

College & Research Libraries

*news*

Association of College & Research Libraries



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This month's cover features one of the many photographs taken by Janis Krastins depicting campus life at SUNY Maritime College between 1960 to the early 1980s. Krastins was an avid photographer who came to the United States from Latvia after World War II.

In the late 1970s, Krastins joined cadets (students) and crew aboard the Empire State V training ship. He captured the mundane of their daily lives above and below deck, drills and traditions, and the humor of a unique experience. View more photographs from the Janis Krastins Photographs Collection on the SUNY Maritime College Digital Collections website at <https://maritimedigitalcollections.com/Detail/collections/8>.

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## Students receive University of Notre Dame Library Research Awards

The 2022 University of Notre Dame Library Research Award competition, sponsored by the Hesburgh Libraries, resulted in 15 awards being given to students across diverse disciplines. This annual award is earned by undergraduate students who demonstrate excellence in research skills by using a breadth of library resources and services for their course assignments, research projects, and creative endeavors. Students from across campus were invited to submit a brief essay describing the many ways in which they used library resources for a project or assignment completed during summer 2021, fall 2021, or spring 2022.

“Hesburgh Libraries long has fostered academic excellence to advance Notre Dame’s vision for an unsurpassed undergraduate education,” said K. Matthew Dames, the Edward H. Arnold University Librarian. “This year’s awardees demonstrate the impact that mastering library research skills can have on academic and research outcomes.”

Complete details on the 2022 recipients are available at <https://library-research-award.library.nd.edu/2022.html>.

## UNC-Charlotte names 2022 Atkins Fellows

The University of North Carolina (UNC)-Charlotte J. Murrey Atkins Library has named three fellows in the sixth year of the Atkins Fellows summer program. This program offers paid, full-time work experience for MLIS students at the midpoint in their library, archives, or information science degree programs, and graduates who completed their programs in the last year. Participation in the program includes an additional stipend to help fellows with housing and transportation costs. Each Atkins Fellow works on a project throughout the summer; participates in workshops, tours and panel discussions; and engages in department and library committee meetings. The purpose of the program is to prepare MLIS students and recent graduates to work in academic libraries, archives, and other institutions, while supporting the mission, goals, and initiatives of Atkins Library. The 2022 Atkins Fellows are Owen King (UNC-Chapel Hill), Stephannie Regenauer (University of Wisconsin-Milwaukee), and Tania María Ríos Marrero (University of Washington). Projects include work with Wikidata, open access, and digital humanities. To learn more about the current Fellows, Fellows alumni, and the program and projects, please visit [library.charlotte.edu/atkinsfellows/](http://library.charlotte.edu/atkinsfellows/).

## Penn State, SAGE expand support for open access

The Penn State University Libraries recently entered into an agreement with SAGE Publications that will help to expand access to scholarly content, promote open access (OA) publishing, and increase visibility of Penn State research. This is SAGE’s first full read-and-publish agreement with a U.S. institution. The agreement covers OA publishing charges for Penn State corresponding authors publishing in the vast majority of SAGE journals (less than 2% of SAGE journals are not covered by the deal). Those articles will be immediately open access on SAGE’s platform. SAGE will



offer a choice of OA licenses to authors publishing in SAGE journals. Authors retain copyright in their articles; those who do not select an OA license at time of publication can retroactively convert to OA for free within 12 months of publication, after which a \$250 fee applies.

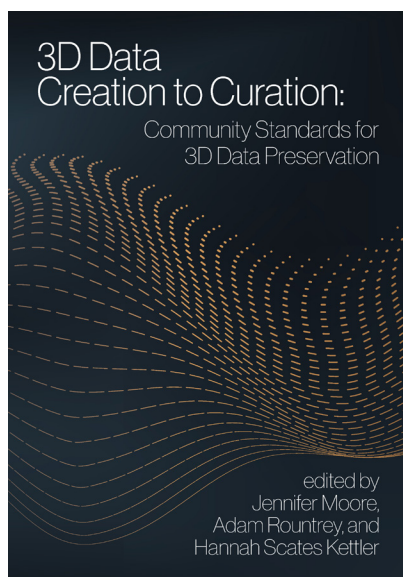
The agreement runs for two years from January 1, 2022, to December 31, 2023. Penn State corresponding authors who have already published with SAGE in 2022 will receive offers from SAGE within the next month to convert their articles to OA at no cost. Learn more at [www.psu.edu/news/academics/story/sage-agreement-university-libraries-expands-support-open-access/](http://www.psu.edu/news/academics/story/sage-agreement-university-libraries-expands-support-open-access/).

## OCLC, Google connect web searchers directly to library collections

OCLC and Google are working together to link directly from books discovered through Google Search to print book records in the catalogs of hundreds of U.S. libraries. This feature is part of Google's ongoing effort to connect people to their local libraries through Google Search. The initial phase of this new program connects people using Google Search to the catalogs of hundreds of U.S. libraries whose books are cataloged in WorldCat, a worldwide database of information about library collections, and made available for discovery on the web. The program is expected to expand to more libraries and connect to more library resources in the future. These links to library catalogs can be found in several different displays of Google Search results for specific books, including under "Get" or "Borrow" the book options in the knowledge panel, or within Google Books previews. More information about OCLC's web visibility program is available at <https://oclc.org/visibility>.

## New from ACRL—3D Data Creation to Curation: Community Standards for 3D Data Preservation

ACRL announces the publication of *3D Data Creation to Curation: Community Standards for 3D Data Preservation*, edited by Jennifer Moore, Adam Rountrey, and Hannah Scates Kettler, which captures best practices for 3-D data preservation, management, access, and more.



While there has been rapid growth in the creation and use of 3-D data over the last decade, the ongoing development and evolving usage of these data have left many unresolved questions about their stability, durability, and long-term accessibility.

*3D Data Creation to Curation* collects the efforts of the Community Standards for 3D Data Preservation (CS3DP) initiative—a large practicing community of librarians, researchers, engineers, and designers—to move toward establishment of shared guidelines, practices, and standards. Using a collaborative approach for standards development that promotes individual investment and broad adoption, this group has produced a work that captures the shared preservation needs of the whole community.

Chapters cover best practices for 3-D data preservation, management, metadata, legal issues, and access. Beginning with surveys of current practices, the authors provide recom-

mendations for implementing standards and identify areas in which further development is required. A glossary of key terms and acronyms is included for easy reference.

*3D Data Creation to Curation* is intended for a broad audience from 3-D data novices to seasoned practitioners, as well as those who may not be involved in the creation of the data but are tasked with curating, migrating, and sustaining access to these data long-term.

*3D Data Creation to Curation: Community Standards for 3D Data Preservation* is available for purchase in print through the ALA Online Store and Amazon.com; by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers; and as an open access edition.

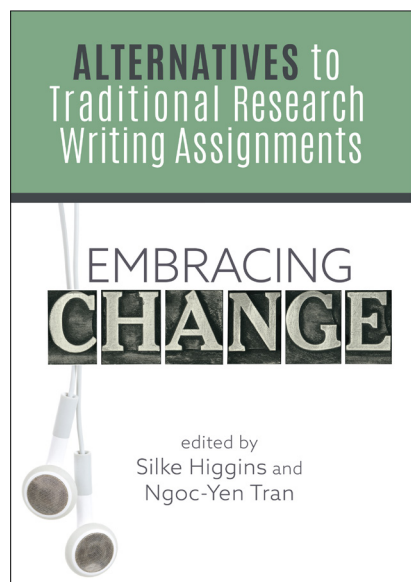
## **CLOCKSS expands digital archives, adds publishers**

CLOCKSS has expanded its partnership with global research and education leader Wiley. Together, CLOCKSS and Wiley will ensure the long-term preservation of the publisher's extensive program of scholarly and reference books. More than 22,000 book titles that are a core part of the scholarly record will now be kept safe for posterity through inclusion in the CLOCKSS digital archive program.

CLOCKSS also recently announced it is teaming up with 11 additional publishers to preserve their publications along with the support of two additional libraries, Università Bocconi and Washington University in St. Louis. Content covering medical, legal, public policy, and scientific subjects will now be safeguarded for future generations of researchers. These new publishers and libraries join more than 435 publishers and 300 libraries in participating with CLOCKSS.

## **ACRL releases Embracing Change: Alternatives to Traditional Research Writing Assignments**

ACRL announces the publication of *Embracing Change: Alternatives to Traditional Research Writing Assignments*, edited by Silke Higgins and Ngoc-Yen Tran. The title collects existing alternative assignments from librarians and classroom instructors and examines their benefits and drawbacks, impact on various student populations, and the support needed to make them successful.



The pedagogical value and real-life applicability of traditional research writing assignments has been investigated since at least the 1990s, and the increase in adoption of alternative assignments could be an indication that students are questioning their long-term benefits. Traditional research writing assignments do not always align with the goals and outcomes that students set for their education.

In two parts—Analog-Driven Assignments and Technology-Driven Assignments—*Embracing Change* offers a wealth of insight into the theory and practice of utilizing alternative assignments. Case studies detail the development of assignments, their implementation, lessons learned, and assessment, and provide examples and reference materials for incorporating or refining your own alternative assignments. Projects covered include:

- how students engage with writing gray literature,
- producing a local voting guide,
- creating museum-level exhibit labels,
- composing and printing original poems using a letterpress,
- developing finding aids,
- writing a children's book,
- creating infographics and lightning talk videos,
- learning digital literacy using podcasts, and
- a variety of digital humanities projects.

*Embracing Change* is a testament to the power of interdisciplinary collaboration, highlights the value of alternative assignments, and provides librarians and educators with practical guidance for creating, implementing, and supporting alternatives to research writing assignments.

*Embracing Change: Alternatives to Traditional Research Writing Assignments* is available for purchase in print and as an ebook through the ALA Online Store; in print through Amazon.com; and by telephone order at (866) 746-7252 in the United States or (770) 442-8633 for international customers.

