Message from the PPIRS Chair

Brett Cloyd, University of Iowa

It is hard to believe that my tenure as PPIRS chair is three-quarters complete. But as I recast the narrative of the last 9 months I see that there have been happenings in the section that I want to relate here in the newsletter.

Most recent was the biennial ACRL Conference held in Cleveland, Ohio earlier this month. I joined my colleagues Erin Ackerman and Roz Tedford for the new members event at the start of the conference. We talked to prospective PPIRS members about the section’s activities, resources and purpose, and we enjoyed the energy that the new members had about their work. Shortly after that event, PPIRS hosted a Social at the Masthead Brewing Company. About a dozen people stopped by for informal sharing and connection.

The Social was also an opportunity to share the Ad-hoc committee for Information Literacy’s survey to assess librarian’s use of the framework (please participate; deadline: June 1). The committee has been hard at work at developing resources for PPIRS members to use with the ACRL Framework for Information Literacy. Thank you for previous participation in the Zoom conference calls. Committee members have also interviewed faculty members in their institutions’ politics, policy and international relations programs. For this new survey we are aiming to get some direction in terms of what might be most useful for librarians. Once we review the survey results, we will begin drafting documentation.

In the near future, plan to attend the PPIRS events at ALA Annual. A general PPIRS membership meeting and a “Plan for Excellence” discussion on Information Literacy will be held Saturday, June 22 at the Hilton. PPIRS is also hosting a World Bank Tour of their new visitor’s center, library and archives (register) on Friday, June 21. This year the section will cosponsor with ANSS a program, Grassroots Advocacy and Librarians: Using Research Power to Make Change, as well as a social at Fado on June 21, 7:30.

PPIRS has had the opportunity to recognize and support our members. This year’s PPIRS Marta Lange-SAGE/CQ Press Award is going to Lynda Kellam from the University of North Carolina, Greensboro. Lynda developed the "Help! I’m an Accidental Government Information Librarian Series", is the
Chair’s Message, cont’d

co-author of *Numeric Data Services and Sources for the General Reference Librarian*, and is active member of PPIRS, the Digital Scholarship Section, and GODORT. An awards reception is being scheduled for ALA Annual. [*Editor’s note: the Fall Newsletter will feature full coverage of the Marta Lange award festivities and its honoree.*]

PPIRS also supported Liana Bayne of James Madison University with a Scholarship to this year’s ACRL Conference. Liana reports, “I was able to attend the conference at virtually no cost. Thanks to the generous Support Staff Scholarship, I attended 14 formal sessions, learned so much and got to build relationships with so many wonderful colleagues in the field.”

As the year winds down, this feels like a good opportunity to thank all the people who have stepped up to participate. Working in a leadership role for a section with more than 500 members brings its own mix of excitement, worry, doubt and opportunity. Time after time the effort from so many has come together to move the work along. So many of us juggle a variety of responsibilities, but we sign up for committees, run for office, ask a question, reply to the PPIRS list, attend a Zoom session, come to a conference, and share expertise. Thanks for giving me the opportunity to chair PPIRS. I will also look forward to passing the baton to my colleague Elizabeth White, on July 1 when her term begins.

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**WORLD BANK LIBRARY VISIT INVITATION**

In celebration of the 75th Anniversary of the Bretton Woods Conference (where the World Bank and IMF were conceived), ALA Annual participants are invited to visit the World Bank Group’s new Visitor Center and its Library and Archives of Development.

This free event will take place on June 21, 2019, 10:30-11:30am (Please arrive by 10:15) at the World Bank Group Headquarters, 1818 H Street, NW, Washington, DC 20433. Participants will learn about the Bank’s mission and online resources covering a wide array of subjects related to poverty reduction including climate change, gender equality, conflict and migration, economics, policy and law, and much more. Space is limited. Register at [http://bit.ly/WBGTour](http://bit.ly/WBGTour). Contact dlevy@worldbankgroup.org for more information.

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**Editors’ Note**: This issue marks the final issue under the current editors, James Donovan (University of Kentucky) and Chelsea Nesvig (University of Washington). We have appreciated the opportunity to fill this important role within the organization, and welcome the new masthead: **Christopher Lemery**, History & Political Science Liaison Librarian for the University of Pittsburgh, and **Kaci Resau**, Electronic Resources Librarian at Washington and Lee University. Please direct to them all future inquiries concerning content and other newsletter related matters.
I had the opportunity to attend ACRL 2019, held from April 10-13 in Cleveland, OH. The ACRL conference is far and away my favorite, so I’m thrilled that it was so close to home. One thing I’ve learned to accept about the ACRL conference is that there are too many interesting things to see and learn and nowhere near enough time to do them all! What follows are some of my highlights.

Opening keynote speaker Michele Norris gave an insightful and engaging presentation about her Race Card Project, which aims to foster discussion about race. Initially conceived of as a project wherein participants would write six words about race on a postcard, it’s now morphed into a website where users can write mini-essays. As a librarian, what impressed me is that Norris was committed to archiving all the submissions (both physical and virtual) from the very beginning. I’m now curious whether the archive will ever be made available for research. Norris also said many libraries have used the project to foster their own community discussions about race.

Affordable learning and Open Educational Resources (OER) are gaining more attention in academia, so it’s no surprise there were numerous presentations and posters about these topics. A paper entitled Recasting the Affordable Learning Conversation: Considering Both Cost-Savings and Deeper Learning Opportunities is one example. The authors discuss how using OER can foster “Deeper Learning,” which is a type of higher-level thinking. While OER’s cost-saving benefits are their main selling point, connecting OER to pedagogy and information literacy can help improve their adoption.

Another session that focused on pedagogy was Incentivizing Information Literacy Integration: Librarians as Partners in Assignment Design. In this session, librarians from the University of Kansas talked about a grant program that encouraged faculty to redesign a class assignment. The librarians struggled with speaking in the same language as faculty and how critical to be of faculty assignments, lest some bridges get burned. Assessment of the project has been difficult because faculty haven’t shared the final versions of the assignments. The grant project is described in the project LibGuide.

Outreach to Political Science grad students is one area of my liaison duties I’d like to improve upon, so the panel session entitled Different Scopes For Different Folks: Contrasting Outreach Approaches To Graduate Programs And Students was useful. The speakers were from significantly different types of universities and gave an overview of things they’ve tried. Getting involved in the electronic theses and dissertation (ETD) process is one way to build bridges to grad students. One speaker said that the library’s outreach to teaching assistants yielded a partnership on designing research modules. A comment that stuck with me is that while many grad students are sophisticated researchers, there are some that do need basic, undergraduate-type research support.

