at the meeting several times: "If you aren't at the table, you're on the menu." The other way to think of this is no one can know what you want or what you need if you never tell them. I often hear people speak of advocacy like it's a dirty word. They are afraid that by speaking out and demonstrating what they need, they are implying that not everything is perfect. They are afraid that they will draw negative attention. Or perhaps they are afraid they don't have the skills necessary to be an effective advocate.

I'm here to tell you that none of that matters. Advocacy is necessary for libraries to communicate the amazing work we do every day and to tell our legislators what we need them to do; even if it's just maintaining the status quo. The great thing about advocacy is that anyone can do it. Our Senators and Congressmen and state legislators may seem imposing, but they are people just like you and I, and whether we agree with the way they go about it or not, they want what's best for our community. If we don't do this important work there is no way for them to know how libraries support economic development, lifelong learning, and more. And it’s not enough just to send a few people to National Library Legislative Day. One day is a beginning, but we are competing for their attention with all the other people with legitimate needs and concerns. We all must take a minute to advocate if, as a community, we want to be heard.

A Reflecting Pool or an Alternative Reality? An American UX Librarian in China

Jaci Wilkinson: Web Services Librarian, University of Montana
Keywords: cultural exchange, China, international librarianship
Citation: Wilkinson, J. (2018). A reflecting pool or an alternative reality? An American UX librarian in China. *PNLA Quarterly, 82*(3/4).

Abstract
A UX librarian travels to China to present research and met librarians at Beijing Normal University in Beijing and Southwest University of Political Science and Law in Chongqing. This reflective essay is based on observations as well as a post-trip interview with a librarian at Beijing Normal University.

Introduction
A week after my return from China, I sat down to watch *The Last Emperor* for the first time. I am ashamed to say I learned more about the Forbidden City's history watching this old, fictional movie about the last Chinese emperor then I did standing at the steps of the Hall of Supreme Harmony. Was I that loathed species: a lazy American tourist? Fortunately, I came around to a gentler and more complex opinion about my experiences in China. Because what I *did* learn at the Forbidden City doesn't conform to bullet points and isn't even necessarily all about China. What I gained is an increased self-awareness that is the result of a patchwork of observations and experiences about Chinese people, culture, and institutions. I visited the Forbidden City to learn about being an American.

The impetus of this late-spring trip to China was scholarly: my colleague and I were invited to present our research to librarians at Beijing Normal University and the Southwest University of Political Science and Law in Beijing and Chongqing, respectively. Both universities have relationships with our institution and this was one of many diplomatic/academic trips zig-zagging across the Pacific Ocean. I was enthusiastic to learn more about how Chinese academic libraries functioned, especially in my areas of interest: user experience, intellectual freedom, and web development. This was an incredibly simplistic goal and I returned with more questions than answers. When all communication is cushioned by interpreters, it can be difficult to determine the meaning and intention of everything you're told. I found this to be especially true in China where my questions about context and the larger forces that shaped institutional decision-making were met with wooden, repetitive answers that I had difficulty understanding. One of my translators, whose English name is Ran, graciously agreed to be interviewed once I was back in the States and feeling sheepishly empty-handed. Our conversation ranged in topics from flipped classrooms to YouTube. What this paper presents, instead of tidy comparisons about American academic libraries compared to their Chinese counterparts, is a series of questions that puts observations of both nations' academic libraries in conversation.

Background
My interviewee, Ran, is an instruction librarian at Beijing Normal University (BNU) in Beijing, China and she interpreted a paper I presented at an instruction conference in Beijing. The title was "Connecting Information Literacy and User Research" and in it I addressed how my teaching has changed as a result of my experience doing user research, particularly, usability testing of the library website at the University of Montana's Mansfield Library, where I am based. Ran has been an instruc-

tion librarian for ten years at BNU and teaches credit classes as well as workshops. In her ten years at BNU, the library has never used user research or UX methodologies to inform any it its decision-making. Ran herself is interested in user research and UX but has no education or experience in the area. In fact, she attempted to take a class on the subject while a visiting scholar at an American is-chool and was turned away by the instructor because of her temporary status. I was incredibly discouraged, even ashamed, to hear this but cannot help but remember my own graduate school observations that international students, most often from Asian countries, were isolated in classroom settings because of their relative inexperience speaking English.

When Ran and I got together, our conversation was structured around questions I had prepared and had previously sent her via email. We video chatted using WeChat, the ubiquitous Chinese application used for messaging, banking, and even reference services at Beijing Normal University. I've organized our conversation into three larger questions I continue to ponder with regards to student use of library physical spaces, user research, and intellectual property. These questions reflect not only our conversation but also incorporate my observations and research on Chinese academic libraries.

Library physical spaces: how and why students do use them?

The biggest and most immediate difference I observed between American and Chinese academic libraries was the use of physical space. There were students everywhere in both Chinese libraries I visited: few seats were available. Ran, who has visited US academic libraries, told me that "Chinese students prefer to study in the library" more than American students. When asked to explain why she thought that was, Ran explained that Chinese undergraduate dorm rooms contain six to seven students each. Undergraduate through doctoral students are required to live on campus and like most of China's urban centers, BNU's campus is very densely populated. Ran even pointed out separate buildings on campus that housed showers because there weren't any inside at least some dormitories. In this environment, the library is about the only place for quiet and a guaranteed seat… as long as you reserve it through the seat reservation system. Observing students at BNU, I noticed that although the space was quiet, students were also watching TV shows (using headphones), eating, and using their phones. The living conditions experienced by Chinese university students contrasts greatly with the US's sprawling college campuses where students choose from the library, dorm common spaces, coffee shops, or maybe even an off-campus residence to do curricular and leisurely activities. I hypothesize that because of this difference in living conditions, American students spend less time in their libraries than their Chinese peers.

American academic libraries are struggling with their campus communities to agree on how to innovate physical spaces (Watanabe 2017). We fastidiously measure and report daily headcounts and increase programming and move books to increase that metric. Chinese academic libraries, it appears, feel no pressure to modify their spaces because students are already there; a fact emphasized by the BNU library dean over and over as she showed us the library's very crowded spaces during our tour. The theatrics used by this dean to demonstrate her pleasure and astonishment at how many students were in the space led me to believe that this is perhaps a much-praised feature of the BNU library. Because of the frequency with which this detail was emphasized, I had the sense that library administration interpreted this quantitative measurement as an indicator that Chinese students wanted to be at the library and that the library was providing good service to its user community. I instead saw it as an indicator that given the overall living conditions of students, the library had no competitors and simply provided the only such service to its user community. But their interpretation implies that the library doesn't have to do anything to change or improve the spaces they provided. I wonder if our American administrators are essentially chasing this same homeostasis. In the cutthroat landscape of corporatized, American academia, success is defined by one number: retention. Is headcount the library's equivalent all-consuming metric? And do we even want our library spaces to be filled to the brim like the Chinese counterparts I witnessed?

User research: do we guide behavior or follow experience?
At Beijing Normal University, user data is not utilized on a regular basis except usage analytics of digital resources. Ran articulated that demographic and use information is incorporated into special projects but "normally collecting data is not a part of our work." By contrast, a large portion of my job at the University of Montana is making and executing decisions based on user research I conduct or analytics we collect through Google analytics, our discovery services' analytics, and transaction logs. When I asked Ran what made it difficult to interpret my presentation, which is predicated on the regular collection of user research, she told me that it was difficult to explain why I did user research at my institution because "In China, most librarians want to lead (or guide) students' behavior but not follow their experience." I admired this frank delineation between the desire of librarians to guide or influence student behavior and the desire to understand it; unfortunately, I think it is an accurate reflection of librarian mindsets. Ran's statement relies on the classic education structure of omniscient teacher and obedient pupil; a structure China and America's higher education system predominantly follows. Ran's comment made me think about my own library and the tension felt when interface or functionality changes are made to the website or digital resources without consulting some groups. For example, I have worked with instruction librarians who think that their copious time spent teaching and assisting students with research alone qualifies as user-centered decision-making. Ran said that "librarians want to understand users very much, but not everyone has solution(s)." What binds all librarians is our desire to understand students and to help them, what separates us is *how* to go about that decision-making.

Those of us working and researching in the trending realm of "user experience" and "assessment" are taught the gospel of data-driven decision-making: if we make decisions, we should have data, especially data specifically from our users, supporting that decision. At various points in my career, this imperative has come back to haunt me when I attempt to use my expertise in the field instead of specific data points to justify a change. Does my UX expertise trump an instruction librarian's expertise just because mine is based in the field of user research even if I'm not using a specific data point? Perhaps librarians using UX methods need to be clearer with our librarian and staff colleagues about what expertise and user research matters and when. Ran's questions about user research and her explanation of Chinese librarians' trepidation about my topic forced me to explain and justify my work for an audience that admitted it didn't understand or buy into the concept of user experience.

Intellectual property: do we teach what matters?
When I found out Ran used to teach a class on intellectual property to information management students at BNU, I couldn't help but ask about the current political climate and if she was aware of our government's accusation of intellectual property thievery by Chinese companies. Ran was not aware

of this. It is not surprising; China bans Google, Facebook, Twitter, Instagram, YouTube, Wikipedia and many Western information sources. The non-profit international civil liberties organization Freedom House ranks China as having the least free media of the 65 countries it surveys (2016). But as university faculty, Ran's internet access unblocks YouTube, and other websites for academic purposes, particularly Google Scholar. When I explained to Ran that American companies and the government accuse Chinese companies of violating patent and trademarks, Ran still wasn't aware of what I was talking about but explained that intellectual property is very confusing in China. She explained, for example, although authors can sue for compensation when their work has been published without permission online, there is no organization or infrastructure to prevent that work from going up in the first place or to alert authors when a violation occurs. Similarly, Ran noted that on a Chinese video/social media platform similar to YouTube people download and re-upload content all the time without consequences.

In the classes she teaches now, Ran only discusses information ethics with regards to proper citation and plagiarism; "using another's paper" and treating each other's work with "respect". That sounds a lot like the topics I focus on when I do instruction. There are increasingly complex intellectual property issues making global news and we're all still spending all our time talking about APA? Our professional frameworks may use holistic language to construct these issues ("scholarship as conversation", for example) but the fact of the matter is that professors ask us to go no deeper than to demonstrate citation management software and to enforce a deep fear of plagiarism in students. And outside the classroom, the intellectual property issues students will have to face as working American and Chinese citizens lie in wait.

Conclusion

These three topics, although wide-ranging, all lead to one conclusion: my academic library is much more similar to the Chinese counterparts I observed and, consequently, far less progressive than I would like to assume. Instead of interacting with an alternative reality of academic libraries in a Communist country without free press, I am gazing into a reflecting pool of two nations' academic libraries that grapple with many of the same issues.

What did I really learn in the Forbidden City that *The Last Emperor* couldn't teach me? When I visited this holy site on a Saturday morning in early April, the Forbidden City was swarmed with tourists – a vast majority of whom appeared to be Chinese. All ages were represented, in particular, multi-generational families. All buildings are sealed off by glass and staged in darkness to preserve intricate imperial objects. Selfie sticks thrashing, people sought to collect every possible shot of themselves with the ornate buildings. The backdrop was a matte, smoggy sky. There isn't much to do at the Forbidden City besides take photos and read small, brief plaques but still it was the busiest place I visited in China. I couldn't help but compare to important cultural and historical heritage sites in the US. American equivalents inundate attendees with context and content to prove their own importance and relevance. But I saw no such concern here: the Forbidden City is just something you do. As an American, the swarms of native Chinese tourists I saw reflected a unity of mission and assurance in identity. My conversation with Ran, who helped me reflect on my time at Chinese academic libraries, led me to question the mission and identity of my own library. The similarities I observed between American and Chinese libraries makes me worried that at our American institutions we aren't asking the big questions of why we do what we do and who do we do it for. And when we don't ask the big questions, they are answered for us by administrators or fade into an unquestioning, banal adherence to tradition.

A special thanks to my dear colleague Ran.

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A Statistical Approach to Assessing Research Guide Use at Central Washington University

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Abstract
Much of the existing literature on library research guides, specifically those created using the ubiquitous LibGuides platform, expresses doubt that guides of a subject or topical variety are being used by students to an extent that justifies their creation and maintenance. Guides designed to be used in the context of particular courses are held to be more worthwhile, as they tend to experience more site traffic. This wisdom is tested using data generated by LibGuides' internal Statistics tool for the Central Washington University library guides in the 2017 calendar year. The metric of asset clicks to page views is used as a rough means of measuring how much guides are used for research purposes. Course guides are scrutinized by comparing site traffic with instructional data, thus gaining an impression of how much students use those guides outside the classroom.

Introduction
For many academic librarians, the terms "research guides" or "subject guides" have become nearly synonymous with LibGuides, the Springshare product commonly used to create such materials. LibGuides is essentially a specialized Web-publishing platform. It has the virtue of being easy to use, even for individuals with very modest technical skill, though basic knowledge of HTML and Web design principles is helpful. The program is adaptable to a variety of purposes, including a library website platform, but is most typically used for the creation of library guides associated with academic subjects and specific courses. A generic subject guide would include a list of resources in categorized pages or boxes, such as databases, journals, and books from the catalog.

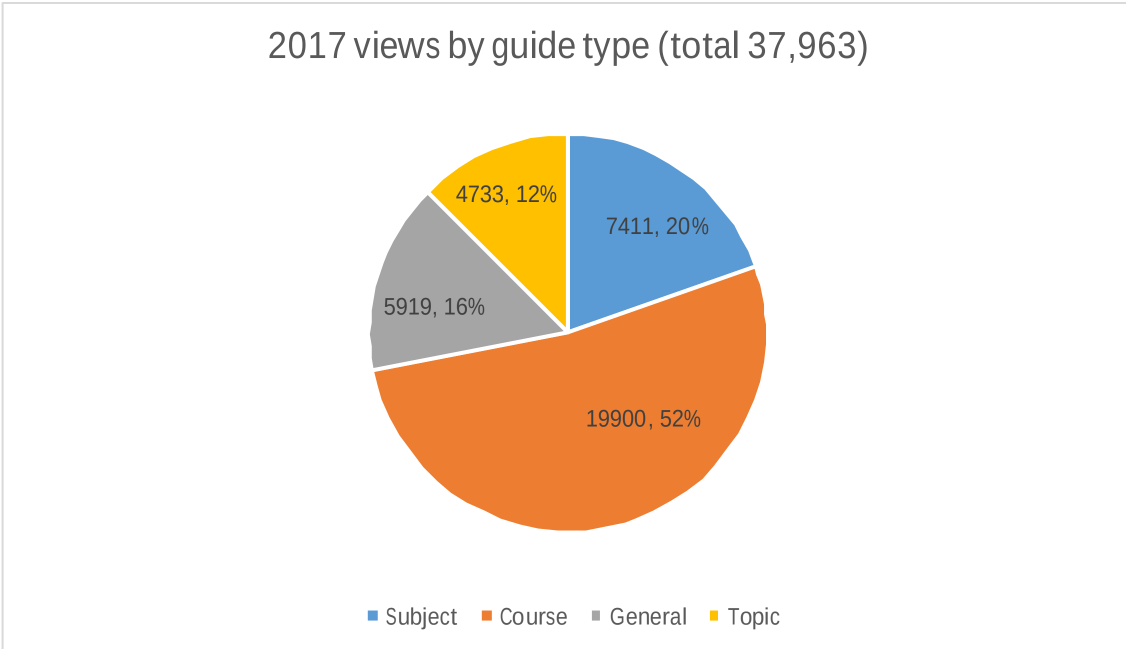
With LibGuides being so user-friendly, and even fun to use, it can be tempting to create guides that go beyond subjects to cover the resources available on specific research topics, perhaps in areas where librarians have scholarly interest or expertise. However, as a number of scholars have observed that subject guides are under-utilized, it is worth asking whether the creation of "topic guides" is a productive undertaking. The literature stresses that guides designed to be used in the context of specific courses tend to see more use than guides with more abstract purposes. A related question to this trend of guide usage is whether this is primarily due to lack of awareness about subject and topic guides among students, or because student research habits are such that they view such resources as superfluous, whether consciously or otherwise.

This paper focuses on usage patterns, rather than usability issues. It adds to the existing body of scholarship on LibGuides by featuring statistical analysis of not only subject and topic guide use itself, but of the use of the resources contained within such guides. It also attempts to look beyond raw numbers of page views of course guides to determine whether these resources are in fact being used with substantially greater frequency than subject or topic guides, and how much use they see outside an instructional context. Lastly, it suggests a pragmatic approach to creating research guides based on these analyses.

Literature Review

There is a body of scholarship on both the usability and usage of research guides, with or without a specific focus on guides made with LibGuides. With regard to usability, one point from the literature that bears noting is the importance of designing guides in such a way that they do not overwhelm their intended users with an exhaustive list of resources; rather, they should be used to introduce users to the *best*, most relevant resources (Sonsteby & DeJonghe, 2013; Baker, 2014). With regard to usage, there are a few recurring themes in the literature. One, as mentioned above, is the observed greater popularity and applicability of course guides (Baker, 2014; Erb & Erb, 2014; Gonzalez & Westbrock, 2010; Strutin, 2008). Students get more exposure to course guides than guides of other types because librarians showcase these guides when they are teaching. Foster et al. (2010) observed that there was a direct relationship between how often a librarian taught and how much his or her guides were used. A related theme is the importance of embedding guides "within an overall support framework and strategy" (Dalton & Pan, 2014, p. 519), as opposed to letting them stand by themselves in a context or location where their relevance is less obvious, and where they may be harder to discover. Guides should also be designed in such a way that they do not only showcase resources, but give students direction and advice on how best to use those resources (Hintz et al., 2010).

A number of scholars have speculated whether subject guides may be an obsolete resource in light of the power of modern searching tools and the information-seeking behavior of Millennial students (Sonsteby & DeJonghe, 2013; Ouellette, 2011). Ouellette's research found that guides ranked near the bottom of the hierarchy of information sources students prefer to use, Google being at the top, and other library resources somewhere in the middle. Student respondents involved in her research indicated that they would only use subject guides as a last resort. However, the respondents also suggested that the subject guides available through their institutions could be marketed better, implying that they might see more use if more people were aware of them.



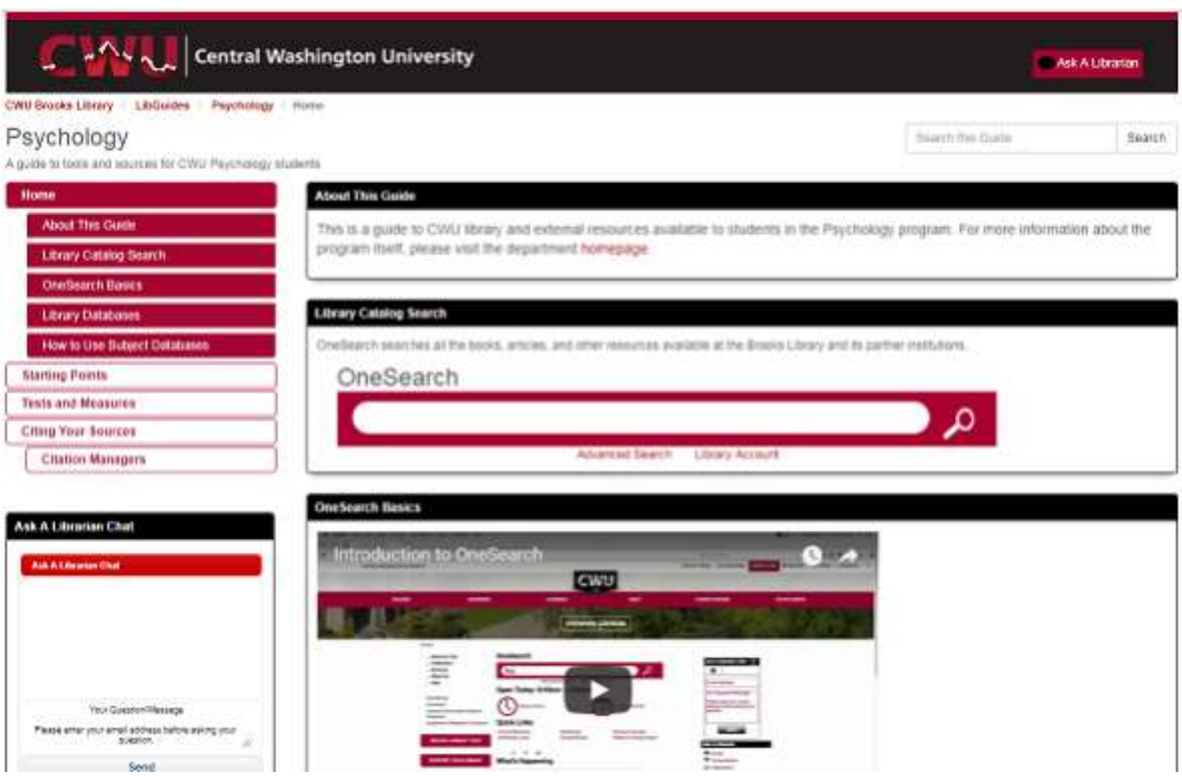
Methodology

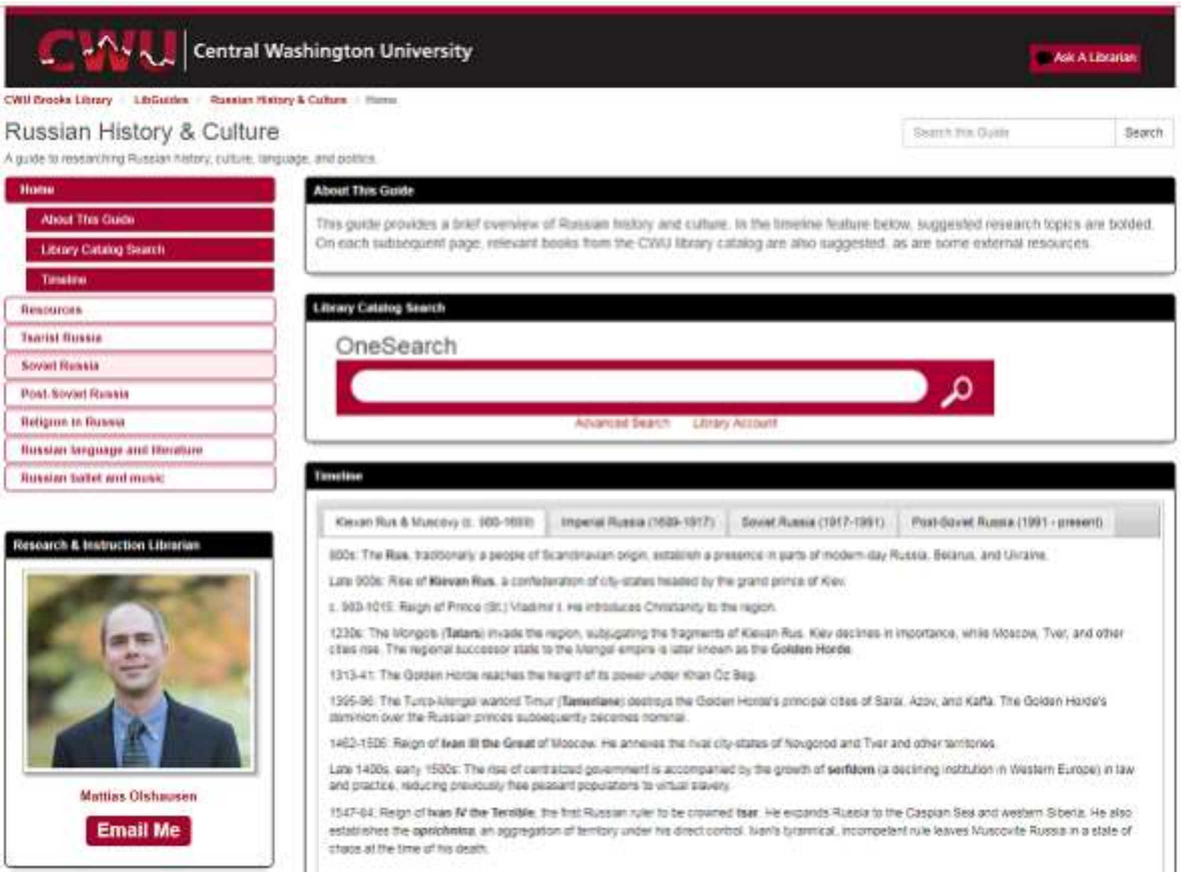
Central Washington University, where this research took place, is a medium-sized public university in Ellensburg, WA, with a total enrollment of graduate and undergraduate students of about 11,500. The research began with a simple examination of LibGuides page views in 2017, which affirmed that course guides see more average usage than other guide types by a considerable margin. In 2017, course guides were viewed an average of 474 times during the whole year, as opposed to 174 times for non-course guides. Thus, although there were 42 course guides and 104 guides of other types, the course guides accounted for slightly more than 50 percent of the page views in 2017. Monthly LibGuides use peaked at just over 8000 page views in October, coinciding with library instruction in the University 101 sessions given to all first-year students; the UNIV101 guide, featured in these sessions, is the single most popular CWU research guide by the numbers.

