Notes From The Chair

Happy fall! I hope your academic year started well. Things are in full swing here in Minnesota as I suspect they are for most of you.

Some news from Chicago

Congratulations to the WGSS Award winners, Hope Olsen (Career Achievement) and Randy Gue (Significant Achievement in Women’s Studies Librarianship)! Our annual program “Out of the Library and into the Community: Academic Librarians and Community Engagement,” facilitated by WGSS member Pamela Salela, was well attended, engaging, and sparked many conversations about the role of libraries in civic engagement. Congratulations to the 2013 Program Planning committee! They did an excellent job bringing together a panel to talk about this important topic in such a rich and nuanced way.

Communities of Practice

A significant portion of the ACRL leadership meeting at the Annual meeting was devoted to exploring the concept of communities of practice. We heard a presentation by Etienne Wenger, one of the first scholars to use this term, and Bev Wenger-Trayner. Participants then engaged in a lively, structured brainstorming and discussion activity about how these concepts related to ACRL and the benefits and challenges the current structures afford us. There were many takeaways from Wenger-Trayner’s presentation, but there were two in particular that were striking to me as I reflect on the work of our section. One main point about communities of practice is that they become a vital resource for a group in how they emphasize continual learning, create resources, and provide a platform for problem solving. The other is that it is not possible to say anything about the effectiveness or value of a community of practice based on its size. (If you are interested in reading Wenger's work, the handouts from the meeting are available on ALA Connect, and I'd encourage you to do so.) I came away from the meeting with a strong sense that WGSS exemplifies a community of practice that supports and nurtures its members’ professional development.

At the time of the leadership meeting, I was also thinking about the results of the WGSS member survey led by Member-at-Large Beth Strickland. This survey was administered in spring 2013 to learn more about member needs and experiences. We were excited to get over 60 responses and spent time making sense of the results at the Executive Committee meeting. Respondents report using the online resources created and published by WGSS members. Over half of respondents reported using each of the following:

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Core Books, Bibliography of Scholarship on Women and Gender Studies, WGSSLinks, and the Research Agenda for Women and Gender Studies Librarianship. All WGSS publications receive some use. Only a small number of respondents (just over 10%) reported that they have not used any tool or resources. Members also reported feeling welcome at section events and appreciated the opportunities for professional connection. Thank you to all of our WGSS members, committee chairs, and editors for all that you do to support the work of this section.

It is noteworthy that a majority of the respondents (just over 60%) have been members of WGSS for five years or less. And, one of the areas we heard we could improve is helping members figure out how to become involved in WGSS specifically, and ACRL or ALA more broadly. We will strategize on how to make this process clearer to all members. In the meantime, if you are interested in learning more about getting involved, visit our website for a description of committees (http://www.libr.org/wgss/committees/index.html). You can contact the committee chair, Vice-Chair Diane Fulkerson, or me for additional information about joining a committee or other ways to be involved.

A Few Reminders

Please remember to vote in the Spring 2014 Elections.

All committee meetings for Midwinter 2014 will be conducted virtually. This is the second year that we’ve met virtually only for Midwinter. By all accounts, this was a success last year, and we’re hopeful that this will continue to allow more members to participate in section business. If you will be in Philadelphia in January, plan to join the WGSS discussion, led by Vice-Chair Diane Fulkerson, on digital scholarship as it relates to women and gender studies. Ten years ago, our annual program was about digital collections for women’s studies. A decade later, we are curious about where we’ve come and what we’ve learned.

Also, if you are planning to attend the NWSA meeting in Cincinnati this October, several WGSS members will be attending and presenting in multiple sessions. Tami Albin, Sherri Barnes, Jennifer Gilley, Kathy Labadorf, Sharon Ladenson, Pamela Salela, and Susan Wood are all involved in a pre-conference entitled “Integrating Information Literacy into Women’s Studies Programs: Faculty-Librarian Partnerships.” Read more about this panel and other events in this newsletter.
MEMBERSHIP

The membership committee met at ALA Annual in Chicago. The WGSS social was well attended at Fado Irish Pub after the fabulous general membership forum and poster session. There were many faces, old and new, that enjoyed great food and company.

The committee remains focused on our social media presence and has begun discussions with the Publications Committee to consolidate and coordinate the section’s social media efforts.

