

# ARKANSAS LIBRARIES

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Arkansas Library Association

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*Arkansas Libraries*, Spring-Summer 2022



## FROM THE ArLA PRESIDENT: The New Normal

by Rachel Shankles, ArLA President

The library world seems almost back to normal after so many adjustments and changes during the pandemic. But is it? Looking around the state at all types of libraries, parking lots are full, so in person assistance and programs must be taking place. But are they taking place in the same manner?



Shankles

What exactly is the new normal? That is what the October Arkansas Library Association Annual Conference will tackle, plus many other issues at the forefront here in Arkansas and around the country. Are you still allowed to work from home? Are the magazines back out? Are you prepared to defend the Library Bill of Rights? First Amendment Rights? Intellectual Freedom? Has the 'normal' stance on those issues changed? Come to the conference to attend sessions on these issues and topics of interest for every type of library. One thing the new normal includes is 'in person' networking! ArLA is happy to invite you to Fort Smith for the Annual Conference, October 14-16.

The Association is continuously working hard for you. The Executive Board, Committees, and Communities of Interest are meeting and sponsoring events that you may take part in. Our listserv brings lots of information on trainings and activities, as well as job postings, to your email inbox. Our top shelf journal goes out all over the state as one of the many benefits of membership. I appreciate every one willing to run for office, those who nominate someone for an award, and those who offer to present at the conference in order to move this Association forward. You have a very dedicated and capable group running ArLA. The new normal is thinking outside the box to get benefits for members and serve all types of library workers.

Libraries and librarians are under attack across the country. Book banning and censorship are being handled in different ways with different results. Groups are trying to criminalize librarians due to disagreement with selection policies, and these groups want many books removed from all libraries, but primarily public and school libraries. There are about 150 books on the main list that one group pursues getting banned. Laws are expected to be introduced in the next Arkansas Legislative session to further censorship and book banning. Will you be ready to stand up for your profession?



Your Association will be. Although we as a 501(c)(3) organization can not endorse candidates, we can express opinions on legislation that affects our profession. We can contact our legislators and do a little PR for libraries even now. A plan will be developed using our Advocacy CI and Legislative Committee, along with coalitions with other library groups such as Advocacy for All AR Libraries (AAAL), ARKLink, and the Arkansas Association of Instructional Media (AAIM). Our Advocacy CI will push out "Libraries Transform" this fall, a customizable PR campaign in which your library can be involved.

But now might be the time to contact your very own representatives and senators in the Arkansas Legislature and open the door to communication with them about librarians and libraries. Start by thanking them for funding the free statewide databases through the Arkansas State Library. We are so fortunate to have those in our libraries and schools. You can tell them about how these databases help your patrons. They would be amazed also to find out what all you circulate – bicycles, fishing poles, wi-fi hotspots, puzzles, and on and on. So many people do not have any idea what all takes place at the local library, the school library, and our academic and special libraries. We have to make the public aware of a library's value to the community. Then when the initial anti-First Amendment legislation is introduced, you can offer those legislators your opinion and ask for their support for libraries – maybe asking for more funding or for them to consider your side on any bills introduced about libraries. We don't want censorship to be the new normal.

I hope you will become involved with ArLA, the Communities of Interest, and the committees. Find out more information about our conference, including how to register, through the ArLA website: <https://arlib.org/conference>. Early bird registration will run through August 31, so don't wait too long! I hope to see you in Fort Smith in person!

*Rachel Shankles is a retired high school librarian and LIS instructor, and has authored children's books. She serves as president of the Arkansas Library Association for 2022.*



## FROM THE EDITOR: We're In This Together

by *Britt Anne Murphy*

*Library Director, Hendrix College*

**A**t the recent ArLA Board meeting, an important proposal was voted on. After more than two years of consideration, the Executive Board approved new ArLA institutional membership rates unanimously. The fate of this proposal isn't yet sealed, since any change in membership fees needs approval by the membership, but this was an important step towards equity, involvement, and cohesion for the Arkansas Library Association. If you'd like to read up on this proposal, it's in this issue of *Arkansas Libraries*.



*Murphy*

The significance of institutional membership is wide and deep – it will hopefully widen the participation of Arkansas' library workers, and especially those who don't have the means to take part in all the wonderful opportunities that ArLA provides. We're hopeful this change will also deepen libraries' contributions to ArLA so that ArLA can be a stable and effective organization. I hope all library leaders out there will support this proposal, which should strengthen the Association. After all, we've got work to do, especially in the coming year.

A theme that runs through the Spring/Summer issue is one of sticking together. All indicators point toward a difficult year in regards to censorship, funding of libraries, support for first amendment values, and retaining and recruiting staff. We have several signs that our communities still support libraries (hooray for the successes in recent millage campaigns!), but we library folk will need to be strategic and supportive of one another to make it through potentially stormy waters that await us.

