Dear Readers of *IJOER*,

We are living in an extraordinary moment. With the onset of a global pandemic, the world is in turmoil, the future uncertain. It is not an overstatement to say that we are at a turning point in history. The response from the academic community and the ways in which we decide to incorporate technology and open educational resources are an important part of how we respond to this moment and continue to uphold our academic institutions and educate our students. At the heart of open educational resources are the allowances afforded by open licensing and the flexibility of an online environment. At this crucial juncture, OERs allow us to share and build in a collaborative way not available to traditional resources. Educators and students are in need of what we, the OER community, can offer them. Let’s learn together. Let’s build together.

This second issue of *IJOER* consists of research papers, theoretical perspectives, opinion pieces, and position papers that tackle the larger themes around the roles of librarians and academic libraries in developing open educational resources, open pedagogy, and the open-access environment. These articles include: perceptions and practice of openness in academic libraries, a narrative review of OER perception studies, an analysis of librarian advocacy for OER adoption, a feminist perspective on OER librarianship, an opinion piece on emotional labor in open access advocacy, and an analysis on OER librarian position descriptions. Like the previous issue, there is a lot we can learn from these issues and we the editors thank them for sharing their expertise.

The editors would like to thank the copyeditors, the web developers, and the printers whose labor that went into producing *IJOER* should not go unrecognized. Stay safe and be well!

Yours truly,

Samantha Peter, *Guest Editor*
Kristina Clement, *Guest Editor*
Hilary Baribeau, *Guest Editor*
Melissa Layne, *Editor-in-Chief*

**Samantha Peter** is the Instructional Design Librarian at the University of Wyoming Libraries. Samantha received her BA in History from the University of Wyoming and MS in Information Studies from the University of Texas. Her current research projects are Universal Design for Learning in library instruction, libraries and centers for teaching and learning, accessible library and archival practices for people with invisible disabilities, and OER initiatives.

**Kristina Clement** is the Student Success Librarian for the University of Wyoming Libraries. Kristina received a MA in Italian Literature from the University of Notre Dame and a Masters of Information Science from the University of Tennessee Knoxville. Her current research interests include Universal Design for Learning in library instruction, outreach to transfer students and first-generation students, instructional assessment, Open Educational Resources (OER), and user experience.
Hilary Baribeau is the Digital Scholarship Librarian at the University of Wyoming Libraries. Hilary received her BA from Carnegie Mellon University and her MLIS from the Pratt Institute. Her research areas are in scholarly communications, open access, and open educational resources. She currently manages the University of Wyoming’s OER grant initiative.