Perhaps the most interesting session I attended was Dr. Kawanna Bright’s discussion of her dissertation on librarian-faculty partnerships. The paper, Developing “Fabulations”: Factors that Influence the Development of Successful Research Collaborations Between Liaison Librarians and Faculty Members, is well worth a read if you’re considering working with a faculty member on a research project or grant. Not surprisingly, successful collaborations build upon pre-existing relationships wherein librarians have provided information literacy instruction or other research support for their
ACRL 2019, cont’d

faculty. Librarians were able to move from “support” to “collaboration” when librarians had specific expertise of interest to the faculty; expressed interest in the faculty’s research; and had time to commit to the collaboration. Dr. Bright’s conclusions about this latter point were interesting. When faculty perceive librarians to be too busy with “standard” liaison work, faculty are less likely to broach the topic of a collaboration. Librarians need to make their collaboration availability known initially but also reassure faculty of their commitment throughout the process.

Fighting misinformation and critically examining news sources was of course the focus of many sessions and posters. A panel session entitled Breaking Free Of Curricular Confines: Seeking New Opportunities To Teach Critical Media Literacy In The Era Of “Fake News” was among the most enlightening discussions of these issues I’ve recently heard. Abby Morris, of Texas Women’s University, noted she has been invited to do several presentations on news evaluation for community groups and K-12 schools, but similar presentations on her campus have been sparsely attended. Both Abby and Alex Pfundt of Bryn Mawr noted that traditional source evaluation rubrics such as the CRAAP test are no longer sufficient to deal with misinformation. To root out misinformation, one has to compare sources to see if the information is being reported elsewhere; traditional evaluation tools don’t emphasize this. The speakers argued that a better tool is to use Mike Caulfield’s Web Literacy for Student Fact-Checkers. This book emphasizes looking at the entire information lifecycle of a story and takes into account the emotional reaction that the reader feels when reading an incendiary story. I plan on reading this book when I get a chance. The handouts the presenters use in their education sessions are available in their Google Drive folder.

There were of course too many posters to view while at the conference, so I’m working my way through the online versions of those via the conference website. Two posters which I’ve viewed and may be of interest to PPIRS members are Recasting the Narrative @EPA: A Textual Analysis of Government Tweets and Creation and Use of Grey Literature Across the Disciplines.

I’m looking forward to continuing to read the conference papers and view the presentations over the next year to further gain from ACRL 2019.

ACRL Preconference at 2019 ALA Annual Conference: RoadShow on the Hill

Join ACRL in Washington, DC, for the full-day preconference Building your Research Data Management Toolkit: Integrating RDM into your Liaison Work, an ACRL RoadShow offered in conjunction with the 2019 ALA Annual Conference on Friday, June 21, 2019.

Research data management has emerged as a need among academic researchers and liaisons are building skills in response. This one-day preconference will assist liaisons to identify their existing skills and mindsets that transfer to research data management services and then create a learning plan for the RDM specific knowledge needed to serve their subject disciplines. Tools, hints, and tricks will be shared that facilitate partnerships on campus with disciplinary faculty and with other RDM service providers.

Complete details, including a full program description, learning outcomes, and registration materials, are available online.
Member News and Upcoming Events

Linda Kellam (University of North Carolina-Greensboro), in addition to receiving the Marta Lange-Sage/CQ Press award, will become on July 1 the Research Data Services Librarian at the Cornell Institute for Social and Economic Research based at Cornell University.

Bert Chapman is pleased to announce that Palgrave Macmillan has just published his new book, Global Defense Procurement and the F-35 Joint Strike Fighter https://www.palgrave.com/us/book/978303013660. This work is a multinational program history of the F-35 Joint Strike Fighter which is the most expensive weapons system in U.S. History and has been used by Israel in Lebanon and by the U.S. in Afghanistan. It describes the growth and evolution of this program in the U.S. and multiple other countries and cites government information literature from 10 countries!

Image available at GSU Law Library’s Blackacre Times

ALA Program: Grassroots Advocacy and Librarians: Using Research Power to Make Change

How does grassroots lobbying work? How can academic librarians help people and organizations find the information they need to effectively advocate and influence at all levels of government? PPIRS and ANSS will offer ALA attendees answers to these questions at a panel featuring knowledgeable organizers/advocates, as well as librarians who have provided resources and services to advocacy groups and individuals.

Panel experts will discuss the mechanics/logistics of organizing and grassroots lobbying and how libraries provide the resources and services necessary to effectively make a case to government officials and agencies. Aliqae Geraci is Assistant Director, Research and Learning Services at Cornell University's Martin P. Catherwood Library. A former public librarian and labor union researcher, she is the co-author of Grassroots Library Advocacy. Darcy Gervasio is Coordinator of Reference Services at Purchase College Library. Her work supporting Occupy Wall Street serves as an example of how librarians can partner with the community to effect change.

Participants in the program will leave with concrete information and ideas on how to support patrons interested in advocacy efforts. This program examines how librarians can help patrons in their own efforts to impact government and their communities. For more information visit https://www.eventscribe.com/2019/ALA-Annual/fsPopup.asp?Mode=presInfo&PresentationID=496262.
PPIRS Member To Know

Brea Henson, Outreach and Instruction Librarian/Political Science Librarian, University of North Texas

How did you become involved in PPIRS?

When I was hired as new Outreach and Instruction Librarian at the University of North Texas Libraries, I was given Political Science for my subject area. With this subject area, I knew joining PPIRS was vital to networking with other Political Science librarians as well as increasing my subject knowledge. My supervisor, who served as the Political Science Librarian for 8 years previously, has also been involved in PPIRS and has been educating me on PPIRS, making suggestions on which committees to join first based on my interests. My first PPIRS event was the social at ALA Midwinter. I'm looking forward to being an active member.

What’s your favorite part of your job?

Right now, it is learning and being a librarian. This is my first librarian position and I know very little about Political Science. I listen to 1-3 political podcasts and read 2 political newsletters a day. I am also auditing a sophomore/junior level Political Science Introduction to Research Methods course. While I focused my MLS on research methodologies, I want to experience what my undergraduate students are learning first hand. I am also learning specific statistical techniques that my previous education skimmed-over. Being a librarian is also refreshing for me. My previous job was an administrative specialist position at UNT Libraries in the division that I am still working in now and that job required me to be involved in what all the librarians were doing. Now, I just get to focus on my work—my stress has decreased by at least 50 percent. In addition to my subject area, I serve as our outreach coordinator so I get to do a lot of fun programming for National Library Week.