## **GPO launches initiative to enhance government information collections**

The U.S. Government Publishing Office (GPO) has kicked off a Library Services & Content Management (LSCM) Pilot Projects Initiative to help Federal Depository Library Initiative (FDLP) libraries make government information more discoverable for the American public.

Through the pilot initiative, GPO teammates will visit libraries across the country to assess the condition of tangible documents, conduct item-level inventories, catalog, and digitize government collections. GPO selected Utah State University's Merrill Cazier Library as the first LSCM pilot initiative participant.

In the first Pilot Projects Initiative, GPO will catalog and digitize 200–300 documents, pamphlets and other materials from the U.S. Department of War from World War II (1941–45). In future projects, GPO will digitize publications in the areas of voting, civil rights, women's suffrage, tribal rights, the environment, the establishment of national parks, and more. ♪

## **Tech Bits . . .**

### **Brought to you by the ACRL ULS Technology in University Libraries Committee**

Dictation.io is a free dictation tool that uses your computer's microphone and Google Speech Recognition to recognize and transcribe speech into over 100 languages, including regional variants. This online voice tool is fairly accurate, easy-to-use, and supports a variety of preconfigured commands, providing for inserting special characters, punctuation marks, quotes, brackets, and even some emoticons. After a document is transcribed, you can customize it in the Dictation.io interface by adding bullets, lists, bolding, italics, or other formatting options. Also, within the interface, transcriptions can be exported via your default email program, copied to a clipboard, downloaded as a plain text file, or shared to Twitter. One caveat is it will only work in the Chrome browser, as it relies on Google technology.

—Melissa Johnson  
Southern Methodist University

... Dictation.io  
<https://dictation.io/>

# Academic partners with benefits

## An alternative approach to a fee-based library research service

Libraries have been offering fee-based research services since the mid-20th century. These services are provided by all types of libraries, from public, academic, and health sciences libraries to historical societies and museums. Such services are often started after a specific demand for the service is expressed by an external constituent, leveraging the libraries' research skills and expertise to generate additional revenue.<sup>1, 2, 3, 4</sup>

Fee-based research services are generally offered to nonprimary clientele and offered at an hourly rate.<sup>5, 6</sup> For academic libraries, nonprimary users may include local businesses, campus entities (nonstudent/faculty/staff), or individuals or groups that want to use the information expertise of librarians to achieve their unique goals and have the means to pay for the service. In these cases, fee-based services separate the workload of nonprimary users of the library, serving as "small businesses operating within institutional constraints and guidelines."<sup>7</sup>

Research and instruction librarians at the Montana State University (MSU) Library are currently engaged in a creative alternative to the hourly fee-based research service, providing in-depth research services to a campus affiliate, and receiving financial compensation for doing so. This article outlines the practical aspects of this project: the genesis of the partnership, how the financial arrangements and a Memorandum of Understanding (MOU) were finalized, the type of research conducted, and lessons learned as we move forward with the next phase of the partnership. We will also share positive discoveries that have translated to robust outcomes for both the library and the campus affiliate, MilTech.

### Toward a partnership

Our relationship began in fall 2019, when MilTech approached the dean of the MSU Library and requested a meeting to discuss potential partnerships. MilTech is an MSU-based research organization providing services to governmental agency partners. Their work involves assisting with "technology scouting, identifying technology gaps and unmet needs, critical design, prototyping, and manufacturability expertise to advance knowledge, technology and manufacturing readiness levels."<sup>8</sup>

During an initial meeting of senior management from MilTech and the library, attendees became enthusiastic about MSU Library support for MilTech projects in the form of in-depth research services. A unit of MilTech, the Information Research and Analysis team, specifically engages in research services and is comprised of four full-time employees. It was

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posited that MSU librarians could assist with their work in a subcontractor role (our language) on specific research assignments. From the get-go, it was emphasized as a *de facto* element of the partnership that there would be financial remuneration to the library for any services provided.

Next, the idea of a partnership was discussed with stakeholders within the library, beginning with the library's Executive Team. The Executive Team agreed that an intercampus research partnership with financial compensation was worth developing, provided the library's core services to campus user groups were not disrupted. Additionally, the library dean emphasized his support and encouraged creative thinking about alternate funding sources, like this potential partnership.

Several meetings were held with librarians from the Learning and Research Services (LRS) department, the team likely to spearhead future services in this area. LRS librarians have strong strategic thinking and intellection skills, which led to vigorous questioning of the broad philosophical notion of participating in a fee-based relationship. Conversations also examined logistics, including who would perform the work and how it could be incorporated within existing workloads. The idea was then shared with the full library faculty, where there was a majority interest in pursuing the idea further and echoing the Executive Team's condition that the library's core constituents (campus students and faculty) remained the library's priority.

Kris Johnson, department head for LRS and coauthor of this article, attended all meetings up to this point and was an enthusiastic supporter of engaging in a pilot project to test the soundness of the partnership. To maintain momentum on the project, she drafted a sample MOU. Iterations of the MOU were then shared between the library and MilTech in late fall 2019 and early 2020. The MOU was nearly finalized when the COVID-19 pandemic hit, and the process was put on hold as both entities focused on shifting their core services to accommodate the crisis.

In late fall 2020, MilTech reached out again to the library to gauge interest in resuming work to start the partnership. The library was ready. At this point in the process, a significant amount of time was needed to finalize remuneration details so that MilTech could formally compensate the library. The financial personnel for MilTech and the library mutually settled on a solution, and an MOU for a six-month pilot project went into effect March 27, 2021.

## **Crafting a Memorandum of Understanding**

To create an effective MOU, the document needs to represent the interests and expectations of both parties and clearly outline responsibilities. The MOU was the key place to represent the common desire of the Executive Team, LRS librarians, and the entire library faculty that our primary constituents (faculty and students) and core services would remain a priority and not be adversely affected by this project. To address this, specifications were written into the MOU that librarians would review all research requests and provide a timeline for completion in advance of starting any project: "Depending on the time of year, responses to requests for research could take slightly longer due to university holidays or other factors such as commitments to core library services. A typical turnaround time will average 7 business days. The Library will notify MilTech in cases, such as larger research projects or during intersessions, when a longer turn-around time will be necessary."

Through this language we were able to solidify the nature of the relationship: MilTech would make requests for research, and the librarians would review the requests, scope out existing workloads, and then communicate back to MilTech a timeline for completion. Next, MilTech would determine if the proposed timeline would meet the needs of their client. The opportunity for librarians to review and propose timelines was critical to ensure core library services and primary library users were not disadvantaged, as well as to help position the pilot project as a true partnership as opposed to a series of transactional exchanges.

Because there was no way to envision the actual workflow in advance, we added the following clause: “Through an iterative process, both parties will be able to come to a good understanding about the details of the final product. This understanding will help inform the longer relationship....The relationship and processes will be discussed near the end of the pilot project. At that time, a decision will be made whether to renew with a more detailed MOU.”

Another essential component was the inclusion of the timeframe the MOU would be in effect, which provided time to test the partnership, iterate the final research products, and review progress before deciding whether to continue after six months. The language also allowed for unexpected events by adding a contingency that the partnership could be ended by either partner with two weeks’ notice.

Lastly, and most important, our MOU needed to detail the process for financial remuneration. It was determined that because both parties were MSU affiliates, thus integrated into the financial structure of the university, the library would be reimbursed for library employee time at their normal rate of pay using a university index number. The system used an EPAF (Electronic Personnel Action Form), a common system by which personnel actions can be created and approved electronically using the university’s financial system. In essence, MilTech would electronically transfer remuneration to the library whenever the EPAF process was initiated, which occurs at the end of each biweekly pay period. Internally, all hours are tracked in a shared spreadsheet for EPAF reporting.

## **Pilot project**

Two librarians (including Taylor Moorman, coauthor of this article) who expressed interest in performing the research for the pilot project were incorporated into the communication process as the MOU was being finalized. Their work began by completing required security and nondisclosure paperwork before embarking on any research assignments. With the paperwork filed, the manager of MilTech’s Information Research and Analysis Team and a second key member of their team hosted an in-person meeting at the MSU Library. The meeting had dual purposes: to familiarize MSU librarians with the research landscape MilTech works within and to start the process of building the working relationship of two teams of researchers. With an opportunity for questions, the librarians set up expectations around final product layout (typically annotated bibliographies), citation style (APA), who to contact with questions or follow-up comments, and workflow expectations.

MilTech then shared the first request via email, the librarians reviewed the “ask,” scoped out the project with their existing workflows, and proposed a deadline in line with the process outlined in the MOU. The proposal was approved, so the librarians then worked on sections of the request, using an agreed upon format for the layout of the information in the annotated

bibliography. They set up check-in meetings with each other and their department head to work toward a polished and cohesive final product. With guidance from their department head, they created a template for annotated bibliographies that included keywords, an executive summary, searching tips and key discoveries, as well as citation formatting that would lend itself to easy use by our MilTech partners. The final product was shared with MilTech with a request for feedback in order to improve future reports.

After reviewing the research and running it by their client, MilTech team members scheduled a meeting to discuss the final product. MilTech shared that the report had exceeded their expectations and offered only formatting advice for the document. This first report for MilTech set the tone for the four projects completed during the six-month pilot phase. The partnership was developed as one of open communication, feedback, and the opportunity for both parties to continuously improve the requests and final reports. As part of this process, MilTech began hosting biweekly 30-minute meetings, typically attended by the two librarians and the primary MilTech team member. This further improved communication with dedicated time to address comments or concerns and to share strategies and advice to further improve the work.

## **Renewed MOU and lessons learned**

In September 2021, all parties were enthusiastically onboard with the partnership that developed during the six-month pilot project. After a meeting with MilTech and library administrators, including glowing feedback from MilTech regarding the MSU librarians' work, the partnership was continued via a second MOU, this time for one full year.

