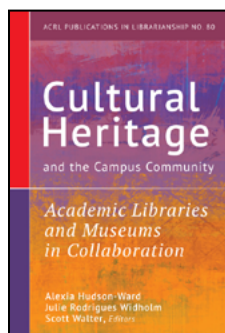


Cultural Heritage and the Campus Community: Academic Libraries and Museums in Collaboration, Alexia Hudson-Ward, Julie Rodrigues Widholm, and Scott Walter (eds.),

Association of College and Research Libraries, 2022, 9780838936719, Softcover, 260 pages, \$86.00



Cultural Heritage and the Campus Community consists of sixteen practical case studies detailing Galleries, Libraries, Archives, and Museums (GLAMs) collaborations within academic settings. While most of the universities and colleges featured in these case studies are large, this volume is useful to read no matter the size of the academic institution. All the case studies emphasize the importance of institutional-level buy-in and support, and demonstrate that GLAM relationships are stronger together on college campuses. Realizing and harnessing these partnerships is key to successful efforts to highlight the work libraries do to steward and create access to cultural heritage collections

and expanding classroom learning.

Chapter 1 focuses on advocacy and goes into detail on developing shared visions and goals between libraries and museums. Expanding on the traditional and well-known SWOT (strengths, weaknesses, opportunities, and threats) model, the campus GLAM alliance in this case study creates and runs a STEEPA (social, technological, environmental, economic, political, and aesthetic) scan to better unearth intersections and identify shared values. Chapter 2 shows how design thinking can be applied to GLAM work. This alliance strategically taps into a pre-existing, cross-campus team that interviewed stakeholders, read current literature, and conducted brainstorming sessions to distribute a list of recommendations. Having an established group that operated outside of the GLAMs on campus allowed non-GLAM professionals to get an in-depth look into the issues, challenges, and opportunities faced by GLAMs, including proffered recommendations that might benefit teachers and students.

Chapter 3 describes a fusion between Visual Thinking Strategies (VTS) and the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education, along with the utilization of an assessment rubric. Chapter 4 uses quilting and oral history to bring students together with a southern community. Chapters 5 and 6 discuss centralized digitization efforts as a unifying factor. Chapter 5 highlights a collaboration between the university library and the natural history museum that came out of digitization efforts that resulted in joint programming, exhibits, and emergency response planning. Chapter 6 notes particular challenges and considerations faced when digitizing tribal collections, an effort highlighting a collaboration with Indigenous American tribes to scan collections and make them accessible online to a larger population. Chapter 7 looks at a case study where a newly created, shared position, Exhibits Coordinator, helped bridge the gap between the libraries and an art museum, illustrating the importance of dedicated staff. Chapter 9 offers examples of two expansive, collaborative exhibits between the library, special collections, and the on-campus museum, highlighting GLAMs as natural partners with exhibits benefiting all involved parties and alliances between staff members.

Chapters 8, 11, 13, and 14 all detail how uniting GLAMs can support student learning and engagement with materials. Chapter 12 offers an illustration demonstrating how GLAMs can

work together to support K–12 educators in integrating original resources into their teaching curriculum. This particular case study sheds light on the need to expose younger audiences to primary sources in order for critical thinking skills to be developed and nurtured. When special collections practitioners within academic institutions working with K–12 educators invest in elementary youth, there are often powerful impacts in long-term learning development and knowledge acquisition.

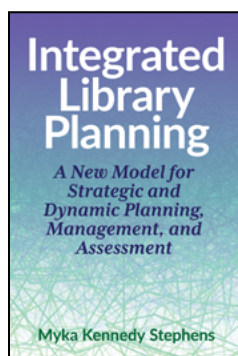
Many of the citations provided will be useful to practitioners. Several of the case studies reference OCLC's 2008 report "Beyond the Silos of the LAMs: Collaboration among Libraries, Archives, and Museums,"¹ an important resource for planning and extending partnerships. *Cultural Heritage*, however, would be stronger if it included concrete and transferable examples like rubrics, forms, and job descriptions that readers could adapt to their own needs. Further, specifics like budgets and time lines would be helpful to see alongside these case studies. Time, staff availability, and money are important factors that should be thought through as much as possible in the planning stages of any project, especially ones that involve collaborations between different stakeholders across departments or institutions. These ancillary materials would enable practitioners to implement many of the ideas discussed in this collection more rapidly.