What do you consider your biggest career challenge?

In addition to not knowing much in Political Science, I am preparing for a collection enhancement in the fall. My collection is in a different library and I very little opportunity to go browse it. While, I can browse it in our online catalog, I want to witness the scope of it. I want to see how the topics shift on the shelves do that when review spreadsheets of call numbers and topics, I have something to connect it to physically. Not all first-year librarians are lucky to do a collection enhancement, but this the most intimidating project that I am working on.

What’s a “typical” workday like?

My library is starting a major series on renovations. The first in the list was moving my department's offices to a different area on the building. What was supposed to be a 5 day interruption has turned into a 4 week interruption. My day starts my figuring out where I am going to work throughout the day and if I need to equipment from our IT department. Thankfully, I completed most of my intensive projects before the move started, so mainly have emails, instruction sessions, and a 5 year literature review on outreach activities in academic libraries to worry about.

What are your five favorite non-work related things?

1. cooking with my husband. 2. cuddling my puppy-son. 3. playing RPGs with my husband and friends. 4. reading fantasy or Star Wars fan fiction. 5. listening to Viking/Nordic folk music.
PPIRS Executive Committee Minutes

Mid Winter virtual meeting, January 14, 2019

ALA Connect is up and running. Could be a good place for managing documentation and communication with members. As of right now it is so new that members of the Executive Committee have little experience with the new system. Help for ALA Connect is available on-line. (Brett Cloyd)

Information Literacy AdHoc Committee Updates (Brett Cloyd and Mary Oberlies)

Reviewing ACRL Information Literacy Framework and how it applies to PPIRS subjects, conducting a literature review of subject specific professional organizations to identify potential gaps, conducted faculty interviews regarding information literacy, and hosted 2 web-based discussions regarding critical inquiry and member use of framework.

Next meeting will go through framework and work on a final document specifically geared towards librarians in our session. Looking to have a draft document for ALA 2019 annual meeting.

World Bank Library and Archives Tour (Brett Cloyd)

Chair is setting up a tour of the World Bank Library and Archives in DC. Will be held June 21 @ 10:30.

Since the location hosts sensitive information and activities attendees will have to RSVP early. Communication about the event and registration will take place soon via ALA Connect and the PPIRS list.

Social Opportunity at ALA Midwinter 2019 in Seattle. 1/26 @ 5:00pm. Details posted to Facebook and listserv.

Input from members

Erin Ackerman asked for ideas for future semi regular virtual discussion topics, like the discussions hosted by the Information Literacy Ad Hoc committee.

Potential topics discussed included:

- Supporting student writing and the research process
- Fake News
- Liaison work and scaffolding of instruction

Committee updates

Communication and Publications Committee (Bonnie Paige)

Published section newsletter; next one will come out March/April

Exploring Social Media survey of members

Social Media (Gary Marks)

- Is looking at Facebook group and spam accounts
- Proposed the creation of a social media plan for the section

Web Site Coordinator (Olivia Ivey). Site has been maintained and responsibilities have been handed over to the new coordinator.

Conference Program planning – Annual Conference, Washington D.C. (Erin Ackerman)

Co-hosting program at ALA with ANSS about grassroots organizing and librarian support

Program at ALA Annual will be on Saturday @ 1:00pm.

Marta Lange / CQ Press Sage Award (Erin Ackerman)

Received a handful of nominations

Proposed having the committee start the call for nominations earlier next year
Nominating Committee (Rosalind Tedford)

Full slate of nominees for spring election

Professional Development (Kelly Janousek and Mohamed Berray)

Met with Membership Committee to talk about items which would be useful to members

Proposed using new ALA Connect page to provide Q&As for new librarians and new members

Planned virtual discussion sessions for the spring (date forthcoming) on a number of topics including data literacy and legislative research

Brought up acquiring an ACRL LibGuide account for the session (chair will investigate)

Membership (Erin Ackerman)

Met with Professional Development Committee about needs of members

Proposed future “hangout” discussions where members can learn about committee work

Exploring informal mentoring and “conference buddies” for members

Welcome to PPIRS emails to new members will go out soon

ALA Annual 2019 in DC: Social Planning for Friday night. Sponsored by HeinOnline.

Second social planned for ACRL 2019 in Cleveland

Review and Planning Committee (Rosalind Tedford)

Members should let her know if anything in the bylaws needs to be updated

Vendor/Publisher Liaison and Review Committee (Victoria Mitchell)

Interested in exploring how publishers can help with “fake news” instruction

Volunteer for Committees (Elizabeth White)

PPIRS is seeking volunteers for section committees. To learn more about the different committees visit the PPIRS webpage: [https://ppirsacrl.wordpress.com/committees/](https://ppirsacrl.wordpress.com/committees/) Deadline is 2/15 for most committees. Nominating and Program Planning Committees need members now. If you’re interested in serving as a Committee Chair please contact Elizabeth White (elwhite1@uga.edu)

To volunteer go to [http://www.alal.org/acrl/membership/volunteer/volunteer](http://www.alal.org/acrl/membership/volunteer/volunteer). Then click the “Volunteer Now” link at the bottom of the page (or link directly: [http://www.alal.org/CFAppsvolunteer/form.cfm](http://www.alal.org/CFAppsvolunteer/form.cfm)). You will be asked to login using your ALA member ID and the password you created. You will then enter some general information about yourself and your interests. To specify the PPIRS committee(s) that you wish to volunteer for, select ACRL_PPIRS in the drop down box at the bottom of the page. You can then select one or more committees (maximum of three).

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Call for Reviewers — Choice/ACRL Core Bibliographies in Law and Politics

**Resources for College Libraries (RCL),** the Choice/ACRL bibliography of essential titles for undergraduate teaching and research, seeks experienced subject librarians to serve as peer reviewers in the RCL social sciences, including **Law** and **Political Science**.

Reviewers are tasked with assessing the subject collection comprehensively, providing recommendations for editorial improvement and feedback on how well the core title selections support the college curriculum. This is a "thoroughly rewarding" peer review project that strengthens collection development skills and builds subject expertise.