During the last year of working with MilTech, the MSU librarians have had the opportunity to dive deeply into research that does not always manifest in their daily work as research and instruction librarians. Requests from MilTech led the librarians to explore in-depth library electronic resources lesser known to them, including a range of legal and business databases, as well as authoritative sources outside of the library collections. Librarians also spent initial time exploring the context of each request, familiarizing themselves with appropriate terminology and key concepts. This prep work includes examining an array of web sources to provide a comprehensive information picture in the final reports. As described by the coauthor and research librarian: "It was exhilarating to spend an extended period with a request, investigating and evaluating sources, to create robust final reports. The reports themselves were a fun challenge, as the information delivery was equally important to the success of the end products."

## **Conclusion**

When this unique opportunity presented itself, library leaders saw it as a creative opportunity to apply our professional skills to the benefit of a campus partner. With thoughtful questioning and planning by the library, a carefully crafted MOU, and constant attention to communication from both the librarians and MilTech, a six-month pilot project resulted in an additional year of collaborative research. While the logistics of implementing a fee-based research service might feel daunting, perseverance and enthusiasm for exploring this new avenue has led to a rewarding and effective partnership that we look forward to continuing.

## Notes

1. Suzanne M. Ward, Yem S. Fong, and Damon Camille, "Library Fee-Based Information Services: Financial Considerations," *The Bottom Line* 15, no. 1 (2002): 5-17, <https://doi.org/10.1108/08880450210415716>.
2. Gerald Beasley and Trish Rosseel, "Leaning into Sustainability at University of Alberta Libraries," *Library Management* 37, no. 3 (2016): 136-148, <https://doi.org/10.1108/LM-04-2016-0023>.
3. Andrea Wilcox Brooks, "Library Research on Campus: Examining a Fee-Based Library Service Within University Walls," *The Journal of Academic Librarianship* 36 no. 4 (2010): 347-350, <https://doi.org/10.1016/j.acalib.2010.05.008>.
4. Janice Yu Kung and Thane Chambers, "Implementation of a Fee-Based Service Model to University-Affiliated Researchers at the University of Alberta," *Journal of the Medical Library Association* 107, no. 2 (2019): 238-243, <https://doi.org/10.5195/jmla.2019.497>.
5. Claudette Cloutier, "Setting Up a Fee-Based Information Service in an Academic Library," *The Journal of Academic Librarianship* 31, no. 4 (2005): 332-338, <https://doi.org/10.1016/j.acalib.2005.04.001>.
6. Dorothy D. Smith, "Special Considerations for Fee-Based Services in Academic Libraries," *Journal of Interlibrary Loan, Document Delivery & Information Supply* 10 no. 1 (2000): 29-36, [https://doi.org/10.1300/J110v10n01\\_04](https://doi.org/10.1300/J110v10n01_04).
7. Ward, "Library Fee-Based Information Services: Financial Considerations."
8. Montana State University (n.d.), MilTech, retrieved February 24, 2022, from <https://www.montana.edu/miltech/>. 



Jennifer M. Brady and Susan Kromrie

# Creating a self-paced library orientation and information literacy module

Providing access to library resources at the point of need

Southwest Baptist University is a small, liberal arts university in the Midwest with four campus locations. The information literacy program has traditionally been handled on a class-by-class basis whenever a professor would invite a librarian to do a one-shot session. However, this was not the comprehensive plan that the library faculty wanted for our libraries and students.

During the 2014-15 academic year, the information literacy librarian, along with members of the General Education Committee, worked out Program Level Student Learning Outcomes (PLSLOs) to cover all levels of learning using the ACRL Framework for Information Literacy for Higher Education. Even though these PLSLOs were a step toward a comprehensive program, a librarian was required to oversee the program and its success depended on professors allowing us to work with them on assignments and assessment. The PLSLOs also did not address how we could provide information literacy instruction to campus locations that did not have a librarian, nor how to support online students. When the information literacy librarian position was not approved to be filled in 2016, this model languished.

In 2017, and again in 2020, the University Libraries was forced to severely reduce the two smaller branch campus libraries and remove the staff from those locations. This left an ever-widening gap between those students with access to library services and those who did not. Even though a librarian went to one of the campuses a couple of times a year, this was just not really supporting all the students.

## Brainstorming

The question of how to help the distance and online students came up often during faculty meetings. There were lots of ideas, but few successes. Since librarians were not invited to most of these classes, we were left waiting for the students to contact us when they needed help. The library faculty were also concerned with how we would provide information literacy instruction to students at our main campus, since the loss of the information literacy librarian resulted in us no longer being asked into the freshman seminar classes.

As we all knew, the one-shot sessions were not ideal, since the students learn best at the point of need and unless there was an assignment that was directly tied to the library instruc-

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tion, students tended to tune out. We considered a credit or even a non-credit course to teach information literacy, but library faculty were not able to get faculty or administrative support. Additionally, there was the consensus that unless it was required, students wouldn't sign up.

During this time, most of our instruction came in the form of research guides created using Springshare's LibGuides. They were easy to use, met the students at their point of need, and could be tailored for each class. The disadvantage was they were haphazard: some classes used them, some did not. The research guides were not leading students systematically through information literacy, nor were they following a template. This resulted in information being in different positions in different guides.

After several updates to the website, as well as updates to EBSCO databases, the instructional videos used with the research guides became outdated. As we started planning the who, when, and how of recreating the videos, the idea of a more comprehensive course was raised again. Since the information literacy librarian position had still not been approved, the Springfield Campus library director and digital services librarian (hereafter referred to as "the developers") decided to take on the development of this project.

## **Development process**

After years of talking about what faculty wanted in a library orientation course, the breakout of the COVID-19 pandemic fast-tracked the reality of needing, and creating our library orientation LibGuide. When assessing the products that the library already owned, or were available to use for free, there were several factors that the library faculty took into consideration: ease of use for consumers, longevity of product, ease of coding for faculty/staff, and ability to collect statistics for long-term tracking. The library faculty decided to use the Springshare suite of products, as they were a product the library was already purchasing. Added benefits were that the faculty were familiar with the product, links for the orientation and assessment could easily be disseminated, the product suite had several options for collecting data and running reports, and based on our investigation, nothing was found about sunseting any of the products we were considering using in the suite.

From the Springshare suite, the decision was made by the developers to use LibGuides and forms and surveys from LibWizard to create the self-paced library orientation and information literacy modules. The modules were created based on the library competencies covered in an introductory library orientation session. The overall design and flow of the library orientation content was drawn from the library website; seminars, and workshops, and conferences on best practices; and professional development attended on online library instruction. Existing library orientation videos were re-recorded in Panopto, another university-owned resource, to be short, single topic recordings that were ADA compliant.

The goal of the modules within the library orientation was to design a learning component that was interactive, providing not only skill development but a review quiz for self-assessment. At the conclusion of the library orientation, students are asked to rate their confidence in each competency as well as to reflect on how their understanding of these competencies might affect their work as a student, evaluating their self-efficacy in using the library resources. Finally, the library has included a LibWizard survey at the completion of each competency that can be emailed to the students. The student can then upload the email to Blackboard or forward it to the instructor, should the instructor choose to use the library orientation or its modules as part of their course.

## Collecting stats/feedback

Since the self-paced library orientation and information literacy modules were created using LibGuides and forms and surveys from LibWizard, statistics and feedback were able to easily be collected. The questions on the library orientation module were aligned with the library's PLSLOs to allow for consistent tracking with one-shot sessions or to embed information literacy sessions where lesson plans were created and assessment was conducted. For example, PLSLO 1.C. states, "The student will be able to modify search strategies for his/her information need." During an information literacy session, students complete a post-instruction multiple-choice quiz where a question asks, "When conducting a search in an SBU database, how can I

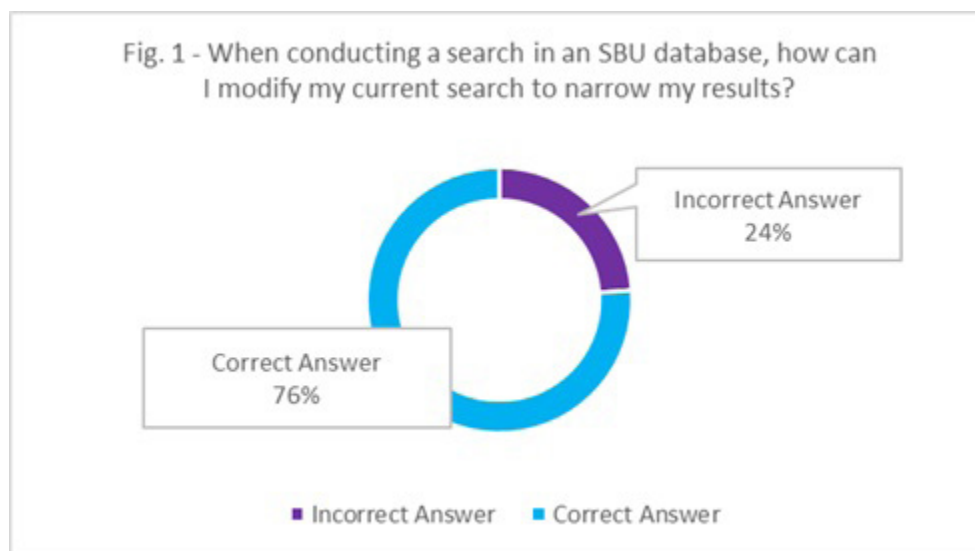


Fig. 1. Results from post-instruction multiple-choice quiz.

modify my current search to narrow my results?" From May 1, 2020, to April 30, 2021, 76% of students, or 32 out of 42 were able to answer this question correctly (Fig. 1).

The library orientation assessed PLSLO 1.C during the same time frame asking the question, "How do Boolean operators

help you search more effectively?" In the online orientation, every student answered the question correctly (Fig. 2).

