*Generative AI and Libraries: Claiming Our Place in the Center of a Shared Future*, Michael
   Hanegan and Chris Rosser, ALA Editions Core, 2025. 160 pp. Softcover, $54.99. 9798892553100.

In *Generative AI and Libraries: Claiming Our Place in the Center of a Shared Future*, Michael Hanegan and Chris Rosser position libraries as centers of gravity in an epistemic universe being transformed by generative artificial intelligence (GenAI). They maintain that GenAI will continue to fundamentally alter our world, whether we choose to engage with it or not, and that the professional values and expertise central to librarianship are essential for shaping its influence. In clear and informative prose, the authors explore a combination of core values and frameworks for responsible GenAI integration.

The book is divided into three sections, each containing three chapters. Part I, "Foundations of AI in Libraries," examines ethical principles to guide libraries' response to artificial intelligence. In the first chapter, the authors establish "libraries' unique position as trusted, mission-driven institutions that bridge knowledge, technology, and community needs" (p. 8). Chapter 2 considers artificial intelligence from a human-centered perspective, which acknowledges that librarians can help shape GenAI for the common good. This section concludes with basic definitions that clarify concepts covered in the book.

Building on these foundations, Part II, "Strategic Implementation of AI in Libraries," discusses various practical approaches and foundations for incorporating GenAI tools, including the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) model for technology adoption, an interest and readiness matrix, and a learning design framework. Part II also considers the costs and possibilities of GenAI integration, emphasizing the need for a human-centered approach that weighs the benefits of GenAI against the consequences.

The final section of the book, "The Future of Libraries in the Age of Intelligence," explores metaliteracy as "the mode and medium for AI literacy" (p. 46). The authors introduce their own AI Literacy Framework, mapping it to the existing ACRL *Framework for Information Literacy for Higher Education*. They employ a gravitational model that places librarians' existing skills—like critical thinking, ethical reasoning, and inquiry—at the center, with emerging GenAI literacies and competencies orbiting around them. This model allows core foundational expertise to both stabilize and shape libraries' evolving response to GenAI. While Hanegan and Rosser are not the first to propose a structure for GenAI literacy, they posit that the "emphasis on metaliteracy and gravitational influence" sets their work apart (p. 115). In addition to the AI Literacy Framework, this final section introduces the Strategy, Tactics, Assembly, Curation, Knowledge, and Solutions (STACKS) framework, described as "a framework for thoughtful
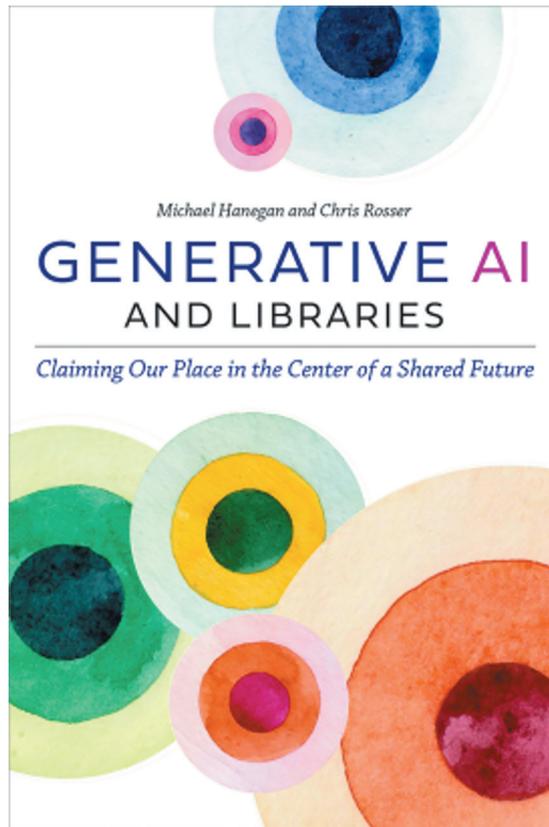
AI implementation" (p. 119). STACKS can help librarians reflect on how, when, and why they might use GenAI tools.

Overall, the book succeeds in its goal of "developing robust frameworks and strengthening the core values that will guide libraries through this technological transformation" (p. xiii). Librarians will find numerous well-developed models, matrices, frameworks, and ethical considerations for engaging with GenAI. Some suggestions for applying these tools are included; however, case studies or reports from libraries that have implemented the frameworks are absent. The authors explain their intention is to "provide theory and frameworks because most concrete AI applications are still emerging" (p. xiii). Due to this approach, other resources, particularly those not constrained by a lengthy publication process, would be more appropriate for libraries looking for detailed how-to guidance in employing specific GenAI tools and applications.

Because of its conceptual approach, this book would be useful for librarians who operate from a big-picture perspective—especially administrators and managers, or anyone tasked with developing human-centered GenAI policies and procedures—whether they are just beginning to explore artificial intelligence or already in the process of implementing GenAI tools. The chapter on metaliteracy would be of particular interest to librarians who design or deliver instruction. As many librarians are already familiar with the ACRL Framework that it echoes, the AI Literacy Framework may appeal to those seeking to expand upon existing practices rather than reconceptualize their approach to teaching. Its emphasis on broad concepts as opposed to specific skills allows Hanegan and Rosser's framework to serve as a valuable complement to the recent ACRL *AI Competencies for Academic Library Workers*, which were introduced after this book's publication. With suggestions for school, public, academic, government, and special library settings, this volume would be relevant for most types of libraries and for students in LIS programs.

In a growing body of literature on generative artificial intelligence, this title is noteworthy for its hopeful tone. The authors are optimistic about librarians' ability to positively influence the development of generative AI, if they are willing to lead the way—a welcome perspective in a conversation often dominated by fear and uncertainty. Importantly, the book opens the door to questions about the consequences if libraries choose to opt out of GenAI conversations, namely allowing other, less trustworthy institutions to control the narrative. More than just a toolkit for ethically integrating GenAI, this work is a call to action for librarians to come together and "claim the center" (p. vii) in reshaping the future. While some librarians may question their ability to do this, others will be inspired to answer the call. — *Terese Scheiderich, University of North Georgia*