The committee also continues to work on reviewing the membership statistics and brainstorming ideas for reaching out to potential members. We are hoping to see an increase in membership with a change in policy regarding section choices. We will keep you posted and encourage you to give us your ideas and thoughts about membership!

Submitted by Emily Asch, Committee Chair
St Catherine University

COLLECTIONS

The Collections Committee met on June 29, 2013 in Chicago. The Committee continued discussion of the following projects:

- Updating from Electronic Resources Information and Assessment http://www.libr.org/wgss/projects/electronic.html
- Updating the Checklist to Evaluate Women and Gender Studies Collections http://www.libr.org/wgss/committees/colldev/checklist.html
- Revising the WGSS Core Serials page http://www.libr.org/wgss/projects/serial.html

Two to three committee members were assigned to work on each project and to have updates ready by midwinter.

Erica Carlson Nicol is the incoming chair of the committee.

Submitted by Cindy Ingold
Past Committee Chair
University of Illinois

INSTRUCTION

In anticipation of aligning with newly revised Information Literacy Competency Standards for Higher Education, the ACRL WGSS Instruction Committee has reviewed and discussed other models, including the SCONUL Seven Pillars of Information Literacy (from the Working Group on Information Literacy of the Society of College, National, and University Libraries), and Standards for the 21st-Century Learner (from the American Association of School Librarians). The Instruction Committee has also been developing a new model for the draft WGSS Information Literacy Standards.

The committee had five conference calls this past spring to develop an outline for the new draft Information Literacy Standards for WGSS. As the Instruction Committee appreciated the SCONUL Seven Pillars model of using active verbs as a guiding framework, we discussed and strategically identified verbs that convey what we want students to do (reflect, question, explore, evaluate, and generate and share knowledge). We also developed specific corresponding learning outcomes. The Instruction Committee also appreciated the emphasis on critical thinking and inquiry conveyed within the AASL Learning Standards, as this is aligned with feminist pedagogy and learning outcomes from the National Women’s Studies Association. Our philosophical and pedagogical framework focuses on measurable outcomes that emphasize (among other areas) building on the knowledge and personal experiences of students, critical thinking and inquiry, and interdisciplinary discovery and assessment of diverse information sources in various formats in order to generate and share knowledge. Next steps include developing an introductory narrative that specifically presents how information literacy is shaped within the discipline-specific context of women’s and gender studies. Future work of the committee also includes reviewing the

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results of the recent WGSS membership survey in order to assess professional development needs of our members in the area of instruction and information literacy teaching and learning.

Submitted by Sharon Ladenson
Committee Chair
Michigan State University

RESEARCH
The Committee discussed whether or not to limit the scope of the Bibliography of Scholarship on Women and Gender Studies Librarianship. This issue was originally brought up in reaction to concern that the bibliography would grow exponentially after the addition of gender studies. The scope currently spans materials related to public or academic libraries and includes both research studies and informational pieces. Now that the bibliography has been updated to include gender studies and has not significantly expanded in size, the Committee decided there was no reason at this time to limit the scope.

The Committee also brainstormed ideas for how to effectively present the Research Agenda for Women and Gender Studies Librarianship as part of a roundtable at the National Women’s Studies Association Program Administration Pre-conference. How can we make the Research Agenda relevant to women’s studies programs? It was decided that just showing program administrators what librarians are doing to support their discipline would have a big impact.

Submitted by Jennifer Gilley
Committee Chair
Pennsylvania State University

PUBLICATIONS
The Publications Committee met at Annual and then a subset of the group met virtually afterward. This year, the committee plans to focus on streamlining our publications. Now that we have two blog co-editors and a larger committee membership, we plan to sharpen the blog’s scope and to embark on a schedule of more regular posting. The committee will also focus on coordinating the section’s social media tools. Beth Strickland also completed a publications guide to complement the Research Committee’s research agenda, which is a list that the Research Committee will maintain.

Submitted by Nina Clements
Committee Chair
Pennsylvania State University Brandywine Campus

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Visit our section website http://www.libr.org/wgss/ for the latest and greatest WGSS news, and to follow us on Facebook and Twitter. Our blog, online section brochure and newsletters from the Publications Committee are excellent avenues to learn more, too.

Thanks
Thank you to Jennifer Mayer, past chair, who has been a generous mentor to me, and Diane Fulkerson, Vice-Chair, who is already helping me to stay on track! Please contact me anytime about WGSS. I look forward to working with everyone this year.