This 37% increase in student accuracy compared to a similar question in the information literacy session assessment is encouraging for the online information literacy model.

The self-paced model allows students to use learning formats in which they are comfortable, repeat concepts in which they struggle, and learn in the environment they are most comfortable. One of the final assessments of the library orientation allows the students to provide their self-efficacy in using the library resources after completing the online modules. From May 1, 2020, to April 30, 2021, one question was evaluated, "I am comfortable describing how I modified my search to find better information for my assignment." This question has a Likert Scale of *strongly disagree*, *disagree*, *neutral*, *agree*, and *strongly agree*. Out of the 46 students who responded to the question during the survey period, 45 report that they *agree* or *strongly agree*. Having this increased self-efficacy in research skills post online orientation was supported by statements such as "[T]he skills that I learned will help me have better research and more effective studies," "[T]he skills covered in the orientation I think will make it easier for me to do more efficient research when looking for scholarly articles," and "It will enhance [my research skills] because I didn't know half of these resources existed." Within LibGuides, library faculty can track guide, page, and asset statistics for reporting purposes for the overall library orientation guide. Using the statistics feature, data can be run for a certain time

frame, eliminating the need to reset counters. By using the referrer URL feature, the library faculty can track how certain assets or pages are being accessed. For example, if university faculty are linking the library orientation in their LMS courses, the library faculty will see a URL referrer from the LMS, but not the specific instructor. The statistics feature has been

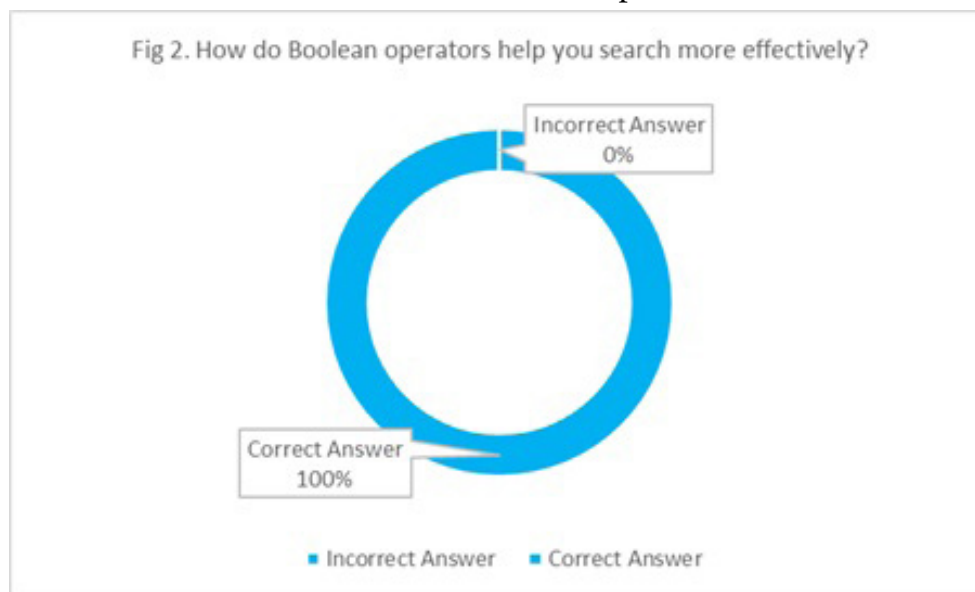


Fig. 2. Results of post-instruction quiz question on Boolean operators.

a huge selling point for implementing the library orientation into programs that have library requirements for accreditation. By being able to track usage, programs can provide statistical evidence to accrediting bodies of how many students completed the library orientation. Additionally, colleges that offer

programs where students persist from associate's through graduate degrees will be able, if equipped, to track a student's self-efficacy or information competency.

Each of the self-assessment quizzes at the end of the self-paced library orientation and information literacy modules were built as a LibWizard form, providing instant feedback. The learning curve on creating the forms and surveys in LibWizard was higher than initially desired. However, there are a considerable number of tutorials that can be found for free, making the process less painful. Answers submitted through these forms allow exporting for sorting, cross tab analysis, and advanced filtering for reporting. Again, data can be filtered by date, so forms do not need to be reset after reporting periods. Once the library orientation LibGuide was created and tested, the questions remained, which courses or programs to partner with, and how do we let students on a campus without a librarian or taking courses remotely know about the new resource.

During fall 2021, the library orientation course was made available online, and the librarians spread the word through emails or by word of mouth to faculty who might use the resource. The desire to provide statistical evidence to the accrediting bodies led the SBU College of Health Professions' nursing, radiology, health science, and physical therapy programs to be the first to integrate the library orientation into their online orientation course starting in the spring 2022 semester.

## Moving forward

In addition to the ease of getting statistics, and the benefit for our students, we anticipate that professors will benefit from this new library orientation LibGuide, as well. Instructors will be able to add the link to the orientation into their LMS course, enabling them to have students take the orientation and thus have a basic understanding of the library resources



without taking up class time. This orientation has been an expressed need from professors in upper-level classes who mistakenly believed students already knew how to use library resources. In the future, library faculty may plan additional modules for specific classes or disciplines.

Initially, the conversations among library faculty began due to needing to update outdated video content and housing formats. However, with the need to reach distance students, and then all students during the height of the COVID-19 pandemic, the library orientation project became much more important. This project became a way for the library to offer orientation, resources, and services to each student, in every program, no matter their home campus or their chosen modality. ♪

Debbie Sharp, Beth Fuchs, Peter Hesseldenz, and Karyn Hinkle

# Merged learning outcomes for information literacy

A David Letterman-style Top Ten List

University of Kentucky (UK) librarians are testing a new approach in the perennial quest to encourage professors and other course instructors to incorporate information literacy concepts into their course designs. Although many curricula desire or even require information literacy to be included among their learning outcomes, many instructors simply do not know what information literacy learning outcomes could or should be. We wondered if a top ten list could help, and we developed one this year, based on a cross-disciplinary group of information literacy standards. Consider your own favorite information literacy outcomes from the ACRL standards, or those that come out of your work with the Framework for Information Literacy: are there some that are more foundational, more widely applicable, more essential? We considered each of these themes in our project, and we're excited to present the final list of ten great information literacy learning outcomes we shared with our university committee.

## History

The roots of this project go back to 2009, when UK's Core Curriculum was being developed. The Core requires that undergraduate students take ten classes, covering 30 hours, which are intended to provide them with a broad base of knowledge and a solid foundation for further academic study. Students can choose from many classes to fulfill the requirements in four broad areas:

- Learning Outcome I: Intellectual Inquiry in a) Arts and Creativity, b) Humanities, c) Social Sciences, and d) Natural, Physical, and Mathematical Sciences
- Learning Outcome II: Written, Oral, and Visual Communication
- Learning Outcome III: Quantitative Reasoning
- Learning Outcome IV: Citizenship

One important element of the Core Curriculum is that an information literacy component is required for each course. However, this component was never strictly defined, which allowed for many interpretations over the years. For example, one class might require stu-

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dents to work with very specific information sources, such as books, journals, databases, or videos, whereas another might only make the vague suggestion that students “visit the UK Library.” The inadequacy of this loose approach became apparent to librarians early on. They understood that faculty developing new course proposals would benefit from a formal set of information literacy learning outcomes that could be applied, as needed, to the variety of subjects covered in the Core Curriculum.

So, when Debbie Sharp, the University of Kentucky Libraries’ Information Literacy Coordinator and a member of the UK Core Education Committee, was asked in April 2021 for information literacy input on a proposed course in Earth and Environmental Sciences, she jumped at the chance to present more useful, standardized learning outcomes. The information literacy outcomes that Sharp came up with, in collaboration with Engineering Librarian Sue Smith, for the Natural, Physical and Mathematical Sciences Core area, were so well appreciated that the committee requested a similar list of learning outcomes for the other Core areas.

## Process

Sharp began working on this new request by compiling three information literacy documents (ACRL Information Literacy Competency Standards for Higher Education, Information Literacy Standards for Science and Engineering/Technology, and Visual Literacy Competency Standards for Higher Education) and organized the learning outcomes from each in a side-by-side comparison. She then contacted liaison librarians with responsibilities in the arts, sciences, humanities, and social sciences and asked them to participate in a small group to create a list of example information literacy learning outcomes that would be applicable and useful to courses taught in the Core Curriculum. This working group included UK Libraries Teaching and Subject Specialist Librarians Jan Carver, Beth Fuchs, Peter Hesseldenz, Karyn Hinkle, and Margie Ruppel, along with Sharp and Smith. After the initial meeting, the group decided to have each of the members choose their top ten learning outcomes from all three documents that would apply to any course taught in the Core Curriculum and upload their lists to a shared site.

When the group began reviewing their individual work and looking for themes, it became clear that it was difficult to quickly see which learning outcomes from each list were most frequently chosen. Since we were meeting on Zoom, one of the librarians suggested we use the “Annotate” feature and indicate on a shared screen displaying the original side-by-side comparison document which learning outcomes we had each selected. We indicated our choices with a unique mark using symbols provided within Zoom (star, heart, etc.) or colored highlighters. That was a simple and fun activity that allowed us not only to share our work with one another but also provided a visual depiction, similar to a heat map, that quickly revealed themes and shared favorites.

We discussed several issues that came up during the meeting, such as overlapping ideas and the use of disciplinary terminology. For our next step in the process, Sharp took our most-selected learning outcomes and created a combined list that we examined for gaps in the research process. When we looked for gaps, we realized there were a few information literacy learning outcomes we felt were important that were not explicitly stated in the standards we considered, which makes sense after many librarians began working with

the Framework in 2015. We added those learning outcomes to our top ten list as well. We also looked for ways to make the language in each learning outcome universally applicable, regardless of discipline. After this refinement, we had our top ten list of learning outcomes ready to share with the university's Core Curriculum committee.