Guide Name	Guide Type	Total Views (2017)
UNIV101 - Academic Advising Seminar	Course	5517
CS 101 - Computer Basics	Course	5379
PRIM Meeting - August 14, 2017	Topic	2047
ENG 102 - Composition II: Reasoning and Research	Course	1589
PSY 300 - Research Methods	Course	1578
Using OneSearch	General	1040
GEOL 108 - Earth and Energy Resources	Course	956
Fake News: What It Is & How To Recognize It	Topic	945
Streaming Media Collections	General	732
ENG 101 - Composition I: Critical Reading and Responding	Course	714

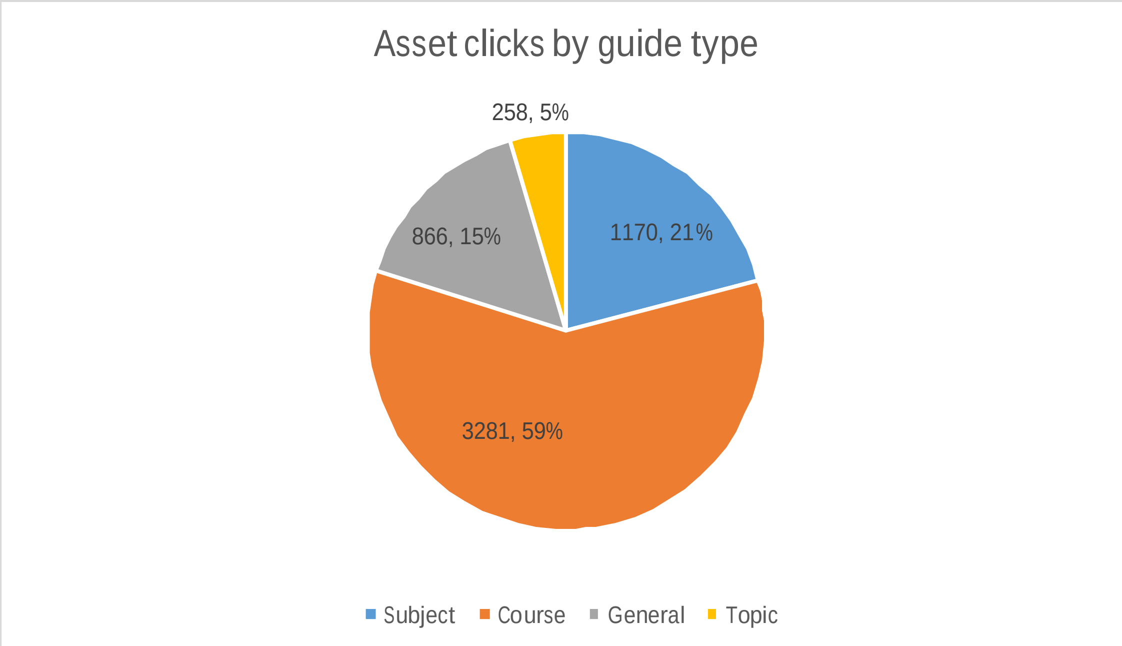
CWU offers a number of Library and Information Science courses, with the option of earning either a minor or a more condensed Type B certificate in the subject. Nearly all of these courses are offered online only. The author has taught the entry-level course, LIS110: Research Fundamentals, since the fall of 2017. Research Fundamentals is designed to familiarize students with using the library catalog, subject databases, and other common resources, and with formulating and refining research questions. In order to gather student input about guide usage patterns, online discussions about research guides were hosted in two sections of the Winter 2018 offering of the course; students were awarded extra credit points for participating. The goal was to inform the students about the guides' existence and to get feedback on what students liked or did not like about them. The focus of the research was on subject and topic guides at this time; the students were asked to review one of two sets of guides: one consisting of Psychology subject guides from CWU and two peer institutions (Washington State University and the University of Oregon), and one consisting of topic guides on Russian history and culture from Central and the same two peer institutions. These particular guides were chosen because they had close equivalents at the peer institutions, because Psychology is a popular subject at CWU, and because the CWU Russian History & Culture guide seemed a good representative of guides with a narrow, topical focus.

The results were somewhat disappointing. Only five of twenty-five students in two sections of Research Fundamentals participated in the discussion. There was little consistency among the responses, except on one point: all five students wrote that they would likely use the guides for research purposes if they knew where to find them. It is worth asking whether they actually would do so, though.

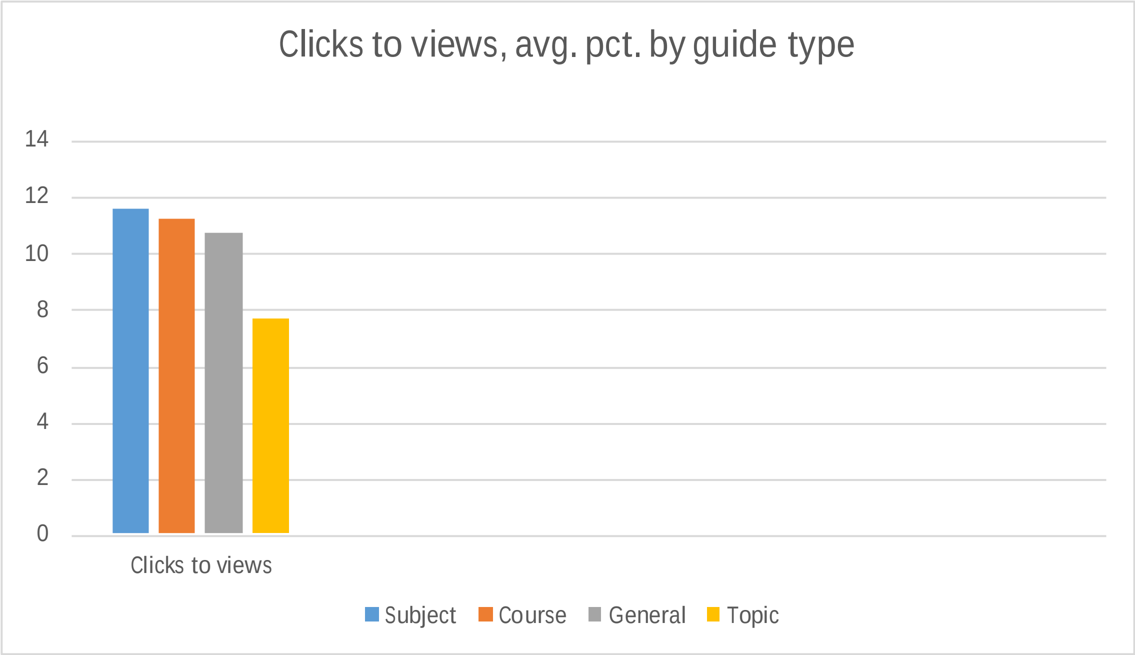




In an attempt to answer this question using less subjective means, the author turned to the usage statistics generated for the guides by LibGuides itself. The Statistics feature of LibGuides allows an administrator to track how much a guide or guides get used on a daily or monthly basis over the course of a customizable period of time. As this feature also allows one to track views of subsidiary pages within the guides, as well as clicks on certain links and resources contained within them, it offers some possibilities for assessing not only *how much* the guides get used, but *how* and in what patterns. The analyzed guide data was from the 2017 calendar year.



The first metric the author used to assess the guides was the ratio of clicks to views. Clicks refer to the number of times guide assets are clicked on. The assets are links that are recognized and stored by LibGuides; these may be library databases, links to external resources, books from the library catalog (identified by ISBN), or other items. Many assets appear in multiple guides. As was observed by Staley (2007), databases are by far the most popular assets; by contrast, no book from the catalog asset was clicked on at or above 10 times in 2017. To determine the number of asset clicks per guide, the author looked at the data for each individual guide, a painstaking process. The results of the clicks to views comparison were expressed as a percentage, a relatively high percentage being indicative of a high rate of asset use by guide visitors. In the case of nearly all the guides that had a clicks to views rate of 20 percent or higher, the overwhelming majority of the clicks were on library databases. The guides that fell into this group were mostly categorized as Subject or General guides, which was encouraging in the case of the subject guides, as they are often more oriented toward supporting generic research than guides of other types.



However interesting the numbers generated by this approach, it has a flaw as a means of measuring how "valuable" or "useful" a guide may be. Some guides have few if any "assets" per se. LibGuides does not recognize links entered using the Rich Text/HTML tool as assets; thus, the guide for Computer Science, for example, which had 124 page views in 2017, has a misleading clicks to views figure of zero percent. The heavily used UNIV101 guide has a clicks to views ratio of only 0.73 percent, for similar reasons. Thus, in this type of analysis, guides that utilize links or database entities rather than hyperlinks embedded in Rich Text/HTML may indicate higher usage simply because they are trackable via LibGuides software. A future analysis of the guides using an external tool, such as Google Analytics, could sidestep this limitation.

It is also unfair to assess course guides by this method because they are often used in instructional settings, and therefore have value that arguably should be quantified by other means. As the author also wanted to examine whether course guides saw appreciable use outside the classroom, he developed a different set of metrics for this guide type. In the case of the course guides, it proved fruitful to compare the LibGuides data with institutional data on classes taught by the CWU librarians, including dates of instruction and number of students taught. A total of 3,319 students attended library instructional sessions for which there was a guide; those guides were viewed 18,026 times, of which 6,973 were homepage views. After trying a couple of different approaches, the author decided it would be best to compare the dates of instruction with how much the corresponding course guide was viewed on the same date(s). This analysis showed that of the guides whose corresponding courses included one or more classes taught by a librarian in 2017 (excluding UNIV101, which had 66 such classes, and was considered exceptional among the course guides for this reason), an average of 68.66 percent of the views took place on days without library instruction. This suggests that students do indeed see value in the course guides.

Again, these numbers are interesting, and encouraging from the author's point of view, but come with caveats. Three guides whose corresponding courses included library instruction in 2017 experienced no views on the days of that instruction, suggesting that the librarian who taught the class chose not to use the guide for instruction purposes, or perhaps only referred to it in passing. Noteworthy among the remaining results are those for Computer Science 101, the second-most popular guide by total page views. Only 1.58 percent of its views took place on days with corresponding library instruction, suggesting heavy use outside the classroom. This is partly explained by the fact that this guide is designed to support the completion of a particular assignment, one having to do with market research, and showcases the library databases needed to complete the assignment. Baker (2014) similarly points out the advantages of guides geared toward completing specific assignments.

Working with LibGuides data from the fall of 2010 at Eastern Michigan University, Pittsley and Memmott (2012) noted a significant difference in use between homepages and all secondary pages. They suggested this trend may be explained by students overlooking the tab navigation menu. Another possible explanation may be that some students look no further than the homepage of certain guides because they are not interested enough to delve deeper, or perhaps because all the information they need is on the homepage. The author's analysis of what percentage of page views were of homepages alone showed great variation among the CWU guides in this regard; on average, homepage views comprised 53 percent of the views per guide. In the case of guides whose secondary pages saw comparatively little use, this was sometimes explained by the presence of important links or resources on the homepage, as with two of the guides with the highest clicks to views ratios, Career Research and Open Access Media Resources. Which page lists library databases may also affect how much traffic a guide's secondary pages experience compared with the homepage.

Conclusions

A few conclusions may be drawn from these results. As far as the subject guides go, while they may not see quite as much use as the CWU librarians would like, the clicks to views figures suggest that at least some of the existing use complements student research. Those figures also suggest that subject guides may be best viewed as a means of showcasing library databases and other closely related relevant resources, these being the top assets. Creating the narrower topic guides, however, may be a less worthwhile use of a librarian's time; with certain exceptions, their use is low, and the non-database assets they include, especially books from the catalog, are often ignored completely. Two possible explanations for the unpopularity of books in the context of LibGuides are that students generally prefer articles to books, or that they prefer to search for books on their own if they need them. Especially with regard to topic guides, librarians may fall into the trap of designing something that they themselves would value as a resource had it been created by someone else, but which may not be based on an accurate impression of modern student research habits.

By the measurement of clicks to views, course guides do not see substantially more use for research purposes than subject guides. However, the fact that they are often viewed outside of library instruction sessions suggests both that they make an impression on students and, in at least some cases, are taken seriously as resources needed to complete a class assignment. The author's tentative conclusion is that creating and maintaining course guides remains a worthwhile use of a librarian's time, though more research is needed to determine whether the non-classroom use these guides experience is evenly distributed among all the students in the courses for which they are designed, or if they are in fact used extensively by a minority of those students.

To cycle back to the question asked earlier in this paper, the best answer may be that students would use the guides more if librarians were to demonstrate their value more often, or more effectively. Course guides attract more attention mainly because librarians do just this every time they use them in an instructional context, and most especially when they are designed to help students with a specific assignment, offering readily identifiable tools or resources for doing so. Subject guides could be brought up in an instructional context, too; mid-level Psychology students, for example, may benefit from knowing that there is both a guide for their course and one for the subject in general that they can refer to later in their studies. Another context in which both subject and topic guides could probably be mentioned more often is in that of reference interactions (Morris & Del Bosque, 2010). In the case of online interactions, whether by chat or email, the librarian could suggest the guide in the form of a link, supported by a brief summary of the resources contained in the guide. In person, the librarian could point out the guide and take the student on a brief tour of its contents, perhaps at the end of the reference interview, suggesting it as a collection-point for resources just demonstrated in case the student needs to refer to them again. Further research could explore whether these tactics succeed in noticeably boosting guide usage.

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Understanding the Sharing Mania: What Libraries Can Learn from the Current Rise of Collaborative Consumption Models

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Abstract
This article explores the current rise of collaborative consumption models for a library context. Specifically, it explains these models and unpacks key success factors from collaborative consumption. Subsequently, the article postulates what is beneficial for librarians and libraries to understand from the current trend of collaborative consumption. While there has been much research and criticism about applying traditional business models to libraries, little academic work has been completed in using contemporary business practices such as the collaborative consumption models. To address this gap in the literature, this article addresses the following questions via a literature review: "What is the current trend of collaborative consumption?" "What models for success exist within collaborative consumption?" "How do libraries already fit into collaborative consumption?" "What are the ramifications of considering libraries a form of collaborative consumption?" First explored is the definition of collaborative consumption and its current state. Following this query is a look at what models exist within collaborative consumption and how these models have contributed in making collaborative consumption successful. Finally, there is a discussion where librarians and libraries fit into these models. Areas of future research in this field are also identified with the hope that librarians and libraries can use these disruptive business models as momentum to enhance their services and resources.

Introduction
Libraries and librarians alike are continually called upon to justify their existence, advocating for and communicating their value to the public and other stakeholders, thus contributing to an underlying defensiveness in library literature. To create and communicate value, much discourse has surrounded librarianship's adoption of business models to guide them in advocating for their resources and services. Idrees and Rehman (2009) state that organizations such as libraries, once believed to be "sacred and in society serving them was taken as worship" (p. 13), are under threat from competition; similarly, Buschman (2003) points to librarians' perpetual perceived threat to their craft. Chandratre and Chandratre (2015) postulate that in this competitive sphere, business concepts must be applied to the library world.

However, business models used in libraries have often been criticized for having misaligned values with librarianship. For example, libraries ultimately exist for the public good, which is at odds with the business goal of profit creation. By applying business models, libraries are pressured to "conform to the model of the market place" (Trosow, 2014/2015, p. 24), which can conflict with librarianship's fundamental ideals. Though some argue that the market service model will benefit library users, Buschman (2003) states that there is little evidence to support this claim and indicates that more often these cases distort the library purposes and practices.

All of the arguments for and against business applications in librarianship draw from traditional practices, and there is little work on libraries and their relationship to contemporary or disruptive models. Although certain library professionals such as Figueroa (2016) have drawn a link between libraries and collaborative consumption, there is a considerable gap in librarianship discourse regarding the application of the new and disruptive business models used in collaborative consumption. Although libraries can continue to benefit from studying traditional business models, this paper postulates that libraries and librarians should further examine emerging collaborative consumption business models and consider adopting certain aspects to better and advance librarianship.

Objective, Research Questions, and Methodology

This work is an initial approach addressing the aforementioned gap contemporary and disruptive business models in librarianship literature, focusing on business models apparent in the collaborative consumption trend. In order to systematically analyze this disparity, the paper will address the following questions:

What is the current trend of collaborative consumption?
What models for success exist within collaborative consumption?
How do libraries already fit into collaborative consumption?
What are the ramifications of considering libraries a form of collaborative consumption?

To answer these research questions, the project proceeded with a literature review of collaborative consumption and the current application of business practices in libraries.

The Current Collaborative Consumption Trend

Definitions

Collaborative consumption is known by several different names, but all point to a model in which resources or services are shared rather than owned. Although slight variances occur among these names, for the purpose of this work they will be interchangeable. These names include the sharing economy, collaborative consumption, the on-demand economy, the peer economy, and the access economy. The most comprehensive, yet simple definition comes from the US Department of Labor (2016): an economy “formed from the business model predicated on peer-to-peer transactions and popularized by such companies as Uber, Airbnb, and TaskRabbit” (n.p.). Habibi et al. (2016) use the Oxford English Dictionary definition which includes a technological aspect: it is “an economic system in which assets or services are shared between private individuals, either for free or for a fee, typically by means of the Internet” (p.277).

Several sources note that the differences in the divergent types of collaborative consumption models make it difficult to agree upon a definition or even a classification of definitions (McArthur, 2015). For example, Lamberton (2016) establishes that collaborative consumption is dependent on the context in which it is examined. Therefore, Lamberton (2016) has different interpretations for an anthropological context, an experimental economics context, a management and psychology context, as well as a consumer research context. The library environment is most closely aligned to the experimental economics context which “offers the perspective that collaboration can allow individuals to maximize their personal utility compared to sole ownership” (Lamberton, 2016, p.56). Botsman and Rogers (2010b) offer another definition that takes into account the socio-cultural context that is critically important to the context of libraries. It states collaborative consumption is an "economy and culture model […] systems of organized sharing, bartering, lending, trading, renting, gifting, and swapping" (Botsman & Rogers, 2010b, n.p.).

Context

Collaborative consumption within economic and social contexts is not a new concept. According to Botsman and Rogers (2010a), these ideologies can be traced back to the "idea of 'the commons,' a term applied to resources that belong to all of us, dating back to the Romans" (p.88). This idea relates to "things set aside for public use" (p.88) by the Romans. The public library, as popularized in North America by Andrew Carnegie, is a historical example of the Product Services Systems (PSS) model of collaborative consumption (Botsman & Rogers, 2010a). However, these authors do not use libraries as a contemporary example of collaborative consumption.

Collaborative consumption models have been on the rise recently, despite there being little mention of libraries in the contemporary field. In terms of a more current examination of collaborative consumption, McArthur (2015) found that Felson and Spaeth first used the term 'collaborative consumption' in their 1978 paper, "Community Structure and Collaborative Consumption: A Routine Activity Approach" (McArthur, 2015, p. 241). In the modern North American setting, the increase in sharing economies relates to the shift in consumer desire to pay for the benefit of a product rather than the ownership of the product (Botsman & Rogers, 2010a). Rather than being passive consumers, individuals become active participants in collaborative consumption models (Ronen, n.d.).

Albinsson and Yasanthi Perera (2012) identify current motivations for participating in collaborative consumption as cultural, social, experiential, political, and ideological reasons. These diverse motivations stem from the numerous ways in which individuals can participate in these economies. Botsman and Rogers (2010a) talk of two categories of participation: the role of peer provider, which provides "assets to rent, share, or borrow" (p.72); and the role of peer user, which consumes "the available products and services" (p.72).

Technology, desire for financial saving, and environmental concerns have framed these recent shifts. Technologies, in particular the Internet and social media, have been fundamental to the development of the collaborative consumption models, as they make it easier to connect with other people willing to share (Matzler et al., 2015). Habibi et al. (2016) state that the rise in our technological systems and digital literacy has enabled resource sharing more readily due to lowered barriers and costs. These systems offer innovative opportunities, as technology "has brought about many new ways of sharing as well as facilitating older forms of sharing on a larger scale" (Belk, 2014, p. 1595).

Additionally, a major motivating factor to participate in collaborative consumption is the cost reduction that goes along with sharing (Botsman and Rogers, 2010b). Cost savings are highly important to consumers with reports that they "would consider sharing instead of buying if it allows them to save 25% on their purchase—and among younger customers in particular, the vast majority are swayed by potential savings" (Samuel, 2015, n.p.). Payment for services is an interesting component to examine when comparing the similarities and differences between collaborative consumption and libraries. Users of collaborative consumption models pay directly for the services and resources offered to them whereas libraries users pay indirectly with their taxes for public libraries and with tuition fees for academic libraries. Library users also pay when they invest time and effort into learning how to use the library—however, most people do not consider this to be a traditional form of payment.

Environmental concerns are another potential motivation to participate in collaborative consumption. Collaborative consumption can benefit the environment in its reduction of over consumption (Pedersen & Netter, 2015). However, there is evidence suggesting that the rise in collaborative consumption is not solely motivated ecological concerns (Matzler et al., 2015). Therefore, marketing this component may not be the most efficient way to motivate participation from all demographics. Additionally, the rebound effect, in which consumers use the money saved through collaborative consumption to buy and consume more resources, has yet to be examined in-depth and may lead to other detrimental repercussions (The sharing economy: More than just a trend?, 2014).

These motivations point to an even larger economic evolution that fundamentally disrupts traditional business, market, and capitalist models. Collaborative consumption is at odds with the individualistic-oriented consumer culture (Albinsson & Yasanthi Perera, 2012), as well as the market economy's need for "things consumed, burned up, worn out, replaced, and discarded at an ever increasing rate" (Botsman & Rogers, 2010a, p. 6). A collaborative consumption model limits the number of products consumed, which can slow down or even stunt economic growth, and questions whether unlimited growth is necessary or sustainable.

This paper postulates that libraries should utilize models that illustrate collaborative consumption as a disruptive force. However, some literature claims that collaborative consumption models are simply on the rise because the private sector is using them to address private market failure (Cohen & Kietzmann, 2014). Furthermore, there is discourse that claims collaborative consumption contributes to a neoliberal utopia, in which every individual becomes their own entrepreneur (The sharing economy: More than just a trend?, 2014). However, this perspective may simply attempt to pigeonhole collaborative consumption into a traditional business model, as this new model "frightens people who think in terms of classical business models and cling to them" (The sharing economy: More than just a trend?, 2014). While this paper aligns collaborative consumption with basic librarianship values, the skepticisms surrounding the utopic view of the collaborative consumption models are of legitimate concern and must be noted.