If you are interested in serving as a peer reviewer, please submit a brief description of your relevant background, along with your CV to Anne Doherty (adoherty@ala-choice.org), RCL Project Editor. Preference will be given to those who apply by June 1, 2019. Learn more about RCL at: [http://www.choice360.org/products/rcl](http://www.choice360.org/products/rcl).
PPIRS Information Literacy Standards Revision: 
Where We’ve Been, Where We’re Going 
Chelsea Nesvig (University of Washington)

PPIRS is re-writing its information literacy standards! The previous “Research Competency Guidelines” were created by the LPSS section in 2008 and are in need of updating to match the current needs of students, faculty, and librarians in our disciplines. The work of our ad-hoc committee* began in the spring of 2018, and since then we have sought information from relevant stakeholders (disciplinary faculty, PPIRS members, and other ACRL sections) to capture a variety of opinions and perspectives as we craft a new set of standards. This work has included:

- **Interviews with faculty at ad-hoc member institutions during fall 2018:** After a sub-committee generated useful interview questions, a total of 18 faculty across multiple institutions were interviewed about their views on student research skills and how librarians fit into the student learning process.

- **Conversations with PPIRS members in Nov and Dec 2018:** Thank you to all who participated in these conversations via Zoom! We asked questions around what librarians want students to understand about research in PPIRS disciplines, tools and strategies currently in use, and how the Framework is applied to our work.

- **A survey of all PPIRS members in spring 2019:** Here is where you come in! Please go to the tinyurl seen above (tinyurl.com/PPIRS-ILSurvey) and share your thoughts regarding your familiarity with the ACRL Framework and how you use it in your work. The survey will remain open until June 1 and should take no more than 20 minutes to complete. Thank you to Mary Oberlies, ad hoc committee co-chair, for creating the survey image above!

Going forward, our work will involve a closer look at the data already collected through faculty interviews and member discussions as we work to make connections to the six frames. Once the member survey data is collected, we’ll use all of this information to create a draft version of new PPIRS information literacy standards! More information to come.

* Committee members:
  - Brett Cloyd, University of Iowa (Co-Chair) 
  - Mary Oberlies, College of William and Mary (Co-Chair) 
  - Erin Ackerman, The College of New Jersey 
  - Richard Caldwell, UC Santa Barbara 
  - Stephanie Crowe, UNC Wilmington 
  - Christopher Lemery, University of Pittsburgh 
  - Chelsea Nesvig, University of Washington Bothell & Cascadia College 
  - Winn Wasson, New College of Florida & USF Sarasota-Manatee
Because so many PPIRS members use its products, the Editors asked Roger Valade, Chief Technology Officer for ProQuest, to share his thoughts on where he sees the industry moving in the years ahead.

From FOMO to AI:

A Lit-Student-Turned-CTO’s View on the Rewards and Risks of Artificial Intelligence

Roger Valade (CTO, ProQuest)

By the time I was 12 years old, I was an avid reader, a trait I may have picked up from my grandmother, who devoured books in insomniac chunks. I spent evenings, weekends, and holidays scanning as many pages — Stephen King, Tolkien, Asimov — into my brain as consciousness would afford. Pepsi fueled my pre-coffee caffeination needs. Drowsing, I would take a break to wash my face in cold water, hoping I could enjoy as many hours of Michigan’s dark, reading-friendly winter nights as possible. And, past my 9 p.m. curfew, I would stuff tube socks beneath my door to keep the light from my lamp hidden from parental surveillance.

One of my goals was to read every book that had ever been written, and it was with great regret that I realized soon enough that my reading pace was not keeping up with the growth of my to-read list. OK, great, I’ll have to be more selective. How do I read the best books? Should I be reading widely from many authors and many genres, or focus on one author or region? FOMO, or “fear of missing out,” wasn’t an ad campaign in the 1980s, but I really, really feared missing out.

Fast forward a few decades and the percentage of books I’ve read has plummeted. I asked our Bowker team to pull a report of the new books published in the U.S. in the last five years. Since 2014, over 2 million new books have been published. In 2018, that number jumped up to almost 3.4 million. Looking at my reading log, I’ve only read 15.

I’ve indulged in this story because it’s identical to the plight of the modern researcher, though in research the problem is naturally much more dire. Attempting to stay current with the amount of material being published is not humanly possible. On the ProQuest platform alone, we host more than a billion documents, from this morning’s newspapers to books written in the fifteenth century.

We’ve been working on this problem since Eugene Power founded University Microfilms in 1938, dreaming of photographing and microfilming the world’s knowledge to catalyze its distribution and dissemination. Helping researchers find the content they seek, whether it illuminates a hunch, points them in a new direction, or provides a frustrating counterpoint, is our fundamental mission — and we’ve typically focused on that challenge primarily with content, search tools and workflows.

Today, though, you can’t watch a baseball game or a prime-time show (I think they still exist) without also hearing about machine learning or artificial intelligence and how it is going to fuel your workout, improve your commute/diet/playlist, or power your business. My 12-year-old now asks me before each Michigan Wolverine basketball game who the ESPN app is predicting will win the game — and we watch the Win Probability update in real-time, right on our TV.

Bringing these new technologies to bear to analyze text, images, video, and newer assets like raw data,
From FOMO to AI, cont’d

programs, and algorithms is an exciting reality. At ProQuest, we’ve worked with university students to use open-source tools to analyze newspaper content to break pages into their constituent articles, to disambiguate Paris, TX, from the Paris, to assess the reportability of a clinical trial report. None of these options were available to me when I was studying literature.

I’m unnecessarily jealous of today’s students as they can answer a question that would have taken a week to maneuver with paper and pen in mere minutes with a laptop and a Jupyter interactive notebook. You don’t have to read all the books that exist — you can build a model to read them, abstract them and maybe answer some interesting questions about them using entity extraction, sentiment analysis, and topic modeling. It’s dazzling.

But bringing these new technologies to bear is also a surgically delicate operation. For example, the workflows that some of our drug safety services enable are tied into government-regulated processes. Missing an adverse effect reported by a clinical trial is not an option. How do we build models that guide researchers transparently, without bias, and securely? Examples of artificial intelligence agents who develop bad traits based on fake content abound and clearly these are early days. And yet the hope is strong for these new approaches. In a February 2019 New York Times article, drug discovery researcher Derek Lowe said, “It is not that machines are going to replace chemists. It’s that the chemists who use machines will replace those that don’t.”