## Themes and lessons learned

As we embarked on this project, a few basic assumptions underpinned our work. First, we felt that an awareness of the needs of our intended audience—the teaching faculty for Core courses—needed to always be in the forefront of our minds. So, in addition to making sure that the document was complete in terms of the subject matter it covered, an equally important part of the writing process was to ensure that it was easily understood by those outside of the library community and not weighed down with unnecessary padding. To that end, we concentrated on making it compact, accessible, and jargon-free.

To achieve this goal, our guiding principle was to use simplicity and directness. When writing and proofreading the learning outcomes, we strove to express ideas in the most concise way possible, without sacrificing accuracy or descriptiveness. Nuanced differences in words, like *accuracy* and *validity*, were closely examined to ensure that the desired point was best expressed. We were also cognizant of librarians' tendency to use professional jargon when describing foundational topics, like information literacy teaching outcomes, and tried not to lose sight of the fact that the audience for the project is not other librarians. We had to be attuned to words and phrases like *controlled vocabulary* and *information retrieval system*, which are not often used outside of libraries, as well as commonly used words like *thesaurus*, which we knew probably have a different meaning for teaching faculty.

Another principle we adhered to is that working with a diverse group helps ensure a well-rounded product. Though this point may seem obvious, it is important to note. For many projects, working groups are kept small in order to increase efficiency. Accommodating many points of view inevitably requires compromises and also tends to make any process slower, more complicated, and messier. But a large number of participants representing different backgrounds also greatly increases the likelihood that the project will result in a comprehensive, useful product.

Each of the seven participants who worked on this project approached it from a different vantage point, as they considered the discipline-specific information needs and research practices of the teaching faculty and students in their areas. Although, in general, there are more commonalities than differences in the research processes of a university's disciplines, the differences that exist are often significant and need to be accounted for and resolved. As a way of confronting these issues, this process was approached in multiple stages in several meetings that occurred over the course of a summer. This strategy ensured that the finished product would go through multiple edits and emerge pruned of redundancies and unnecessary information and retain only the most relevant and useful information that addresses the breadth of Core courses.

## Conclusion and next steps

At this stage, the university's Core Curriculum committee has approved the information literacy learning outcomes we submitted, with several members giving compliments on our



work. Our list of ten information literacy outcomes will be posted to the Core website for instructors to consider incorporating into their classes. In our next stages with the project, we look forward to learning how they are received by the Core course instructors. We look forward to investigating how our suggested learning outcomes for information literacy will eventually be adopted into new Core course proposals and future syllabi, and even how they will be assessed and incorporated into students' work.

Without further ado, here is our top ten list of great information literacy learning outcomes:

1. Defines and articulates the need for information by identifying a research topic for the assigned paper, lab exercise, or other project.
2. Identifies key concepts, keywords, synonyms, and related terms for information needed, and employs an appropriate vocabulary specific to the research discipline.
3. Recognizes the need for and purpose of images within a project (e.g., illustration, evidence, primary source, focus of analysis, critique, commentary, etc.).
4. Determines the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, patent, Geographic Information Systems, 3-D technology, open file report, audio/visual, book, graph, map).
5. Acquires needed information effectively and efficiently, determines whether information provides evidence relevant to the information need or research question, and persists with further research when necessary.
6. Evaluates search results from each resource for relevance, quantity, quality, accuracy, authority, and currency/timeliness; assesses the limitations of the information retrieval systems or investigative methods used; and determines whether alternatives should be pursued and used.
7. Compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias; employs consciously selected criteria to determine whether the information contradicts or verifies information used from other sources.
8. Employs specialized online or in-person services to retrieve the information needed (e.g., librarians, interlibrary loan, document delivery, professional associations, institutional research offices, community resources, experts, and practitioners).
9. Develops familiarity with concepts and issues of intellectual property, copyright, and fair use as they apply to image content, data sets, and other research information.
10. Demonstrates understanding of research data preservation responsibilities and the importance of retaining information for its intellectual property, research value, or other legally binding reasons.

Finally, we would like to test our selection of our top ten information literacy outcomes against other librarians' favorites. How universal would our selections be? How can they be explored through the Framework for Information Literacy? We chose from among three discipline-based standards, and modified from there, but there are certainly many other options. We would be interested to learn what you would choose for your campus. ♪

Richard M. Mikulski

# “The success of the journal”

## Personal networks in early 19th-century publishing

In its ideal form, academic publishing is frequently presented as an objective, meritocratic, and thoroughly systematic process through which scholarly works are objectively evaluated by unbiased editors, impartially assessed by anonymous peer reviewers, and dispassionately copyedited so the tone matches a house style. Central to this ideal is the expectation that all works undergo the same review, regardless of the personalities involved. While this unbiased and egalitarian conceptualization of the review process is laudable, it is complicated by the reality that all academic interactions are shaped by the individuals involved. This article briefly argues that personal relationships have been central to shaping the scholarly process throughout the history of academic publishing, and it further suggests this legacy continues to inform modern editorial practices. As an illustrative example, this article highlights the activities of George Long (1800-1879) during his editorship of the *Quarterly Journal of Education* (1831-1835).

As Emily Ford has recently shown, the peer review process is a deeply personal experience,<sup>1</sup> and relationships between editors and authors significantly shape the contemporary publishing process. Others have similarly noted the importance of relationships in publishing, with Meris Mandernach Longmeier and Jody Condit Fagan writing, “authors and editors have highly convergent interests in finding a good fit between an author’s work and the journal’s mission,”<sup>2</sup> while Silvio Waisbord remarks “no intellectual work is purely individual, and editing a journal is not any different.”<sup>3</sup> Sarah Kagan, in her capacity as an editor, observes “academic publishing entails an odd, unacknowledged marriage brokered by people like me. As an editor, I spend hours bringing together authors with peer reviewers... The aim, of course, that this short-term arranged marriage produce progeny.”<sup>4</sup> This personal aspect of editing, while important, also introduces biases and potentially contradicts the impartiality of the process. Stephen Donovan notes an occasionally adversarial relationship between editors and authors that should not exist in an unbiased and impersonal system,<sup>5</sup> and Shakiba Seifi, Amir Human Hoveidaei, and Amin Nakhostin-Ansari, provide a clear, if anecdotal, example of an editor’s interactions with authors becoming too personal and unprofessional.<sup>6</sup>

The experiences of George Long, a London University professor who served as editor of the London-based *Quarterly Journal of Education*, will seem familiar to those engaged in 21-century publishing.<sup>7</sup> Like many modern editors, for example, Long worked without monetary compensation, depending solely upon his professorship for a livelihood. In an 1832

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letter to a university administrator, Long explained he worked without wages to ensure the “success of the journal.”<sup>8</sup> Long also faced the daunting challenge of recruiting suitable (and unpaid) authors, contributors, and reviewers for the publication. The difficulty of this task was compounded by the scarcity of professional scholars in the first half of the 19th century, when England had only four universities, each of which held few nonclerical professorships. Long’s solution, like some modern editors, was to call upon his personal networks to recruit contributors with whom he had existing relationships. In doing so, Long succeeded in growing the journal until its circulation extended even beyond Britain to the United States. His interpersonal approach is an early example of the modern relationship-based and personal model of editorship, and a brief discussion of Long’s editorship provides historical context for some modern practices.<sup>9</sup>

## George Long and personal networks

Long depended upon his professional status and interpersonal relationships while serving as editor of the *Quarterly Journal of Education*, a publication established by the Society for the Diffusion of Useful Knowledge (SDUK) in 1831 to circulate education-related articles for both an academic and public middle-class readership. Unlike the *Philosophical Transactions of the Royal Society* (est. 1665), which was solely intended for a highly educated and specialized readership, the *Quarterly Journal of Education* sought to also gain readers among the literate and recently enfranchised “middling” professional classes (e.g., clerks, physicians, teachers, surveyors). Long, a notable English classicist of the 19th century, was an excellent choice as editor because his academic status lent additional prestige to the journal, and because he had large circles of scholarly acquaintances and contacts. Long graduated from Cambridge University as a prestigious Craven scholar and was a fellow of Trinity College.<sup>10</sup> In 1824, when Long was 23, he was offered a professorship at the University of Virginia, where Thomas Jefferson warmly called him “the boy professor.” Long then joined the faculty at the new London University at age 27.<sup>11</sup> Long was well-published, he knew leading American and British classicists personally and was a founding member of SDUK and the Royal Geographical Society of London. Later in life he was awarded a royal pension by Queen Victoria in honor of his service to education.<sup>12</sup> Long drew upon his status and personal connections to recruit authors and promote the journal, and as a result many contributors were either affiliated with the SDUK or were faculty at London University.<sup>13</sup>

Long also called upon his personal connections to improve the journal’s circulation. When the journal launched, Long asked the publisher to send “one or two hundred copies of the prospectus” to “two eminent gentlemen” in the United States who would circulate the journal in America. One of these individuals was University of Virginia professor George Tucker (1775-1861), with whom Long had taught in the 1820s, and who would later co-author works with Long in the 1830s and 1840s.<sup>14</sup> Tucker would later contribute articles to the SDUK’s *Penny Cyclopaedia*, for which Long also served as editor.<sup>15</sup> The other “eminent gentleman” was John Delafield, a Columbia graduate involved in the founding of New York University.<sup>16</sup> Delafield received packages of SDUK materials for American circulation during the 1830s, which he spread through his own personal networks.<sup>17</sup> Long would also ask former students, such as University of Alabama professor Henry Tutwiler (1807-1884), to circulate and promote publications throughout his career.<sup>18</sup>

It is important to assume that Long was not driven by nepotism, but rather by an earnest desire to find suitable contributors for the journal. In an 1831 letter to the journal's Board, for example, Long stressed the importance of only publishing materials that reflect the "opinion of some scholar" on topics being addressed.<sup>19</sup> Long also argued that book reviewers for the journal must be experts on the subject matter, as well as "authorities . . . able to judge of the [sic] accuracy of [the author's] work."<sup>20</sup> By calling upon colleagues with whom he had worked, Long could be assured that contributors were experts in their fields, and could be depended upon to provide the promised material—two considerations that are still important to modern editors.