Collaborative Consumption Models for Success

Types of models

While every sharing economy is unique, many authors agree that there are three distinct models. The first of these consists of the Product Service Systems (PSS), "which allow members to share multiple products that are owned by companies or by private persons" (Matzler et al., 2015, p.72). According to this definition, PSS is the category that most closely aligns with library operations. Within PSS there are two different models: a usage PSS, and an extended life PSS (Botsman & Rogers, 2010a). Usage PSS models work for customers, removing barriers to accessing or gaining entry to resources (Botsman & Rogers, 2010a). Libraries can be categorized as a usage PSS where products are "owned by a company or an individual and multiple users share its benefits through a service" (Botsman & Rogers, 2010a, p. 101). Other non-library examples of usage PSS include car shares and Netflix

(Botsman & Rogers, 2010a). Extended life PSS are somewhat different in that they "focus on after-sales services such as maintenance, repairs, upgrading, or reuse that extend the life of a product as well as the user's relationship with it" (Botsman & Rogers, 2010a, p. 116). An example of extended life PSS may include companies that offer repairs on products that users already own, such as Denim Therapy – a repair company for denim (Botsman & Rogers, 2010a, p. 72).

Other collaborative consumption models include the redistribution markets and peer-to-peer matching or social networks, which "allow the reownership of a product" (Matzler et al., 2015, p.72), These products can be re-owned for free or a fee and examples of redistribution markets include Freecycle, in which products are free, or thredUP, SwapTree, eBay and Craigslist, in which products are swapped or sold (Botsman & Rogers, 2010b). Over time, "redistribute" may become the fifth R—joining "reduce, reuse, recycle, and repair"—and a key form of sustainable commerce. Collaborative lifestyles connect those who "share similar interests and help each other with less tangible assets such as money, space or time" (Matzler et al., 2015, p.72). Examples of collaborative lifestyle can take place on local or global scales, from people sharing "working spaces (for example, on Citizen Space or Hub Culture), gardens (on SharedEarth or Landshare), or parking spots (on Par-katmyHouse)" (Botsman & Rogers, 2010b, n.p.). However, these models fall outside of the scope of this investigation and will not be examined further because they are not as directly applicable to librar-ies as the usage PSS model.

Key success factors

Depending on the industry, there are several aggregable factors to success. This investigation relies upon Botsman and Rogers' method of collecting and organizing four underlying principles: "critical mass; idling capacity; belief in the commons; and trust between strangers" (2010a, p.75).

Building a critical mass of collaborative consumers is essential to success. Collaborative consumption models rely upon the support of their participants and those with the most participants tend to be the most successful (Botsman & Rogers, 2010a). Matzler, et al. (2015) depict several ways in which com-panies can respond to the popularity of collaborative consumption. These techniques aggregate cus-tomers "by supporting [them] in their desire to resell goods, by exploiting unused resources and ca-pacities, by providing repair and maintenance services, [and] by using collaborative consumption to target new customers" (Matzler, et al., 2015, p. 72), thus creating a critical mass for their products and services. For libraries, achieving critical mass could include exploring increasing membership and use through the removal of users' barriers to accessing services and resources.

Idling capacity, as delineated by Botsman and Rogers (2010a), relates to the consumer's desire to use a shared product at their own convenience. Successfully managing idling capacity also includes the organization's ability to redistribute the non-used capacity to consumers at their point of need (Botsman & Rogers, 2010a). This type of capacity caters to self-oriented individuals, inviting them to participate in collaborative consumption because their motivation tends to be self-motivated (Matzler, et al., 2015). Creating ideal idling capacity is one way of removing barriers, thus reinforcing fluidity of issue which is defined as "the idea of removing barriers to use so that the solution is attractive and seamless to take up" (Botsman & Rogers, 2010a, p. 192). A tangible example of idling capacity can be found in car sharing and having enough cars in a variety of areas so that anyone needing a car would be able to do so whenever and wherever they wanted. However, the car share would not want too many cars, which would lead to cars not being used. Reaching idling capacity means arriving to the proper amount of car to balance of these factors. Achieving idling capacity in libraries could mean examining collections and ensuring that they are relevant and easily accessible to users. This could include instituting full or partial floating collections to make sure that library items are accessible where and when library users want them. For those libraries who already use a system that includes floating collections, such as Calgary Public Library or Edmonton Public Library, this may mean continually reevaluating these systems to make sure they meet users' needs.

Another encompassing success factor is the belief in the commons. This factor is related to ownership and non-owner ideologies that are central to collaborative consumption. Ownership, and thus a rejection of common resources, is deeply ingrained in our society, as seen in the adage "you are what you own" (Belk, 2014, p. 1595). In modern history, individuals have been defined by their possessions (Habibi & Laroche, 2016), which has political, economic, social, technological, environmental and legal ramifications. However, there is a recent uptake in the belief in the commons where "people are realizing that ownership for the sake of exclusive possession is less important than the sense of belonging that ownership imparts" (Botsman & Rogers, 2010a, p. 112), shattering previous systems. This belief has become popular in public and academic discourses regarding sustainability (Hellwig et al., 2015). A necessary component in the concept of the commons is efficient and effective sharing (Albinsson & Yasanthi Perera, 2012). Historically, common property has often been shared among family and community members, but with collaborative consumption individual circles of sharing become bigger (Albinsson & Yasanthi Perera, 2012). This larger circle of sharing allows for more resources to become "common," thus creating more support for this idea. To take advantage of the belief in the commons, libraries could further enhance community-led practices by seeking out users who already are driven by these beliefs and collaborating with commons-based organizations and communities.

Sharing can also be used to create trust between strangers. Habibi and Laroche (2016) draw upon Airbnb to demonstrate that even sharing economies with profit-seeking motives benefit from relationships among both product providers and consumers. Collaborative consumption models have frequently led to the creation of communities, and these collaborative consumers have often "described how participating in these events helped them feel more involved with others in the broader community" (Albinsson & Yasanthi Perera, 2012, p. 311). Indeed, Aristotle identified the principles of reciprocity and interdependence as the basis of community (Albinsson & Yasanthi Perera, 2012). The allure of building networks is enough motivation for certain individuals to join a shared economy (McArthur, 2015). Community adds to the entire experience of participating in collaborative consumption. For librarianship, this idea of community could be related to creating collaborative and community spaces within the libraries.

How Libraries already fit into Collaborative Consumption

Libraries already subscribe to many underpinnings of collaborative consumption. Some literature even cites libraries as a historical example of a PSS as they remove the obstacles of price, availability, and social status when it comes to obtaining information (Botsman & Rogers, 2010a). Modern libraries, which emphasize the libraries as community spaces, also adhere to the principles of product sharing and community creation and support, as “the sharing economy is more than sharing resources—it’s about the experience” (Crump, 2016, p. 20).

Despite libraries sharing even before sharing was “cool” (Figueroa, 2016), this discipline has yet to deliberately identify themselves as a significant part of the collaborative consumption movement. This process of outwardly identifying with a collaborative consumption model is ultimately a branding and promotion issue, since most strategic goals and outcomes of libraries are already aligned with the collaborative consumption models used in for-profit arenas. In librarianship, appropriate and efficient branding plays a vital role, as “strong brands increase customers’ trust of the invisible, enable them to better visualize and understand the intangible benefits of the services which very much depend upon the employees’ actions and attitudes because services brands are particularly different from those of physical good” (Chandratre & Chandratre, 2015, p. 172).

Potential ramifications of considering libraries a form of collaborative consumption

This work suggests that libraries can benefit from branding themselves as part of current collaborative consumption. This promotion can come as a top-down perspective, in which library administration can frame this messaging. Additionally, libraries can encourage their users to talk about and advocate the message of libraries as part of the sharing economy. This idea is aligned with Figueroa (2016), who states that people should be more vocal about the sharing happening in libraries. In either case, to define themselves as a significant part of collaborative consumption, libraries can emphasize the following elements.

Ease of use

Libraries should highlight the ease and flexibility of use in their products. Alternatively, if their resources and services are not easy to use, then libraries should work towards creating fluidity of use. Fluidity of use in libraries would mirror that of collaborative consumption, ensuring numerous and diverse points of entry to resources and services, as well as the removal of barriers. Additionally, place of delivery as a marketing component should be considered. Much library rhetoric already focuses on “delivering library resources, services and expertise at the point of need, in a manner that end-users want and understand” (Livingston, 2016, p. 20). Specialized points of need should be emphasized and celebrated—libraries that already do this should promote their fluidity of use, and those that do not must develop this capacity. A current library example of such fluidity of use is the *epl2go Literacy vans* at the *Edmonton Public Library* which are vans that bring “EPL programs and services beyond our branches” (https://www.epl.ca/epl2go/).

The experience

As in other PSS, libraries should emphasize the user experience alongside their tangible resources. This underscores the success factors of trust creation and the belief in the commons. Figueroa (2016) discusses that sharing economies perceive themselves as different from traditional library sharing because they create and accentuate an experience. In libraries, this means highlighting the creation of communities as part of the library experience and establishing a collaborative and trusting environment within this context. Open communication with the members of the community is necessary for libraries “to make their experience better, to reuse it to drive recommendations and suggestions and to better understand the network of sharing” (Figueroa, 2016, p. 22). It is also suggested that by encouraging communication and connections within a community, its members will also become advocates for the organization (Figueroa, 2016).

Access over ownership

From external and internal perspectives, libraries must emphasize access rather than ownership. In terms of outward facing action, libraries already emphasize this by providing access to resources and services. Libraries may want to reach out to groups who are already embracing access without ownership, but do not necessarily associate it with the library. A group to target could be those involved in the Little Free Libraries movement. As described by Schmidt and Hale (2017), this movement is an example of the non-profit industrial complex that corporatizes grassroots advocacy and can potentially discredit work done by libraries. However, Schmidt and Hale (2017) explore how libraries can use community-led approaches "to harness the enthusiasm of these self-described literacy warriors" (p. 13). Using collaboration consumption models to present the library to this group alongside community -led work can strengthen library advocacy by relating the work done by libraries to a similar frame that they are used to seeing.

This suggestion relates to a shift in strategic perspective and organizational culture. Shaughnessy (1991) notes that there is a gradual transition towards access and "while it is doubtful that the traditional ownership-based measures used by libraries will be dropped in the foreseeable future, it is quite likely that measures of access (both qualitative and quantitative) will be developed and used by libraries with increasing frequency" (p. 5). Examples of a commitment to access include library consortia, interlibrary loans and an investment in digital resources rather than owning as many physical items as possible. NEOS is an example of such a consortium, which includes "government, health, college and university libraries that cooperate to share library resources, technology, collections and people" (https://www.neoslibraries.ca/welcome/what-is-neos/).

Concerns and mitigation

Some elements of collaborative consumption raise concerns in librarianship. One such issue is privacy. It is possible that "the data-driven algorithms that drive a lot of sharing" (Figueroa, 2016, p. 22) are at odds with the core library values of intellectual freedom and privacy, which should not be compromised simply to fit the collaborative consumption models. Although data has always been collected in libraries, collaborative consumption models often use data to sell services or products to users.

Another area of professional concern is the propagation of collaborative consumption as an extension of the traditional market economy and the shift towards neoliberal thought. This concern is linked to the assumption that traditional business models that conform to neoliberalism are counterintuitive to the working of libraries, as explored at the beginning of this article. Some literature and ideologies pose that "sharing is so blurred with traditional marketplace exchanges as to be indistinguishable" (Price & Belk, 2016, p. 193). This "sharewashing," as coined by Price and Belk (2016), is a context in which the marketplace promotes the concept of a sharing economy for marketing reasons, rather than actually supporting ideological underpinning of collaborative consumption. Subscribing to the idea that all sharing economies are traditional marketplace exchanges would simply present the same issues explored at the beginning of this paper in applying market-economic theory to libraries, circumventing any solutions that collaborative consumption may offer to libraries. However, presenting all instances of collaborative consumption as sharewashing ignores circumstances in the sharing economy in which the value in not assessed financially. Thus, librarianship should view these models as a disruptive force when it comes to marketplace economies, since it can represent the opposite of capitalism in encouraging the use and sharing of public goods.

These concerns should not be ignored, and they can be mitigated by using core library values as guidelines. However, this should be done at the organizational level for a greater understanding of other environment-specific concerns that may arise and have not yet been established due to lack of implementation of this idea.

Limitations

Due to the large gap in the subject area of applying contemporary collaborative consumption models to libraries, this study undertook a larger scale and broader perspective than originally intended. Furthermore, to the author's knowledge, there are no libraries who formally identify their work as part of the sharing economy, making concrete examples difficult to locate and examine in this article. Thus, it is hoped that this work provides context for future detailed research on similar subject matter. Additionally, this work only considers the theoretical position of the collaborative consumption models, and further studies should be conducted to examine the practical applications of these theories.

Areas for Future Study

The context and scope of this literature is very broad. Therefore, it is recommended that further analysis be performed on more detailed levels. Context-specific case studies are relevant for further development in particular library fields such as technology, library consortia, and assessment. Technology is an aspect of librarianship that is exceptionally well suited for the further analysis, considering its large role in collaborative consumption.

Library consortia are less obvious in the context of collaborative consumption but are notable areas in which libraries can apply collaborative consumption principles. Consortia emphasize access over ownership as they move towards sharing resources. Libraries have "a long history of working together throughout the continuum from cooperation to collaboration and have often turned to consortia as the structure for their shared activities" (Trimble et al., 2015, p. 333). Since library consortia "learn from best practices and experience elsewhere in the community" (Horava, 2013, p. 424), there is the potential to model their practices after shared economies. These models can provide new perspectives to challenges that library consortia currently face and bring insight on advocating for consortia within the library community.

The measurement of success is another area for further study. In the business literature, the concept of success is related to how an organization "creates value from its activities" (Pedersen & Netter, 2015, p. 260). In traditional business frameworks, this value is measured by profit and growth. However, from the holistic view of collaborative consumption, value is not as clear-cut, which is also the case for not-for-profit organizations such as libraries. Certain businesses that use collaborative consumption models, such as Uber, may have the goal of growth and profit, but this is not always the case. McArthur (2015) cited Couchsurfing, Landshare, and Freecycle as using collaborative consumption with no money changing hands and thus "explicitly eschew commercialism and economic exchange, in line with ideals that are as yet not well understood" (p. 240). Growth may not always be the goal for the collaborative consumption models as it has the potential to limit consumption instead of encouraging endless increases.

These suggestions once again reinforce the belief that libraries can learn from collaborative consumption, but we should also consider how shared economies can learn from librarianship practices. Applying library and information frameworks, theories, and models to collaborative consumption may help this sector improve and evolve. Even in the case where libraries are viewed as prototypical PSS, a more in-depth exploration of success factors to be adopted by the businesses using a collaborative consumption model could be beneficial. Given the scope of this work, it was not possible to examine this reversed application.

Conclusion

This paper uncovers how libraries already fit into collaborative consumption models and the ramifications of considering libraries a form of collaborative consumption, which poses a new approach to applying business practices in librarianship. Current rhetoric explores the dissonance between business practices and library practices, but it is erroneous to view these two disciplines as polar opposites, or completely applicable to one another. Applying collaborative consumption—a disruptive business practice—to librarianship allows for integrative problem solving, in which there are more creative outcomes. These types of outcomes are not always desirable because they are complex and messy, but the challenges that libraries face are not simple and there is a need to develop more comprehensive and interdisciplinary ways of addressing these issues.

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Straddling Practical and Theoretical Borders: Critically Evaluating Role and Place Through a Discourse Analytic Lens

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Abstract
Professional librarians benefit from a close examination of the meaning and purpose underlying their work. One of the most helpful and expedient ways of doing so is to employ non-LIS theories to aid in questioning processes and in critically examining personal work and institutional practices. Discourse analysis, and its related theory, critical discourse analysis, may be suitable for such a purpose. Utilized effectively, they can reveal the underlying power dynamics behind the library as an institution, including the role of librarians within an organization, and the sometimes-fraught interactions between librarians and patrons. The application of theories and methodologies to practice may ultimately improve the library experience for patrons.

Introduction
As professional librarians, we often find ourselves rushing from project to project, working and maintaining relationships with patrons, setting priorities with colleagues, and are often immersed in the minutiae of our jobs. Seldom do we pause to reflect on the meaning of our work, to ask ourselves questions such as *why* we are doing what we do or *why* our libraries look the way they do. One assumes that working in a scholarly setting, such as an academic library, would foster this type of deep contemplation, as if it is magically transmuted through the air. The reality of our fast-paced work environment is that this type of reflection becomes a luxury relegated to the past - that is, from graduate school. I argue, however, that theory can – and should – be an essential part of our everyday working lives. This paper presents an unsympathetic look at current library practices, exposing areas of concern and posing questions for library staff to contemplate. I contend that it is necessary to question our processes, to think critically about why we do certain things, how we treat our patrons (and each other), and how our libraries are physically set up or situated where they are – and why. It is not such a huge leap to cross the border between the practical and theoretical aspects of our employment. To straddle this hypothetical border suggests that we can dip into one side or another as time permits. One theory we can employ to help us with this type of examination is discourse analysis and its related approach, critical discourse analysis. Using these as theoretical lenses into the work of academic librarianship allows for a deep and substantial examination of ourselves as librarians, our patrons, and the buildings in which we serve them, one that is well worth taking not just in graduate school, but throughout our professional lives.

Discourse Analysis as a Valuable Methodology
What, exactly, does the word "discourse" mean? Even some theorists consider it difficult to define, as it can take on a variety of meanings depending upon the discipline in which it is employed (Mills, 1997; van Dijk, 1997). Based on an interpretation of French philosopher Michel Foucault's work (a

heavy-hitter in discourse analytic theory), Mills (1997, p. 7) defines discourse as "groups of utterances which seem to be regulated in some way and which seem to have a coherence and a force to them in common." These utterances are, essentially, "narratives . . . [such as] text, talk, a speech, [or] topic-related conversations" (Wodak & Meyer, 2012, p. 2-3), in which the "sayable and unsayable" is delimited (Barker & Galasiński, 2003, p. 2). One can speak of a "discourse of femininity" (Mills, 1997, p. 7) or, as in this case, a "discourse of librarianship." Gee differentiates between two subtly different interpretations of discourse. He characterizes discourse (with a lowercase "d") as the type of language used in stories or conversations. Discourse (with a capital "D") also includes the non-language activities that accompany it (Gee, 1999), or, in other words, "other characteristics of the social situation . . . that may systematically influence text or talk" (van Dijk, 1997, p. 3). These characteristics include facial expressions or ways of acting and interacting (Gee, 1999; van Dijk, 2001). A library patron, for instance, may recognize a librarian by the way he or she talks and acts. Discourse that occurs within such a social situation provides material for scholars to analyze, using the research method called discourse analysis.

Discourse analysis is defined by linguist Norman Fairclough as the analysis of how texts (spoken or written) work in sociocultural practice (Crowe, 2005). At its most basic definition, discourse analysis is "talk and text in context" (van Dijk, 1997, p. 3). The relationship between form and function is investigated in order to reveal what people are doing (or really saying) when they use language (Renkema, 2004). The listener/researcher asks themselves, "What must I assume this person (consciously or unconsciously) believes in order to make deep sense of what they are saying?" (Gee, 1999). Gee states that Discourse has the following attributes: it is semiotic (i.e. characterized by signs or language), there is some sort of social activity, there is a material presence (e.g. the presence of human bodies), there is a political meaning (e.g. some notion of power and status), and there is a sociocultural aspect (1999). The central theme in Gee's theory is the notion of power, following in the footsteps of post-modernists, such as Foucault, in linking language to power. The idea of power plays a significant role in a specific type of discourse analysis called *critical discourse analysis*.

Critical discourse analysis (CDA) is more interdisciplinary than discourse analysis and is "problem-oriented" in its study of social phenomena. While context is an important aspect of discourse analysis, it becomes a vital component within CDA in its goal to "de-mystify" ideology and power (Wodak & Meyer, 2012, p. 3). Critical discourse analysis examines power relations (Crowe, 2005). Much of this work is based on research by Foucault, specifically his view on the connection between knowledge production and power (Mills, 1997). The aim of CDA is to reveal "the role of discourse in the production and reproduction of power abuse or domination" and to consider strongly the side of the oppressed (van Dijk, 2001, p. 96). Since it is focused on issues related to power, domination, and inequality, research using CDA focuses mostly on groups, organization, and institutions (van Dijk, 2001). One of the institutions that has benefitted from a scholarly examination of power relations is that of the library, which is ultimately governed by the academic discipline of library and information science (LIS). An examination of the scholarship with LIS utilizing discourse analysis, and critical discourse analysis, demonstrates three significant areas in which power relations are revealed: the role of the library as an authoritative institution, the function of the librarian as the all-knowing, controlling guardian of information, and the inequality of the relationship between library patrons and librarians.

The Powerful Institution of the Library

Institutions, as described by Renkema (2004, p. 253), are made of “those activities by which individuals construct and maintain a society,” each of which is organized around a central function. For instance, the main activity in an educational institution (including the academic libraries situated within them) is the transmission of knowledge. Institutions have a certain level of moral authority (Renkema, 2004) and they play a role in the “development, maintenance, and circulation of discourses” (Mills, 1997, p. 11). Renkema (2004) identifies three aspects of the institution: role behavior, in which every participant fills a particular social role (e.g. the library patron as the seeker of information); differentiation trends, in which each role a person takes on (and the language they use) is very separate from the other roles in their lives (e.g. the different language that patrons use in a library, as opposed to language used in a football stadium, for instance); and institutional power, which involves the notion that institutions have rules and thus influence people’s behavior (for instance, the understanding that patrons are quiet in a library). Institutions, along with culture, form the discursive structures that allow people to determine what is real and culturally acceptable (Mills, 1997). Mills argues that “discourse is regulated by institutions in order to ward off some of its dangers,” determining what knowledge counts and what can be said in a particular situation (1997, p. 64). Gee concurs, writing that institutions and language work closely together (1999). One of the institutions that has had great impact on Western society is, of course, the library. In this setting, several scholars have applied discourse analysis to the study of the library as an institution, specifically in its general mission, the spatial environment of library buildings, and conceptions of the library as a business.

In the absence of scholarly works on discourse analysis as applied to Pacific Northwest libraries, one may generalize from the literatures of other countries. For instance, in a discourse analysis of scholarly articles found within Swedish LIS journals, Hedemark, Hedman, and Sundin (2005) showed that a discourse on education is one of the primary themes found within the mission statements of libraries, specifically that the main purpose of the library is to educate the working class and the underprivileged. A library, especially a public library, should focus on serving the poor. The image of the library as an “altruistic, non-profit, service organization” is a traditional view (Closet-Crane, 2011, p. 35). However, Talja argues that the library’s motives may not be altruistic after all. She contends that there is actually an underlying element of control over poorer patrons, since libraries have traditionally been built and regulated by the elite (Hedemark et al., 2005). It is also generally accepted by librarians and the public alike that libraries are “good” for society – but, Buschman argues, this makes its “power discourse all the more sinister and hidden” (2014, p. 38). This power discourse also appears in discussions on library spaces.

One of the phrases bandied about in the LIS literature is the notion of “library as place.” Unfortunately, there is no agreed-upon definition of what this phrase means even though it is often used in scholarly works (Closet-Crane, 2011). The phrase originated in the latter half of the twentieth century, when the idea of the “library as collection” changed to the “library as place,” a public space where people could gather freely to do much more than just access collections of books (Jones, 2012). Library as place can also refer to the physical features of the library – the actual building and its interior design – as opposed to its institutional role (Closet-Crane, 2011). In her study, Closet-Crane (2011) utilized critical discourse analysis to examine the discourse on library design and planning within the literature of LIS. She found that within the literature of LIS since 1995, three “discursive threads” on library design have emerged: the library as an information commons, which emphasizes a computer-rich environment; the library as a learning commons, where services traditionally not found within a library are offered to students (such as counselling services), and the library as a place designed for learning. The latter seems to be an obvious description of a library's purpose, but the phrase takes on a different meaning within the discourse, focusing on how the library space can be used most effectively for learning.