The pandemic may have done one good thing – it made our patrons realize essential services and resources we provide for our communities. We are in a good position to advocate strongly for keeping those services and resources funded and supported. But we don't have to do this alone. Our conference preview presents multiple opportunities to become informed and active advocates for libraries of all kinds, from pre-conferences to keynotes to sessions. This fall's in-person conference in Ft. Smith is a

chance for Arkansas library workers to unite and strategize, as well as just to listen and support one another.

Also in this issue, we find how community college librarians can become wider leaders in their settings, and we learn the importance of staff development from librarians at UA Pine Bluff and UCA. Our Special Libraries columnist describes the new state resource sharing platform and union catalog, Mockingbird. The Arkansas State Library is behind this initiative, and it promises to widen access to resources across our state. And speaking of sharing resources, check out Gwen Dobbs' report from ARKLink on what our next steps to implementing a state-wide institutional repository might be.

So, we may have challenges to face in the coming year, but if we stick together and use the Arkansas Library Association as well as our worthy sister organizations AAAL, AAIM, ARKLink, and those nifty LDDs, we'll weather it together.

*Britt Anne Murphy, the managing editor of Arkansas Libraries, is the director of the Olin C. Bailey Library at Hendrix College.*



*GeekCon fun at Bentonville Public Library. See article on page 8.*

## ADMINISTRATION AND

### MANAGEMENT:

#### Encouraging Staff Development: Secretary to Associate Library Director

by *Maplean Donaldson*, University of Arkansas at Pine Bluff

**D**uring my thirty-five-years with the University of Arkansas at Pine Bluff (UAPB), I have been afforded the opportunity to move up the ladder. Coming from a family of eleven children, big dreams were rarely discussed within my humble home. Most of us just aspired to have a job that would pay the bills and take care of our future families. After high school, I entered vocational school to learn the skills of being a secretary. Through a favor from one of my counselors at the vocational school, I was recommended for a job interview for a secretary position at UAPB, which was offered to me, and I accepted.



*Donaldson*

After receiving promotions in positions from secretary, to multi-media technician, to research associate, I was encouraged by the library administrators to complete a second master's degree in library science. Since being at the university, I had already completed a bachelor's and master's degree. I completed the library science degree in 2015. Several years later, my director challenged me to complete the coveted Leadership Institute for Academic Librarians at Harvard University, which I did in 2018.

Like most libraries, there has been a large pool of librarians to retire and no replacements. Therefore, we are continuously encouraging current and new staff to pursue a library degree and other staff development opportunities. Staff development often includes webinars, in-house trainings, conferences, and degree programs. Our library is currently providing staff development through cross-trainings in each department. We have found that staff are more confident when they actually know first-hand what processes are involved within other departments of the library. We may not all be experts in each area, however, we can be informed well enough to answer patrons' questions regarding



what services are available. In the past seven years, four library staff have completed a master's degree in library science through positive encouragement and self-discipline. The John Brown Watson Memorial Library at the University of Arkansas at Pine Bluff is definitely growing its own librarians.

Decker (2017) encourages library administration to provide clear communication and create a learning environment for staff development. She suggests experience-based, peer-to-peer, and in-house trainings for staff development. Allowing staff to choose their own learning experiences that align with the library's strategic priorities is also a good path for staff development (Decker, 2017).

My parents and faith always taught me to do a job to the best of my ability and that hard work would lead to rewards. Needless to say, I have been rewarded. When the associate library director was preparing to retire, rumors were floating of who would replace her. I thought to myself that there is no way I could do that job well with all of the personnel challenges previous associate library directors had experienced. I rose to the challenge and applied for the position. It has been almost four years since I accepted the associate library director's position. Through positive encouragements from supervisors and co-workers, I was able to complete my educational pursuits which were instrumental in attaining promotions.

#### Reference:

Decker, E. N. (2017). Encouraging continuous learning for librarians and library staff. *Library Management*, 38(6), 286-293. DOI: <http://tinyurl.com/4mydvek2>

*Maplean Donaldson is associate library director at the University of Arkansas at Pine Bluff's John Brown Watson Memorial Library in Pine Bluff, Arkansas. Photo by Richard Redus*



# Saline County Library Marketing Staff Wins Award at ALA Conference

by *Jordan Reynolds*

*Saline County Public Library*

The Saline County Library has been chosen as one of 24 electronic winners of the 2022 PR Xchange award! Over 195 entries in print and electronic formats were submitted from over 100 public, academic, school, state, and special libraries. Entries were evaluated by a jury of 20 virtual judges. Submissions were assessed based on the quality of content, format, design, creativity, and originality. The jury, which included a group of talented marketing professionals, graphic designers, librarians, and visual artists were very impressed by the innovative work submitted by these libraries. Winning entries will be on display at the PR Xchange Event at the ALA Annual Conference on June 26, 2022, in Washington D.C.