Heather Lee Tompkins, Carleton College
Chair, ACRL Women & Gender Studies Section
htomkin@carleton.edu
The 2013 National Women’s Studies Association Annual Conference will be held November 7-10, in Cincinnati, Ohio.

There will be an informal get together Saturday night for any librarians attending the conference. Email Jennifer Gilley (jrg15@psu.edu) or Cindy Ingold (cingold@illinois.edu) if you are interested in attending the get together.

Below is a selection of panels on library-related topics that will be presented at the conference.

**Integrating Information Literacy into Women’s Studies Programs: Faculty-Librarian Partnerships**

Presenters: Tami Albin, Sherri L. Barnes, Jennifer Gilley, Kathleen Labadorf, Sharon Ladenson, and Pamela M. Salela.

Program Administration and Development Pre-Conference, Thursday, Nov. 7th, 1:10-2:25

The political nature of women’s studies and the parallel between feminist pedagogical objectives and information literacy objectives make the intersection of information literacy and women’s studies a natural area for faculty-librarian collaboration. At this roundtable, members of the Women and Gender Studies Section of the Association of College and Research Libraries will discuss initiatives they have undertaken at their institutions to integrate information literacy into women’s studies programs through partnerships with faculty and program administrators. This panel of librarians will advocate for the scaffolding of information literacy standards in core courses and generate a dialogue to produce future faculty-librarian partnerships.

**Transformative Collaborations for Research and Action**

Presenters: Janet Freedman, Cindy Ingold, and Alan Kumbier

General Conference, Saturday, Nov. 9th, 12:55-2:10

This roundtable will explore ways in which women’s and gender studies faculty and librarians can partner to support feminist pedagogical projects in the classroom and beyond. In this session, faculty and librarians will discuss established and emerging modes of collaboration that enable us to guide students through feminist research projects, support campus diversity initiatives, and enrich students’ activist endeavors. Roundtable facilitators will share examples of successful librarian-faculty and librarian-student collaborations and will invite participants to share their experiences with collaborations in academic, activist, and administrative contexts.

**A Fevered and Frenzied Pitch: Contemporary Considerations of Feminist Archives**

Presenters: Agatha Beins, Julie Enszer, and Ashley Glassburn Falzetti

General Conference, Saturday, Nov. 9th, 5:45-6:40

Postcards. Spiral bound notebooks. Hot pink carbon copies. Newspaper clippings. Nipple clamps. Dildos. Located in a variety of authorized and unauthorized spaces, archives tell stories—about feminism, gender, and queerness. Some stories are fully formed, others are partial. These four papers explore how researchers construct stories from archives, particularly interrogating the physical and affective experiences of research in traditional and non-traditional feminist archives.
The WGSS program at ALA Annual, “Out of the Library and into the Community: Academic Librarians and Community Engagement,” provided an inspiring look at different ways librarians can promote democracy, information access and distribution within their communities.

Maureen Barry (Wright State University) discussed integrating service learning into the curriculum of a semester long course. As “librarian partners,” students compile a research portfolio for a non-profit organization. She argues that it is essential for libraries to be involved when the mission of a university includes “engaging in significant community service,” enabling them to engage more meaningfully with students, faculty and community.

Lizz Zitron (Carthage College) presented the idea that community engagement allows the library to be part of telling the campus story, enabling us to share resources with our public counterparts while supporting our overall mission as a public institution. She empowers student workers to implement their creative ideas and engages the public at community events like a “Hogwarts” themed family fun night or a “Seussathon” fundraising event where, for example, football players volunteered.

Martin Wolske (University of Illinois) highlighted service learning from his perspective as a faculty member in the School of Library and Information Science, educating future librarians. He advocates community inquiry – a “person oriented” rather than “thing oriented” approach – engaging the community in its own needs assessment rather than imposing solutions (often technology) as the only answer. When the answer does include technology, he emphasizes community involvement in shaping that technology. The community includes the university, with all participants learning, researching and teaching together. He advocates a sustainable approach, assessing why these places of need exist and how our choices help to create them.

The program was moderated by Pamela Salela (University of Illinois at Springfield) and co-sponsored by EBSS and Social Responsibility Round Table (SRRT).