Discussion of library space within the LIS literature would not be complete without an examination of the discourse on library collections. The traditional view of the library as a place to house collections of books seems passé in the 21st century information society. Even Foucault commented on the "tight enclosures" of libraries, where both libraries and librarians "exercise power via the organizing principles/violence of the institutions" (Buschman, 2007, p. 26). This may refer to the manner in which books or other materials are arranged on the shelf or even the architectural arrangement of the building, internal and external.

The arrangements of the books on the shelf are institutionalized (Buschman, 2007), via systems of organization that seem confusing and arbitrary to the library patron, such as the Dewey Decimal System or Library of Congress Classification, two complex systems of organization that the librarian must inevitably teach to the patron. Control is made visible through the examination of the order of books within the library stacks and in the online catalogue (Radford & Radford, 2001). Mautner (2014) supports this idea:

> If you go to a traditional library . . . you enter a space to which info has been admitted only after undergoing a set of complex vetting procedures, involving authorities such as publishing houses, editors, librarians, and academics (p. 817).

These players act together to support the perception of the library as a place of ultimate knowledge, order, and control. These groups form part of a cohesive Discourse (with a capital "D," as described by Gee) and are "in sync" with one another (Gee, 1999). The library houses discourses, found simultaneously in books and in the organization of those books (Hardin, 2014), and is a discourse in itself (Radford & Radford, 2001). Through these systems of control, the patron is regulated and constrained.

While the contents of the library send a message, the architecture of the building itself may very well promote a message of fear and control. Radford and Radford (2001) analyzed the discourse on libraries found within selected books and movies, and discovered that the manner in which the libraries were designed architecturally contributed to a discourse of fear. The building itself sends a message; it is "like a church;" "big, grand, and imposing," resembling the architecture of cathedrals. As described by Boorstin, the library becomes a "temple of learning" (Radford & Radford, 2001, p. 309). Its purpose, intentional or not, evokes awe and feelings of sanctity in its patrons. This architecture has a symbolic meaning, as it represents the library's place as a permanent institution in society along the lines of the Christian Church (Radford & Radford, 2001). Freeman (2005) adds:

> Richly embellished with stained glass windows, paneled with ornately carved
> oak, and appointed with marble statuary commemorating Greek
> and Roman philosophers, these libraries exuded an almost palpable
> sense of spiritual and intellectual contemplation. As a "temple of

> scholarship," the library as place assumed an almost sanctified role, reflected . . . in its architecture (p. 1).

It is not only the libraries built centuries ago that exude a religious aura, but also those that have been constructed in the late twentieth century or even the twenty-first century. For instance, the John L. Haar Library at MacEwan University in Edmonton was constructed in a neo-Gothic style in the 1990s, with high ceilings and lit, indented architectural alcoves simulating stain-glassed church windows (see the Appendix). Similarly, the exterior of the Central Library of the Seattle Public Library system may also be viewed as imposing, with its jutting, sharp panes of glass (in contrast to a spacious and welcoming interior).

Scholars also emphasize how the physical space of a library often evokes a feeling of surveillance; the reference desk is located centrally, so the librarian sees everything and everyone (Radford & Radford, 2001). This image brings forth an eerie likeness to the panopticon (Budd, 2006). In his work, *Discipline and Punish: The Birth of the Prison,* Foucault described the negative implications of the panopticon, an idea originated by philosopher Jeremy Bentham in which prisoners are kept in an environment steeped in surveillance, staffed with the all-seeing prison guard (Gallagher, McMenemy, & Poulter, 2015). The principles of surveillance and discipline have been internalized; the disciplinary structure developed in prisons has now penetrated other institutions (Mills, 1997), such as the library. What might be a quick solution is to place the reference desk to the side, rather than the middle of the room, accessible to but not overlooking the entrance, such as at my own library at MacEwan University in Edmonton.

It is also worth examining the policies behind the practices. For instance, Gallagher and others examined how computing facilities in Scottish public libraries exist in a panoptic environment, through their analysis of acceptable use policies (2015). A whopping 91% of those policies indicated that users' actions are "monitored, whether electronically or physically" (p. 581). A quick and random examination of similar policies at several Pacific Northwest institutions, such as at the University of British Columbia, the University of Washington, and a public library in Pocatello, reveals that monitoring activities, at various levels, may take place. Interestingly, a web site for a public library in Montana had the clear statement that staff would *not* "monitor or control" online materials, showing that some libraries are taking a stance contrary to the majority. Nevertheless, equating the library environment with that of a prison – a physical or online prison – evokes images of the authority and dominance of the library, coupled with the powerlessness of the monitored library patron.

While the library has heretofore been compared with prisons and religious institutions, a recent trend also associates the library and its functions with those of businesses in capitalist societies. In her discourse analysis, Closet-Crane discovered a tendency for LIS to borrow terminology from the discourses of other subjects, the practice of which "situates [an] argument in a larger social context" (2014, p. 25). It is possible for the discursive style of a text to draw on other discourses; for instance, the texts analyzed in Closet-Crane's study draw on political, educational, and, particularly, business discourses. When LIS scholars employ terminology that belongs to management discourse, such as the concept of "strategic alignment" or the notion that the library is in the "business of teaching," they are employing a discourse that is traditionally within the realm of business and commerce (Closet-Crane, 2011). Yes, a library must indeed adhere to sound budgeting practices, tracking of expenditures, reporting to their constituents, and other "business-like" practices, but library staff should be aware of how these practices are described verbally or in internal or external reports. Furthermore, the business-speak seepage into the library discourse appears to be beyond describing the fundamental business operations of the library.

Relying on other disciplines for their terminology also affects studies of library space. For instance, library space can be aligned with the marketization of universities and colleges, where the physical structure of the building serves as a marketing tool (or even a "bragging" point) for the parent institution. For example, the author's library at MacEwan University in Edmonton, Alberta, was constructed at the architectural midpoint of the campus, in order to situate itself as the "heart" of the university – a selling point that often appears in the library's annual reports or on the university's main web site. Freeman refers to this phenomenon when he writes that the "academic library has always held a central position as the heart of an institution—both symbolically and in terms of its physical placement. Pre-eminently sited and often heroic in scale and character, the library has served as a visual anchor for the surrounding buildings on campus" (2005, p. 1). The association of the library with religious, penal, and commercial institutions serves to enhance its standing as a dominant and imposing establishment within modern society. Two key players have a role in this establishment: the patron and the librarian.

The Librarian as Guardian of Information

Within institutions, such as libraries, every participant fills a particular social role, which determines behavior (Renkema, 2004). Forming the center of library operations is the role of the librarian, usually depicted in the literature and in popular culture as an expert purveyor of information. Librarians have been variously described as teachers, service providers, guardians, and police officers (Frohmann, 1994; Hoffman & Polkinghorne, 2010; Radford & Radford, 2001). Librarians utilize special language, which Frohmann (1994) refers to as "LIS talk" (p. 120). He argues that within LIS, talk is of a "specific academic and professional discipline, [with] authorized speakers" (p. 120). The talk consists of what is known as a "serious speech act;" it is unlike everyday conversation and is only done by librarians, who are "institutionally privileged speakers" (p. 120). Librarians enjoy a privileged position because they are entrusted with the task of controlling, organizing, and maintaining the availability of information. Providing information services to patrons is an "inherently powerful activity" (Rioux, 2010, p. 13). In the discourse of librarianship, librarians are the main actor, a position described by Wodak and Meyer in their approach to discourse. In the "social actors" approach, individual people "constitute" and "reproduce" social structure (2012, p. 27). Therefore, the librarian becomes much more than a person – he or she becomes the embodiment and representative of the power and control associated with libraries as a whole. As Frohmann (1994) discovered in his discourse analysis of LIS theories:

> The discursive construction of librarianship as the institution, operation, and maintenance of rationalized, mechanized, standardized, and technobureaucratic procedures constructs an identity for the librarian – professional colleague of the corporate executive – which contests his [or her] . . . traditional role as guardian of high culture" (p. 130).

In one study, even the speech of librarians was conflated with that of the library, resulting in what is called a “metonymic slippage,” where librarians utilized the word “library” when they really meant “librarian” (Hicks, 2016). In a recent rewriting of the collection development policy at the MacEwan Library, it was found that many of these metonymic slippages appeared in the new document. This serves to enhance the perception that librarians and the institution of the library are capable of melding together as one power conglomerate.

In their critical discourse analysis of over 350 listserv messages related to librarians’ usage of the social web in library instruction sessions, Hoffman and Polkinghorne (2010) discovered an underlying discourse of control. They state that the relationship between the social web and librarianship reveals aspects about librarians’ professional identities and practices. In their listserv discussions, librarians either admitted that yes, they were willing to use social media in their teaching practices, or, conversely, were hesitant to do so, since this would mean giving up control over the classroom setting because students could make changes to online documentation themselves. The researchers found that one or more librarians expressed concern over not being able to fully monitor students who add content to a wiki. Many librarians preferred to teach while relying on “tool-focused procedures and scripts” and to master the usage of technology tools (p. 2). To do otherwise would mean that librarians lose control over the patron.

Such a fear of loss of control over patrons was also demonstrated by Radford and Radford’s study of the stereotype of the female librarian (1997). They found that a common perception is that librarians are the only actors who can understand how materials are arranged; it is a way for librarians to control the institution of the library and knowledge itself. In her discourse analysis of interactions between a school librarian and teachers, Kimmel (2011) examined the implications of Gee’s “capital D” Discourse on the perception of a school librarian, who was found to be “a person . . . [who] must gain recognition from others through talking, acting, using tools, even dressing like a school librarian” (p. 3). There is more to being a school librarian – or any librarian – than just words, for one must take into account all of the contextual elements of “capital D” Discourse. Therefore, librarians can gain control of the library environment and those within it.

One of the ways in which librarians control the library is by operating the reference desk. Budd and Raber (1996) identify the reference interview as a site where discourse analysis can successfully be employed. Tuominen (1997) conducted a discourse analysis of a monograph by a major LIS scholar, Carol Kuhlthau, which examined the information-seeking process that patrons undergo at the reference desk. Such a process is facilitated by a formal mediator, the librarian, within the reference interview. In her discourse analysis, Tuominen found that the librarian is often represented as an expert who provides a unique service that should theoretically meet the patron’s needs. The librarian seems to employ “different kinds of expert mind-reading techniques and technologies to diagnose the user’s visceral needs or anomalous states of knowledge” (p. 360). Tuominen postulates that librarians exert power through two strategies: the “inside-the-head” strategy, and the “misunderstanding” strategy. The former claims that the problems patrons experience when seeking information are perceived by librarians as being only within their patrons’ minds. It is less likely that the problems are attributed to troublesome information systems, even though this is sometimes the case. This method allows librarians to “control and invalidate their clients’ protests and apparent irritation or expressions of bewilderment when confronting the information system" (p. 364). The misunderstanding strategy, on the other hand, involves librarians making the claim that searching occurs over a series of steps and that patrons who do not realize this will not understand the search process. Only the librarian can teach these steps to the user. The librarian takes on the role of all-knowing and powerful teacher.

Some scholars question the idea of the librarian as all-knowing and powerful. The image of the librarian, on the surface, is that he or she appears to be in control. However, the stereotype of the female librarian in popular culture as an old woman with a bun reveals a different position, for "the form and the voice of the female librarian is a function of a system of power and rationality that is not of her own making" (Radford & Radford, 1997, p. 263). One study examined how male librarians have been stereotyped over time, concluding that "when librarianship became feminized, male librarians were cast as such" (Dickinson, 2003, p. 108). Radford and Radford (1997) argue that the librarian is subservient. A quick glance of the service desks in any library would reveal that most librarians are female; thus, it is ever more crucial that methodologies, such as critical discourse analysis, be employed to examine how power relations are playing out within a library. Lazar (2007), for instance, encourages the use of feminist CDA, which is guided by feminist principles, with the aim of critiquing discourses that advance the patriarchal system. However, there is little research on this issue in the LIS literature, not even within those papers that employ discourse (or critical discourse) analysis. The power relationship that is most closely studied is that between librarian (as a homogeneous group) and patron.

Power Relations between Librarians and Patrons

Within the discourse of LIS, it is widely acknowledged that librarians can be seen to exude power and control over the library patron. As discussed above, one way this is manifested is through the design of the library space, which gives the librarian an aura of physical control and mastery over the library space and of its contents. They are, essentially, the "keepers of the books" (Hicks, 2016, p. 218). Another is in the language that is utilized within the discourse of LIS that describes patrons in terms of weakness and of lacking knowledge. One of the most problematic phrases to be utilized is that of "information literacy," which is defined as the "set of abilities requiring individuals to 'recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information'" (American Library Association, 2018). It is problematic in that it assumes that if a user does not have this characteristic – information literacy – they are illiterate, unknowledgeable, and lacking in something. It is a politically-charged concept (Haider & Bawden, 2007), although, in my professional experience, it is a widely-accepted one among professional librarians.

Taking the concept of information literacy one step further, Haider and Bawden's discourse analysis of the conceptions of information poverty in LIS brings forth a slew of connotations and issues regarding a patron's mental, financial, and other life circumstances that contribute to their dire problem of lacking information (2007). Their work aims to deconstruct the notion of information poverty, with an emphasis on Foucauldian techniques and theories on discourse. Information poverty is defined by the authors as "a natural element of modern life, which is strongly associated with an excess, a 'sea of information' on the one hand and censorship and control on the other" (p. 542). They assume that there exists the right kind and amount of information. This information is determined, produced, and maintained by those who are privileged. Information is paired with poverty, which evokes notions of scarcity and information as an "alienable good." In other words, information has an economic and material aspect to it. Amazingly, in rushes the librarian to solve the problems of the information poor! The latter are "created in a way that automatically assigns their salvation to the library and its staff," for the library and its staff have a moral obligation to help the information poor (p. 550). Usage of terminology such as "salvation" once again equates the library's authority with that of the church. The librarian becomes a crusader and ally for those who are weak, but there are sinister undertones to this notion. As Haider and Bawden conclude, "the construction of the 'information poor,' as it occurs [in their discourse analysis], can be interpreted as serving an almost strategic purpose aimed at strengthening the profession's role and image and alleviating its status" (p. 551). It is intimately involved in the maintenance of the power differential between librarian and patron.

Not only is the patron considered to be poor and lacking, but he or she is also potentially a dangerous person. Castillo writes of the library as a place of order and its opposing state which is that of madness. This is characterized by the "breakdown of systematicity and the unconstrained production of discourse" (as cited in Radford & Radford, 1997, p. 255). The danger lies in the possibility that a user will bring disorder into the library. This is based on the idea that the ideal library collection is one that is complete, not used, and in order, bringing about a tension between access and completeness. When a collection is complete, it is "aesthetically and ontologically whole" (Radford & Radford, 1997, p. 257).

Rules in libraries exist to penalize patrons if items are late and to describe who is eligible to borrow books and for how long. This tension between libraries (and their staff) and library patrons has the potential to produce user anxiety. Rules concerning usage are really about controlling knowledge and gaining power over the lowly library user (Radford & Radford, 1997). Withholding knowledge results in more power for the librarian, for only they truly understand how materials are arranged and what rules are applied to the usage of them.

Many scholars argue that librarians incite fear in their patrons – they actually cause what they call the "humiliation of the user." This idea is most fully developed by Radford and Radford (2001) in their discourse analysis of the image of the librarian in nine works of popular culture. They analyzed four novels, four films, and one episode of a television program in order to discover how the discourse of fear manifests itself in the representation of librarians and patrons. They revealed that, in these works, patrons exhibited a great deal of fear when approaching a librarian. The librarian was a figure that could punish and publicly humiliate the library user. In a work by Umberto Eco, it seemed as if the patron's thoughts could be read by the librarian. It is a fear of getting caught doing something wrong, resulting in humiliation by the librarian – a situation in which the patron becomes a child. Many aspects of their relationship are also reminiscent of the relationship between doctor and patient, where "the librarian functions as an expert who can diagnose the user's mental states and propose treatments on the basis of the diagnosis" (Tuominen, 1997, p. 362). It is disappointing that underlying interactions between librarians and patrons is the notion that the patron is sick, infantile, or fearful. Even the word "patron" (think, "patronize") sets users up for an imbalanced relationship with library employees. Without the tool of discourse analysis, these underlying assumptions might not be revealed, leading to a future of strained relationships between patrons and the library.

Conclusion

How, then, can we effectively utilize discourse analysis and CDA to develop better relationships with patrons, to improve our library spaces, and to correct negative perceptions of librarians? Is it enough to read through the sparse literature on discourse analysis in librarianship, incorporating some of the themes and trends in our everyday working lives? It is a healthy start. After all, discourse analysis has been proven to be a useful tool that allows for the examination of individuals' language use in order to determine their role within a society or institution (Renkema, 2004). Although Renkema cites the teacher-student relationship as an example, just as valid is the relationship between librarian and patron.

Along with being aware of the literature on discourse analysis or other theories that might prove useful to librarians, library staff can reflect upon two key areas of concern: the way the library space is configured and how staff behavior affects the people in the library. For instance, it is prudent to examine how and where the service desks are situated – are they inviting or imposing? Do they contribute to the sense that library staff make use of the panoptic gaze, whether real or perceived? In times of renovation or relocation, a critical examination of how new architectural features might be perceived by library users is also warranted.

Moving from the library building and its configuration to the people working within, how does staff behavior at the service desks affect library patrons? Since 1876, discourses in LIS have been concerned with power that exercises control over information and patrons in the following ways: how information is talked about, how it is organized, who uses (or does not use) information, who the users are, what the library's role in culture and society has been, and how the professional and personal identities of libraries, the keepers of information, impact these components (Frohmann, 1994). It has been demonstrated in the literature that discourse analyses of the relationship between librarians and patrons reveal sentiments of fear, inadequacy, poverty, and control. However, as Oliphant (2015) argues, discourse analysis has the great potential to aid librarians in understanding the people and communities they wish to serve.

When library scholars publish works using discourse analysis, especially critical discourse analysis, there is an opportunity to "reveal power relations that are frequently obfuscated and hidden" (Wodak & Meyer, 2012, p. 20). The relationship between the physical structure of the library and the patrons who use it, and the relationship between librarians and the patrons whom they interact with, are fraught with unequal power relations. The skillful use of the methodologies of discourse analysis and critical discourse analysis can result in effectively improving the library experience for patrons. It is but one theory – albeit, an effective one – that librarians can employ when moving across the border from the practical to the theoretical.

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Appendix

Photo: Roxy Garstad

Use of Social Media by Alaskan Libraries

Ilana Kingsley: Associate Professor and Web Librarian, University of Alaska Fairbanks

Keywords: social media, Alaskan libraries, school libraries, public libraries, academic libraries
Citation: Kingsley, I. (2018). Use of social media by Alaskan libraries. *PNLA Quarterly, 82*(3/4).

Abstract

This paper summarizes a survey study of the use of social media by school, public, and academic libraries in Alaska. Librarians at 243 Alaskan libraries were contacted and asked to participate in the study; 83 librarians responded by taking the survey. Results show that public libraries are heavily engaged in social media; academic libraries regularly use social media; and some school libraries use social media but many face school district restrictions on usage. The top reasons Alaskan libraries use social media is to promote library news and events; promote specific resources; and promote specific services. Reasons for not using social media include: not having enough time; social media isn't deemed as important; and poor Internet connectivity in rural communities. Social media platforms are selected based on librarian preference and comfort level, as opposed to audience characteristics. Libraries that aren't under prohibitive restrictions, such as policies against using social media or poor internet/bandwidth issues, should frequently reassess their use of social media platforms to best engage with patrons and the community.

Introduction

Knowledge of social network application use in libraries is important because social media is a fixture in the lives of library patrons and their communities. The use of social media continues to increase, year after year (Pew Research Center, 2018). Studies have shown that 69% of adult Americans ages 18 years or older use social media (Pew Research Center, 2018). 95% of teenagers have access to a smartphone and 45% are online "almost constantly" (Anderson & Jiang, 2018). Social media is heavily used technology.

For libraries, social media can be used for marketing resources, events, and services, and is free to use. Social media can also provide a platform for communicating with local and remote patrons -- patrons from all over the world. Since social media is regularly used by library visitors of all ages from all over the world, it is timely to examine the extent to which libraries are making informed and appropriate choices about which social media platforms to utilize, as they engage in local and remote outreach.

This study seeks to contribute to knowledge about social networking application choices made in libraries. The study examines social media applications used in Alaskan school, public, and academic libraries.

Literature Review

Social media has become a common tool for librarians to interact with patrons and the community. According to a white paper published by Taylor & Francis (2014), 70% of libraries use social media, with Facebook and Twitter being the most popular applications used by libraries.

To date, there have been no published studies examining the use of social media by Alaskan libraries. Several scholarly articles have been published on the topic of social media use in academic libraries, including Collins & Quan-Haase (2014), Dickson & Holley (2010), and Harrison, Burress, Velasquez, & Schreiner (2018).

A relatively small number of scholarly articles focus on the use of social media use by public libraries, for example Anwyll & Chawner (2013), King (2015), and Smeaton & Davis (2014).

Few scholarly articles exist in the literature that pertain to social media in school libraries. Magee, et al., (2015) notes that use of social media in school libraries is restricted. Brooks (2009) is an advocate for school librarians to embrace new technology and support social media.

The literature does not reflect the geographic distances spanned by use of social media in libraries.

Methodology

The purpose of this study was to examine the use of social media applications of Alaskan school, public, and academic libraries, and to characterize which applications were utilized by which types of libraries.

This study was approved by the University of Alaska Fairbanks Institutional Review Board (IRB). The study used an online survey via SurveyMonkey. Personal names and IP addresses were not recorded in the survey results, however the names of libraries were recorded.

The sample population came from the 2012 Alaska Libraries Directory. Librarians from each school, public, and academic library in the directory were contacted by email and asked to voluntarily complete a survey about their library's use of social media. The 2012 Alaska Libraries Directory is the latest published directory; there have been no printed directories since 2012 and an online directory does not exist.

The intent was for one librarian per library to respond to the survey. See Appendix A for the survey instrument.

With regard to confidentiality, the survey did not ask respondents to record their name, however, it did ask for respondents to record the name of the library where they work. The reasons for recording the names of the library were to: a) ensure only one survey per library was completed, and b) as a way to contact librarians in case follow-up phone interview was needed.

For this study, librarians at 243 libraries in Alaska were contacted, comprised of 10 academic libraries; 50 public libraries; 176 school libraries; and 7 school/community libraries. A school/community library is a library that is shared with the school and the community.

Of the 243 librarians contacted, 83 responded by taking the survey (34.4%). Seven surveys were incomplete, and therefore dropped from the analysis. The response rate breakdown for type was: academic libraries 60%; public libraries 44%; school libraries 21%; and school/community libraries 71%.

Limitations
This paper only reports on Alaskan libraries who completed the survey. There is no information about the libraries that did not respond, nor about the extent to which Alaskan libraries are different from libraries elsewhere. Furthermore, it is possible that some survey respondents were not aware of all social media use in their libraries. Another limitation of this survey is that it only includes Alaskan libraries.

Discussion
This section lists the percentage of use of social media by academic, school, and public libraries in Alaska, and then discusses the findings.

<u>Academic Libraries</u>
68% of academic libraries use social media to engage and interact with patrons, students, or community members. Approximately one third of academic libraries reported they did not use social media.