The PR Xchange Event is a drop-in style program held in the Exhibit Hall on the Sunday of ALA from 11:00 a.m. - 1:00 p.m. It's an exciting event in which libraries from across the country share their libraries' promotional materials (i.e. swag, etc.). Conference participants are invited to view and take free copies of award-winning PR materials from the juried PR Xchange Awards, as well as promotional materials from libraries across

North America. Participants have the opportunity to view creative library videos, newsletters, posters, and other promotional materials, and learn how to improve their own materials by talking with John Cotton Dana Award Winners, PR Xchange Award winners, and other Library Marketing and PR authors and experts.

The Saline County's winning submission was the 2022-2025 Strategic Plan designed by Jordan Reynolds, Marketing Coordinator; reviewed by Kari Lapp, Community Engagement Manager; and put together by the Saline County Library's Strategic Planning Committee, consisting of Patty Hector, Director; Leigh Espey, Library Manager; Rebecca Kidder, Branch Manager; Rachel Wallace, Assistant Branch Manager; Julie Syler, Systems Administrator; and Sarah Beth Lesko, former Youth Services Manager, along with Jordan Reynolds and Kari Lapp. This plan and its design are the culmination of nine months of hard work to create a plan to further serve the community of Saline County.

Jordan Reynolds and Kari Lapp attended the award ceremony on June 26<sup>th</sup> in Washington D.C.

*Jordan Reynolds is marketing coordinator for the Saline County Public Library in Benton, Arkansas.*



*Baby Prom at Saline County Public Library.*



*Create with Me at Saline County Public Library.*



## FACE OF ARKANSAS LIBRARIES: Laren P. Anderson, Lyon College

by Jennifer Wann, Arkansas State Library

**I**nterview by Jennifer Wann, Arkansas State Library

### What is your name and professional job title?

My name is Laren P. Anderson, and I am a resource sharing librarian.

### Where do you work and what is your library like?

I work at the Mabee-Simpson Library, within Lyon College, in Batesville. The original library, the Mabee Learning Resource Center, opened in 1968. Yet, it was not until major renovations took place in 1994-95 that the library took on its current name. The library currently holds 508,456 items. Roughly 78,000 of these are physical items.

### Please describe a typical day in your job.

By the time I arrive at work around 7:45 a.m., there are a number of interlibrary loan requests waiting for me to process. Fulfilling these requests can take several hours.

I also spend quite a bit of time each day finishing tasks associated with circulation, such as managing student workers, checking in/out items, and adding magazines/journals into our collection.

I am also in the process of revitalizing the OER (Open Educational Resources) initiative at Lyon.



Wann



Mabee-Simpson Library, Lyon College.

My predecessor at the Library, Anna Leinweber, did a wonderful job launching the initiative around 2019. It atrophied, however, when the campus all but closed during the COVID pandemic. As I revive the initiative, I am also working on my certification in OER Librarianship.

### How did you get into library work?

I spent a great deal of time in my town's library growing up. Due to this, I considered librarianship as a profession early on. It was not until years later, when I tired of teaching, that I decided to enter this profession.

### What does being a librarian / library worker mean to you?

Being a librarian means I get to help people. In my capacity as an academic librarian, I help patrons find information they need to make a better grade in class, determine legitimate sources, publish a scholarly paper, or relax with a book on a rainy day.

### What's your favorite thing about being in librarianship?

I really enjoy finding items for my patrons, especially once I have grown to know them and their fields of expertise. Once that happens, I will stumble



Anderson and his children, Zuzu and Gilbert.

across resources serendipitously that a student or faculty member may find useful or enjoyable. I really enjoy that.

**Please describe your town/community/county in Arkansas:**

Located about 80 miles northeast of Little Rock, Batesville is the county seat of Independence County. The town, which sprawls along the White River, is the oldest city in Arkansas. Despite its age, Batesville has a population of roughly 10,000 residents.

**What's your favorite book and why? How would you book talk it to someone?**

I can narrow it down to five books, including *Up the Line to Death: The War Poets 1914 – 1918*; Larry McMurry's *Lonesome Dove*; William Least Heat-Moon's *Blue Highways: A Journey into America*; James Dickey's *Deliverance*; and Chaucer's *Canterbury Tales*.