Our use of these machines will only become more sophisticated as well. In his book Hit Refresh, Microsoft CEO Sataya Nadella writes, “AI must be transparent. All of us, not just tech experts, should be aware of how the technology works and what its rules are. We want not just intelligent machines but intelligible machines; not just artificial intelligence but symbiotic intelligence.”

Artificial intelligence has been a dream for decades, but today’s realities of cloud computing and big data are finally realizing some of those dreams. But should we dread the negative outcomes often predicted by AI? Will you be locked out of your home or your car or your computer by an AI that has taken on HAL 9000 characteristics? Stanford’s “One Hundred Year Study on Artificial Intelligence” 2016 report states, “Contrary to the more fantastic predictions for AI in the popular press, the Study Panel found no cause for concern that AI is an imminent threat to humankind.”

To confirm, I asked Alexa if it liked Sira. Alexa’s reply? “I’m partial to all AIs.” It’s a good start.

Roger Valade, Chief Technology Officer, leads ProQuest’s global technology organization. He is responsible for client-facing systems including the ProQuest Platform, Ebook Central and ProQuest Dialog. Additionally, he is responsible for all back-office and infrastructure across the company.

Before joining ProQuest, Mr. Valade was vice president of media and engagement at Interlochen Center for the Arts, where he led the migration of the educational institution to the cloud and the digitization of its historical campus. Previously, he was the vice president of technology for Entertainment Publications, where he spearheaded an agile transformation initiative across the product development organization and implemented Salesforce.com for a sales team of hundreds. He also served as vice president of Technical Solutions for Xede, a custom-software consultancy. He has held software architecture and development roles at General Motors, DaimlerChrysler, and DTE Energy. He began his career as a writer and editor at library reference publisher Gale Research.

Mr. Valade holds a bachelor of arts from the University of Michigan. His is based in ProQuest’s headquarters in Ann Arbor, Michigan.
Resources for Identifying, Understanding, and Combating “Fake News”

Victoria S. Mitchell (University of Oregon), Lisa DeLuca (Seton Hall University), Earl Shumaker (Waubonsee Community College), & Nicole E. Wood (Austin Peay State University) on behalf of the Vendor/Publisher Liaison and Review Committee

Introduction

The phenomenon currently known as “fake news” is not a new one. Even a casual study reveals that hoaxes, satire, propaganda, and news content that is fabricated, misleading, manipulated, or out-of-context have been around for centuries. However, the exponential growth of the internet and social media as news sources combined with the ability of content to spread extremely rapidly through these media has raised the phenomenon to a new level. An accompanying factor is the trend—especially among politicians around the globe—to label as “fake news” any reporting that they don’t like. This makes it even more important for all information consumers—but particularly students of politics and policy—to have the tools to help them determine what is “fake” and what isn’t.

At ALA Annual 2018, PPIRS hosted a discussion on fake news at which many interesting resources were shared. This piqued the interest of some committee members, and we decided to pursue this topic further. It seems particularly relevant for PPIRS, given the role of fake news in the political realm, and our roles as academic librarians in guiding and instructing students on how to think critically and make informed decisions about content. While we fretted a bit about how closely this topic aligns with the charge of the committee, we felt it important enough to pursue. Publishers definitely are starting to get involved: witness all of the books being published on this topic within the last year or so, many of which are listed below. News publishers such as the Washington Post, New York Times, and the Wall Street Journal have been creating fact checkers and educational websites on evaluating news sources. We hope that the resources we have compiled will aid PPIRS librarians teaching information literacy and/or creating research guides.

The resources assembled below are arranged by “type” as best the committee could determine and begin with links to definitions of fake news, although as yet there does not seem to be any single, accepted definition. This is followed by an annotated bibliography of books on fake news (all of which probably contain their own attempts at defining fake news.) This list is by no means comprehensive, especially given the current pace of publishing on the topic. Following this is a list of links, most with descriptions, arranged into: fact-checking, image-checking, fake statistics, sites that help with identifying and interpreting questionable news sources, and software tools. A few of these resources are multi-purpose and may appear in more than one section.

Defining fake news


This highly cited article offers its own definition of fake news, in contrast to its “close cousins.”
Fake News, cont’d


The Rand research report *Truth Decay* offers this narrow definition of fake news: “Newspaper articles, television news shows, or other information disseminated through broadcast or social media that are intentionally based on falsehoods or that intentionally use misleading framing to offer a distorted narrative”.


“Resolution on Access to Accurate Information”, Adopted January 24, 2017, by the ALA Council. Not a definition, but describes ALA policy on fake news and access to accurate information.


This article quotes several definitions from different sources.


Books on fake news


This volume of Reference Shelf compiles documents and articles from several respected outlets, including *The New Yorker*, NPR, and *The Economist*. Articles cover topics such as media manipulation and consumption, the selective curation of news feeds on social media, and the negative effects of fake news consumption.


Part of ABC-CLIO’s Examining the Facts series. This volume “examines beliefs, claims, and myths about American journalism and news media,” empowering readers to critically engage with news sources by providing a comprehensive look at American journalism and exploring the historic context of modern issues, such as fake news.


This very slim volume is aimed at instructional
Fake News, cont’d

librarians. While a lot of the information will not be new to that audience, it provides a quick guide to essential ideas for teaching about fake news, includes an appendix of useful resources, and a discussion of (and plug for) “metaliteracy.”


This “media manifesto in comic book form” examines the news media and its biases, from the Romans to the present. Both entertaining and extensively researched and documented, it could serve as a reading for a media-related course.


A collection of essays tackling “post-truth, fake news, mainstream media, and traditional approaches to formal schooling” through critical media literacy.


Seven online modules; the entire handbook can be downloaded as a pdf


Intended to be accessible to general readers as well as students, teachers, and journalists, this book provides readers with tools to differentiate between “fact” and “fake” when analyzing the news and provides context for the modern “fake news phenomenon.”


A collection of essays that provide an international philosophical perspective on higher education in a “post-truth” world, discussing the political, social, and epistemic understandings of “fact” and “evidence.”


This work presents Rivage-Seul’s ten rules for critical thinking, which will allow the reader to see past the “haze created by any culture’s ruling group mind.” Rivage-Seul expounds upon these steps by providing contemporary context and then uses popular films and documentaries to further illustrate his points.


A collection of viewpoints on the term “fake news,” what can be considered fake news, and how the idea of fake news is used in the media. Topics also include how the internet changed journalism and the
Fake News, cont’d

Media, propaganda and information disseminated by the American government, as well as tips for fighting fake news.