<u>School Libraries</u>

58% of elementary school libraries use social media.
57% of middle school libraries use social media.
55% of high school libraries use social media.
20% of school/community libraries use social media.

<u>Public Libraries</u>
100% of public libraries use social media.

As shown in Figure 1, the choice of social media platform varied by library type. Figure 2 shows that Facebook dominated the choice of platform for all library types, with 88.4% of libraries using this social media platform. Over 50% of Facebook users were from public libraries. It is likely that the choice of Facebook is at least partially due to the fact that librarians are in Facebook's main demographic (i.e., adults of 30+ years of age).

Only academic libraries reported use of blogs and Snapchat as social media types. This may reflect the higher level of effort required to provide content to those types, and to maintain a vibrant online presence by making frequent postings.

YouTube, which also requires a relatively high level of effort, was also utilized by elementary and public libraries. The relatively higher level of effort to contribute a YouTube video is accompanied by less pressure for frequent postings. This use of YouTube is in contrast to Snapchat, in particular, where postings have short lifetimes and so this social media type takes a lot of regular effort to maintain. Blogs, on the other hand, are persistent but less likely to be relevant long after they are written. A well-made YouTube video, such as for a tutorial on library use, would be expected to be relevant for a longer time.

It was no surprise to see that Facebook was the top reported social media platform used by Alaskan libraries, since Facebook is the number one social media application used by adults (Pew Research Center, 2018). Twitter was reported as the second most commonly used platform. This was somewhat surprising to see because according to Pew Research Center studies (Anderson & Jiang, 2018; Pew Research Center, 2018; Duggan, et al., 2015; Lenhart, 2015), Twitter ranks 4th (among adults) and 5th (among teens) as a commonly used social media application. Instagram, a rising star among social media platforms, was the third most commonly used social media application by Alaskan libraries.

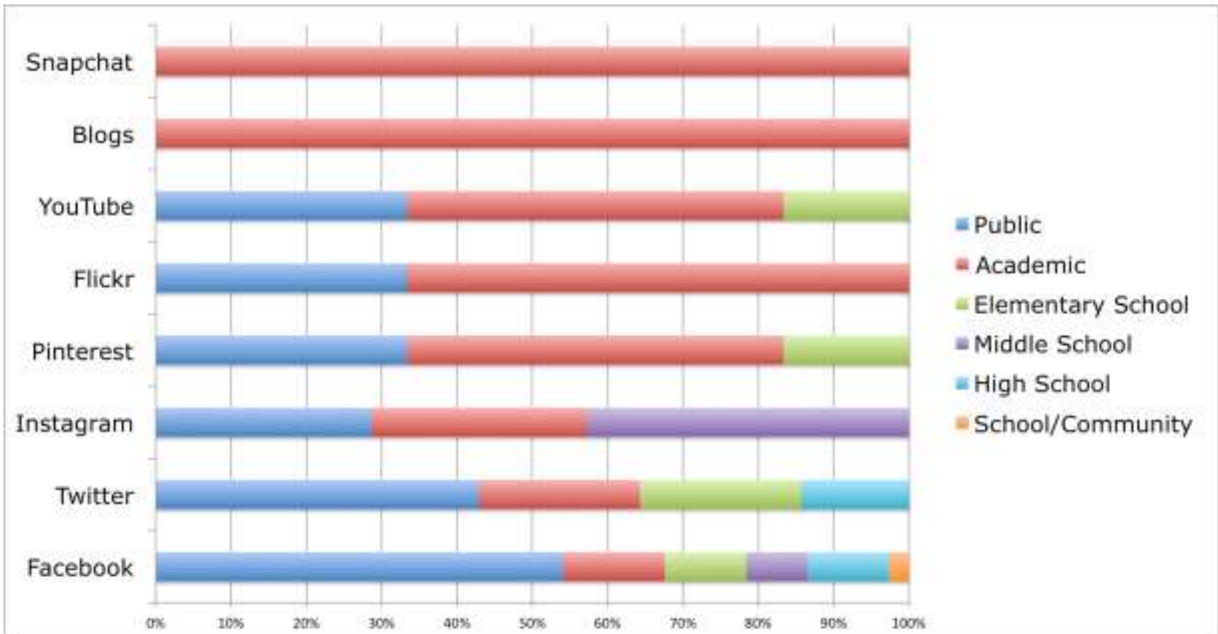

Figure 1. Use of Social Media By Library Type and Application Type

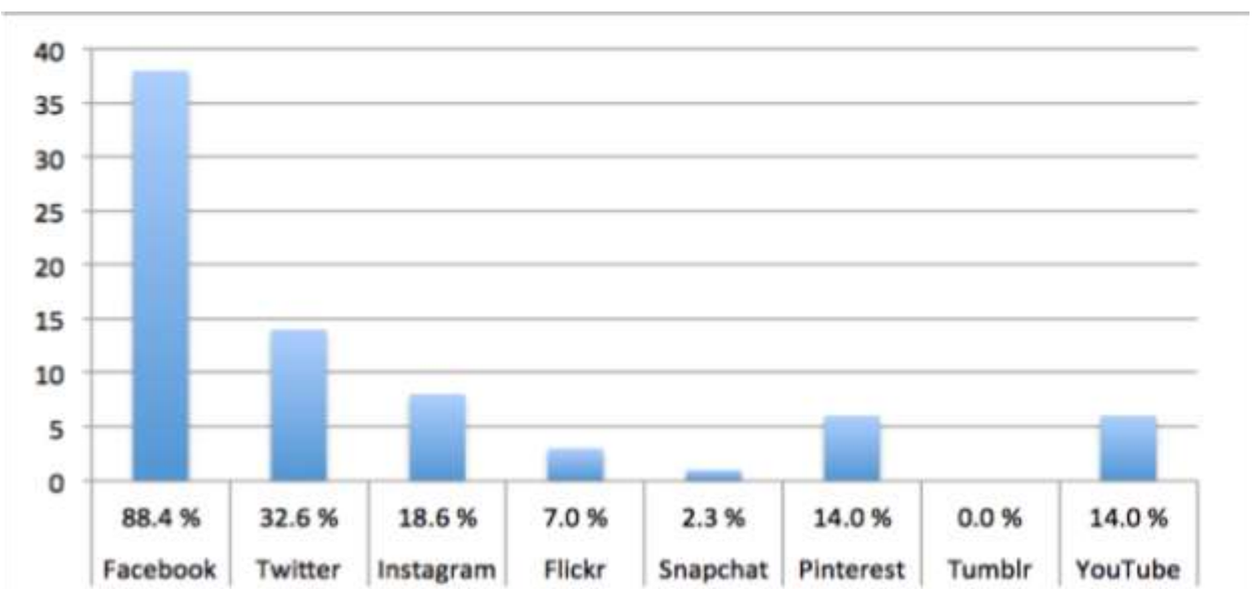

Figure 2. Social Media Applications Being Used by Alaskan Libraries

Reasons for Not Using Social Media

All of the public libraries that responded to the survey use social media, however some school and academic libraries do not use social media to engage with their patrons or community.

School librarians reported the main reason for not using social media are school district restrictions. School librarians were very enthusiastic about using social media to engage with students and parents (Kingsley, personal correspondence at AkLA 2017 annual conference), however, due to administrative regulations some are not allowed to use social media to interact with students or parents.

Other reasons Alaskan school and academic libraries don't use social media are:
There's not enough time in the day to use social media.
Social media isn't important.
Poor internet connectivity.

Reasons for Using Social Media

The top three reasons for using social media (across all library types) were to: 1) promote library news and events; 2) promote specific resources; and 3) promote specific services.

Other reasons for using social media include:

Engaging with local community members.
Engaging with students.
Promoting specific collections.
Engaging with people not directly affiliated with a specific branch library.
Engaging with school faculty, instructors, or teachers.
Engaging with donors or potential donors.
Seeking feedback from library users about library services.
Answering patron questions.
Providing tribal information to tribal members.
Letting parents know what's going on in the library.
Teaching digital literacy.
Fundraising.

How Social Media Platforms are Promoted

An important part of getting people to subscribe or follow social media platforms is to promote and market the social media applications used. The survey collected data about how Alaskan libraries promote their social media sites.

The main way libraries promote their social media sites is by linking to the sites from their library web page. Other ways libraries promote their social media sites are:

Using printed posters or displays within the library.
Using email signatures with links to the social media platform.
Using digital displays within the library.

Letting students know about social media applications the library uses during presentations and classes.

Posting flyers in the community (e.g., post office).

Newsletters and newspaper columns.

A couple of libraries stated that they don't promote their social media sites.

Conclusion

Borders within Alaska include geography, language and culture. Alaska is the biggest state in the United States, more than two times the size of Texas. It includes vast areas that cannot be reached by road, and this is where many small communities -- along with their schools and libraries -- may be found.

Like elsewhere, people in Alaska utilize social media to keep in touch with their community, their friends, and institutions they are part of. Unlike most other places, in Alaska the geographic distances and other challenges of travel had led to increased importance of social media and other online communication methods.

School and community centers in Alaska may be the social hub of a small community, and this places additional expectations on the roles of their libraries. With relatively few large population centers and academic libraries, the smaller library types provide a gateway to information found elsewhere. Internet access and bandwidth issues can be a real issue in these smaller communities, and thus a valid reason for librarians to not use social media.

Responses to the survey highlighted the self-selecting nature of social media choice by many librarians. As long as it was not prohibited by policy, it seems that librarians chose whatever platform(s) they were confident in using, and for which they could generate content with quality and quantity appropriate for the platform.

Very few libraries in Alaska have specific library personnel roles for social media. Instead, one or more librarians utilize social media platforms based on self-selection and personal interests. Adding social media roles to job descriptions would help to legitimize social media use.

A more deliberate approach to selecting social media platforms may be desirable. Target audiences can be prioritized and appropriate social media platforms can be selected and used. For example, in academic libraries if the target audience is students, who are most likely ages 18-30, then Facebook, Instagram, and YouTube would be the most appropriate platforms to use. In public libraries, if the target audience is teenagers (13-17 years old), then YouTube, Instagram, and Snapchat should be used; and if the target audience is older adults, then Facebook should be used. In school libraries, if the target audience is parents, then YouTube, Facebook, and Instagram should be used.

Selecting social media platforms for the most appropriate audience will change every couple of years based on the popularity of each platform among specific age groups. Keep in mind, each library may have multiple audiences, and thus multiple social media platforms can be used.

Since the percentage of use of social media increases every year libraries that aren't under prohibitive restrictions, such as policies against using social media or poor internet/bandwidth issues, should reassess their use of social media to engage with patrons and the community.

This study was limited to school, public, and academic libraries in Alaska. Future studies could examine the use of social media by Pacific Northwest region libraries. A multi-state survey would be more complex to plan and implement. Limiting the study to a specific libray type (e.g., school, public, academic) could help reduce the challenges of surveying such a large area. Focusing on Pacific Northwest school libraries could yield interesting insights into policies about students and teachers using social media.

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Appendix A (Survey Instrument)

Social Media in Alaskan Libraries

About the Survey:

You are being asked to take part in a research study about the use of social media by Alaskan libraries. The goal of this study is to learn which social media applications are being used by libraries in Alaska. You are being asked to take part in this study because you are a school, public, or academic librarian in Alaska.

If you decide to take part in this study, you will be asked to complete this 10 question survey which takes around ten minutes to complete.

Additionally, you may be selected for a phone interview based on your answers to some of the open-ended questions in the survey. The phone interview consists of follow-up questions and will take no more twenty minutes to complete.

When the results of the study are presented and published, survey and phone interview answers will be presented anonymously and will not be tied to your name.

The benefit to you for taking part in this study is that you will contribute knowledge to the field of librarianship, specifically in Alaska, of which social media applications are currently being used in school. public, and academic libraries.

Confidentiality:

Any information obtained about you from the research will be kept confidential.
Any information with your name attached will not be shared with anyone outside the research team.
I will code your information with a number so no one can trace your answers to your name.
I will properly dispose paperwork and securely store all research records.

Your name will not be used in reports, presentations, and publications.

This survey is Voluntary:
Your decision to take part in the study is voluntary. You are free to choose whether or not to take part in the study. If you decide to take part in the study you can stop at any time or change your mind and ask to be removed from the study.

Contacts and Questions:
If you have questions, contact Ilana Kingsley by email, imkingsley@alaska.edu or by phone: 907-474-7518 (leave a message and I will return your call).

The UAF Institutional Review Board (IRB) is a group that examines research projects involving people. This review is done to protect the rights and welfare of people involved the research. If you have questions or concerns about your rights as a research participant, you can contact the UAF Office of Research Integrity at 474-7800 (Fairbanks area) or 1-866-876-7800 (toll-free outside the Fairbanks area) or uaf-irb@alaska.edu.

Next Step:
If you wish to participate in this survey, click the blue Next button.

1. What is the name of the library you work at?

2. What type of library do you work at?
   School - Elementary
   School - Middle
   School - High
   School/Community
   Public
   Academic
   Other (please specify)

3. Does your library use social media to engage & interact with patrons, students, or community members?
   Yes
   No

4. Why doesn't your library use social media? Check all that apply.
There are restrictions and we're not allowed to use social media.
We don't have the time to use social media.
We don't think social media is necessary to use.
   Other (please specify)

5. Indicate which social media applications your library uses to engage and interact with patrons, students, or the community, by including your library's link or handle with the corresponding social me-

dia application.

Facebook ________________________________
Twitter ________________________________
Instagram ________________________________
Flickr ________________________________
Snapchat ________________________________
Pinterest ________________________________
Tumbler ________________________________
YouTube ________________________________
Other (a) ________________________________
Other (b) ________________________________
Other (c) ________________________________

5. Why does your library use social media? Check all that apply.
- To seek feedback from library users on library services
- To promote specific collections
- To promote specific services
- To promote specific resources
- To promote library news and events
- To engage with with school faculty, instructors, or teachers
- To engage with with students
- To engage with with donors and potential donors
- To engage with local community members
- To engage with people not directly affiliated with your library
- To answer patron questions
- Other (please specify)

6. Do you evaluate the effectiveness your social media applications?
- Yes
- No

If yes, how do you evaluate effectiveness?

7. Has your library had any unsuccessful attempts at using social media? If so, explain why it was unsuccessful.

8. How do you promote your social media site(s)? Check all that apply.
- Links from the main library web page
- Email signatures
- Printed posters/displays within the library
- Digital displays within the library
- We don't promote our social media sites
- Other (please specify)

9. How many people post to your social media accounts?
   - One
   - Multiple
   - It depends on the social media application
   - Other (please specify)

10. Use the area below to offer comments you may have about your library's use of social media.

Do Languages Represent?: A Pilot Study on Linguistic Diversity and Library Staff

Ean Henninger: Reference Librarian, Simon Fraser University (BC)
Keywords: multilingualism, linguistic diversity, library employees, public libraries
Citation: Henninger, E. (2018). Do languages represent?: A pilot study on linguistic diversity and library staff. *PNLA Quarterly, 82*(3/4).

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Abstract
This paper aims to add to conversations on access, diversity, and representation in libraries by addressing the importance of language as a factor in library service and providing some of the first data on library workers' language skills. Much of the literature on language in libraries focuses on issues of multilingual access and collection development, and there is less emphasis on the roles of staff and language skills in providing and mediating access. As well, while US librarians are less diverse than US library workers and the wider population in terms of gender and race, it has not been shown whether the same holds true in terms of language.

A pilot study of staff from three US public libraries sought to address these gaps in knowledge about staff language skills and representation and to generate further lines of inquiry. Responses were compared with US Census data to determine linguistic representation relative to the service population. The results indicated that while staff surveyed were more likely than the wider population to know another language besides English, they were not likely to use that language on the job, and those who did use a language besides English often reported low fluency. Responses also showed differences in language knowledge and use between staff with and without MLIS degrees. The results highlight the differences between language knowledge, fluency, and usage, offer implications for library service and professional values, and suggest many future directions for research.

Introduction
As the medium for much of human communication, language is fundamental to social existence and is a subject of investigation in fields as varied as linguistics, education, neuroscience, and philosophy. In practice, it serves to inform, entertain, educate, and include or exclude people, shaping relationships and affecting power dynamics as it does so. As institutions that play host to both interactions and materials with linguistic content, libraries are highly linguistic spaces where language practices directly affect the fulfillment of information needs for the people they serve.

This paper focuses on multilingualism as a particular kind of language practice in libraries and argues for its active consideration in conversations about library service. The existence and usage of multiple languages are increasingly relevant to libraries given the rise of multilingual populations and globalizing processes in many regions, and the extent to which libraries accommodate multilingualism in their environments will affect how multilingual populations access and use library resources. The paper reviews the literature on multilingualism in libraries and suggests specifically linguistic conceptualizations of access and diversity as ways to unify this literature, describe the extent of library multilingualism, and encourage multilingual support. In particular, it explores the role of linguistically diverse staff as a means of mediating access to information and ends by describing a pilot study of linguistic diversity in public library staff. It reframes and strengthens discourses on language in libraries, provides some of the first data on library workers' language skills, and offers implications for professional calls towards access and diversity.

Literature Review

Much of the literature on multilingualism in library and information studies (LIS) is characterized by an explicit or implicit focus on access in a given language. Access has been framed as a goal for multilingual activities as varied as chat reference (Cichanowicz & Chen, 2004), digital libraries (Vassilakaki & Garoufallou, 2013), information retrieval (Valentine, 2008; Nzomo, Ajiferuke, Vaughan, & McKenzie, 2016), reader's advisory (Hall-Ellis, 2008; Bolick, 2015), and collection development (Dilevko & Dali, 2002). However, while the notion of language as a barrier to access can be found in these articles, it is not engaged systematically, and multilingualism itself is not always the main focus. When mentioned, 'multilingual' has often been subordinated to other labels such as 'multicultural' (e.g. Smallwood & Becnel, 2013) and 'immigrant' (e.g. Cuban, 2007), which is useful in some contexts but may also allow the dynamics of language alone to go unanalyzed. In general, the literature focuses on practical responses to multilingualism in specific areas of library service. This narrow focus and these articles' isolation from each other are not far removed from the task-focused level of lists on communicating with patrons who have English as an additional language (e.g. Bordonaro, 2013; Carlyle, 2013).

Such divisions may reflect a grounding in what Andersen (2008) called the "technical and managerial discourse" (p. 100) dominant in LIS. Andersen described this discourse as proceeding from a material point of view that describes and quantifies phenomena, offering techniques and methods for overcoming problems but failing to connect them with wider contexts and questions of social, cultural, and political needs. For language issues, this disconnect means more time spent on descriptions and case studies of multilingual work and less on language ideologies or power structures in libraries generally. Indeed, many of the authors cited above work mainly at the level of user satisfaction and meeting individual needs. This tendency towards an atomized, 'give them what they want' approach to multilingual services echoes the neoliberal ideologies that Buschman (2003, 2012) has explored at work in libraries. Even if libraries do exist only to meet patrons' expressed needs, users and non-users alike may still have difficulty expressing their wants and needs due to language barriers, and libraries may have difficulty communicating with them due to a lack of organizational capability. However, it is also the case that problems of language access are connected to wider structures of power, influence, and ideology that go unanalyzed in a neoliberal worldview but would benefit from being described and criticized. As such, practical descriptions and actions such as those above should be complemented by and grounded in broader considerations of multilingualism in libraries. Without such considerations, the effects of systemic phenomena such as English-only ideologies and linguistic discrimination (e.g. Skutnabb-Kangas, Phillipson, & Rannut, 1995; Lippi-Green, 2012; Wiley, 2014) will remain unnamed and unobserved in LIS.

One way for LIS to unite works on linguistic access both to each other and to broader ideologies and contexts is through the concept of linguistic diversity. Piller (2016) has approached a definition of linguistic diversity first as “linguistic difference that becomes socially relevant” (p. 11) and again as referring to “[t]he unique ways in which each and every one of us uses the linguistic resources at our disposal to communicate in context” (p. 12). In doing so, Piller has avoided a simplified view of diversity as merely encompassing different languages, which often have fuzzy or arbitrary boundaries, and allows for diversity within language groups as well as between languages. For instance, the Midlands dialect of North American English and African-American Vernacular English are both varieties of English, but one is considerably more privileged than the other. Linguistic diversity is therefore relevant to library access because accessing information in a given language requires skills in that language to be present at some point in the information-seeking process. When different languages or ways of using language exist, access should take into account the diversity of the languages present in the environment. For libraries, this work may be framed as representing and reflecting the languages present in a library’s service area. It is evident that barriers to access may arise where there is an absence of linguistic representation: a patron who speaks Spanish as a first language may encounter more difficulty finding a Spanish-language DVD or even knowing it exists if mediating entities such as staff, signage, or the catalog lack Spanish-language capabilities.

However, despite the presence of multiple languages and language practices in society, language is not generally foregrounded as a category of difference producing diversity to the same extent as concepts such as race, gender, and nationality. Explicitly considering the relevance of linguistic difference is valuable given its relations to power dynamics and access whenever language is used, yet “there is currently a distinct absence of any public discussion of what the fact of linguistic diversity might actually mean for our social organization.” (Piller, 2016, p. 2)

Indeed, works in LIS that explicitly link language with diversity are few and far between. Cooper (2008) framed linguistic diversity as a key part of cultural heritage and describes various projects being undertaken to cultivate it in Queensland, Australia. Reznowski (2009) proscribed roles for libraries as “active partners in the struggle to protect and foster linguistic diversity” (p. 164) and made a case for situating libraries in opposition to English-only ideologies in the United States. Paganelli and Houston (2013) and Ly (2018) investigated the numerical diversity of specific multilingual collections relative to the potential numbers of language users and concluded that the given collections indeed underrepresented such users’ languages. In all these cases, linguistic diversity was seen as intertwined with access to goods and services, especially collections.

Recommendations from library professional organizations have also related multilingualism to access and diversity. Principles of equal access, such as those expressed by the American Library Association (2004), suggest that if the library provides a service in English, it should strive to provide it in any other languages significantly present among its service population. The ALA’s Reference and User Service Association (2007) supported efforts to serve patrons in their preferred languages and calls for multilingualism to be an integral part of library service. Though steeped more in the language of assessment and efficiency than in contexts of social interaction and diversity, its guidelines did call for a systematic investigation of language issues in libraries and cover a variety of library offerings. The IFLA/UNESCO Public Library Manifesto (IFLA & UNESCO, 2012) complemented the ALA by framing its calls for use and access within the context of cultural and linguistic diversity. It stated that “services in a culturally and linguistically diverse context in-clude both the provision of services to all types of library users and the provision of li-brary services specifically targeted to underserved cultural and linguistic groups" (p. 2). Thus, supporting multilingualism where it exists becomes an essential part of ensuring equal access.

However, the extent of these calls' impact is unclear. The prevalence of articles, conference sessions, and discussions on diversity may be taken as an encouraging sign, except that language is not often mentioned in such cases. It seems that discussions of language and of diversity have largely occurred in separate, mutually exclusive contexts: discussions of diversity in the LIS literature have rarely included language in their purview, and discussions of language have rarely been situated in terms of diversity.

Considering these two concepts together would be helpful for two main reasons: If multilingual public services and activities aimed at building organizational capabilities can be brought together under the umbrella of linguistic access and situated in relation to linguistic diversity as a value, then libraries can better frame these separate services as part of larger efforts and justify allocating resources towards these services. Also, recognizing and representing diversity where it exists and reducing barriers to access are worthwhile actions in their own right.