For those not working in academic institutions, it might seem that it should be easy for museums, libraries, and archives to collaborate. These units often share similar values and missions within a larger institution, but collaboration is sometimes hard due to unclear or competing priorities. Even when GLAMs are housed in the same department, working together can prove difficult. This collection of case studies provides a good sampling of different types of collaborative efforts and will be of interest to anyone working within an academic library, museum, or archive. —Elizabeth Call, Rochester Institute of Technology

Note

1. Zorich, D. M., Waibel, G., & Erway, R. (2008). Beyond the Silos of the LAMs: Collaboration among Libraries, Archives and Museums. *OCLC Research*, September 2008. <https://doi.org/10.25333/x187-3w53>

Integrated Library Planning: A New Model for Strategic and Dynamic Planning, Management and Assessment, Myka Kennedy Stephens, Association of College and Research Libraries Publications, 2023, Softcover, 160 pages, \$62.00.



Myka Kennedy Stephens carefully presents a guide to her new, innovative, and exciting model of library strategic planning, based originally on Integrated Business Planning tenets, which she has discussed elsewhere. Too often, libraries have incorporated strategic planning as an exercise with a fixed time line and static outcomes that do not incorporate the changes that occur during the actual period for which the plan was created. Required relevant information is often siloed across the units in libraries due to historical, hierarchical, organizational structures, and value is placed on assumptions about customer or patron behavior or desires over reality- and data-based assessment results. Thus, standard library strategic plans are often inflexible and unable to adapt quickly to helpful suggestions, shifting priorities, and unexpected challenges.

This new model is structured around flexibility and collective sharing of knowledge in order to quickly react and formulate more efficient and timely responses to changing demands.

Designed by the director of a seminary library who is also an executive coach and consultant, this model is intended to be incorporated into libraries of any type and size, and to be adaptable enough to subsequently incorporate applicable theories, tools, or practices developed later. The basic tenets of the cyclical Integrated Library Planning Model are monthly assessments, constant communication, and planning-based review cycles that compel the plan to adapt in real-time to emerging needs, new opportunities, or unexpected/unanticipated events to remain relevant and current.

Acknowledging in the first chapter that change is a constant force in libraries, the author introduces Integrated Library Planning (ILP) as a model that effectively “understand[s], plan[s], and act[s] on change” by progressing through four stages (6). The simple insight that change is constant persuades the reader that adherence to developing fixed, long-term strategic plans that do not sincerely engage with stakeholder and employee feedback lead to, at a minimum, employee apathy, and at worst, ineffective outcomes that are not based in the reality of modern library planning. In the initial stage, the author coaches library leaders to monitor their organizations for changes that are occurring or may be on the horizon, urging them to first examine their library’s historical strategic planning practices, arguing that libraries with positive, neutral, or negative past experiences with strategic planning are potential integrators of her plan. By taking a six- to twelve-month period to gather background information on the library and the institution, craft mission and vision statements, and draft SWOT analyses or perform needs assessments (surveys or focus groups) using appreciative inquiry, library administrators can determine the needs of the library, its employees, and its users.

The second phase of ILP is to develop the planning structure including the writing of goals, strategic outcomes, and action plans aligned with the library’s mission and vision statements. Figures and case studies (which thoughtfully employ the names of civil rights leaders) are used throughout the book, but most effectively in the section, to provide additional detail and explanations outlining these phases and processes.