**What are your hobbies outside of work, or what do you enjoy doing during your free time?**

I enjoy spending time with my wife, Christie; daughter, Zuzu; and son, Gilbert. Right now, my family enjoys touring Arkansas, since we only moved to the state in October. Otherwise, I enjoy baseball, reading, and playing games, such as crossword puzzles.

**What are you most proud of accomplishing in your professional life?**

I am most proud of a folklore project my student workers and I are working on. We are transcribing roughly 30 years of folklore papers that were assigned as part of the *Introduction to Folklore* class taught at the College for more than three decades. Some of these papers include interviews with some very important people in the field of folklore, such as Vance Randolph, Almeda Riddle, and Jimmy Driftwood. The papers and their supplementary materials, such as photographs, sheet music, and recordings, will be digitized and placed online.

**What about your personal life?**

I am proud of my children.

**What is your favorite thing about Arkansas?**

So far, I would say my favorite thing about Arkansas is that its people are kind. It is obvious that they care about other people.

**What is your first / earliest childhood memory of a library?**

When I was a little boy, our local library showed a movie for children and their parents once a week, or thereabout. This was a huge deal since there were no movie rental stores in town. One would have to drive about 30 minutes to the neighboring town if you wanted to go to the movie theater or to rent a

video.

So, my earliest memory is one weekend our library showed the movie *Savannah Smiles*. I do not recall anything about the movie. I do recall, however, that all was going well until, near the movie's end, all the parents in attendance, roughly 20 parents, suddenly started bawling and heaving. It was an awful mess! I do not know whether or not the library had knowledge beforehand that *Savannah Smiles* was a tearjerker. But they found out.

**As a child what did you want to be when you grew up? Is there anything about that childhood dream that you connect to in librarianship?**

When I was growing up, I wanted to be Indiana Jones. I can connect that childhood dream to librarianship through research. I love to conduct research and help others with their research.

**What one word would you use to describe yourself?**

Loyal.

**What one word would your friends use to describe you?**

Reliable.

**What is something about you that few people know?**

I am really interested in historical onomastics – why names were given to children throughout history.

**Where and when did you grow up and what was your childhood like?**

I grew up in Senoia, Georgia, which is about an hour south of Atlanta. The town would become the filming location for *Fried Green Tomatoes*, *Pet Semetary II*, and *The Walking Dead*. I would say my childhood was typical for a boy growing up in a small, Southern town during the 1980s – 1990s. I played Little League baseball, rode my bicycle often, and was a Boy Scout.

**Did you have a relationship with books as a young child? And if not, how did you develop that relationship?**

I had a large relationship with books as a young child! Both of my parents greatly valued education and reading. And I saw them reading quite a bit. Also, my maternal grandpa was a newspaper editor. He was one of my best friends. Grandpa never bought me anything for Christmas. He would wrap up a book or two from one of several bookshelves in his home. I still have most, if not all, of those books.

**Please describe your vision of the future of libraries.**

I believe libraries of the future will have a more expansive role in the community than they do now. In academic libraries, for example, libraries



will serve as an academic hub for the community. Students and faculty will not only visit the library to gain information of all sorts but also to exchange information and ideas. The college or university may hold at the library a small recital for a student pianist. An astronomy professor, for example, may lecture on an upcoming meteor shower. Or a library may display additional student artwork.

*Jennifer Wann is manager of library development at the Arkansas State Library in Little Rock, Arkansas. She serves as an ArLA Executive Board Member at Large and as chair of the ArLA Annual Conference Program Subcommittee.*

## BPL is Back to Business

*by Jess Pendergass,  
Bentonville Public Library*

There is no shortage of events and programs happening at Bentonville Public Library (BPL). Like many other libraries in Arkansas, our staff are ready to get back into the swing of offering diverse, interesting programming to the community. Just in the first half of 2022, BPL packed in a number of fun and free community events.

The library took part in a diversity, equity and inclusion inspired event called Bentonville Together: A Celebration of our Multicultural Community at the downtown square. BPL also welcomed *New York Times* bestselling author, Keith O'Brien, to spend a morning with book fans to herald his newest release *Paradise Falls: The True Story of an Environmental Catastrophe*. One of our most attended and nerdiest

events took place in BPL's backyard this year. Bentonville GeekCon hosted fandom-lovers from every corner of geekdom.

Downtown Bentonville, Inc. hosted Bentonville Together to highlight the many facets of our colorful community. The main library event of the night at BPL's booth was the multicultural storytelling of *The Very Hungry Caterpillar* in which library staff performed the book in five languages: English, American Sign Language, Spanish, Chinese, and French. Attendees entered to win a bilingual copy of *The Very Hungry Caterpillar*. Our booth offered information on diverse book club kits and hands-on STEAM kits available for checkout as well as a woven multi-tonal take-home heart craft.