One component that is absent from most discussions of linguistic access and diversity is the role of staff and staff language skills. To be sure, not all means of supporting access and diversity absolutely require staff proficiency in another language. Many libraries do excellent work in providing access through other multilingual resources such as collections, websites, signage, and cataloging. However, while this kind of infrastructure is important, staff are still necessary for it to exist in the first place. Staff also support linguistic access through more than merely technological means: access is partly determined by social interactions, and language is integral to services such as reference, instruction, readers' advisory, and storytimes. Because the human interaction and mediation provided by library staff remains a fundamental part of library service, the importance of staff cannot be understated. If staff are a library's greatest resource, they should be so for all patrons, not just those fluent in a dominant language.

Even so, the LIS literature only sometimes foregrounds staff as part of providing linguistic access, and it rarely does so in terms of linguistic diversity. Professional library organizations have mentioned staff language skills: ALA's guidelines on multilingual collections and service (2007) stated that "staff working with patrons who have limited English abilities should be multilingual in order to provide effective service," and IFLA and UNESCO (2012) said that "staff of a multicultural library should reflect the cultural and linguistic characteristics of the community." However, whether these calls have caused increases in multilingual staff is unknown. While Cooper (2008), Reznowski (2009), and Ly (2018) have described techniques for increasing linguistic diversity, those techniques did not explicitly articulate the role of staff in that work, which was instead framed as occurring through the library's physical and virtual collections. This focus on collections as central to multilingual support continued even where staff were mentioned. Dilevko and Dali (2002) named a lack of staff language proficiency as one obstacle to multilingual collection development for many Canadian libraries. Though they mentioned training library staff in language skills and incorporating multilingual issues into LIS education, these were just two of many suggestions delivered with the end goal of supporting multilingual collections. Thus, their emphasis was primarily on collections with staffing as one impact factor, not on staff in and of themselves. However, they did call for "a commitment to view every aspect of library work through the prism of multilingualism" (p. 131), which may be taken to include the role of staff. Cichanowicz and Chen's (2004) discussion of multilingual chat reference is notable for framing staff language skills as a diversity issue, but it touched on the topic only briefly. Ultimately, the sole study found that addressed and explored library staff language proficiencies was Hall-Ellis's (2007) survey of workers in technical services. Even then, it viewed language only in terms of its functional utility for cataloging tasks, not in relation to populations served.

The current treatment of multilingualism in the LIS literature leaves many topics unexplored. The scarcity of LIS literature combining language with topics of diversity and representation suggests that linguistic diversity is either not a problem or not viewed as a problem, but it is unclear which is the case. At the same time, anecdotal evidence and the prevalence of case studies on multilingual service suggest that many individual libraries make efforts to serve multilingual patrons in some way. It also remains to be seen whether libraries answer calls for multilingual support and how professed values align with expressed values when it comes to language. Finally, the extent to which linguistic representation exists in library staff is largely unknown. Comparisons have shown that librarians are not as diverse as the general population or even other library workers when viewed in terms of race and gender (Lance, 2005; ALA, 2012; Bourg, 2014), but it is unknown whether they are similarly unrepresentative in terms of language.

To start generating lines of inquiry focused on these issues, a pilot study was conducted to explore the following questions:

- Does the linguistic diversity of library workers reflect that of the library's service population?
- How do credentialed librarians compare with uncredentialed library workers in terms of linguistic diversity?

This focus on staffing was chosen given its potential importance in supporting multilingual access and the lack of data on staff linguistic diversity. The study dealt with library staff as a whole and not just credentialed librarians because members of the public may interact with any library worker and may not distinguish between a shelver and a reference librarian. The first question was intended to explore the idea of linguistic representation by looking at diversity not for its own sake, but as it compared with the populations served. The second question was aimed at seeing whether the tendency towards reduced diversity among MLIS-holding librarians also held true when it comes to language.

Methodology

A pilot study was conducted to assess the linguistic diversity of public library staff as measured by the incidence and relative proportions of non-English language proficiencies. Such a study was intended to gather preliminary data and determine what aspects of staff linguistic diversity might deserve further investigation.

The survey instrument was constructed using the UBC FluidSurveys system. The survey began with a page describing the study and terms of consent. If consent was obtained, the study went on to ask if respondents knew any languages besides English. For those who did, the survey provided respondents with the option to list each additional language in a free text field and answer questions about the nature and frequency of use on the job, as well as overall competency in that language. All respondents answered questions about educational level (including the possession of a Master of Library and Information Studies (MLIS) or equivalent), job title, and extent of interaction with the public. Finally, the survey concluded with a space for respondents to share comments and provide a measure of qualitative data.

Three US public library systems were surveyed to allow for comparison both among and within organizational settings. Public libraries were selected because of their geographically-defined service areas, which would allow for easy comparisons with external data, and because their particular commitments to service and access mean that they strive to serve everyone in those service areas, including multilingual users. The library systems were identified based on the following criteria: they mapped to US Census regions, had significant non-English-speaking populations in their service area, were large enough that individuals could reasonably expect not to be identified by their responses, and were not known to the author in terms of multilingual services.

Five library systems meeting the criteria described above were selected to participate in the study, and their directors received invitations to the study via email. If the directors agreed to have their library system participate in the study, they were then asked to distribute the survey to their staff. Three systems agreed to participate in the study. These systems were all urban library systems in the US Pacific Northwest with multiple branch locations. System 1 had a service population of about 80,000, System 2 served around 110,000 people, and System 3 had approximately 210,000 living in its service area. Data on language knowledge was compared with results from the 2015 estimates for the American Community Survey, an ongoing survey conducted by the US Census Bureau. These results measure languages spoken with specific reference to English and Spanish, and they map directly to the service areas of the chosen libraries.

Due to the nature of the study, it had several expected limitations: the survey relied on self-reporting; there was no mechanism to ensure full participation by the desired sample groups; the results were not generalizable; and service area population may not correspond to the actual people served, which may include non-residents, travelers, and tourists. However, these shortcomings were deemed acceptable given the goal of generating multiple lines of inquiry.

Results

The surveys took place in March and April of 2017 over two-week periods for Systems 1 and 2 and over six days for System 3. System 3 had a shortened response period to avoid conflict with an internal staff survey and because responses for the other surveys had trailed off after the first several days. A total of 124 responses were received: 24 from System 1, 39 from System 2, and 61 from System 3. Eight responses from Systems 1 and 2 were discarded due to a survey construction error that let participants move past the consent page while responding ‘No’ to the consent form. This error was noticed and addressed in time for System 3 to take the survey. A further 11 responses were discarded due to being incomplete beyond the first question, leaving 105 usable responses. The number of responses was compared with staffing numbers provided by each library system to determine the response rates for the system, shown in Table 1.

Table 1

Usable Responses, Total Paid Staff, and Response Rates by Library System

	System						
	1		2		3		Total
n usable responses	19		29		57		105
n total paid staff	75		67		131		273
response rate	25.3%		43.3%		43.5%		38.5%

The demographic data collected in the survey (Tables 2, 3, 4, and 5) helped to characterize the population. Respondents had various educational levels and job titles. A plurality of all respondents held an MLIS or equivalent and identified as librarians, but other educational levels and job titles were represented too. Example responses to the ‘Other’ field for educational level included “some college,” “Current grad school,” and “equivalent to an Associate's degree.” Examples of ‘Other’ job titles included “Circulation manager,” “Branch Manager,” “Assistant Director,” and “Library custodian.” The majority of respondents (80.0%) reported interacting with the public daily, and an additional 11.4% reported doing so two to three times per week.

Table 2

Respondents by Highest Educational Level Attained

	System										
	1			2			3			Total	
	%	*n*		%	*n*		%	*n*		%	*n*
High school diploma or GED	15.8%	3		10.3%	3		14.0%	8		13.3%	14
Associate's degree	5.3%	1		6.9%	2		15.8%	9		11.4%	12
Bachelor's degree	26.3%	5		27.6%	8		28.1%	16		27.6%	29
Master's degree [a]	42.1%	8		48.3%	14		28.1%	16		35.9%	38
MLIS or equivalent	36.8%	7		44.8%	13		26.3%	15		33.3%	35
Other Master's	5.3%	1		10.3%	3		5.3%	3		6.6%	7
Doctoral degree	-	0		3.5%	1		-	0		1.0%	1
Other	10.5%	2		3.5%	1		14.0%	8		10.4%	11

Note. [a] Percentages for Master's degrees may not add up to the overall percentage due to respondents holding more than one Master's degree.

Table 3

Respondents by Job Title

	System									
	1			2			3			Tota
	%	*n*		%	*n*		%	*n*		%
Library Shelver/Page	5.3%	1		17.2%	5		17.5%	10		15.2%
Library Clerk	21.1%	4		-	0		21.1%	12		15.2%
Library Assistant	5.3%	1		3.5%	1		12.3%	7		8.6%
Library Technician	5.3%	1		27.6%	8		-	0		8.6%
Librarian	26.3%	5		31.0%	9		24.6%	14		26.7%
Other	24.1%	7		20.7%	6		24.6%	14		25.7%

Table 4

Respondents by Frequency of Interaction with the Public

	System										
	1			2			3			Total	
	%	*n*		%	*n*		%	*n*		%	*n*
Daily	73.7%	14		79.3%	23		82.5%	47		80.0%	84
2-3 times a week	21.1%	4		10.3%	3		8.8%	5		11.4%	12
Weekly	5.3%	1		-	0		1.8%	1		1.9%	2
2-3 times a month	-	0		-	0		3.5%	2		1.9%	2
Monthly	-	0		3.5%	1		1.8%	1		1.9%	2
Less than once a mont	-	0		6.9%	2		1.8%	1		2.8%	3

As seen in Table 5, language knowledge and use were largely associated with the Indo-European language family, with some East Asian languages present too. Spanish was the most widely known and used language, with 23.8% of respondents reporting knowledge of it and 4.8% reporting use on the job.

Table 5

Specific Languages by Reported Knowledge and Use

	System									
	1			2			3			
	n knowing	*n* using		*n* knowing	*n* using		*n* knowing	n using		*n* kno
Spanish	5	1		10	4		10	0		2
French	1	0		5	0		5	0		1
German	0	0		0	0		11	1		1
Japanese	1	0		1	0		5	1		7
ASL	1	1		0	0		2	0		3
Italian	0	0		1	0		1	0		2
Latin	0	0		1	0		1	0		2
Hmong	0	0		0	0		1	1		1
Punjabi	0	0		1	1		0	0		1
Flemish	0	0		1	0		0	0		1
Portuguese	0	0		1	0		0	0		1

One focus of this survey was comparison between staff language skills and language skills in the general service area population. An immediately apparent gap was that between knowledge of a language and its actual use on the job, as seen in Table 6. The proportions of staff knowing only English was much lower than the ACS general population estimates of 87.0%, 75.7%, and 90.9%, respectively, for an average proportion of 86.1%. However, the rates of English-only language use on the job were higher than the ACS estimates across all three systems. The incidence of language use by participants on the job was low overall, with eight respondents out of 105 saying that they used any language besides English in the course of their job duties.

Table 6

Incidence and Use of Languages in Staff

	System										
	1			2			3			Total	
	%	*n*		%	*n*		%	*n*		%	*n*
staff knowing English only	68.4%	13		55.2%	16		57.9%	33		59.1%	62
staff knowing more tha	31.6%	6		44.8%	13		42.1%	24		41.0%	43

A related part of this question was whether the linguistic diversity of staff also reflected the languages present in the service population. Determining exact correspondence was not fully possible as the ACS does not parse most languages into specific categories, but Table 7 shows the comparisons for Spanish, the only language besides English specified in the ACS results. Stated knowledge of Spanish exceeded the ACS general population estimates of 5.0%, 10.2%, and 2.2%, respectively, for an average of 4.9% overall. The rates of library staff's use of Spanish on the job closely matched these proportions both overall and for System 1 and exceeded them somewhat for System 2. Respondents from System 3 did not report any Spanish use on the job.

Table 7
Incidence and Use of Spanish in Staff

				System						
	1			2			3			
	%	*n*		%	*n*		%	*n*		
staff knowing Spanish	26.3%	5		34.5%	10		17.5%	10		
staff using Spanish on the job	5.3%	1		13.8%	4		0.0%	0		

The nature of non-English language use was further qualified by data on the frequency and fluency of that usage. Due to an oversight in survey construction, limited data was collected on these topics. As the survey was designed, it only showed the questions on frequency and fluency for a given language if respondents answered 'yes' to the question on whether they used that language on the job. Even so, the existing data suggests low frequency and fluency of use.

Table 8 shows that most languages used were used less than once a month, and only two non-English languages were used more than once a week. Table 9 shows that language fluency was most often present at a basic level.

Table 8
Non-English Languages Used on the Job by Frequency of Use

	System									
	1			2			3			
	%	*n*		%	*n*		%	*n*		
Daily	-	0		-	0		-	0		
2-3 times a week	50.0%	1		20.0%	1		-	0		
Weekly	-	0		20.0%	1		-	0		
2-3 times a month	-	0		20.0%	1		-	0		
Monthly	-	0		-	0		-	0		
Less than once a month	50.0%	1		40.0%	2		100.0%	3		

Table 9
Non-English Languages Used on the Job by Fluency Assessment

	System										
	1			2			3				T
	%	*n*		%	*n*		%	*n*			%
I can greet people or ask simple questions.	50.0%	1		60.0%	3		-	0			40.0
I can ask most basic questions and understand the answer. I can talk about things like my family and my interests.	50.0%	1		40.0%	2		-	0			30.0
I can form some complex sentences and I understand more than half of what is said. Others understand me most of the time, but sometimes I have to repeat my-self.	-	0		-	0		33.3%	1			10.0
I can form complex expressions. I am comfortable discussing most topics and conversation flows easily.	-	0		-	0		33.3%	1			10.0
I am a fluent speaker. I understand everything that is said to me.	-	0		-	0		33.3%	1			10.0

The other major area this study explored was differences in language proficiency between staff with and without MLIS degrees or equivalents. As Table 10 shows, the proportions of MLIS holders varied somewhat between systems, though they averaged out to a 1:2 ratio.

Table 10
Staff by Presence of an MLIS or Equivalent Degree

				System							
	1			2			3				To
	%	*n*		%	*n*		%	*n*			%
staff with MLIS or equivalent	36.8%	7		44.8%	13		26.3%	15			33.3%
staff with other education	63.2%	12		55.2%	16		73.7%	42			66.6%

Tables 11 and 12 show the differences in language knowledge and use between MLIS holders and those with other education. Although a higher proportion of MLIS holders reported knowing multiple languages in every system, a greater proportion of staff with other education reported actually using non-English languages on the job in two of the three systems.

Table 11
Language Incidence and Use on the Job for Staff with an MLIS or Equivalent Degree

	System							
	1			2			3	
	%	*n*		%	*n*		%	*n*
MLIS holders, knowing English only	57.1%	4		46.1%	6		40.0%	6
MLIS holders, knowing other language(s)	42.9%	3		53.9%	7		60.0%	9
MLIS holders, using other language(s) on the job	14.3%	1		7.7%	1		-	0

Table 12

Language Incidence and Use on the Job for Staff with Other Education

	System							
	1			2			3	
	%	*n*		%	*n*		%	*n*
other education, knowing English only	75.0%	9		62.5%	10		64.3%	27
other education, knowing other language(s)	25.0%	3		38.5%	6		35.7%	15
other education, using other language(s) on the job	0.0%	0		18.8%	3		7.1%	3

Overall, 25.0% of those who did not have MLIS degrees and knew another language used it on the job, compared with 10.5% of those with MLIS degrees. This disparity does not appear to be due to the frequency of public interaction, which remained similar between the two groups as shown in Tables 13 and 14. 80.0% of both groups interacted with the public on a daily basis.

Table 13

Frequency of Interaction with the Public for Staff with an MLIS or Equivalent

	System							
	1			2			3	
	%	*n*		%	*n*		%	*n*
Daily	71.4%	5		77.0%	10		86.7%	13
2-3 times a week	14.3%	1		7.7%	1		6.7%	1
Weekly	14.3%	1		-	0		6.7%	1
2-3 times a month	-	0		-	0		-	0
Monthly	-	0		7.7%	1		-	0
Less than once a month	-	0		7.7%	1		-	0

Table 14

Frequency of Interaction with the Public for Staff with Other Education

	System						
	1		2		3		Tota
	%	*n*	%	*n*	%	*n*	%
Daily	75.0%	9	81.3%	13	81.0%	34	80.0%
2-3 times a week	25.0%	3	12.5%	2	9.5%	4	12.9%
Weekly	-	0	-	0	-	0	-
2-3 times a month	-	0	-	0	4.8%	2	2.9%
Monthly	-	0	-	0	2.4%	1	1.4%
Less than once a month	-	0	6.2%	1	2.4%	1	2.9%

Discussion

Despite the exploratory nature of the survey, some interesting patterns emerged from the data that will merit further investigation. Both the quantitative results and the qualitative additions highlighted differences between speaking, knowing, and fluency, offering both room to refine the survey instrument and fruitful contrasts for further inquiry.

Answers to the first question, whether the linguistic diversity of library workers reflects that of the library's service population, were complicated by questions of how to assess that diversity and its variance between groups. For instance, the survey instrument asked about 'knowing' a language to acknowledge and include respondents who had reading or writing ability but did not necessarily speak or listen to a given language. Meanwhile, the source of linguistic data on the general population, the American Community Survey, asked only about speaking languages, not knowing them.

The results also showed that knowing a language did not equate to fluency in that language or to use on the job. While library staff's language knowledge appeared to be more diverse than the general populations, the number of people who actually used a non-English language on the job was low, as was the frequency of that language use. The survey omission described above, which only showed the questions on frequency and fluency to some participants, prevented comparison with the fluency levels of people who do not use their languages on the job, which would have been helpful to see if low fluency was the norm or suggested itself as a reason for this lack of use. However, the limited data, along with qualitative additions, still suggested that overall fluency was low: Several respondents qualified their stated languages with words like 'passable,' 'limited,' or 'basic' in the open text fields asking about languages known. Qualitative responses in the space for comments at the end further reinforced the idea that knowing a few phrases or words is not the same as knowing a language. Given these results, it appears that library staff in these settings may be less diverse in the sense of being less likely to fluently speak a language besides English.

Answers to the second question, which was about how credentialed librarians compare with uncredentialed library workers, showed that MLIS holders were more likely to know another language, though the qualifications regarding fluency and use still held true. Another tendency suggested by the data was that individual non-credentialed staff may be more likely to use their languages when present, despite having less linguistic proficiency as a group compared to MLIS holders.

While the survey was intended to take different types of knowledge, levels of use, and levels of fluency into account, the responses made it clear that there was more to language knowledge and linguistic diversity than the survey allowed for. The gaps between knowledge, use, and fluency suggest that merely counting the presence of languages is not enough for a full picture of diversity. While such quantification may suffice when viewing language in a strictly functional sense, as with Hall-Ellis (2007), describing language in terms of diversity must also encompass other dimensions such as use and fluency.

Finally, the qualitative responses indicated that library staff recognized both the importance of multilingual abilities and their existence in public libraries. Some respondents indicated that they had purposefully pursued additional language training for work, while others shared that even limited proficiency in a non-English language made them a go-to person when other staff needed access to that language.

If fluent speakers are not present in libraries in the same proportions as the service population, and if people do not use languages besides English in the library as much as in other domains, then many questions remain. What factors prevent language knowledge from resulting in language use? What circumstances motivate and enable staff and patrons to use their language skills? How does language use correlate with fluency or with factors that may depend upon the patron as much as the staff member? Questions such as these can inform research agendas going forward as well as concrete actions that libraries can take to increase linguistic diversity. Subsequent research directions may therefore include expanding the range of quantitative data available, not just on language skills, but on multilingual collections, metadata, and other means of access. This data could also be complemented by more qualitative input on both staff and patrons' attitudes towards the extent of library multilingualism.

While this study's focus was narrow, it was also grounded in broader considerations of multilingualism, and its results successfully pointed back to them. Similarly, the examination of individual instances and functions of language use can benefit from addressing systematic and contextual complexities. Language intersects with race, gender, sexuality, ethnicity, nationality, ability, and other overlapping categories that affect power dynamics, and so future research could address these intersections too. The LIS literature can also develop and adapt grounded and theoretical approaches towards language in libraries and incorporate theory and models from other fields to inform practice. Authors in areas where language is an explicit concern, such as applied linguistics and language education, have already created practically-oriented models and frameworks that open up additional categories of analysis (e.g. Darvin & Norton, 2015; Douglas Fir Group, 2016) and can readily be applied to library service. There is also a significant existing focus on linguistic diversity in the literature on education and literacy (e.g. Commins & Miramontes, 2005; Bustos Flores & Smith, 2009; Haddix, 2016) that can be productively mapped to library contexts.

Outside of the research world, library educators and managers can take steps towards hiring, educating, and training for linguistic diversity and access. LIS programs could recruit for multilingual students and faculty, and coursework on topics such as cataloging, service, and design could include more resources on multilingualism. Explicitly considering language in library hiring practices will be more likely to attract qualified staff (Winston & Walstad, 2006) and will help to create libraries that reflect the linguistic abilities of their service populations. Libraries can also build linguistic diversity with existing staff. Although it requires effort and investment, the fact that languages can be learned makes it possible to transcend language barriers. Even if language learning is not a possibility for staff, there could still be workshops on how to communicate across language barriers and provision of passive tools such as brochures and signage. There could also be linguistic inventories conducted both at the professional level, through projects such as the ALA's Diversity Counts initiative, and at community levels, as individual libraries compare the linguistic skills and experiences of their staff with those of their service populations. Finally, professional organizations could join with IFLA and UNESCO (2012) in calling for linguistic diversity among library staff to reflect that of the library's service population in order to promote full and equal access.

Conclusion

This paper has attempted to tie language in libraries to wider themes of access and diversity while also engaging in practical inquiry to increase understanding of how those themes play out in context. The intent here is not to minimize the importance of other kinds of diversity and access but to add language and staffing into the mix as additional factors that deserve consideration. Libraries can support multilingualism to the extent that it is present in their service populations by viewing and enacting their values through a linguistic lens. Such a conscious and systematic consideration of language as a factor in access to library service will support proactive rather than reactive responses to linguistic issues faced by library users, non-users, and staff. It will help libraries strengthen existing capabilities and provide a starting point for them to consider if and how they should change further. Ultimately, it will result in better access for all, regardless of language.

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Media Misrepresentation of Academic Literature and Barriers to Verify Sources for Those Outside of Higher Education: An Example from *Last Week Tonight with John Oliver*

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Abstract
Academic librarians teach students to research using academic databases and peer-reviewed articles. Information literacy skills combat misinformation in a student's academic career and beyond the classroom. However, once students leave campus and cross the border from student life to working life, they may not have access to peer-reviewed literature. Using a popular segment of *Last Week Tonight with John Oliver* about scientific studies, this article presents the importance of, and barriers to, students' continued access to peer-reviewed research. How librarians might mitigate these obstacles are discussed.

Introduction
Academic librarians fill an important instruction role when teaching effective approaches to finding and evaluating information. Evaluation of information sources focuses on key criteria for determining the currency, relevance, authoritativeness, accuracy, and purpose (Meriam Library, 2010). Peer-reviewed sources are often seen as being authoritative, accurate, and written with a purpose to inform, and instructors typically prefer students to cite these academic papers. During one-shot library instruction sessions, librarians teach students to find these resources using research databases. Librarians hope students are well prepared to meet their research or assignments needs, and by extension prepare them to combat a growing and variegated threat of misinformation as they navigate information resources beyond library databases.

However, once students leave a higher education community, peer-reviewed articles are not easily accessed. As students cross the university-to-work border, they often lose the academic affiliation necessary to access proprietary resources. Although their tax dollars go towards the funding of university research, most citizens will lack access to the peer-reviewed literature librarians encouraged them to use as undergraduates. Glyn Moody (2016) addresses this disparity:

> If this group wishes to read an academic paper reporting on the work they have helped to fund, they must generally pay the publisher for the privilege of doing so… Not only are public funds used to pay researchers, but they also fund the purchase of subscriptions to research journals by academic libraries (p. 2).