Sandy River Memorial Resolution
During the Annual business meeting, Chair Jennifer Mayer (left) and Vice-Chair Heather Tompkins (right) presented a memorial resolution to Brian Quinn (center) in honor of his partner, longtime WGSS Member Sandy River, who passed away last year. River served as the 2003-2004 WGSS chair and received the 2007 Career Achievement in Women’s Studies Librarianship award.
Prior to the WGSS Annual program, Awards Committee Chair Pamela Mann presented the 2013 WGSS awards. These awards “are given annually to honor distinguished academic librarians who have made outstanding contributions to women & gender studies through accomplishments and service to the profession. The awards recognize those who have made long-standing contributions to the field during a career (the Career Achievement award) and those who have made significant one-time contributions (the Significant Achievement award).” (http://www.libr.org/wgss/awards/index.html )

Award recipients for this year were Randy Gue (right), curator of Modern Political and Historical Collections at Emory University, for Significant Achievement in Women’s Studies Librarianship; and Hope Olson (not pictured), professor in the University of Wisconsin Milwaukee’s School of Information Studies, for the Career Achievement award.

From the press releases: “Gue was selected for his work in arranging, promoting and publicizing the LGBT archives of Emory University’s Manuscript, Archives and Rare Book Library (MARBL).

‘The awards committee was impressed with Randy’s idea of having the MARBL’s LGBT collection featured in the Atlanta Pride Festival,’ said award Chair Pamela Mann of St. Mary’s College of Maryland. ‘This was an incredible opportunity to introduce the archives to members of the local LGBT community whose histories are chronicled in the collection and demonstrates the value of libraries and archival collections to the public.’” (http://www.ala.org/news/press-releases/2013/03/gue-receives-2013-acrl-wgss-significant-achievement-award)

“‘The committee selected Hope Olson based on her scholarship and teaching, especially the emphasis on feminism in information studies and librarianship,’ said Mann. ‘We were particularly impressed with the way she incorporated the Research Agenda for Women and Gender Studies Librarianship into the classroom.’

The award committee looked at her entire 20-plus year career and was impressed with her body of work, which included teaching, research and service. Olson manages to include feminist theory and pedagogy in all aspects of her work, whether it is teaching a course on the political and cultural ramifications of subject classification at the School of Information Studies or publishing in refereed library science journals such as Library Quarterly or renowned women’s studies journals like Signs: Journal of Women in Culture in Society. Olson also has had a lasting influence in WGSS through the Research Agenda for Women and Gender Studies Librarianship. This guide was created by WGSS and Olson incorporated it into her class, Feminism, Librarianship and Information.” (http://www.ala.org/news/press-releases/2013/03/olson-wins-2013-acrl-wgss-career-achievement-award)

## ALA Midwinter

All WGSS committees will meet virtually at Midwinter. If you will be at the conference in Philadelphia, plan to attend the WGSS discussion group on digital scholarship as it relates to women and gender studies, led by Vice-Chair Diane Fulkerson.
The Research Committee would like to thank our poster presenters for a fabulous session at Annual. We had an unusually high number of submissions this year, making for fierce competition. The posters were well-attended and generated a lot of wonderful discussion. The posters can be viewed at http://libr.org/wgss/committees/research/postersession/index.html

This year’s posters were:

**Information and Violence Against Women: Reference Center for Women**
Ednalva Berezza
Gisele Rocha Cortes, Professor, Department of Information Science, Federal University of Paraiba, Brazil

**Academic Library Leadership, Second-Wave Feminism and Twenty-First Century Humanism: Reflections on a Changing Profession**
Marta Deyrup, Professor and Librarian
Seton Hall University

**Women’s Health Resources and Gender Research Differences: Outreach at California State University Northridge Project with the National Library of Medicine**
Annaliese Fidgeon, Lynn Lampert, Marcia Henry
California State University Northridge

**A Legacy of Feminist Bookwomen: Proposal for a Librarian Working Group to Support Feminist Publishing**
Kristen Hogan, English Literature and Women’s and Gender Studies Librarian
University of Texas at Austin

**Romancing Readers: Promoting Romance Fiction and Programming at a Campus Library**
Hilary Wagner, Rasmussen College

**Chick Lit: A Working Bibliography**
Jessica Young, Student
San Jose State University

Following the business meeting, members had fun interacting at the WGSS Annual social, held at Fado Irish Pub.
Interview with Maria Accardi
by Nina Clements, Publications Committee Chair

When I read that Maria Accardi’s Feminist Pedagogy for Library Instruction had been released, I knew I had to read it, and not just because I’ve met her and seen her present (quite engagingly) at conferences. I admired Critical Library Instruction: Theories and Methods, which she co-edited, because it filled a much-needed gap: critical engagement with our profession and with library instruction more specifically.