Once the background and structural work has been completed, the next step is the crucial implementation of a monthly-review cycle as the third phase of ILP. The monthly review of reports not only communicates progress towards goals and provides financial updates but also allows for careful, periodic reconsideration of the action plans, goals, and strategic outcomes by documenting and assessing observed needs. The reports should be managed and analyzed so that they reveal emerging trends while analyzing behaviors and information needs in qualitative or quantitative ways so that action plans can be developed and incorporated into the ILP.

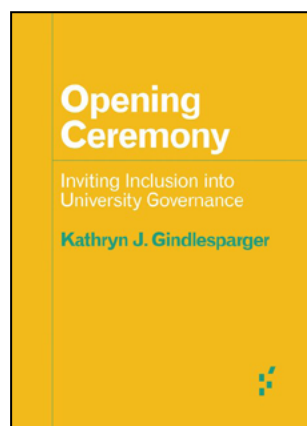
The utility in the external review process is discussed in the succeeding chapter, where the true value and work of ILP begins in the next stage, as the “library begins living into the plan” and “adapts to the library’s rhythms and challenges staff and administration to look at the plan critically and strategically as it is carried out” (95). Stephen emphasizes that as the plan matures it allows for strategic rather than reactive actions, continual assessment and review as objectives are completed and new ones added, while strategic outcomes and goals are continuously reevaluated. With the lack of a fixed end date, ILPs may cause some library administrators to feel uneasy about their blueprints remaining relevant or accomplishing outcomes, yet the author argues that “the more the plan has needed [sic] to flex or adapt to [a] current situation, the stronger it has become” (117). The integrated plan at the author’s own institution has been in place for more than seven years and has matured and stood the

test of time, including accreditation visits as well as institutional strategic planning exercises. It has also weathered challenges beyond the library's control (COVID-19), changes in student population, and those trials internal to libraries, such as major collection-review projects, a library ILS migration, and staff reorganizations and resignations (117).

Though this model certainly requires dedication and time, its beauty lies in its adaptability: by focusing on assessment, observation, and analysis, it allows for impactful adaptation to realistic behaviors and challenges in the library environment. Stephen cites it as assisting her in becoming a more effective and innovative leader and notes that it allows the library to intentionally celebrate its and its employees' accomplishments. Along with the author's guidance and experience in developing a strategic plan, she also provides additional resources, including detailed sample report outlines and a bibliography for referencing.

When asked to review what appeared to be yet another book about dusty library strategic planning methods, I must confess that I inwardly groaned. However, by the third page of the introduction, my attitude had completely shifted due to the author's engaging tone; her optimistic, pragmatic, and, at times, even humorous view of the strategic planning process; and the innovative, adaptive, and inclusive new strategic planning model that she has developed. This model, which requires trust and commitment from all parties, will be immensely useful to libraries of all sizes, staffing models, and types (public, academic, or special), particularly to library directors but also to managers and directors at all levels. I am hopeful that it will be incorporated at my own institution. —Julene Jones, *Director of Library Assessment and Organizational Effectiveness, University of Kentucky Libraries*

Opening Ceremony: Inviting Inclusion into University Governance, Kathryn Johnson Gindlesparger, University of Minnesota Press, 2023, 9781517915926, softcover, 96 pages, \$10.00, 9781452969947, eBook, \$4.95.



Governance: "The office, function, or power of governing; authority or permission to govern."¹

To govern: "To hold or exercise personal authority over (a person, esp. a child); to exert proper or fitting control over; to discipline."²

Kathryn Johnson Gindlesparger is an associate professor of writing and rhetoric. Her recently published work *Opening Ceremony: Inviting Inclusion into University Governance* is part of the University of Minnesota Press series "Forerunners: Ideas First." The book is written from her perspective as a faculty member at an institution recently merged with a more prominent university. She seeks to understand the role of governance in an institution when someone first learns about something new to the organization. The book expands on her previously published article "Trust on Display: The Epideictic Potential of University Governance" in the journal *College English*. Rhetoric is at the heart of her thesis. It combines a historical exploration of how academic institutions form themselves into organizations that operate distinctively with a reflective examination that seeks to move the reader toward a more inclusive approach to institutional governance.