Cost is only one barrier. Joyce Ogburn (2011) sums up the need for continued access and considerations to getting that access:

> Lifelong learning requires lifelong access. In other words, creating critical thinkers and expectations of continuous learning requires highly credible resources to be available, easily found,

and recognized for their quality among the abundance of information propagated so freely on the Web (p. 514).

Scientific Studies in the News

A segment from HBO's *Last Week Tonight with John Oliver* illustrates how students may need to apply these information literacy skills after graduation. Aired on May 8, 2016, Oliver discusses how potential breakthroughs in scientific studies are characteristically presented in mass popular media, such as television and online news outlets, and how often these findings are misinterpreted or misrepresented to the general public.

Figure 1. Screenshot of *Last Week Tonight with John Oliver* episode referenced in this article (Oliver, 2016).

In one example, Oliver discusses a study published in *American Journal of Obstetrics & Gynecology* titled, "High-flavanol chocolate to improve placental function and to decrease the risk of preeclampsia: a double blind randomized clinical trial." The study is specific on its findings in that it found no "significant difference...in the rate of preeclampsia…" through "High-flavanol chocolate". However, Oliver shows a clip from a television segment where the study's press release was cited as "Eating moderate amounts of chocolate could benefit mom and baby" by the reporter ("During Pregnancy," 2016). In another study, published in the journal *Appetite*, titled "The way to her heart? Response to romantic cues is dependent on hunger state and dieting history: An fMRI pilot study." was presented in Fox News as "Cookin' Up Love," where the male host proclaims that women are more susceptible to romance when they are full instead of hungry ("Well-fed Women," 2015). The study itself used a sample of only 20 participants.

Oliver showcases six medical studies in this segment and discusses the process by which each finding is transformed from a medically tailored piece of writing addressing a particular health issue, to an out of context, misrepresented, and transformed sound bite by TV personalities. Often the media personality would erroneously claim a benefit or a detriment when none where stated in the finding being showcased in their program. Oliver posits that not all eye-catching findings published in journals are created equal, and that pressures from funding grants, tenure committee requirements, and publishing quotas come into play for what gets funded or supported.

Barriers to Accessing Articles behind the News Stories

If a scientific study is referenced on TV or online and the reader or viewer wants to read the study themselves, chances are there will be barriers to access the study:

> Members of the U.S. population have expressed interest in accessing health research, though they remain generally unwilling to pay for it: 82% of adults say they strongly (57%) or somewhat (25%) agree that if tax dollars pay for scientific research people should have free access to the results of the research on the Internet [1]. Still, of the 26% of online health seekers asked to pay for access, only 2% did so [2] (Maggio, Alperin, Moorhead, & Willinsky, 2017).

Much of the scientific literature viewers hear about on TV or read online is published in journals, which often are owned *en masse* by a few publishing houses. According to a comprehensive survey published in 2015 (Larivière, Haustein, & Mongeon, p .1), based on "45 million documents indexed in the Web of Science over the period 1973-2013." found that "Reed-Elsevier, Wiley-Blackwell, Springer, and Taylor & Francis are amongst the top five publishers with the highest number of scientific documents in 2013." (p. 3). Collectively, these publishing houses exert tremendous influence in how articles are published, distributed, and sold. This same survey summarizes this process:

> The possibility to increase profits in such an extreme fashion lies in the peculiarity of the economics of scholarly publishing. Unlike usual suppliers, authors provide their goods without financial compensation and consumers (i.e. readers) are isolated from the purchase. Because purchase and use are not directly linked, price fluctuations do not influence demand. Academic libraries, contributing 68% to 75% of journal publishing revenues [31], are atypical buyers because their purchases are mainly controlled by budgets. Regardless of their information needs, they have to manage with less as prices increase. Due to the publisher's oligopoly, libraries are more or less helpless, for in scholarly publishing each product represents a unique value and cannot be replaced [19,20,33,34]. (p. 11).

Of the six studies Oliver specifically references, only two were openly available:

1. Bujold, E., Babar, A., Lavoie, E., Girard, M., Leblanc, V., Lemieux, S., ... & Dodin, S. (2016). 32: High-flavanol chocolate to improve placental function and to decrease the risk of preeclampsia: a double blind randomized clinical trial. *American Journal of Obstetrics & Gynecology*, 214(1), S23 -S24. https://doi.org/10.1016/j.ajog.2015.10.056
2. Maughan, R. J., Watson, P., Whale, A., Mears, S. A., & Reyner, L. A. (2015). Mild hypohydration increases the frequency of driver errors during a prolonged, monotonous driving task. *Nutricion hospitalaria*, 32(2), 4-5. https://doi.org/10.1016/j.physbeh.2015.04.028

At the time of this writing, the other four articles were available for purchase with prices ranging from $35.95 to $59.00:

1. Corona, G., Vauzour, D., Hercelin, J., Williams, C. M., & Spencer, J. P. (2013). Phenolic acid intake, delivered via moderate champagne wine consumption, improves spatial working memory via the modulation of hippocampal and cortical protein expression/activation. *Antioxidants & redox signaling*, 19(14), 1676-1689. https://doi.org/10.1089/ars.2012.5142 [**available for $59.00 from Mary Ann Liebert, Inc.]**
2. Ely, A. V., Childress, A. R., Jagannathan, K., & Lowe, M. R. (2015). The way to her heart? Response to romantic cues is dependent on hunger state and dieting history: An fMRI pilot study. *Appe tite*, 95, 126-131. https://doi.org/10.1016/j.appet.2015.06.022 **[available for $35.95 from Else vier]**
3. Le Trionnaire, S., Perry, A., Szczesny, B., Szabo, C., Winyard, P. G., Whatmore, J. L., ... & Whiteman, M. (2014). The synthesis and functional The synthesis and functional evaluation of a mitochondria-targeted hydrogen sulfide donor, (10-oxo-10-(4-(3-thioxo-3 H-1, 2-dithiol-5-yl) phenoxy) decyl) triphenylphosphonium bromide (AP39).evaluation of a mitochondria-targeted hydrogen sulfide donor, (10-oxo-10-(4-(3-thioxo-3 H-1, 2-dithiol-5-yl) phenoxy) decyl) triphenylphosphonium bromide (AP39). *MedChemComm*, 5(6), 728-736. https://doi.org/10.1039/C3MD00323J **[available for £42.50 from the Royal Society of Chemistry]**
4. Walum, H., Waldman, I. D., & Young, L. J. (2016). Statistical and methodological considerations for the interpretation of intranasal oxytocin studies. *Biological psychiatry*, 79(3), 251-257. https://doi.org/10.1016/j.biopsych.2015.06.016 **[available for $35.95 from Elsevier]**

Three of these four had pre-prints or accepted versions available on researcher profile pages or through an online repository:

1. Corona, G., Vauzour, D., Hercelin, J., Williams, C. M., & Spencer, J. P. (2013). Phenolic acid intake, delivered via moderate champagne wine consumption, improves spatial working memory via the modulation of hippocampal and cortical protein expression/activation. *Antioxidants & redox signaling*, 19(14), 1676-1689. https://doi.org/10.1089/ars.2012.5142 **[available on *ResearchGate*]**
2. Le Trionnaire, S., Perry, A., Szczesny, B., Szabo, C., Winyard, P. G., Whatmore, J. L., ... & Whiteman, M. (2014). The synthesis and functional evaluation of a mitochondria-targeted hydrogen sulfide donor, (10-oxo-10-(4-(3-thioxo-3 H-1, 2-dithiol-5-yl) phenoxy) decyl) triphenylphosphonium bromide (AP39). *MedChemComm*, 5(6), 728-736. https://doi.org/10.1039/C3MD00323J **[available on *ResearchGate*]**
3. Walum, H., Waldman, I. D., & Young, L. J. (2016). Statistical and methodological considerations for the interpretation of intranasal oxytocin studies. *Biological psychiatry*, 79(3), 251-257. https://doi.org/10.1016/j.biopsych.2015.06.016 **[available on *PubMed Central*]**

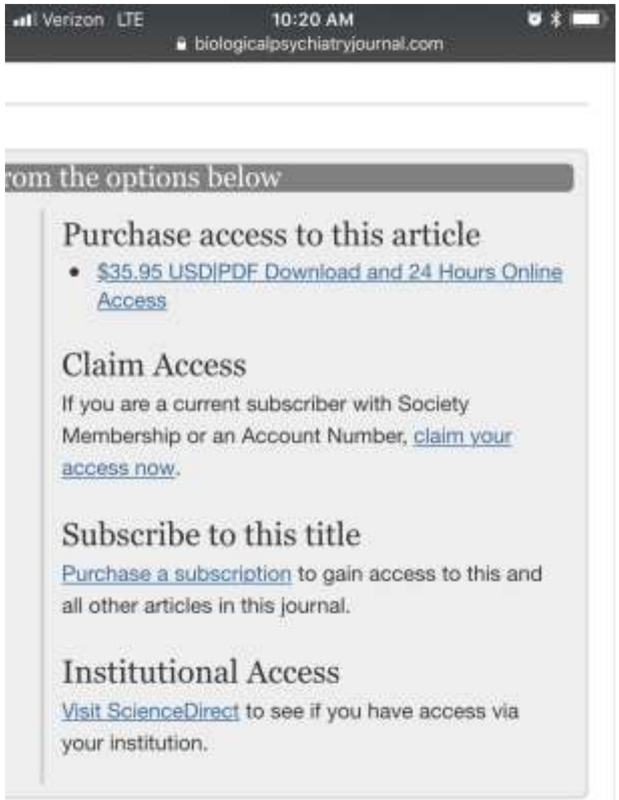

Figure 2. Screenshot of access options for *Biological Psychiatry Journal* (Walum, 2016).

For the casual reader wanting to gain knowledge from these studies, barriers include the financial aspect of the article itself or having to create an account with the publisher. Account creation may include a request for an email address, name, occupation, area of study and region just to find out the price of the article in question. These barriers are not unknown to academic researchers either. According to a recent *Guardian* article:

> Most research journeys begin with a literature review, consulting hundreds of journal articles, analysing the data within, and formulating a hypothesis to test in the lab. The reality for many researchers is that finding and accessing articles can be extremely tedious. My research suggests it takes 15 clicks on average, multiple logins into different repositories, dead links, and waiting on endless redirects. (Kaube, 2018)

Addressing the strain of post-graduate access

The ACRL Framework on Information Literacy addresses access to, and value of, information:

> The novice learner may struggle to understand the diverse values of information in an environment where “free” information and related services are plentiful and the concept of intellectual property is first encountered through rules of citation or warnings about plagiarism and copyright law.

Librarians can promote lifelong learning and help students access information after they graduate in several ways. Librarians can educate students about sites to access academic information, other than library databases, including institutional repositories and public resources. For example, the Idaho Commission for Libraries provides access to several scholarly databases, such as *Academic Search Premier* through lili.org. In Oregon, users can access proprietary databases through the Libraries of Oregon portal: http://www.galepages.com/oregon_sl/databases. Academic librarians can work with their public library counterparts to make students aware of what is available after they graduate. Public universities likely have a way for non-students to access resources if they are physically in the library building. Librarians have written about their discussions of *Sci-Hub* with faculty and students. *Sci-Hub* is a "global science and technology publisher and provides free access to research articles and latest research information without any barrier to scientific community" (https://scihub.org/). For example, Sarah Crissinger led a discussion at Davidson College, telling faculty, "if we did not like or want to accept Sci-Hub as an answer to the disparity in information access, we should construct our own answer and take action" (2017, p. 87).

Librarians can also discuss the costs associated with the academic literature students access through their higher education institution and engage possible future scholars in understanding the publishing ecosystem. Future scholarly authors could be taught to retain their authorship rights, or to negotiate with the publisher for greater control of their scholarly output. Instilling a sense of ethical scholarship should also be encouraged whenever possible, and one that favors sharing openly as a societal benefit: "We, as scholars, face new responsibilities for thinking about how widely our work circulates, which does not preclude publishing in the prestigious journals, but which does call for a more ethical approach to the sharing of our work." (Willinsky & Alperin, 2011, p. 4)

Discussion

Librarians routinely teach information literacy skills to students, focusing on finding and evaluating information. Academic databases, accessed through the university library, are often the focus of how to find credible information because librarians understand the value of curated, scholarly literature. The strategies taught to evaluate information are effective for a student's academic paper and should also be applied to information consumed outside of the academic environment. The recent focus on misinformation in the news and the examples from *Last Week Tonight with John Oliver* episode on scientific studies highlight the importance of information literacy beyond the borders of higher education institutions.

There are often barriers, including cost and the tedious process to create logins to access the full-text of academic articles for those not enrolled in a college or university. Lack of access to credible knowledge due to expensive articles incurs a costly gap in information seeking: people who cannot afford to access credible knowledge may search for freely available knowledge that could be biased, misleading, or deceptive, which can give rise to higher levels of misinformation. Similarly, if only relying on the press releases provided by popular television and online news sources, and not looking at the original study, people could make decisions based on misinterpreted or misleading claims.

Librarians can address these barriers while teaching information literacy skills by showing students how to access articles through institutional repositories, pointing out resources available through public or state agencies, and by engaging future scholars in discussions about the publishing industry and open access options. Librarians are in a unique position to continue a commitment to ensure access to research to everyone as stated in the American Library Association's Professional Ethics (2018) page:

> We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

As academic librarians this responsibility does not end when an undergrad migrates to non-student life, but it does present opportunities to expand their information skills and to raise their awareness of more open and reliable sources of information.

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Creating a Town Library Team: Collaborative Projects Between Public, School, and Academic Librarians

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Abstract

Library outreach, especially at the public and academic levels, is not a new concept. In the current climate of library budget cuts, instantaneous information, and readily available nonauthoritative sources, librarians, library staff, and library directors are making it a priority to educate their communities on the benefits of and accessibility to quality library resources. Collaboration between different types of libraries is also not uncommon. Partnerships between public and school libraries assist in coordinating information literacy curricula, promoting reading programs and providing access to materials and resources. This article encourages pushing those boundaries even further out to include academic libraries, thereby expanding the scope of inter-library relationships and embracing librarianship at all community levels. Each library has its own, unique perspective and clientele. Pooling information and networking at all levels of community librarianship benefits each library, its patrons, and the community as a whole.

Introduction

The current climate of instant information available via the Internet and electronic devices prompts some (usually non-library users) to conclude that libraries have become archaic and non-essential. Libraries nationwide are fighting back by adjusting their collections and programming to better serve the needs of today's patrons. A large component of this new library paradigm is increased library outreach, increasing communications with library stakeholders and gauging community needs that can be met by library programming and resources. School and public libraries frequently promote each other's resources such as summer reading programs and increased access to research materials and recreational reading collections. Adding academic libraries to this partnership increases librarian representation throughout the community, expands communication and collaboration among a wider range of libraries and librarians, and creates a united front of community library initiatives and support. This article makes the argument that expanding these cross-library relationships to include academic libraries will result in a stronger community library presence by expanding the community library spectrum to include higher education libraries, their advocacy, and their resources.

Literature review

The notion of cross-institutional collaboration and support between school and public libraries is well documented. Breeding (2015) notes that school libraries provide information literacy skills spiraled to build from a basic competency level to more sophisticated abilities. School libraries introduce reading materials leveled appropriately as the student progresses and instruct students on selection strategies. Public libraries build on these skills by providing an expanded collection and increased access by virtue of its available hours, including during school breaks. Some library collaborations, such as the

Limitless Library system between Nashville Public Library and the Metro-Nashville Public Schools, offer interlibrary loan services to school libraries, thereby increasing materials available in the schools. Creating this type of continuation of library skills and use benefits students and their families, instilling an appreciation for the library access they enjoy whether in the school setting or the community library. Smallwood (2010) documents public library programs designed to support young adults. These include programs for home schooled students, after school study sessions, support for teen parents, tutoring for student athletes, and nontraditional opportunities such as CPR certification training and teen theater.

Courtney (2009) makes the argument that increasing K-16 (K-12 and undergraduate education) collaboration facilitates spiraled information literacy instruction and continued momentum among engaged learners. These types of partnerships address a 21st century reality where access to information is up, as is the need to be able to discern fact from fiction. Familiarization with K-16 information literacy standards, identifying strong community partners, and defining concrete outcomes provides a successful approach to this type of partnership.

The Kellogg Commission on the Future of State and Land-Grant Universities (1999) was tasked with creating awareness among universities for higher education reform more responsive and engaged with the communities they serve. This means moving beyond outreach to legitimate engagement where information is not simply being imparted but is an avenue for an exchange of ideas and projects. In other words, the academic library not only reaches out to promote its resources, but also becomes involved in community organizations and their projects and programming. The study produced a seven-part test of engagement (guiding characteristics): Responsiveness, Respect for partners, Academic neutrality, Accessibility, Integration, Coordination, and Resource partnerships, providing a measuring stick for academic libraries wishing to gauge the success of their community engagement programming.

Godbey et al. (2015) address the potential for academic libraries to create programs to support public school students, thereby further preparing them for higher education. During their visit to the campus of the University of Las Vegas (UNLV), middle school students from GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) visiting the library took part in an exercise in which they became “ethnographers,” observing how college students used the library, including materials, space, and services, then coming back together to share their observations. This active learning exercise proved to be more engaging than and memorable for the GEAR UP students than the previously offered traditional library tour, giving them a better sense of the academic library atmosphere.

In summary, the literature review supports library collaboration that includes academic libraries in order to:

- facilitate the spiraling of crucial information literacy skills beyond elementary and secondary school
- provide legitimate, two-way engagement between the community and the higher education institution
- optimize the role the academic library can play in preparing public school students for higher education

Case Study: Library collaboration and networking in Kittitas County

The following case study illustrates how an engagement and outreach academic librarian established relationships with local libraries and education organizations, and how those relationships complement and enhance the library-initiated information literacy and literacy skills efforts throughout the community. These partnerships include the local public and school libraries, the school district education foundation, and a local Rotary club. Projects include themed K-12 library initiatives, One Book One County book selection and promotion coordination, literacy programs funded by the education foundation and by the Rotary club, such as the summer Bookmobile and Little Free Libraries.

The rural community of Ellensburg is situated in the geographical center of this Pacific Northwest state. It is the county seat of Kittitas County, which also includes (among others) the towns of Kittitas, Cle Elum, Roslyn, Thorp, and Easton. The county is bordered by the Cascade mountain range to the west, and the Columbia River to the east. Ellensburg boasts a population exceeding 20,000 (“QuickFacts” n.d.) and is home to Central Washington University (CWU). The James E Brooks Library (Brooks Library) serves the students, faculty, and staff of CWU. It is also the central state regional federal depository and is open to all members of the public, not just those affiliated with CWU. Other community libraries include Ellensburg Public Library, Carpenter Memorial Library in Cle Elum, Roslyn Public Library, and Gilmour Memorial Library in Kittitas. Public school libraries in Ellensburg are found at all three of the elementary schools (Lincoln, Valley View, and Mt. Stuart), Morgan Middle School, and Ellensburg High School.

The mission of Brooks Library states, "The Central Washington University libraries provide quality resources and innovative services to stimulate creativity, intellectual curiosity, and to facilitate lifelong learning and research within the communities we serve." Identified goals are:

- Provide library services and resources in multiple formats that meet our users’ needs.
- Reimagine the physical space of the library to better meet the demands of our students and faculty in the future.
- Educate users about the library’s services and resources.
- Increase collaboration with students, faculty, staff, and the community (“University Libraries” n.d.)

These last two goals inspired the creation of a Student Engagement and Community Outreach (SECO) librarian in March 2015 (http://listsmart.osl.state.or.us/pipermail/libs-or/2015-March/008923.html). Additionally, outcomes identified in the library’s strategic plan align with the CWU core theme, Public Service and Community Engagement with specific reference to community collaboration (Table 1).

Table 1
UNIVERSITY CORE THEME: 4. PUBLIC SERVICE AND COMMUNITY ENGAGEMENT

(James E. Brooks Library, 2012)

Establishing relationships

UNIVERSITY OBJECTIVE 4.1 Enhance the commitment and the level of cooperation between the university and external communities.					
Unit Outcomes	Indicators	Expected Performance Level (Criterion)	Indicator/ Performance Level Reported By	Key Strategies/ Initiatives	Budget/Resource Analysis
Increased collaboration and innovation between university and community at large.	Library statistics Evaluation results	• Increased in community patrons. • Increased in faculty and staff participation in community events and projects.	Library faculty and staff	1. Identify and offer expertise to assist with community needs. 2. Develop library marketing strategy and materials. 3. Develop a media guide for use by library faculty and staff. 4. Increase awareness of library services available to the general public. 5. Survey other libraries and community organizations.	• Funding • Adequate staffing • Public relations support

(James E. Brooks Library, 2012)

As the newly hired SECO librarian in August, 2015, I started by creating relationships with student engagement departments on campus, including Student Success, Inclusivity and Diversity, the Office for Undergraduate Studies, Disability Services, Veterans Center, Wellness Center, and the Associated Students of CWU. Simultaneously I reached out to community sectors that aligned with our goals, and who could benefit from increased collaboration with Brooks Library. This included our public library director and the high school librarian. These newly formed relationships resulted in a seat at the table on the Kittitas County Regional Library Board and on the newly founded Ellensburg School District Library Advisory Council. After attending a presentation at my Rotary club by the co-founder and leader of the summer Bookmobile project I found myself joining the van to distribute books and read to the neighborhood kids. In January 2017 I was invited to join the Ellensburg School District Education Foundation board, further embedding Brooks Library in local school projects. Serving on a 2016 Big Read committee introduced me to CWU English faculty involved in the Lion Rock Visiting Writers Series, an annual program that brings nationally known writers to CWU to work with English students and to present to the public. This relationship would eventually result in a One Book One County collaboration that has brought together Brooks Library, the public libraries, the high school library, and the campus writers' series.

These actions were the result of keeping my ear out. By being willing to follow potential leads, I was able to connect Brooks Library and its goals of increased community collaboration and awareness of library services and resources throughout the county. Every community has its own unique dynamic and opportunities. My experience will no doubt be impossible to replicate exactly. But perhaps sharing some of the positive developments these county-wide library relationships have resulted in will inspire readers to reach out and create their own community library networks, and to nurture their own community library connections.

Kittitas County Regional Library Board (KCRLB)
Not long after I took the SECO position, the director of our public library in Ellensburg invited me to attend the regional library board's quarterly meetings. Although I was not a voting member, I was able to share events, developments and resources from Brooks Library at each meeting. According to the KCRLB bylaws, the board is comprised of directors from the Ellensburg, Cle Elum, Kittitas, and Roslyn public libraries, plus one at-large member designated to represent the unincorporated cities of the county without a public library. The Thorp and Easton school boards are also able to appoint representatives if they choose to participate. In February 2017, I was appointed to the newly vacated at-large position, making me a voting member of the board. In November 2017 the board of commissioners approved an amendment to the bylaws to include Central Washington University among the board membership, further embedding the Brooks Library into the county librarian network.