Keith O'Brien - bestselling author of *Fly Girls: How Five Daring Women Defied All Odds and Made Aviation History* - appeared as our friend and guest



Row 1 L-R: Christina Clark, Anna Sharon, Hadi Dudley  
Row 2 L-R: Melanie Hendrickson, Megan Coupaud, Paola Gladamez, Bella Wu  
Row 3 L-R: Jess Pendergass, Asele Mack, Nakeli Hendrix, Hanna Shrell



of “A Morning with Keith O’Brien,” which featured two events. The first was “A Special Book Club Meet & Greet” that allowed an intimate crowd time with O’Brien to discuss their thoughts on *Paradise Falls* and O’Brien’s writing process.

Directly after, Mayor Stephanie Orman introduced O’Brien, and he met with community attendees at “A Community Event with Sale & Signing.” O’Brien presented a behind-the-scenes look at the making of *Paradise Falls* followed by a short Q&A. A book giveaway ended the community event with a few lucky attendees pulling a picture of the *Paradise Falls* cover from under their chairs!

An unexpected special visitor attended the community event. Kelsee, granddaughter of Luella Kenny - heroine of *Paradise Falls* - travelled hours to meet O’Brien and see him speak. The two shared stories of Kenny and her actions that saved families. Fittingly scheduled on Independent Bookstore Day, Two Friends Bookstore co-hosted the event and facilitated book sales before and after the community event. BPL would like to recognize the efforts of Thaden School, Two Friends Bookstore, 211 Café, How Sweet is Homemade, Friends of the Bentonville Library, Keith O’Brien and private sponsorships in making that event possible.

Bentonville GeekCon was back for 2022! After a break of two years, BPL brought the fun and games to the backyard for the community to enjoy. Family-friendly costumes were encouraged, and the challenge was accepted by many including a small but mighty Spider-Man and a realistic Rey from Star Wars. The children’s department staff coordinated to dress up as their favorite Disney

princesses. Attendees enjoyed free lunch at Pizza Party on the Porch, provided by Rotary International – Bentonville Satellite Group with drinks provided by 211 Café.

The Comic Book Art Workshop led by comic book author and illustrator Sean Fitzgibbon brought a packed crowd to learn about the difference between shape and form in drawing. The LARPing community came to play as Amtgard LARP led young and old in mock sword fights and archery challenges. The video game trailer enthralled kids with multi-player battles of games like Super Smash Brothers.

Marvel and DC fans enjoyed an inflatable Superhero Training Camp, superhero mini-games, superhero sidewalk chalk photo ops, crafts for all ages, and more. Comics and books were given away, thanks to donations from Diamond Comic Distributors and KPMG. Bentonville GeekCon was sponsored by the Friends of the Bentonville Library.

At celebrations like these, it’s easy to remember why working at a library can be so much fun. The hard work and creativity of BPL staff and community partners made these offerings exceptional. As with other libraries across the Natural State, Bentonville Public Library is proud to be hosting special events for the community again and looks forward to many more to come in the future. For all upcoming events, visit BPL’s calendar at [bentonvillelibrary.org](http://bentonvillelibrary.org).

*Jess Pendergrass is library marketing specialist for the Bentonville Public Library in Bentonville, Arkansas.*

## PUBLIC AND REFERENCE SERVICES: Reference in an Endemic

by *Heather Reinhold*, University of Central Arkansas

When I was offered the opportunity to work the reference desk at the UCA library as a paraprofessional and current library school student, I was nervous but excited. I had some experience with reference due to my previous employment as the library technician and reading room manager for our three-person university archives.

However, that was specific to assisting researchers, mainly historians, looking for primary sources. So,



*Reinhold*

I had much bigger expectations for THE reference desk for my library.

As a student, one of my first courses at San Jose State University was about the reference interview with examples of what kinds of questions would be asked and how to pull more information from the patron. I learned about the different patron types, the possible questions they might have, and the differences between public and academic library reference desks. At the beginning of this past semester, when the opportunity to work the desk was offered, I felt like I was ready, yet also unprepared. I was expecting hundreds of questions on a wide range of topics, with some fantastical things now and then, over the course of the next five months. In the end, I may have had around twenty walk-ups or phone calls total.

Now, I will say I was only at the desk for approximately two to four hours a week, especially if I offered to take another’s shift. And, hopefully,

we are coming into an endemic situation, which might be part of the reason for the lack of questions. Another possible cause for low reference traffic is the reference chat feature we promoted for students to use throughout the pandemic. But I was surprised at the types of questions I get asked, such as our hours, services, and the occasional catalog assistance. And as I reflect on this past semester, I have this overall feeling of “Is this it?” Where are the questions about the miles to the space station, the questions about the radioactivity of daisies in Fukushima, the patron asking for help on the most niche thing and helping them find the golden nugget for their research? Where are the patron questions and requests that lead to those stories and examples that we, as library students, get to hear about in our classes?