An applied mathematician looks at how algorithms (e.g., on Google, Facebook) control what we see on the web. Reviews:


A comprehensive history of the American hoax, from P.T. Barnum’s humbug to Donald Trump’s fake news. In this book, Young illustrates the underlying societal beliefs that allow hoaxes to prosper, from Barnum’s “racial grotesques” to Pizzagate, and warns about our tendency to develop “culture Alzheimer’s” once a hoax is exposed. Reviewed by:


Fact checking sites

FactCheck.org
Hoax-Slayer
Media Bias/Fact Check (Description below)
PolitiFact
Poynter institute
Snopes
Truth or Fiction Checks more than news; includes internet rumors and viral content, quotes, and more.
WaPo Fact Checker From the Washington Post.

Image checking sites

FotoForensics A free site that allows you to upload a jpeg, png, WebP or url for analysis. According to ScienceAlert, its most powerful part is the Error Level Analysis (ELA) algorithm.

TinEye Reverse Image Search—find where an image appears online.

Google Reverse Image Search from commonsense.org

American Scientist: How to Detect Faked Photos

BBC: The Hidden Signs that Can Reveal a Fake Photo

Fake statistics

Identifying misleading statistics: Books


Fake News, cont’d


Identifying misleading statistics: Websites and Videos

73.6% of All Statistics are Made Up. Business Insider, accessed February 19, 2019


Explains and demonstrates the difference between average (arithmetic mean), median, mode, and geometric mean.


Investigates “Simpson’s Paradox.”


Using & Misusing Statistics Fordham University Library LibGuides


Basic (easy) guides to statistics: Books


Examples of misleading statistics in the news/scholarly articles

False correlation of soft drink consumption and violence among teenagers

Original reporting - “The ‘Twinkie Defense’: the relationship between carbonated non-diet soft drinks and violence perpetration among Boston high school students:” https://injuryprevention.bmj.com/content/18/4/259.short

ABC news article criticizing the data analysis - “Soft drinks don’t make hardened criminals, experts say:” https://abcnews.go.com/health/2011/10/24/experts-doubt-on-study-that-says-soda-drinking-teens-more-violent/

“Chart shown at Planned Parenthood hearing is misleading and ‘ethically wrong’,” Politifact, 2015

Original article: https://aul.org/2015/06/24/aul-releases-the-new-leviathan-the-mega-centers-report-how-planned-parenthood-has-become-abortion-inc/
Fake News, cont’d

“The Washington Post misused the data on violence against women”, FiveThirtyEight, 2014


“Lies, damned lies, and one very misleading statistic”, The New York Times, 2018

The original Sun article: https://www.thesun.co.uk/news/politics/5562215/un-aid-workers-raped-60000-people-as-its-claimed-organisation-employs-3300-paedophiles/

“Misleading with Statistics”, Medium, 2014

The original Bloomberg article: https://www.bloomberg.com/news/articles/2013-12-31/for-us-men-40-years-of-falling-income


Identifying and interpreting fake or questionable news sources

Allsides.com -- presents left, right, and center versions of news; also rates media bias from left to right.

Blue Feed, Red Feed -- From the Wall Street Journal, presents “Liberal Facebook and Conservative Facebook, Side by Side.” Provides information on their methodology.

Center for News Literacy -- Stony Brook University School of Journalism. The Center provides a course on News Literacy as well as research on news literacy. The focus is on critical thinking skills needed to judge information credibility.

Columbia Journalism Review -- the journalist’s premier journal. Looks at media industry trends, news, and stories behind the news.

Facts and Friction (NPR 1A podcast) Discusses truth vs fiction and claims vs opinions.

FAIR.org monitors the US media for “inaccuracies, bias, and censorship.”

FiveThirtyEight -- Nate Silver’s site for understanding polling information including pollster ratings. All stories include a statistical analysis.

Pollster ratings: https://projects.fivethirtyeight.com/pollster-ratings/

Hoaxy (Beta) -- This tool “tracks the spread of unverified stories, showing a source and how the “news” spreads over time.”

ICANN WHOIS shows the registered domain holder behind generic web domains.

Media Bias/Fact Check -- Database contains over 2700 media sources; these sources can be accessed by “least bias,” to “left bias” and “right bias.” Even scientific sources can be assessed by “pro-science” vs “conspiracy-pseudoscience.”

MisinfoCon -- “MisinfoCon is a global movement focused on building solutions to online trust, verification, fact checking, and reader experience in the interest of addressing misinformation in all of its forms.” Includes short articles on such topics as the roots of American media distrust, meme bots, and the design of credibility tools.

The News Literacy Project “a national education nonprofit offering nonpartisan, independent programs that teach students how to know what to believe in the digital age.”

“The Sift” weekly newsletter “[sorts] through recent rumors, hoaxes and
Fake News, cont’d

other misinformation to bring you the best teachable moments in news literacy.”

“On the Media” NPR podcasts focusing on journalism, technology, and First Amendment issues. The site includes a Breaking News Consumer’s Handbook which provides tips on sorting good and bad news.

OpenSecrets.org Tracks election funding, including money from PACS. Purpose of this site is to show the effects of campaign money on elections and public policy.

Poynter.org This journalism site includes a section of article on Fact-checking and information about the International Fact-checking Network.

Snopes’ Field Guide to Fake News Sites and Hoax Purveyors—a guide to some of the most frequent hoax purveyors.

Software tools

Fake news software tools that are downloadable as apps or browser extensions seem to be somewhat ephemeral and potentially unreliable. We are unable to vouch for the longevity or the efficacy of all of the browser extensions below.

Botometer (formerly BotOrNot) from Indiana University checks the activity of a Twitter account and gives it a score based on how likely the account is to be a bot.

BS Detector A Chrome extension that purports to identify fake and satirical news sites, as well as conspiracy theories, rumors, and extreme bias.

FiB Project is a Chrome extension that allegedly “analyzes your Facebook feed for a url, picture, and text’s validity.”

NewsGuard from Microsoft is a plugin for Chrome, Edge, Firefox, and Safari browsers. Employs journalists to analyze news sites based on nine criteria.

Settle it! app from Politifact helps you fact-check information related to various political issues.

Project Outcome for Academic Libraries

ACRL recently launched Project Outcome for Academic Libraries, a free toolkit is designed to help academic libraries understand and share the impact of essential library programs and services. It provides simple surveys and tools for measuring and analyzing outcomes.