But really, what attracted me to this particular book was the title, specifically the combination of feminist pedagogy and library instruction. I don’t often encounter work that so explicitly combines two aspects of my identity, professional (librarian) and personal (feminist). And the book has not disappointed. It’s exciting and rare to find a library text that is actually readable, that crosses back and forth between styles that are often ghettoized as either personal or academic. This book’s style and organization are grounded in authentic feminism.

The book is quite compact, but it accomplishes much. It explicitly defines feminist pedagogy and shares moments of Accardi’s own growth as a feminist teacher, all while providing the reader with opportunities for reflection and inspiration. What is most striking about the book cannot be reproduced here: its humor and verve. It is a deft intersection of autobiography and theory, but it is also part handbook and includes exercises, assessment strategies, and sources for deeper exploration. This book has much to offer librarians looking to reflect on or retool their instruction strategies as well as librarians who are curious about how to make their own beliefs and viewpoints more explicit in their work. I’m grateful that Maria was able to take the time to expand on some of the ideas in her book.

Interview:

NC: In other interviews, you mention that this book grew out of a chapter Sharon Ladenson began in Critical Library Instruction: Theories and Methods in 2010. For librarians who are new to critical pedagogy and its role in library instruction, could you say a little about why you think critical pedagogy, and specifically feminist pedagogy, is important to librarians and the library profession?

MA: I was really inspired by Sharon’s chapter in the book I co-edited with my colleagues and friends Emily Drabinski and Alana Kumbier. I think Sharon starts an important conversation that I wanted to explore more deeply. Among many, many other things, I think that the essays in Critical Library Instruction: Theories and Methods seek to make visible the power relations that govern the library instruction classroom and transform those relations into something more egalitarian. What critical pedagogy means and why (continued on p. 10)
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it matters to library instruction is this: the inequalities that we encounter in the world—racism, sexism, homophobia, and so on—are all reproduced in the classroom, both through teaching techniques and the content of what we teach. As librarians who are concerned about providing a safe and productive learning environment, we should care about this. We should be concerned about the visible and invisible injustices that we may be unknowingly perpetuating in the classroom.

NC: In your book and in other interviews, you mention feminist self-care as an important component of the teaching process. Could you give readers a sense of why this is so important?

MA: Feminist self-care is important because, as I detail below, people don’t understand what feminist pedagogy is about and why we do what we do. We can occasionally find people who can understand and relate to what we do, but many times our colleagues and collaborators don’t get it. That can feel not so great. That can feel pretty isolating, actually, so in order to care for others through our teaching, we need to care for ourselves first.

Many librarians teach course-integrated instruction and collaborate heavily (or at least, they’d like to), with teaching faculty. How have your faculty collaborators reacted to or engaged with your feminist pedagogical approach?

I’ve encountered all kinds of responses to my teaching philosophy and approach. My approach assumes that feminism is a valid lens for seeing and being in the world, and I’m not interested in having conversations about whether or not it’s a valid lens, because that’s just exhausting. So I’m selective about to whom I make my politics more explicit, and I only share that my approach is specifically feminist to those collaborators I know well and think will be receptive and supportive. To those I’m not sure about, or those who I know are not feminists, I don’t make my politics explicit, but I still use the same approach to teaching and collaboration. I’ve gotten lots of positive feedback from faculty members about my instruction sessions, so I feel like they like what I do, even if they don’t know that it is feminist. And one of the interesting things about feminist pedagogy, I think, is that techniques and approaches that I identify as feminist—such as valuing student knowledge and voice, or destabilizing the power relations in the classroom—are things that many good instructors are doing already. They just don’t realize that it is not just good teaching, but it is also feminist.

NC: What challenges have you encountered as a feminist library instructor?