As my coworker put it, “It’s a lot easier than you thought it’d be, huh?” Unfortunately, yes.

I’m not one to complain about whether I have, or don’t have, enough work. As long as the students and patrons feel they are helped and know where to get help, then that’s what matters. However, I can only imagine that as time progresses, the need for the reference desk as a physical entity may be going away. This is not to bring up a controversial topic, as I know this is a hot topic amongst libraries and librarians everywhere, yet, I do wonder about the physical need for reference at the end of the day. If no one is coming, then why am I here if I’m not going to be utilized?

Students today are glued to their phones and seem like they’d rather text or use chat features to interact than to seek out face-to-face interactions, or make a phone call. I happen to be one of those types of people as well. And with the lack of social interaction over the last few years due to COVID, I can only imagine that face-to-face communication skills are somewhat lacking. I find this especially

the case when I watch students struggle with their idea of the path of least resistance instead of asking for help. Although, let’s be honest, sometimes it’s difficult to ask for help or know where to go. But our library provides several avenues for students to get help. We’ve got our website, our frequently asked questions pages, chat box, our social media sites (Facebook, Twitter, Instagram), physical signs, and so on. Where’s my neon sign saying here’s where you can get help as well as our hours? Oh, that’s right! It’s on the front of the building. Literally! A big sports screen monitor that scrolls through our most pertinent information is bolted into the facade of our building.

Yet students are still either unaware or hesitant. To be honest, it’s a little disheartening when they come up to the reference desk, and you’re so excited to help someone with research or with a question, only for them to ask when Starbucks is going to open. So maybe my reference experience is not the greatest and can’t even be considered the norm. But what if it is? What if this is the new normal? What if all the odd and wild questions used in those reference courses don’t happen anymore? What if students don’t come to the physical desk? Do we move to virtual reference only? Mobile reference? How do we connect better with our students and patrons so they know we’re here and we’re happy to help? What’s next?

I’m not sure, but I’m looking forward to trying it all!

*Heather Reinhold is library technician for Education & Outreach at the University of Central Arkansas’ Torreyson Library in Conway, Arkansas.*

## Encyclopedia of Arkansas Sponsors Programs

by *Ali Welky, Assistant Editor*

*CALS Encyclopedia of Arkansas*

The Encyclopedia of Arkansas, a project of the Central Arkansas Library System, with offices in the CALS Bobby L. Roberts Library of Arkansas History & Art, recently did a couple of art programs in the Roberts Library to involve the public in creating some downloadable coloring sheets related to various Arkansas subjects that will be placed on the EOA site.

In a two-hour course, attendees learned how to draw using Sharpies in the stained glass style with their original artwork added as a coloring sheet to the Encyclopedia of Arkansas. The artists then colored their masterpieces with oil pastels. The program was

organized by Jasmine Jobe and led by art instructor Adrienne Thompson.



*Encyclopedia of Arkansas coloring project.*

# Proposed Revisions to the Bylaws of the Arkansas Library Association

by *Janice Weddle, ArLA Secretary and Chair, Bylaws & Handbook Committee*

At its June 3<sup>rd</sup> meeting, the ArLA Executive Board reviewed and approved changes to the Association's bylaws, as recommended by the Bylaws & Handbook Committee. Those recommended revisions are now being distributed to all members of the Association and will be voted on as part of the Association's annual election cycle in 2022.

The proposed changes include:

- Article V and VI – Incorporating changes that would be necessary with the establishment of Institutional Memberships as proposed by the Membership Committee
- Article V and VI -- Separating out rolling and fixed dues based on membership types in order to match current practice and prevent negative impacts on Individual Members
- V.1 and VII.3 -- Adding language in additional sections to clarify CI and Committee leadership is available to Individual Members of ArLA

(NOTE: These additions are not a change in ArLA's procedures. They are intended to provide additional clarity for members who may have overlooked the Individual Member requirement elsewhere in the document.)

- IX.1 Nominations – Clarifying the list of required nominees every year, every two years, and every three years
- XI.7 Action without a meeting – Changing the required number of Board members who must consent in order to take action without a meeting from “all” to “a two-thirds majority” (NOTE: This change was approved by the Board in 2021.)
- Renumbering various bylaws sections where numbers had been skipped in error
- Handbook 5.2.1.2 – Adding rates for Institutional Membership categories as proposed by the Membership Committee

**A full mark-up copy of the Association's bylaws and a list of Institutional Membership dues can be found below. The font color of edited sections has no meaning beyond marking a change in that section.**

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## Bylaws of the Arkansas Library Association

### Article I. Name

The name of this Association shall be the Arkansas Library Association, hereinafter sometimes referred to as ArLA or the Association.