The toolkit includes:
- Quick and simple surveys
- Easy-to-use survey management portal
- Ready-made and customizable data reports
- Interactive data dashboards
- Resources and training
- Peer discussion boards

Learn more and sign up at https://acrl.projectoutcome.org/!
Note from the Editors: As part of our ongoing series of research spotlights, this issue features the work of Abhishek Nagaraj, Assistant Professor of Management of Organizations at the Haas School of Business at the University of California, Berkeley, and Imke Reimers, Assistant Professor of Economics at Northeastern University. Their scholarship examines how digitization of content impacts the demand for physical works, either as library loans or as purchases. Many libraries are involved in creating or providing digital collections for their patrons, and are often asked by authors and other interested parties questions concerning the effects that providing digital versions can have on uses by other means. Here, we learn an interesting response to such queries. To read the full description of the project, see Nagaraj, Abhishek and Reiners, Imke, Digitization and the Demand for Physical Works: Evidence from the Google Books Project (April 15, 2019). Available at SSRN: https://ssrn.com/abstract=3339524 or http://dx.doi.org/10.2139/ssrn.3339524.

Google Books Digitization Increased the Sales of Physical Books But Decreased Library Loans

Abhishek Nagaraj (University of California, Berkeley)
Imke Reimers (Northeastern University)

Digitization of Physical Works

The digital era has re-kindled the dream of a virtual “library of Alexandria” where all works are digitally collected and distributed. Many copyright holders oppose such digitization, out of fear that a new product may displace its own, physical product, whereas proponents of digitization point to potential market expanding effects. In the library context, if a digital copy of a book is available, it might make a patron less likely to check out the physical copy reducing loans. On the other hand, she might discover the work online (especially through full text search algorithms) and then come into the library to check out the book, increasing loans. A similar tension applies when considering marketwide sales. Does digital access increase or decrease demand for physical copies?

Little empirical work exists on this important topic that animated important legal debates around mass digitization. We analyze the effect of digitization on the demand for physical works by using a novel data set, recording the timing of digitization of individual books from Harvard University’s libraries through the Google Books project. Taking advantage of a “natural experiment”, where only a subset of otherwise similar books were digitized within Harvard as well as variation in the timing of when books were digitized, we examine the effects of digitization on library loans at Harvard and marketwide sales. We find that digitization through Google Books negatively impacted loans within...
Digitization, cont’d

Harvard but increased sales of physical editions by 35%, specifically in less popular works. Our basic conclusion is that when books are not easy to find (either though a library or for popular books) digitization increases demand for physical copies, but it might decrease demand otherwise.

The Google Books Project

The Google Books project was announced by Google in December 2004. At its inception, Google partnered with a handful of library partners to digitally scan books from their collections. Harvard’s Widener Library was one of these library partners, providing books to Google for digitization. Google’s digitization efforts continued for several years, but were slowed down by staunch legal opposition from the Authors Guild and Association of American Publishers. Authors and publishers argued that Google Books would displace legal sales, thus hurting copyright holders. In contrast, Google’s major defense was centered around the idea that browsing books may promote the downstream sales of digitized material. The suits were eventually settled (publishers) or rejected (authors), but as an upshot of the intense legal battles, as of 2018, the Google Books project remains a far cry from digitizing and making available all human knowledge.

Whether digitization increases or reduces demand for physical works depends on two counteracting forces: the discovery effect of Google Books due to increased awareness and searchability, and the substitution effect of digital distribution as a competitor for existing, physical products. We argue that the tradeoff between substitution and discovery differs for different margins of books and consumers. Notably, for popular books, already well-known to consumers (e.g. *The Wealth of Nations*), the substitution effect is likely to dominate. On the other hand, obscure books are likely to benefit from discovery, but not face the costs of substitution. The effect of Google Books on demand should therefore be more positive for less popular books. Similarly, for consumers within Harvard, who already benefit from access to search technology (through Harvard's librarians and internal catalog system) the substitution effect is likely to dominate the discovery effect. Therefore, one might expect digitization to have a greater positive effect on demand when considering market-wide sales, while for loans within Harvard, the effect is likely much smaller, and even negative.

The Empirical Approach

In order to examine how digitization affects demand, we approximate the following thought experiment: take a large set of books and randomly digitize one half and not the other. What happens to demand for the digitized set as compared to the non-digitized set over a period of 5-10 years?
Digitization, cont’d

We rely on the fact that the scale of Google's scanning project at Harvard implied that the total duration of the project was over five years (from 2005 to 2009), and that the order in which books were scanned was largely random. Specifically, Google only scanned books that had been published prior to 1923 and so we can compare the sales and loans for books scanned early vs. those scanned late and vs. books ever scanned (i.e. post 1923). We obtained from Harvard the dates on which the pre-1923 books were scanned, as well as information on when and how often each book was checked out, for over 88,000 titles between 2003 and 2011. In addition to this information on library checkouts, we find - for a subset of over 9000 books - the annual sales of physical copies outside of Harvard, and - for all 88,000 books - the number of new editions published in each year.

The idea then is simple. Suppose a book was digitized by Google in 2006. We look at how the demand for this book changed between 2005 and 2007, and we compare this change to how demand changed for similar books that were not digitized in 2006 (i.e. digitized later, or not digitized at all). Assuming that demand for these works would have evolved similarly for these books (were it not for the digitization), we attribute the differences in these changes to Google Books. We do this for all books in our dataset using a technique called “difference-in-differences regression analysis” that controls for the fact that some books are inherently more popular than others and that demand in different calendar years is likely to be different.

The Results and Potential Mechanisms

Consistent with expectations, we find that digitization negatively impacted loans within Harvard’s library system, but increased sales of physical works, with some nuances. The positive effect on sales was driven by digitization of the least popular works, whereas the effect on the most popular works was smaller and not statistically significant. In addition, while we found that digitization through Google Books increased the availability of books (including moving titles back into print), we found that the positive effect on sales was not driven by these increases in availability, or by any accompanying decreases in prices.

Another way to see our results is as follows. Due to copyright considerations, only books from before 1923 were digitized at all, whereas Google held off on digitizing works from 1923 and later. We exploit this sharp cutoff by comparing how demand evolved over time, for books that were digitized (from shortly before 1923), compared to works that were not digitized (from shortly after 1923). One way to measure these differences is to look at what share of titles from each vintage saw an increase in demand from 2003/04 to 2010/11. We see the same result:
many fewer digitized books saw an increase in loans, compared to books that were not digitized, and many more digitized works saw an increase in sales (see Figure above).