There is no singular definition of university governance within higher education. If you surveyed ten different institutions, ten distinct institutional definitions would undoubtedly emerge. If you surveyed the faculty at those respective institutions, they too would have definitions born out of their academic histories and experiences within current and past universities. Saying this is simply stating the obvious, but it is worth noting by way of emphasizing the issue's complexity. Gindlesparger's work adds to the continuous governance discussion.

University governance is a complicated topic in academia and is often rife with contention and disagreement over its definition and implementation. No two institutions are alike, and as such no two perspectives on governance are alike. Even within my own institution's faculty senate, shared governance is a central meeting theme. Do we fully agree on what it means? Ours, too, is a consolidated university like the author's, joined to be amicable, but even more than a decade later we are still sorting out the goods, and it only sometimes looks pretty.

Opening Ceremony is organized in a thoughtful manner. The author introduces the topic and uses several examples from universities entrenched in the issue of governance debates and what the AAUP says about these issues. She argues that institutional values intrinsically link with their efforts toward shared governance. This discussion has continued since the establishment of higher education in Colonial America. Gindlesparger's thesis contends that shared governance is ceremonial but also attempts to recruit newcomers to the work. The author gives the reader necessary background and the historical context for the discussion, devoting special attention to understanding the role of a charter in the life of a university. She then asks how faculty might locate sound examples of governance and uses institutional celebrations through monuments as a way to understand how institutions choose to celebrate and recognize those they identify as model members.

The discussions about the history and theory of governance help clarify why it is an essential topic for debate. More importantly, they are a good foundation for the chapter that discusses the practical implications of governance. Gindlesparger's third chapter provides three scenarios directly connected to policy development. They all have their unique factors, but each explains how complex governance is when related to day-to-day institutional operations in a real-world environment. Once developed, who owns the policy and why does ownership matter? These practical questions have significant implications. She uses invention and revision as the steps of the process to consider when trying to understand policy. Policy development is not simply ruling action in an academic game. These policies often impact the day-to-day lives of students, faculty, and staff. Southern Illinois University Carbondale's story of creating the nation's first university AIDS policy is a practical illustration highlighting how personal policy can be.

No discussion of faculty governance is complete without *Robert's Rules of Order*, which is undoubtedly a foundational piece of governance. Nevertheless, the author makes a solid argument that perhaps we need to rethink our overreliance on it and instead look for ways to have dialogue in meetings that allow for the development of ideas in natural discussion rather than through procedural minutia. Gindlesparger makes an intriguing argument for rethinking how committees govern themselves within a spirit of great inclusivity.

The author's work is well crafted and communicates its themes and key ideas clearly and concisely. At times, specific examples would have benefited the reader; for instance, in the chapter discussing *Robert's Rules of Order*, she makes several strong claims about the rules but fails to provide specific examples from those rules to support those claims. Overall, it is well

organized and easy to follow. It would be an excellent resource for someone who spends a lot of time thinking about university governance issues and for the novice who is just beginning to examine the topic. It is suitable for academic libraries and collections supporting faculty development in their work with governance issues.

This book is highly recommended for anyone who is interested in the topic of governance, whether faculty governance, university governance, shared governance, or however you frame it. The author invites the reader to consider a variety of issues connected to how we operate our institutions and to recognize that our histories and our institutional values are all important factors, whether hundreds of years old or a freshly merged institution rethinking how it operates within its new community. — *Austina Jordan, Head of Access Services, University of Georgia*

Notes

1. "governance, n., sense 1.a". *Oxford English Dictionary*, Oxford University Press, September 2023, <https://doi.org/10.1093/OED/8866861237>
2. "govern, v., sense 1.b". *Oxford English Dictionary*, Oxford University Press, September 2023, <https://doi.org/10.1093/OED/3821467499>