### Article II. Purpose

The purpose of the Association shall be to promote library service and the profession of librarianship in the State of Arkansas.

### Article III. Articles of Organization

The Association shall devote a major part of its activities to further its purpose, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986. Its assets shall be distributed solely for the furtherance of the purpose of this Association. In the event of the dissolution of the Association, its assets shall be distributed for one or more of the exempt purposes specified in Section 501(c)(3) of the Internal Revenue Code of 1986.

### Article IV. Affiliation with Other Organizations

The Association shall hold a chapter membership in the American Library Association (ALA) and shall be represented by a Councilor or Councilors elected to the American Library Association Council in accordance with provisions of the Constitution and Bylaws of the American Library Association.

The Association shall hold a chapter membership in the Southeastern Library Association (SELA) and shall be represented by a State Representative elected to the Southeastern Library Association Board in accordance with the provisions of the Constitution and Bylaws of the Southeastern Library Association. In the event ArLA's Bylaws and Handbook conflict with the Southeastern Library Association's Constitution and Bylaws, ArLA's governance reigns.



The Association may choose to join other library-related associations as deemed necessary.

## Article V. Membership

### **Section 1. Types**

ArLA shall have five types of members: Individual, Institutional, Affiliate, Life, and Honorary.

- A. Individual. A person in good standing with the Association entitled to full rights and benefits of the Arkansas Library Association. Only Individual members may serve as members of the Executive Board or may ~~chair serve on~~ standing committees, or serve as **leaders** of Communities of Interest, or other recognized groups within the Association. The membership dues shall follow a rolling schedule. The categories for individual memberships are defined as follows and may include specific limitations:
1. Library employees: those individuals who are employed full-time or part-time by any library or library-related institution.
  2. Friends & Trustees: those individuals who hold membership in an organized Friends of the Library group or who are appointed as members of the Board of Trustees for any library.
  3. Retired: any individual who has retired from library employment.
  4. Students: any student enrolled full-time in a program leading to a degree in Library Science or to certification as a school library media specialist or school librarian. This category of membership shall be limited to a maximum of three years.
  5. Supporter: any citizen who has an interest in libraries.
- B. **Institutional.** Libraries and other institutions may become members by complying with prescribed conditions regarding total library income as specified on the Institutional Membership Application. The membership dues shall follow a fixed fiscal schedule. Institutional membership includes one vote and each Institutional Member must designate an Institutional voting representative. ~~Institutional membership also includes the privilege of sending one representative to any ArLA sponsored event at the member rate.~~
- C. Affiliate. Organizations and businesses who support libraries and library staff may become members by complying with prescribed conditions regarding total library income as specified on the Affiliate Membership Applications. The membership dues shall follow a fixed fiscal schedule. Affiliate membership includes one vote and each Affiliate Member must designate an Affiliate voting representative. Affiliate membership also includes the privilege of sending one representative to an ArLA-sponsored event at the member rate.
- D. Life. A person in good standing with the Association who qualifies as an Individual Member may become a Life Member of ArLA by a one-time payment of dues at the rate in effect at the time of their application for Life membership. This membership shall include all rights and privileges of regular Individual membership in the Association.
- E. Honorary. In recognition of outstanding library service in Arkansas, Honorary membership may be conferred upon any individual by a majority vote of the members of the Association present at an Annual Business Meeting, upon recommendation by the Executive Board. This membership shall include all rights and privileges of regular Life membership in the Association without the payment of dues.

### **Section 2. Requirements**

The requirements for each of the various types of memberships shall be the payment of dues as defined in the ArLA Handbook. Membership in the Association shall not be denied or abridged on account of race, color, religion, gender, age, national origin, disability, sexual orientation, or lifestyle.

### **Section 3. Good Standing**

A member in good standing is one whose current dues are paid and whose membership is not suspended.

### **Section 4. Censure, One-Year Suspension, or Expulsion**

Any member may be censured or suspended by a majority vote of the Executive Board for cause if according to its findings, violations of any provision or obligation of the Articles of Incorporation, Bylaws, or Handbook, has occurred. Any member may be expelled by a two-thirds vote of the Executive Board for cause if according to its findings, a violation of any provision or obligation of the Articles of Incorporation, Bylaws, or Handbook, has occurred. Conduct unbecoming a member, conduct detrimental to the welfare of ArLA, and indebtedness to ArLA shall also be causes for disciplinary action. Complete procedures are included in the Handbook.