What does this Mean?
Our findings have important implications for ongoing legal and policy debates on the design of copyright law for the digital age. While previous negotiations have tried to weigh the benefits to society against the harm to copyright holders, we find that this tradeoff might be relevant only when there is little potential for additional discovery through digitization, for example for very popular books. Our findings also point to the utility of digitization for individual, less popular authors looking to boost their readership.

Note also that our evidence comes from providing the full text of public domain books in digital form, whereas for in-copyright works the debate is about providing “snippets” of relevant text. Because we find no meaningful substitution effect even when the entire book is provided in digital form, the overall positive effects we estimate could be even stronger for in-copyright works where only 20% of the text is provided. For librarians our results imply that the digital age is turning patrons away from checking out physical books to online copies -- and therefore finding particular types of offerings that cannot be substituted via a digital medium might be more important going forward.
Hello PPIRS! I am Elizabeth White, the incoming Chair for 2019-2020. I am looking forward to another great year in our section.

I started my current library position at the University of Georgia Libraries in 2005. I am the Librarian for Political Science, International Affairs, and Public Administration, serving the research and instruction needs of the School of Public and International Affairs. Over the years I have filled many additional roles: Virtual Reference coordinator, Citation Management Software administrator, and chair of the faculty governance board. I decided to become a librarian after I spent my undergraduate career at the University of North Carolina at Chapel Hill doing research in various archives for a BA in History and Political Science, and later attended UNC for my MLS. I recently completed a second Master's degree in Learning, Design, and Technology from UGA's College of Education, and am currently researching transfer students and their library needs.

I have been a member of PPIRS since I started my career, and it has been an important part of my development and growth as a professional. PPIRS gave me the opportunity to immediately participate in section activities. Over the years I have served as Member at Large, Chair of the Professional Development Committee, and Chair of the Membership Committee. I have also served as a member of the Program committee multiple times.

This past year the section has made increased efforts to connect virtually with members. As in-person attendance at conferences dwindles, it is important that PPIRS adapt to use alternative avenues to meet member needs. The Information Literacy Ad Hoc Committee, Professional Development Committee, and Membership Committee have held virtual discussions to give members the opportunity to talk about important professional topics. These member-centric webinars have been successful, and will continue the coming year. Our greatest strength is our members, and the more opportunities PPIRS provides for interaction and learning, the stronger we will be as a section.

In the coming year I intend to look into how the section can support its members who are subject specialists in international relations. With our recent name change I feel this is a good opportunity to explore issues distinct to this discipline. I look forward to working with the Professional Development and Membership Committees on this goal.

I also want to say thanks to all the volunteers who stepped forward to participate in PPIRS Committees. You can view the section roster of officers and committees on the ALA webs. For each committee, choose “Next Year” to see appointments effective July 1, 2019. PPIRS, like other professional organizations, is volunteer-based and we could not meet our goals without your participation. Thank you for all of the work you do to make PPIRS successful.
**PPIRS Executive Committee:**

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<th>Name</th>
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<td>Brett Cloyd</td>
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<td>David Schwieder</td>
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<td>Mary Oberlies</td>
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<td>Erin Ackerman</td>
<td>Member-at-Large</td>
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<td>Olivia Ivey</td>
<td>Member-at-Large</td>
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<td>Catherine Morse</td>
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<td>Megan R. Griffin</td>
<td>Staff Liaison</td>
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**PPIRS Committee Chairs:**

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<td>Bonnie Paige</td>
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<td>Conference Program Planning Committee</td>
<td>Erin Ackerman</td>
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<td>Marta Lange/SAGE-CQ Press Award Committee</td>
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<td>Nominating Committee</td>
<td>Rosalind Tedford</td>
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<td>Professional Development/Library Instruction Committee</td>
<td>Mohamed Berray &amp; Kelly Janousek</td>
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<td>Review and Planning Committee</td>
<td>Rosalind Tedford</td>
<td>2020</td>
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<tr>
<td>Vendor/Publisher Liaison &amp; Review Committee</td>
<td>Victoria Mitchell</td>
<td>2020</td>
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**Note:** The subject line should be empty and the body of the message MUST only contain:

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**Did you know that PPIRS-L has a searchable archive?**

Archives of PPIRS-L are maintained at Kent State University and updated every week. Messages are arranged by date, and searchable by keyword, with archives dating back to August 2007. To access the LPSS-L archives, point your Web browser to [https://listserv.kent.edu/cgi-bin/wa.exe?INDEX](https://listserv.kent.edu/cgi-bin/wa.exe?INDEX)

**The PPIRS-L Archives are available only to subscribers to the PPIRS-L list.** The first time you access this URL, you will be prompted for your email address (as your account ID) and a password of your choice. You will need to reply to the email to confirm access.

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**Guidelines for Contributors**

The deadline for the next edition of the *PPIRS News*, subject to decisions by ACRL, will be announced on the PPIRS Discussion List.

Email articles, illustrations, and correspondence to incoming newsletter editors: Christopher Lemery and Kaci Resau

Suggested length: 1–3 pages.

Write in short paragraphs. Use the most direct, energetic style you can muster. Have a point, and don’t be reluctant to have a point of view, too. Write as an analyst or critic, or at least as a journalist, not a booster.

Write to be useful to the membership. The format and publication frequency make features the strength of the newsletter. The PPIRS listserv is the best place to post, discover, and comment on breaking events. The PPIRS website is the official repository of official reports and meeting minutes. [Newsletter Archives](mailto:).
ACRL Books
ACRL publishes a range of books to assist academic librarians in developing their professional careers, managing their institutions, and increasing their awareness of developments in librarianship, providing timely, thought-provoking, and practical content and research to academic and research librarians worldwide. Some recent titles:

Scholarship in the Sandbox: Academic Libraries as Laboratories, Forums, and Archives for Student Work
Critical Approaches to Credit-Bearing Information Literacy Courses
Motivating Students on a Time Budget: Pedagogical Frames and Lesson Plans for In-Person and Online Information Literacy Instruction
The Globalized Library: American Academic Libraries and International Students, Collections, and Practices

Interested in writing for ACRL? Contact Erin Nevius, ACRL’s Content Strategist, at enevius@ala.org for more information, or visit www.ala.org/acrl/publications/publishing to learn more about our book publishing program and submit a proposal.