MA: One challenge I frequently face is the fact students don’t think I’m actually teaching. Feminist pedagogy seeks to decentralize the role of the teacher and privilege the knowledge, skills, and abilities students bring with them, and sometimes students find this confusing. They expect to be on the receiving end of a lecture. Sometimes they would prefer to be lectured to. So when they enter my classroom and I introduce an activity that places the responsibility for learning squarely on them, there can be resistance. They may refuse to participate, and that is decidedly not fun for me. So sometimes it helps to be explicit about what I’m doing. I don’t use the term “feminist,” but I do try to explain to students why I do things the way I do,
and I think ultimately most of them like the fact that I’m treating them like adults and sharing this information with them.

Another challenge I face is that some people have never even heard about feminist pedagogy and so they don’t understand what I do. They think it’s weird or a waste of time or self-indulgent. That can be discouraging. Fortunately, my colleagues tolerate my alleged weirdness and are even willing to try feminist strategies as well. I don’t sell these techniques as overtly feminist, so in that way I am hiding the peas in the mashed potatoes, I think, in order to make feminist pedagogy more accessible. Unfortunately, the term “feminist” is a turn-off to many people.

But this brings up an interesting question: am I doing a disservice to feminist teaching approaches if I’m not explicit about it being feminist? I’m working on this. It’s a process. I’m feeling a bit braver these days about making my politics more overt, because I just got tenure, so I feel like I have freedom to be true to myself and my beliefs. But for librarians who don’t share that sense of liberation, or who find themselves in environments hostile to feminism, it is understandable that you might not want to get political with people. That self-protection is a kind of self-care, I think.

NC: What advice do you have for librarians who want to explore feminism or who want to make their feminism explicit in the library instruction classroom?

MA: My advice would be to start with what you already know, because feminism values experiential knowledge as valid. For example, right now I’m teaching a Library Juice Academy online class about feminist pedagogy, and instead of defining feminism for my students, I’m inviting them to collaboratively develop definitions of feminism using their own knowledge and experience and observations. So if you’re interested in exploring feminism, I would start there, with what you already know and believe to be true, and then build on that by perhaps reading and doing research.

In terms of making feminism explicit in the library instruction classroom, my advice would again encourage you to look at what you do already. As I mentioned earlier, much of what good teachers already do is actually feminist, even if you doesn’t realize it or call it feminist. In short, I don’t think that feminist teaching actually has to announce itself as feminist; it just needs to be good teaching, an approach that values active learning, seeks to expose oppression, and empowers students to have agency to transform the world they live in.

Bio:
Maria T. Accardi is Associate Librarian and Coordinator of Instruction at Indiana University Southeast in New Albany, Indiana, a regional campus in the IU system, located across the Ohio River from Louisville, Kentucky. She is a co-editor of Critical Library Instruction: Theories and Methods (Library Juice Press, 2010) and author of Feminist Pedagogy for Library Instruction (Library Juice Press, 2013). She holds a BA in English from Northern Kentucky University, an MA in English from the University of Louisville, and an MLIS from the University of Pittsburgh. Prior to her career in librarianship, she worked in the college textbook publishing industry, taught and tutored first year college composition, and served as an indexer for a database company. She lives in Louisville.
Kayo Denda, Rutgers University, submits the following two conference reports:

**IFLA World Library and information Congress 2013 in Singapore**

My colleague Lucy Vidal and I presented a paper at IFLA WLIC 2013 in Singapore this past August. Over 3,500 librarians from all over the world converged in this booming financial capital where global commerce, movements of people, and exchange of cultures between East and West took place throughout history. The congress theme Future Libraries: Infinite Possibilities invited programs on the future of libraries, presenting new approaches and outreach to users, positioning the libraries more strategically aligned with stakeholders and their issues. Other themes included copyright and related matters, civic literacy, data mining, diversity, and cultural preservation and representation. These topics resonate with the themes of ALA and its divisions, suggesting that librarians based in the United States have ample opportunities for fruitful collaborations with librarians based in other countries.

The Social Sciences Libraries Standing Committee hosted the program Libraries and Social Movements: a Force for Change with five papers. Two papers focused on the power of living archives: 1. Archiving Egypt’s revolution: the “University on the Square” project, documenting January 25, 2011 and beyond by Steve Urgola (American University in Cairo Library, Egypt) and 2. A living breathing revolution: how libraries can use living archives to support, engage, and document social movements presented by Tamara Rhodes (North Carolina Central University).