There have been many positive aspects to this form of outreach, one of the biggest being our involvement in the One Book One County selection. In 2016 a CWU group led up by a library faculty member and including members of the CWU English department applied for a National Endowment for the Arts Big Read grant, based upon the Tim O'Brien novel, *The Things They Carried* (O'Brien, 1990). As part of the grant, the public librarians agreed to make the novel their selection for the 2016 One Book One County (OBOC) community read. The grant application was not successful, but we were encouraged to make some adjustments and resubmit for Big Read 2017. The county librarians agreed to hold *The Things They Carried* for the 2017 OBOC, but this mean they were back to looking for a replacement title for the 2016 community reading program. One of the English faculty and a CWU collaborator on the Big Read grant was also the coordinator of the Lion Rock Visiting Writers Series. She provided a listing of authors slated to come to campus that year. One of the authors, Ava Chin, would be presenting on her book, *Eating Wildly: Foraging for Life, Love and the Perfect Meal* (Chin, 2014). The county librarians saw this as a book the community would enjoy reading and discussing, with the added benefit of being able to meet the author and hear her thoughts on the story and the writing process. This example illustrates how networking between the academic librarian, my contacts at the university, and the regional library board created a symbiotic moment for the entire community. This relationship remains strong. The same English professor went on to bring award-winning author Ruth Ozeki to our community for the 2018 OBOC to discuss her novel *A Tale for the Time Being* (Ozeki, 2013). Another happy result of her involvement is her application to become the new at-large member of the KCRLB, further solidifying the network between the academic library, the public librarians, the English department, and the community.

Ellensburg School District Library Advisory Council

As a former school librarian and former student in the Ellensburg School District I was eager to reach out and explore potential connections with the school district librarians. As luck would have it, I was the winner of the YALSA (Young Adult Library Services Association) gift basket at the 2015 PNLA conference in Vancouver, Washington, which I promptly re-gifted to the high school librarian as a means of introduction. Soon I was invited to sit on the newly formed Ellensburg School District Library Advisory Council (LAC), the brainchild of the high school librarian, who defined the role of the LAC: “To provide input, support, and advocacy for the Ellensburg School District libraries,” and the purpose: “To promote and build the library programs in the Ellensburg School District and Community” (C. Day, personal communication, January 12, 2016). The public library director, a member of the education foundation, and librarians from all public schools were also invited to sit on the LAC. The advisory council meets bimonthly (when possible) with specific objectives in mind: create and update a five-year, district-wide library plan; present to the school board annually on library projects across the K-12 range and into higher education, advocate for more library collaboration time, especially to facilitate spiraling of information literacy curriculum; and identify an annual theme to address at all levels (Fake News was the 2017 theme, Kindness/Little Free Libraries in 2018). Creating a mission statement was one of the first orders of business for the LAC: “The mission of the Ellensburg School District Library Advisory Council is to promote open access to literature, information, and technology in order to enrich our students’ education and inspire lifelong learning.” (C. Day, personal communication, May 16, 2016). Participating in the LAC presentations to the school board and annual theme activities serves to increases awareness of Brooks Library as a library team player and as a resource institution that is open to all members of the public.

One of our faculty created a research guide (LibGuide) on “Fake News” (http://libguides.lib.cwu.edu/fakenews) and was invited to present it on several occasions to high school students. When Brooks Library hosted a CREW (Continuous Review, Evaluation, and Weeding) workshop with expert Bonnie Boon, several members of both the public and school district libraries attended. Another successful partnership is that of our Freedom to Read table at the downtown Farmers Market the Saturday prior to Banned Books week. Originally organized by Brooks Library, this table presents examples of challenged books, information taken from the ALA (American Library Association) website regarding challenges, buttons, bookmarks, and candy. In 2016 we invited staff from the public and school libraries to join us at the table and it’s been a joint project ever since. Traffic to the table has increased as local students and families are always thrilled to see their beloved librarians downtown, and curious to learn that books are still being challenged today.

Ellensburg Morning Rotary Club (EMRC)

I joined the EMRC in June 2016 and immediately got involved with the Literacy Committee, distributing donated books to the local food bank, nursing home, and the summer Bookmobile. The Literacy Committee also maintains and restocks a Little Free Library in the community and provides a book shelf full of books for every completed Habitat for Humanity home in the county. It is probably due to the size and nature of Ellensburg, but our paths frequently cross in myriad ways – there are three librarians in the EMRC: myself, the public library director, and a former elementary school librarian. So, while I can somewhat break my library connections into tidy compartments, it is not at all unusual to find overlap between the different entities. Another example of this is the community Bookmobile. After the co-founder presented on the program to the EMRC, I started volunteering, helping kids and their parents pick out summer reading books. Several of the Bookmobile volunteers are educators and school librarians, providing me with another opportunity to connect and collaborate. As faculty advisor for the Metropolis Rotaract club, I am also a member of the EMRC Generations Committee. This committee coordinates the community services efforts of the junior Rotary clubs: EarlyAct (5-12 years old), Interact (13-18 years old), and Rotaract (18-30 years old). The advisors meet on a monthly basis to report on programs and events, and to coordinate efforts. This provides me with another avenue to interact with students and advisors across the district, and the opportunity to promote Brooks Library as a community resource.

Ellensburg School District Education Foundation (ESDEF)

Following a LAC presentation to the school board, I was invited to join the Ellensburg School District Education Foundation, a nonprofit organization created to "support education through public and private cooperation" ("Ellensburg School District Education Foundation," n.d.). The Foundation raises money each year to be distributed in mini-grants to applicants from the school district. Projects funded could be a high school English class theater trip to Seattle, manipulatives for the third-grade classrooms to share, backpacks filled with books for low income students, and registration fees for the middle school robotics club. Being a member of the ESDEF board has made me more familiar with the individual schools, their needs, their parent teacher organizations, and how Brooks Library can contribute directly. For instance, I learned the principal at one of the elementary schools is a heavy reading advocate, providing "Read Boxes" (an "on your honor" lending library) throughout his school and welcoming new students by allowing them to pick out a book to keep from a shelf in his office. Brooks Library allocates funding every year to purchase books through First Books and Scholastic that are then distributed to community organizations serving low income families (FISH food bank, Bright Beginnings, the alternative high school, the youth center, EMRC Literacy Committee). Learning of this principal's reading advocacy projects allowed me to deliver a box of multiple copies of brand new, high interest fiction and nonfiction for distribution to his students. I also relay mini-grant application rules and deadlines to educators that I know are working on a project that requires funding beyond their district budget allocation.

Conclusion

Whether it is collaborating on a One Book One County book selection, a community Freedom to Read table, the strategic planning for district library curriculum, local literacy projects, or extracurricular funding for educators, Brooks Library is involved and has a voice in these discussions, discussions that impact our libraries on a regional basis. The fact that community outreach is a dedicated portion of my job description, and that I am given time to attend the associated meetings and events, allows me the time and freedom to pursue and nurture these collaborative relationships as part of my professional duties. As a result, Brooks Library is more readily recognized as a community resource, and team player with the community libraries. These relationships will be further developed to align more specifically with the Brooks Library's strategic plan, with an eye to college readiness programs and increased K-16 student use of our resources and familiarity with the library space and assets.

Benefits are already being derived from the formation of our town-wide library team. It gives librarians at every level in the district the ability to come together and share and expand projects and developments such as community-wide literacy themes, and increased distribution of reading materials via a variety of social and educational programs. By way of annual reports and presentations, this collaboration keeps our local school board and county commissioners apprised of community literacy efforts and challenges, helps to raise the libraries public profiles, and provides the librarians the ability to demonstrate support for each other.

Readers will have different opportunities in mind that they are able to cultivate into mutually beneficial partnerships that cross perceived library boundaries. Expanded access and facilitated communication between institutions serves to coordinate information literacy skill acquisition and increases awareness of library resources available throughout the community for the benefit of all.

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Librarians Collaborating with Academic Advisors to Foster Student Success

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Abstract
Library workers are exploring ways to provide support to their communities. In this practice-based pilot project, an academic library partnered with academic advisors on a college campus to increase the support services and supportive mechanisms for students. Academic advisors and librarians increased their skills and areas of content expertise, and passed this learning on to the students. By offering a course for reinstated students and academically at-promise students, with a focus on persistence and success through failure and trial and error, a partnership between the academic library makerspace and the Advising and Academic Success Center was created. Though more research is needed to determine which strategies are key elements for success, all library workers can benefit their communities through partnerships with support professionals, including counselors, social workers, non-profit agencies, and academic advisors, in order to increase their role in providing support for their community members.

Introduction

This practice-focused article describes a pilot partnership between academic advisors and library faculty at Boise State University. The authors offered a pilot course designed to integrate hands on engagement and experiential learning into a course for students who had left the university and had been reinstated, or are academically at-promise. The demand for the course had grown so much that offering an experimental section was warranted. Working in the makerspace of the academic library, students learned how persistence is a key to success. They learned this through trial and error using a variety of emerging technologies, and especially 3D printing. The instructors and students experienced revelations regarding the connection and metaphor between student success and making. Once students obtain some mastery in an emerging skill, like 3D printing, they can apply that into their academic skill base.

Though this project explores the role of a unique partnership on a college campus, this work can also be applied to other library situations including inside school libraries, and public libraries, where individuals may partner with school counselors, social workers, and non-profit agencies in ways that are needed and meaningful. As libraries are places where individuals come to receive support, improving access to critical support structures as well as making connections with advisors or other student service professionals can increase the impact library workers make in their communities.

Background

The Makerspace on campus is a radically inclusive environment and everyone on the Boise State campus is welcome to come to the lab and join the community. The space centers around the principles of design thinking in which the learner explores new solutions and new designs in problem solving through failures of previous attempts. Such an environment runs in opposition to threads of cultures within higher education in which correct answers are valued above an information-seeking process.

Individuals on college campuses who advise at-promise students can establish relationships with library faculty in order to create networks of support, help students to join communities, and assist advisors with improving student success. The term at-promise refers to students who previously were labeled at-risk. At-risk assumes a deficit model and places the responsibility back on the institution to help support the students (Fulmer, M.J. & Wildfong, D., 2012). The term at-risk is a deficit term and assumes that the students are the ones that need to make the change. At-promise describes a success model in which the institution increases access to and retention in college (Fulmer, M.J. & Wildfong, D., 2012). Through a pilot partnership at Boise State University, library faculty and academic advisors co-taught courses and shared educational resources through cross-training to enable and empower efforts to support student success.

Academic advisors and library faculty worked to employ design thinking and maker competencies with students in a course called Academic 102: Academic Recovery and Success. Some students felt ownership over their own futures and coursework projects, making decisions relating to their own success such as changing majors, transferring colleges, or taking a break from higher education.

What follows is a description of an innovative pilot program between library faculty and staff with academic advisors at Boise State University. The purpose was to increase student support and improve student outcomes for at-promise students. In particular, there are many students who find a home in the library who lack support in other areas of their life, and finding additional resources to best support them can be difficult, if library workers are not aware of these resources. Through the partnership, support professionals and librarians discovered many benefits in collaboration, for the staff, as well as the individuals they support.

This collaboration led to positive impacts on students, and anecdotally has led to improved support and relationships with students. More research is needed to identify which strategies result in increased student success.

About Boise State University

Boise State University is located in an isolated region of southwest Idaho, mostly serving Idaho residents, but also residents from nearby states make up the majority of the student population. Idaho's K-12 students are 48th in the nation for Go On rate for going on to college - rural schools are differently prepared than those in Boise (Richert, 2018). In addition, Idaho's K-12 spending per student is the second lowest (Brown, 2015) in the country, and there are very few options for students who don't want to attend their public high school.

Idaho's public schools statewide lack book budgets as a line item, and many schools get about $500 or less per year for the library budget. The public schools in Idaho have no professional library requirements. As a result, students lack information literacy skills and resources to locate services to help them with their information needs.

Against Boise's backdrop of entrepreneurial creativity and recreational diversity, Boise State has an emerging urgency around retention and student success. Graduation rates are low and partnerships across functional areas are critical to enhance student services and programs. This issue of student persistence and degree attainment is not specific to Boise. Students overall are gaining more access to higher education, and their ability to complete the degree has not changed, "Although access to higher education has increased substantially over the past forty years, student success in college, as measured by persistence and degree attainment, has not improved at all," (Brock, 2010). Brock describes that higher education could focus on additional programs that could potentially benefit these students that encounter barriers, which include: high schools better preparing students for college, enhancing student advising and support services, and making financial aid more effective. For the 2011 graduation cohort, 19% of students graduated in four years, 36.9% graduated in five years and 41.3% graduated in six. BOISE is among the fastest growing cities in the United States, and this growth is leading to economic impacts among the growing population, including businesses not being able to hire enough people, or folks with the right skills (Sharf, 2018).

Boise State has a history of rising to the challenge to shift output to meet emerging needs. The campus opened in 1932 as Boise Junior College, conferring associates degrees until attaining a four year, baccalaureate conferring status in 1965. The campus served Idaho as both a destination for commuter and returning students as well as a residential campus. In 2017, Boise State earned a Doctoral Research Carnegie Classification after awarding its first doctoral degrees in 1997 (FOCUS ON, n.d.). Boise State continues to serve a broad range of student interests, including a predominantly white campus with 40% of undergraduates enrolled in 12 credits or fewer, a median age of 25-34 years, (Enrollment Data, n.d.). First year and senior students at Boise State work more often and at longer hours than students at peer institutions. These students are three times as likely to be caring for a dependent. Boise State students have a longer commute from outlying communities than their peers. The institutional landscape continues to shift to meet the demands of the state as well as the upcoming influx of out of state students through creative partnerships (Office of Institutional Research, 2016).

Considering these multiple and competing demands for their attention as students, enrolled students face a unique dearth of support for mental health. Whereas the International Association of Counseling Services (IACS) recommends a student to professional ratio of 1 to 1,000, or at most 1 to 1,500 students, the operating ratio at Boise State University is equivalent to 1 to 3,571 students. The Boise State Counseling Services far exceeds the service ratio as it is open to all students, including graduate students, faculty, and staff in addition to serving as a resource for the Boise community at large. Another source of support on campus is the generalized advising support office, the Advising and Academic Support Center (AASC), which houses services for undeclared students, students in academic distress, and coaching/tutoring. AASC supports approximately 500 undeclared students and approximately 1400 students in academic distress. It is from this office that Boise State library staff and academic advisors sought partnership to further the curriculum goals of ACAD 102, an academic success course designed to meet the unique needs of student retention and success at Boise State.

Student Retention and Student Success

Student success and student retention are often used interchangeably; however, each concept is used differently at the institutional level and it is important to note that each is important when measuring a program's success. When collaborating with different individuals or departments it is important that all individuals from the different departments are utilizing the same definition. Co-creating an operational definition of student success across disciplines and functional areas will ease the process of creating and understanding development strategies. For example, retention is the number of students returning from one enrollment period to another (Hadley, Bloom, & Robbins, 2012) but the process of returning is marker of success for only the institution. What is missing from this definition is student perspectives on how students and collaborating programs define success for themselves.

When coming together on this collaboration it was important for the library, students, makerspace, and the Advising and Academic Support Center to define what student success looked like for the partnership. Student success for this purpose was defined as: an increase in engagement, a focus on the development of skills and competencies (increased time management, engagement in class, level of confidence and behavioral shifts) and meeting the learning objectives of the course and to primarily focus on a change in belief that failure is an opportunity to learn and grow (Harper & Quaye, 2009).

Partnerships: Library and Advising

The library workers and advisors set about to establish a firmer partnership by working to develop in several areas with the goal of building content to meet the needs of our students. Through conversations, readings, and analysis, both groups developed content expertise in each other's fields. This led to cross training of individuals in both areas of campus.

In addition to offering a course that was co-taught, we also trained each other's departments. MakerLab employees learned about the ways to best support struggling students. Advisors learned about the community and skills in the MakerLab that can help support the same students.

As a result, we held a workshop with all of the Probation, Dismissal, and Reinstatement (PDR) advisors, about maker technologies, and maker competencies. The persistence that is learned in the makerspace is applicable to the students who are on probation and are being reinstated. This overlap in identifying areas of mutual support led to great interest in furthering the collaboration.

Academic 102: Academic Recovery and Success

In fall 2015 the Provost's Office tasked the Advising and Academic Support Center with the development of assessing and implementing a new process for working with students who were experiencing academic difficulty. The first phase was to create a 3 credit Academic 102: Academic Recovery and Success course (ACAD 102). This course is specifically designed to meet students where they are and address students' academic habits, behaviors, and attitudes towards success. Class size is small, 15 to 20 students. It incorporates both classroom instruction as well as individualized consultations in which the instructor and the student meet a minimum of three times during the course of the semester and develop a plan of action specific to that student.

The Advising and Academic Support Center has increased the number of offerings each semester to meet the student demand for the course with four courses a semester now being offered. In fall 2017 a pilot course of ACAD 102 was offered focused on success through failure. A partnership between the Library Makerspace and the Advising and Academic Success Center was created.

The decision to pilot the ACAD 102 course with the Makerspace and the library came after a conversation about how the Makerspace supports students and focusing on the mission of "success through failure". ACAD 102 course architects designed the pilot course to integrate the hands on engagement experience of the Makerspace with the academic success content from the course. Students worked on their academic skills and knowledge by learning how to use the different technology in the Makerspace. The course was co-taught by a library and makerspace faculty member as well as the Academic Development and Recovery Coordinator. Students in academic difficulty often struggle with failure and how to handle it effectively.

Some of the students facing barriers in higher education also struggle with describing their own needs, and how to meet them. By integrating the process of describing learning and failing through the makerspace instruction, instructors modeled how to describe experiences and what we learn from them. As a result, some students learned more about how to overcome the challenges they face. Additionally, students built confidence by recognizing that while the technology was difficult they were able to conquer it and create some very cool things. Initial assessments of the pilot suggest that students were more engaged in the content of the course. While no formal assessment was completed for the pilot course, anecdotal evidence showed an increase in engagement including number of students completing the course, decrease in absences, and completion of assignments. The initial anecdotal results suggest that further work needs to be completed to examine the relationship to success.

Design Thinking Workshops with Students

Library workers can use design thinking to help students to design their own life with the idea that the possibilities are endless, students can start where they are, and that we can reframe our goals by deciding that now is always the right time to "design a life you love" (Burnett, 2016). The authors and collaborators acquired a number of design thinking skills through a combination of online coursework, in-person workshops, readings on design thinking, and practitioner based workshops. As a result, instructors Smith and Vecchione incorporated the design thinking workshop into their course to facilitate a design thinking workshop for students to design services, programs, and prototypes that would assist a student when they are struggling.

Students in the course were asked to reflect on a time they struggled academically. They interviewed each other, using an interview worksheet prompt. They received training on some techniques for interviewing. The students reviewed their struggles and spent time exploring the problems they encountered, remarking where there were similarities or differences in their shared experiences.

Following the design thinking methodology of building empathy, finding a good problem to work on, then brainstorming ideas, the students then created a series of potential ideas that could help solve some of the issues that were raised. By focusing on barriers to learning and brainstorming barriers to academic success together with other students, they learned that they were not alone and that there are often times solutions that we can create to solve these at barriers an institutional or organizational level. While a library worker may not be able to help solve the problems, they can facilitate knowledge creation in their communities, and therefore help students succeed. Some students may find that this is a prototype, service, or program that they would like to advocate for during their time in higher education.

Students shared their potential solutions with others, then revised the ideas based on the feedback they received, ultimately developing ideas for services, programs, and products. While the specific programs that students generated were interesting, what was more empowering was the pathway created to facilitate students taking ownership over their own learning.

What Library Workers Can Do

Library workers ought to have student success at the core of their work mission. Library workers in school and college libraries can connect with advisors to find out more about student trends regarding common issues students are facing in their communities. Library workers can build bridges to the work of counselors and these networks can be further established in public library by connect to social workers or other programs in student communities. These networks can also be established in public libraries by connecting with social workers or other programs in their communities.

Design thinking is a useful way to teach others to design services, programs, and prototypes for other individuals in similar situations. The practice of empathy for communities can help library workers design better services, and also can help members of that community design services for their own community. Library workers and academic advisors can integrate design thinking into classroom curriculum to help individuals design programs, services, and prototypes for individuals in their own situations - whatever those situations may be.

How are book collections keeping up with the current issues pertaining to library communities? Library workers can also establish book collections to assist some of these issues. This can include, but would not be limited to, books for children whose parents are incarcerated, learners living with mental illness, or individuals whose families face citizenship issues. Learning more about the issues pertaining to library communities can help collections and programming meet the needs of the most vulnerable.

When library workers brainstorm additional ways to support at-promise students, everyone benefits. Some libraries have employed social workers to assist individual users of the library, including at San Francisco Public Library (Fraga, 2016). Any library worker can identify a need and try to meet it by creating high-impact library services.

Library Partnerships

Library workers have traditionally partnered with other entities to foster success within the communities they serve. In The Atlas of New Librarianship, Lankes (2011) explains that the mission of librarians is to facilitate content creation in their communities. In some cases, this may be about identifying community members' needs and working to meet them. If existing library services cannot support the community, library workers can identify individuals who can help, and bring them into the library to support the users. Embedded librarians are a necessary part of the academic library future, and librarians ought to seek out meaningful partnerships, "Librarians are in a unique position to become involved in core activities and initiatives throughout the university," (Dewey, 2004). Libraries are viewed as credible partners. Hovius (2006) points out that partnerships with libraries are useful to others as libraries are seen as credible, and effective partners that have a lot to offer. In addition, Hovius states that "Libraries must focus their efforts on adding value to their local community. In return, the benefits to the Library will take care of themselves."

On college campuses, libraries are seen as a part of the essential services for students (Soria, Fransen, & Nackerud, 2013). Authors Pan, Valliant and Reed (2009) write about partnerships with academic advisors and librarians on a college campus, stating that they share similar missions and visions for the communities they serve, "Librarians and academic advisors are natural allies since they share similar objectives in promoting student skills and achievement." Though most academic libraries traditionally partner regarding instruction services, there are plenty of opportunities for increasing student support. Many librarians focus their partnerships on academic department and faculty collaborations (Love & Edwards, 2009). Library workers can increase their outreach and collaboration to non-academic units to "come together to meet a specific need," (Dahl, 2007). As budgets decrease for libraries on college campuses, creating effective partnerships will be key to establishing successful student support services, (Henderson, 2016). On other campuses, librarians have served as embedded librarians in student support services, (Bishop, 2018). Overall, all libraries can benefit by partnering with support professionals to assist the communities they serve.

Conclusion

Exploring collaborations with individuals who serve in an advising or support role is a worthy pursuit for library workers. The added value of developing connections, relationships, and rapport can lead to improved student success outcomes. Strengthening these relationships can, at minimum, result in increased student awareness of the existing support structures, some of which they may not know exist, or may be reluctant to use, without a coach to assist and facilitate in their journey. When library workers increase their awareness of social structures that serve to support students and library users, they can refer library users to use these services. While this practitioner story from our pilot project does not offer data to support one strategy over another, studies ought to be developed to learn which particular strategies, through these relationships, may be most useful for students or other library community members. As a result, more research is needed to determine success factors.

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Call for Submissions and Author Instructions

Digital Equity, Access, and Inclusion: Challenges Across Contexts is the focus of the Spring 2019 issue of PNLA Quarterly. We invite library practitioners, students, and educators in the PNLA region (Alaska, Alberta, British Columbia, Idaho, Montana, and Washington) to submit articles that deal with any aspect of digital equity in our profession, including (but not limited to) information and social justice, case studies relating to inclusive excellence, issues particular to the Pacific Northwest, digital equity in libraries, archives or museums, and unique collaborations. Articles may be theoretical, research-based, or practice-focused. Articles will be peer-reviewed upon author request.

The deadline for submissions to pqeditors@gmail.com is February 28, 2019.

Authors are asked to:

- Submit manuscripts of between 1,000-6,000 words electronically in Microsoft Word file format;
- Use Times New Roman 12 point font and 1.15 spacing;
- Adhere to guidelines in the 6th edition of the *Manual of Style of the American Psychological Association* (APA). This rule applies in terms of format and references;
- Obtain any necessary written permission to use copyrighted material, and to pay any and all relevant fees. Appropriate credit should be provided in the manuscript;
- Submit original work that has not been previously published and is not under consideration for publication in another journal;
- Contact the PQ editors at pqeditors@gmail.com with any questions regarding these instructions, the publication process, schedule, or the appropriateness of a proposed article topic.

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