The growth of the journal under Long's editorship demonstrates the success of his interpersonal approach, at least to a point. One obvious weakness was that contributors were almost entirely limited to scholars who knew Long. This lack of diversity within the contributor pool is at odds with the journal's stated values of "enabling them [readers] to form their own conclusions, as well from the difference as from the agreement of the writers."<sup>21</sup> This insular characteristic of the journal was amplified by its publisher, the SDUK. Many SDUK Board members, such as Henry Lord Brougham (1778-1868), were Whig education-reformers affiliated with the *Edinburgh Review* and London University, both of which were viewed as bastions of radical education reform. It is also notable that key members of the SDUK Board, as well as some contributors to the journal, held noble titles, making the journal's editorial process a case of academic and literal "peer" review. By effectively restricting the pool of contributors to Long's acquaintances, SDUK members, and London faculty, the scope of materials and opinions submitted to the journal were limited.

Certainly, a great deal has changed in the last two centuries, and it is inappropriate to examine Long's 1830s activities and pull too many direct parallels and lessons for today. The most general, and perhaps most useful, point to consider is the fact that academic publishing has, since its earliest foundations, been an interpersonal affair. Then, as now, an editor's personal interactions with colleagues, and their standing within the academic community, shape the content of the journal by potentially excluding contributors who are not already known in the editor's circles. As journals continue to further embrace values of inclusivity, plurality of opinion, and openness, it is useful to be mindful that this difficult work requires editors and Boards to reverse centuries of practice.

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Allie Ai, Anna Grallert, Laura Graveline, and Sarah Smith

# The gift of compassion

## A Listening Forum at Dartmouth College Library

Tools like Zoom and Slack helped to facilitate regular work during the self-quarantine period of the pandemic. However, stress was increasing among staff. The informal, everyday interactions among colleagues was missing, including the stress relief those informal interactions provided. A small group of Dartmouth College Library staff were inspired to explore a different avenue to help staff deal with stress and offered a Listening Forum. The goal was to actively listen to each speaker, not to respond with ideas, suggestions, or other forms of dialogue. It proved to be a special gift for participants.

At the start of the pandemic, during the winter term finals period in March 2020, the college sent its students home, and proceeded to implement remote learning for the following spring term. In the Dartmouth College Library, a core group of staff volunteered to work in person to maintain document delivery and other services as much and as safely as possible. Meanwhile, the majority of staff in the library and across the college began to work remotely.

The speed of this transition from working together in person to working remotely from home was shocking. Library staff tried to adjust to new working situations while caring for loved ones and their own physical and emotional wellbeing. As spring turned to summer, increasing stress was felt across the library staff. The lack of informal contact and conversation was a factor, taking a toll on the morale of many staff members.

The library implemented a Slack channel for staff, including departmental discussions and channels for more general discussions, a place for staff to have informal dialogue. Laura Graveline, Dartmouth's visual arts librarian, shared an honest and thoughtful response to what was happening in the world and how it was affecting her work and her family. Allie Ai, part of the library's web development team, was moved by what Graveline shared and inspired to suggest that a Listening Forum could be a way for people to connect. Ai had experienced the healing power of listening while studying psychology at Salem State University. She took a cross-cultural counseling class with Mary Ni, professor at Boston University, and what she experienced in that class helped to inform how to structure the Listening Forum. The concept was surprisingly unfamiliar, as the goal is compassionate listening not dialogue. This is the opposite of most committees, working groups and outreach efforts, where conversation and

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dialogue are the desired engagement. Ai reached out to Anna Grallert, Baker Berry, access services student supervisor; Sarah Smith, book arts workshop manager; and Graveline to help develop and organize a compassionate Listening Forum for the library staff.

The group had some reservations. The staff at that time had close to 200 members with diverse backgrounds and opinions. There were concerns that it might be difficult for people to accept all viewpoints and feelings that could be shared. Smith suggested we contact Cynthia Monroe from the Institute of Writing and Rhetoric on campus. Monroe had experience running a compassionate listening project in her home state of Alaska. It was extremely helpful to hear about her experience as we developed some ground rules for the forum.

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## Listening Forum Ground Rules

This is an open Listening Forum for anyone in the library to take a few minutes to speak about how the changes in our work and our world are affecting us.

This is not a therapeutic forum, or a problem-solving session, or a discussion group. Just a chance and space for all of us to take a few moments to check in with each other and to share what we are dealing with, without judgment.

A few ground rules for the start of the forum:

- We are asking everyone to practice intentional listening with each speaker.
- Just listen, without verbal response.
- We will not be using the chat feature of Zoom, so we can all focus on listening.
- We ask everyone to respect the privacy of each speaker.
- During the forum, we will offer different prompts.
- Speakers will have up to five minutes to share.
- We will call on people, if needed.
- You may choose not to speak and to listen only.

We are going to use the roses, thorns, and buds model for this first forum. We would like to spend the first 15 minutes on roses, if anyone would like to share some aspect of their work at this time that they consider a rose: an unexpected win, a success, a silver lining.

For this second 15-minute round, please share any aspects of these past few months that have been the most challenging for you.

For this last 15-minute round, if anyone would like to share any buds: things that keep you going, things you are looking forward to, things you would like to explore.

*Wrap up: Does anyone have any comments on this forum or suggestions for this kind of Listening Forum going forward? You can also email us with comments and suggestions.*

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Our first forum was held in August of 2020. We attached the ground rules to the email invitation and reviewed the rules at the start of every meeting. We decided to take turns facilitating the forum, using the roses, buds, and thorns model that Graveline had seen employed to great effect at an academic department meeting. This model provides prompts for participants to share, asking first for any roses they encountered working in this new quarantine model, then moving onto thorns, and ending with buds, anything hopeful that participants wanted to share.

As one of us facilitated the discussion, another kept track of the time. We had worried that not everyone might have a chance to speak, but this turned out to be a nonissue. Some staff shared good and bad things about working from home, while others shared wider concerns about the pandemic and their families. It was heartening to hear our colleagues express the same fears and sometimes the same joys as we all adjusted to this new world.

The hardest part was encouraging participants to just listen. Many people wanted to verbally express support or suggest solutions. Perhaps some of those who shared also wanted that kind of dialogue. As we held more forums, we could see that the act of listening and compassionate acceptance of what was shared without comment was a struggle for some.

At the start, our forums had more than 30 participants, but over time, there was a core group of about ten who attended regularly. We did vary the time to work with different schedules, and it was gratifying to have staff who are often silent in other meetings feel comfortable sharing their experience. We offered our last forum during summer 2021. In the fall we transitioned back to a full in-person work setting and the Listening Forum was allowed to quietly fade.

We sent out a questionnaire to staff in December 2021, to see if there was a desire to schedule more Listening Forums. The response was small, only seven staff replied, but their comments were moving.

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## **Share How (Or If) the Listening Forum Was Useful To You**

*I liked hearing others' concerns and joys.*

*I think it was good to hear how other people are dealing with life and know I'm not the only one feeling a certain way.*

*I thought it was a great opportunity to share and listen, and the format worked really well--allowing for sharing/listening and support but not too much back-and-forth. It felt healthy and respectful.*

*It helped foster the skill of listening with full attention.*

*Allows the ability to share thoughts and concerns with no concerns that it is being repeated.*

*I found it cathartic. I felt it created a sense of togetherness.*

*It helped me feel more connected to my colleagues and less lonely during the isolation of the pandemic.*

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Overall, the forum was a success. We did have one incident, where someone had shared thoughts about their work and that was repeated by another participant outside of the forum. That was addressed with the individuals and at the start of the next forum the ground rules were reinforced, along with the knowledge that if privacy was not respected, the forum would not be held again. As we held more forums with the same core group attending, it did become more difficult for participants not to respond, so we adapted and tried to keep the

majority of the forum for compassionate listening, with ten minutes at the end for informal conversation. In some ways, this signaled that there was less need for the Listening Forum, especially as we were about to transition back to an in-person work setting.

As summer 2021 wound down, we held our last Listening Forum in August. Most staff would be returning to full or partial in-person work for the start of our fall term. The return to a full schedule of in-person classes and services, conducted with some precautions in place to minimize the transmission of COVID-19, presented new challenges. While many departments continued to conduct Zoom meetings, staff had more opportunity to consult and connect with colleagues in person. Interest in having a Listening Forum during the fall was minimal. It is possible that the informal contact and conversation that in-person work enabled eliminated some of the need to share individual news and struggles. The small response to the feedback survey also indicated that staff no longer felt a need for a group Listening Forum. However, the comments indicated how vital it is to provide staff with time and space to be heard, especially in this situation where so many staff were isolated from colleagues.

The opportunity the Listening Forum presented to work at actively listening was an enlightening experience. Individually, it allows one to stop multitasking, stop thinking of a response and jumping ahead of the speaker. It also offered a rare gift to speakers, to be fully heard. This is a different kind of acknowledgement, of acceptance, that is not often found in our daily interactions and conversation. The Listening Forum provided a valuable lesson about the gift of compassion to all who participated. In our current cultural climate, hearing and listening to each other's perspective and experience, especially when they are different or opposite, often feels impossible. A Listening Forum could be helpful to promote and build more inclusive communities based on learning from each other's experiences. ♪

Ginelle Baskin

# Returning to librarianship after being a stay-at-home mom

Challenges, experiences, and lessons

Early on in my librarian career, I decided to put my career on hold for a period of nine years while I stayed at home with my children. Once my kids were school-age, I felt ready to return to work, but I knew that a lot had changed in librarianship while I was away. Not only did I feel overwhelmed at the prospect of restarting my career, but questions ran through my head like “What am I qualified to do?” and “How will I get started again?” I didn’t know if finding a librarian job was feasible after all those years away. I wondered if I should consider working in another field altogether. Finding my way back into librarianship was complicated. In this article, I will discuss how I pivoted to refocus my librarian career. I will dive into some of the challenges I faced then, as well as challenges I am still facing now mid-career. I will share my personal experiences as a working mom in a variety of different library settings, and I will share overall lessons learned along the way.