Two papers focused on changing role of public libraries: 1. Révolution Tunisienne et bibliothèques by Najoula Djerad (Manouba, Tunisia) and 2. Public Libraries, the crisis of the welfare state and the social networks: the Portuguese case, by Luísa Alvim and José António Calixto (Universidade de Évora, Portugal).

Our paper titled *Academic Libraries Advancing Transnational Feminism* discussed an example on how academic libraries can support global women’s rights movement by creating projects such as the CWGL Poster Collection.

The Women, Information and Libraries Special Interest Group hosted an inspirational program titled Library and Information Professionals improving the lives of women in Asia Oceania with the following papers: 1. Library strategies for literacy improvement of women in the Asia Oceania Region by Mohammad D. J. Yekta (Iranian Research Institute for Information Science and Technology, Tehran, Iran), 2. Information requirements of women entrepreneurs in Pune City by Durga Murari and Shubhada Nagarkar (SNDT Women’s University Library, Pune, India). 3. Serving women in China: practice and projects in a public library by Yang Rong (Nanshan Library of Shenzhen City, Shenzhen, China), and 4. Beyond borders; the influence of librarians, libraries and access to information for Papua New Guinean women participating in Australian University education by Suzanne Lipu (School of Information Studies, Charles Sturt University, Wagga Wagga, NWS, Australia)

Both programs offered examples of libraries and librarians expanding their activities using innovative approaches. As we continue to engage with current and future generations of users, librarians have the opportunity to shape the future of the profession into new arenas. Other IFLA conference papers are available at IFLA's institutional repository.

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Member Updates

(Reports from Kayo Denda, continued from p. 13)

Summer Forum, National Women’s Education Center of Japan

After Singapore, I traveled to Japan to participate in the Summer Forum, the annual conference organized by NWEC: National Women’s Education Center near Tokyo. I had the opportunity to present on the CWGL Poster Collection and a summary of the IFLA paper, as an example of a U.S. based women’s studies librarian’s work.

Established in 1977, NWEC is affiliated with the Ministry of Education, Culture, Sports, Science and Technology and “promotes women’s education and advocates for gender justice,” by conducting training programs for Japanese citizens and organizations, as well as collaborating with other institutions throughout Asia. NWEC’s Information Center, with a library open to the public, is a significant resource center on Japanese women’s and gender issues. Its extensive collection includes archives, a database of major newspaper articles on women, and regional newsletters and reports published by Japanese organizations and NGOs working with women’s and gender issues. NWEC also publishes symposium proceedings, reports, statistics, and newsletters; some of this material is in English and also available online.

The 2013 Summer Forum attracted more than 1,000 participants. The annual event serves as an important occasion for networking and information sharing. Many regional NGOs and organizations presented their advocacy work and reported on the status of their activism. It was very exciting to learn about the work conducted by Japanese women’s groups, either in collaboration with central and regional government or by themselves, in the aftermath of Fukushima’s earthquake/tsunami/nuclear disaster in 2011. Their work is still ongoing as a significant number of displaced people still live in temporary housing even two years after the disaster. Other issues such as violence against women and trafficking have increased significantly in recent years and constitute one central agenda item in many women’s activist groups. Another issue familiar to all activist groups in Japan (and beyond) is the constant battle against unstable and insufficient funding sources for their work. It was a great experience to participate in the Summer Forum, and I hope to keep in touch with these inspiring activists and continue to learn from them.

NWEC’s headquarters is impressive with two large buildings surrounded by a spacious ground that includes a wooded area, a Japanese garden, a tennis court and a Japanese teahouse. The main building houses the information center and overnight accommodation. The guests have a choice of a Japanese style room with futon on tatami mats or Western style rooms with beds. With the congress discount, the cost of the room with a private bathroom was only $10 per night. It was probably the cheapest room in the entire Tokyo metropolitan area! In addition to the restaurant, there was also a gift shop stocked with attractive fair trade handcrafted items and clothing.

Carol Smallwood

Announces the following new releases: Bringing the Arts Into the Library. Edited by Carol Smallwood. ALA Editions, 2013; and Mid Crossroads, a collection of poetry by Carol Smallwood, The Moon Publishing and Printing, 2013.

She announces calls for the following publications: Women, Work, and the Web: How the Web Creates Entrepreneurial Opportunities, Scarecrow Press; Writing After Retirement: Tips by Successful Retired Writers, Scarecrow Press. The deadline for both is November 30, 2013. For more information, contact smallwood@tm.net