## Challenges and experiences

One of the biggest challenges in my return to work was simply *finding a librarian job opening in my area*. I live in a rural area, and librarian job openings are scarce. If a public library posts a job, it is most often for a low-paying clerk position. School librarian jobs will occasionally pop up when someone retires, but, at that time, I did not have the certification required for those positions. That left academic libraries, which meant a lengthy commute and, yet again, these openings are few and far between, and they usually require specific experience that I did not have.

Due to these circumstances, I decided to pursue the path of school librarianship. It seemed like the most logical choice, even though it would require me to return to grad school to obtain the necessary certification. As it turns out, the librarian position came open that year at my children’s elementary school, and I was hired for the position. While it seemed like the perfect job for me at the time, in retrospect, I wished I had taken more time to thoughtfully consider what type of job I really wanted rather than jumping at the first opportunity that arose. I soon discovered that being a school librarian was not the right match for me, and I ended up leaving that job after only two years.

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Next, I found a job as a library technician at a small technical library. It was a stable job with decent pay, but it didn't light the fire in me that I hoped for in a job. So, after working there for a few years, I left that library and accepted a temporary appointment as a user services librarian back at the academic library where I worked before having kids. This is the position I am still currently working in today. Although it was scary to leave a stable, permanent job for a temporary appointment, I am happy that I did because my current position pays better, has more flexibility, and the work itself is more enjoyable. It has also given me more academic librarian experience that will hopefully help me secure a permanent position once my temporary contract is up. Admittedly, it hasn't been easy for me to find my niche in the library world after being away, but each job I've taken has given me a unique set of experiences and skills that I can bring with me to future jobs.

Another major challenge I faced when I returned to librarianship was *balancing family responsibilities with work*. This is something that I still wrestle with mid-career as well. Once you become a parent, you can't accept a job based solely on your own preferences anymore. You must consider how your work schedule will jive with your families' needs. You must consider practical things like who will pick up the kids from school, what to do when kids are sick, and what to do during those holiday and summer breaks.

Having worked in a variety of libraries at this point in my career, I must say that working in an academic library has been the most accommodating to my needs as working parent thus far. Not only does it offer the best compensation and benefits, but it also grants me the most flexibility with my daily schedule and the ability to work from home when the need arises. This flexibility is something that I value more and more as a working parent. Although I enjoyed having the summers off with my kids when I worked as a school librarian, the immense workload and daily stressors of that job outweighed that perk for me. As for working in a technical library, that atmosphere was calm and enjoyable, but the work hours were not flexible, and the salary was mediocre.

Another challenge I faced when I returned to work was *getting myself back up to speed in the field*. Obviously, a lot had changed in librarianship over that nine-year-period that I was away. Not only did I feel behind, but I also mistakenly felt like I needed to prove myself to co-workers. I was afraid they would view me as less knowledgeable or less professional because of my stay-at-home-mom stint. I eventually learned to let go of that chip on my shoulder, and, instead, I focused my energy on professional development opportunities. I also had to let go of the unrealistic expectation that I should be a full-fledged expert in everything in library science. There's simply not enough time in the day for that. Rather, I had to be more targeted in my approach to professional development and focus only on areas that specifically pertained to my current job duties or to areas that truly interested me.

## Overall lessons

Now that I've been back working as a librarian for several years, I'd like to share a few of my overall lessons or takeaways from my experiences. Hopefully these will be beneficial to new librarians or perhaps to those returning to librarianship like I did.

- First, I learned that *your pathway to librarianship can be as unique as you are*. There is no one "right" way. Each librarian brings their own unique backgrounds, experiences, and skillsets to a job. Be proud of those past experiences because that is what makes you unique.

- Second, *don't accept a job solely out of fear*. The main reason I accepted the school librarian position at my children's school was because I was afraid it was the only library job I would find. I learned that something else *will* come along, and it might even be a better fit for you in the end. While there still may not be an abundance of librarian opportunities in my rural area, I have been pleasantly surprised at the variety of opportunities that have turned up.

- Third, *take advantage of trainings, workshops, and any learning opportunity that comes your way*. I love attending webinars and workshops because they help me stay on top of library trends and learn new skills. If you are willing to learn at all stages of your career, you will be more attractive to employers.

- Fourth, *don't be afraid to ask for help*. Sometimes I still feel embarrassed when I don't know something or don't have experience in a specific area, and I remind myself of the Helen Hayes quote, "Every expert was once a beginner." I've learned to reach out when I need help, and I've found that most librarians are eager to help each other and share their knowledge.

## Conclusion

Returning to librarianship after being a stay-at-home-mom was not an easy task for me. I faced many challenges along the way, from finding the right job, to balancing my work life with my home life, to desperately trying to get caught back up in the field. Yet, despite these challenges, I persisted. While some may think that my time as a stay-at-home mom was detrimental to my career overall, I have never looked at it that way. Instead, I look back on that time with fondness, and I am grateful for those years with my children. I view it as a valuable time in my life that shaped who I am as person and who I am as a librarian. ♪

**Rural Health Information Hub.** Access: <https://www.ruralhealthinfo.org/>.

Rural Health Information Hub (RHIhub) is a nexus for information on health and healthcare in rural communities. Funded through the Federal Office of Rural Health Policy, an office of the Health Resources and Services Administration, RHIhub provides information about rural populations in the United States with the goal of improving health.

The website is organized into five browsable sections: “Online Library,” “Topics & States,” “Rural Data Visualizations,” “Case Studies & Conversations,” and “Tools for Success.” “Online Library” is updated daily and provides information about funding opportunities, news, and lists of relevant organizations, publications, and events. “Topics & States” compiles information from federal agencies and nonprofits into a topic or location-based guides. The “Topic Guides” provide contextual information for a healthcare service or need, such as “Rural Health Disparities” and “Hunger and Access to Healthy Food.” The “State Guides” provide information about each state’s demographics, health insurance coverage, number of healthcare facilities, and more. “Rural Data Visualizations” uses federal data to map and chart demographics, health disparities, and trends in the healthcare workforce. “Case Studies & Conversations” provides opportunities for the rural healthcare workforce to connect and share best practices through webinars, videos, Twitter chats, and more. “Tools for Success” includes resources for planning, funding, and improving health programs. For example, in this section one can find “Evidence-Based Toolkits for Rural Community Health.” These toolkits outline the steps for researching, implementing, evaluating, and funding programs, and covers areas such as early childhood health, medication for opioid use disorder, telehealth, and more.

Content from across the website’s five sections can also be retrieved through a basic search from the site’s homepage. Search results can be sorted by date or relevance, and filtered by source type (funding, topic guides, toolkits, etc.) from the search results page.

RHIhub provides context, models, and resources for improving health in rural communities. Site content is current, and sources are readily cited. The clear organization of resources ensures the site is more content-rich than content-heavy. Additionally, the website’s users are invited to contact RHIhub staff for assistance with customized information needs. RHIhub is an excellent resource for students and practitioners in the areas of health sciences, public health, social work, and public policy.—*Emily Hamstra, Network of the National Library of Medicine (NNLM), Region 5, ehamstra@uw.edu*

**Voteathome.org.** Access: <http://www.voteathome.org>.

President Donald Trump railed against voting-by-mail during the run-up to the 2020 general election. He threatened to withhold funding from Nevada and Michigan when those states moved forward with plans to increase absentee voter participation in the election. Trump, and many of his Republican acolytes, contended without evidence



that absentee voting by mail led to voter fraud. With the upcoming midterm elections only months away, information professionals will no doubt be asked for material on this topic through the general election in 2024.

Hence the relevance of information resources such as Voteathome.org, sponsored by the National Vote at Home Institute (NVAHI), whose mission is to increase the use of, and confidence in, the vote-at-home (VAH) elections systems. The landing page includes buttons for “Benefits of VAH” and “VAH Myths.” Among the benefits listed are increased voter participation, equity in voter participation, and increased election security. For example, in this section under a sublink entitled “Cost Savings,” NVAHI cites a Center for American Progress estimate that voting lines during the 2012 election cost Americans \$544 million in lost productivity and wages. The material contained under the button “VAH Myths” is confusing because the myths are not actually identified. Instead, facts about voting by mail are presented such as, voting fraud is exceptionally rare, mail ballots are sent only to registered voters, and individuals can only vote once in an election, either by mail or in person.

Also on the landing page is a state-by-state interactive dashboard where patrons can see the options for voting from home. Here, researchers can see the verification requirements for voting from home and whether an excuse is required for requesting an absentee ballot. Users can also find out if a state provides drop boxes for ballots, tracks individual ballots, or provides a cure process for correcting such errors as missing or mismatched voter signatures.

Under “About Us,” NVAHI offers a series of brief reports (PDFs of five-to-ten pages), such as “What Happened in American Elections 2020,” “2020 Retrospective: Vote-at-home Policy Actions,” and “2019 Annual Report.” Lower division undergraduate students preparing short assignments for communications and political science courses will find useful material throughout the site.—*Wendell G. Johnson, Northern Illinois University, wjohnso1@niu.edu*

**WomensLaw.org.** Access: <https://www.womenslaw.org/>.

WomensLaw.org provides “plain-language legal information for victims of abuse” focusing on state-level laws related to restraining orders, custody, child support, divorce, guns, and more. The website first launched in 2000 and ten years later became a project of the National Network to End Domestic Violence, a nonprofit organization “dedicated to creating a social, political, and economic environment in which violence against women no longer exists.” The intended audience for the site is those living with or escaping domestic violence or sexual violence. While “women” is in the site name, a large banner at the top of the homepage reads “WomensLaw serves and supports all survivors, no matter their sex or gender.”

Both a map and dropdown menu are available for users to navigate to legal information and resources for the state of their choosing. To help with readability, the information is presented in a question-and-answer format. A strength of the site is the focus on ensuring information is current. Pages include a “Laws current as of [date]” label, input is solicited through a link to the hotline that reads “Have a suggestion or correction? Contact us!” and each month a summary of changes made to the site is published on the “What’s New on

WomensLaw.org” page. For example, changes summarized in the “What’s New” section include adding statutes and updating links to download forms from courts’ websites. The site is also available in Spanish.

In an academic context, students of sociology, legal studies, and political science may find the WomensLaw.org site useful. The structure of the site—information broken down by state with each state page using the same Q & A template for topics covered—supports students wanting to compare multiple states. The emphasis on making the content easily understandable is also valuable for students who may not have experience reading legal language. The summaries cite the laws they refer to, so looking at the two side-by-side could be a good exercise for students to practice reading legal texts. For political science students, following the updates posted on “What’s New on WomensLaw.org” could also provide insight into the legislative process by which laws are changed.—*Lucy Rosenbloom, Loyola University-New Orleans, lrosen@loyno.edu* ㉓

**Gerald Holmes**, reference librarian, diversity coordinator, and associate professor at the University of North Carolina-Greensboro (UNCG), is the 2022 recipient of UNCG's Uni-



Gerald Holmes

versity Libraries Faculty Equity, Diversity, and Inclusion Award. The award is given to a faculty member that has made significant contributions to advance Diversity, Equity and Inclusion (DEI) within the university libraries. At UNCG, Holmes has spearheaded multiple diversity efforts and committees, including his service as chair of both the University Libraries' Diversity Committee and UNCG's Faculty Senate Committee on Equity, Diversity, and Inclusion. Additionally, Holmes has served on the Chancellor's Equity, Diversity and Inclusive Excellence Committee for multiple terms. Holmes led the creation of the University Libraries' Post-MLS Diversity Residency Program, and his work with other academic librarians, community members, and important stakeholders has helped build networks of DEI education, collectively. Outside of UNCG, Holmes participated

in the creation of the ACRL Residency Interest Group, chaired the ACRL African American Librarians Section, served on the ALA's Executive Board of the Black Caucus, was a member of the Executive Board of the North Carolina Library Association (NCLA), and chaired the NCLA's Round Table for Ethnic Minority Concerns.

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## Appointments

**Xuemao Wang**, University of Cincinnati (UC) dean of libraries, university librarian, and vice-provost of digital scholarship, has been appointed Northwestern University's Charles Deering McCormick University Librarian and dean of libraries, effective September 1, 2022. Wang, who joined UC in 2012, is responsible for the UC library system, including Walter C. Langsam Library, Donald C. Harrison Health Science Library, and seven other college and departmental libraries. He also coordinates all UC jurisdiction libraries, including law and regional campus libraries. Appointed vice-provost of digital scholarship when UC created the position in 2019, Wang led digital advances by UC Libraries, including the formation of the Digital Scholarship Center as a catalyst of transdisciplinary research, the exploration of a digital core competence course for undergraduate education, the creation of the university's digital repository, the development of new digital publishing capacities with the University of Cincinnati Press, and the establishment of new services offered through research and data management. Prior to joining UC, Wang served as associate vice provost of university

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**Ed. note:** To ensure that your personnel news is considered for publication, write to David Free, editor-in-chief, *C&RL News*, at email: [dfree@ala.org](mailto:dfree@ala.org).

libraries at Emory University. He also worked at Johns Hopkins University, Sheridan Libraries, the Metropolitan New York Library Council, and Queens Borough Public Library in New York City. Before that, he spent numerous years gaining academic librarian experience in China. Wang's research interests include global librarianship and digital scholarship, publishing, and consulting internationally. Wang serves on the governing board of HathiTrust and the Global/America Advisory Council of OCLC. He is the convener of the International Federation of Library Associations' Digital Humanities and Digital Scholarship Special Interest Group and has served on the boards of multiple regional, national, and international organizations.

**Jordan Green** has been appointed science and technology librarian at the University of North Carolina-Chapel Hill.

**Criss Guy** has been named student success and engagement librarian at the University of North Carolina-Chapel Hill.

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## Retirements

**Jim Kinnie**, humanities reference librarian at the Robert L. Carothers Library and Learning Commons at the University of Rhode Island (URI), has retired. Kinnie joined the Public Services department, where he has served the URI community providing reference and instruction for more than 20 years. He participated in the libraries' instruction program, as well as managed the department's support for the Writing program, for many years. His scholarship focused on distance learning and information literacy, advancing URI libraries' leadership in information literacy instruction in library literature. He was active in university service, especially in the areas of general education and distance teaching and learning, and he fostered information literacy skills in countless students through credit courses and general library instruction. Kinnie published and presented on topics concerning distance education, assessment and library instruction.

**Deborah Mongeau** retired from the Carothers Library and Learning Commons at the University of Rhode Island (URI) in June 2021. Mongeau joined the URI faculty in 1987 as head of government publications. She also served as chair of the Public Services department from 2007 to 2019. As head of government publications, she facilitated the cataloging of government documents and taught college students how to locate and use government information. She served on university committees and the Faculty Senate. Her research focused on the use of government information and the literature of public coastal access. She has continued to consult for the university libraries in her retirement.

**Sarah Pritchard**, Northwestern University's dean of libraries and Charles Deering McCormick University Librarian for the past 15 years, will retire after a 45-year career in research and academic libraries. She will continue as dean through the academic year and will step down August 31, 2022. The libraries have expanded their

collections during Pritchard's tenure, particularly in digital, unique archival, and rare holdings. As dean, Pritchard manages the University Library, Deering Library, Seeley G. Mudd Library, the Schaffner Library on the Chicago campus, and the Oak Grove Library Center in Waukegan. She also oversees the Northwestern University Press and manages shared services with the law, medical, and NU-Qatar libraries. Pritchard led a number of major facilities initiatives, including the construction of the Oak Grove Library Center, the transformation of Mudd Library, the restoration of the Deering Library west lobby and entry plaza, and the redesign of the first floor of University Library to expand student collaborative space. The libraries raised more than \$78 million as part of Northwestern's recently completed "We Will" Campaign, attracting donor support for collections, technologies, public programming, and future renovations. An academic writer and international speaker who is fluent in French, Pritchard is known for her early initiatives in the emerging field of women's studies librarianship and for research on assessment of library technologies. Pritchard promotes a consor-tial approach to library resources, notably through the Big Ten Academic Alliance, the Center for Research Libraries, and the Chicago Collections Consortium. She currently serves on the Board of the Association of Research Libraries (ARL) and has held leadership roles in other national and state-level groups. Before joining Northwestern, Pritchard worked as the university librarian at the University of California-Santa Barbara and as director of libraries at Smith College. She also served as ARL associate executive director and held several positions in reference and collection development at the Library of Congress, including as its first subject specialist in women's studies. //

# → **Fast Facts**



## **Library jobs**

The number of library jobs advertised nationally is on the rise. “Five positions popping up in greater frequency across academic, public, school, and special libraries are”: Sustainability librarian; User experience librarian; Director of equity, diversity, and inclusion; Open educational resources librarian, and Data visualization librarian.

Terra Dankowski, “5 Library Jobs on the Rise,” American Libraries Magazine, June 1, 2022, <https://americanlibrariesmagazine.org/?p=130100> (retrieved June 7, 2022).



## **Journalists killed**

Since 1993, 1,529 journalists have been killed in the line of duty. As of June 7, 2022, 39 journalists were killed so far this year.

“UNESCO Observatory of Killed Journalists,” UNESCO, <https://en.unesco.org/themes/safety-journalists/observatory> (retrieved June 7, 2022).



## **College enrollment declines**

“Total postsecondary enrollment fell to 16.2 million this spring, marking a one-year decline of 4.1 percent or 685,000 students. Enrollment declined this spring at both undergraduate and graduate levels. Following a 3.5 percent drop last spring, postsecondary institutions have lost nearly 1.3 million students since spring 2020.”

National Student Clearinghouse Research Center, “Current Term Enrollment Estimates,” May 26, 2022, <https://nscresearchcenter.org/current-term-enrollment-estimates> (retrieved June 7, 2022).



## **Exascale supercomputer**

The Frontier system at Oak Ridge National Laboratory is the first supercomputer to cross the exascale mark, meaning it can do more than 1 quintillion floating point operations per second (1.102 exaflops). It will be operated by the U.S. Department of Energy.

Prometheus GmbH, “ORNL’s Frontier First to Break the Exaflop Ceiling | TOP500,” May 30, 2022, <https://top500.org/news/ornl-frontier-first-to-break-the-exaflop-ceiling> (retrieved June 7, 2022).



## **Some college, but no degree**

“In July 2020, the Some College, No Credential (SCNC) population ... reached 39 million, up 3.1 million from the 36 million SCNC population pre-

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viously reported. A combination of net growth (1.9 million) and methodological enhancements contributed to the 3.1 million increase. Despite the COVID-19 pandemic, nearly one million SCNC students re-enrolled during the academic year 2020/21, and over 60,000 students earned their first-ever postsecondary credential (including bachelor's degree earners that comprised nearly one-third). Also, tracking re-enrollees for a two-year period after re-enrolling, 61.1 percent of those who re-enrolled in 2019/20 either persevered into the second year or attained a credential within a year of re-enrolling.”

National Student Clearinghouse Research Center, “Some College, No Credential,” May 10, 2022, <https://nscresearchcenter.org/some-college-no-credential> (retrieved June 7, 2022).