#### Article VI Finances

##### **Section 1. Fiscal Year**

The fiscal year of the Association shall be the calendar year.

##### **Section 2. Dues**

The amount and timing—rolling or fixed—of dues for each category of membership shall be set in an amount approved by the Executive Board, subject to a majority vote of the membership at the Annual Business Meeting.

- A. Rolling Dues. The membership year ~~of ArLA~~ shall be a rolling year according to the date the member's payment was processed by the Association. ~~A non-renewed member or former member may apply for membership upon full payment of annual Association dues~~
- B. Fixed Dues. The membership year shall be the calendar year.

##### **Section 3. Non-Renewal and Reinstatement**

Members whose dues have lapsed shall be considered non-renewed and no longer in good standing.

- A. Rolling Dues. A non-renewed member or former member may apply for membership upon full payment of annual Association dues. Members whose dues have not reached the ArLA offices by March 15 shall be considered non-renewed.
- B. Fixed Dues. Members whose dues have not reached the ArLA Offices by March 15 shall be considered non-renewed. Fixed Dues. Members whose dues have not reached the ArLA Offices by March 15 shall be considered non-renewed. A non-renewed member or former member may apply for membership upon full payment of annual Association dues. Dues received after the Annual Business Meeting or October 15, whichever is later, of a given year shall be recorded as payment of membership for the following calendar year.

##### **Section 4. Special Dues**

The Executive Board shall have the authority to adopt or suspend special membership dues for limited promotional purposes only.

##### **Section 5. Registration Dues**

There shall be a registration fee for those who attend the Annual Conference, which fee shall be approved annually by the Executive Board.

##### **Section 6. Annual Audit**

There shall be an annual audit or official financial review of the Association's accounts by an Auditor or CPA. The Executive Board may vote to have an official financial review instead of an audit. The Association must have an audit at least every three years. The President, with the recommendation of the Budget and Finance Committee and the approval of the Executive Board, shall engage the services of an Auditor or CPA following the end of the fiscal year.

##### **Section 7. Bonding**

The President and Treasurer shall be bonded annually for an amount to be determined by the Executive Board. The bonding agent shall be identified in the annual report.

#### Article VII. Communities of Interest (CI)

##### **Section 1. Formation**

Communities of Interest (CI) may be formed by members of the Association to pursue any activity that supports

the purpose and goals of the Association. Members may form a Community of Interest by submitting a form to the Executive Board, which states the name of the Community of Interest, a contact person, and function; 15 ArLA members in good standing are needed to support the formation of a Community of Interest.

## **Section 2. Statement of Purpose**

Each Community of Interest must provide a brief description of planned activities for the next fiscal year, including any requests for financial support from the Association.

## **Section 3. Community of Interest Representation**

The membership of each Community of Interest must elect or appoint one (1) or more **Individual members in good standing** as leader(s) of the Community of Interest. **Leaders** serve as the contact for the group, are responsible for the submission of an annual report, and submit financial requests for the Community of Interest. Additional leaders may be elected or appointed as deemed appropriate by the Community of Interest membership.

## **Section 4. Annual Report**

Each active Community of Interest must submit an annual report to perpetuate the group. The report must contain a summary of activities, and appropriate budgetary information if funds were received through ArLA. The annual report shall be published through appropriate Association publication.

## **Section 5. Review**

The Executive Board will review the annual report of each Community of Interest, placing Communities of Interest that have not filed an annual report in abeyance.

## **Section 6. Community of Interest Bylaws**

Communities of Interest may define further bylaws as desired or needed by the group. These bylaws may not conflict with the Arkansas Library Association's Bylaws and Handbook. Community of Interest bylaws must be reviewed and approved by the Executive Board, filed with ArLA, and made public through appropriate Association publication.

## **Section 7. Financial Support**

Communities of Interest in good standing are eligible to request appropriate financial support from the Association.

## **Section 8. Abeyance**

Communities of Interest that have not filed an annual report with the Executive Board by December 31st of each year will be placed in abeyance for one year, or until their annual report is received. Communities of Interest in abeyance are not eligible to receive financial support from the Association.

## **Section 9. Dissolution**

Communities of Interest will be dissolved by the Executive Board if no annual report has been filed, and the Community of Interest has been in abeyance for one year.

## Article VIII. Officers

### **Section 1. Elected Officers**

The elected officers of the Association shall be a President, President-Elect, Past-President, Secretary, Treasurer, ALA Councilor, SELA State Representative, and four Members-At-Large. The officers shall be elected by ballot in advance of the Annual Business Meeting. They will be announced electronically to the membership following notification of the candidates. An announcement will also be made at the Annual Business Meeting.

The terms of all elected begin at the beginning of the calendar year following their election, except the ALA Councilor whose term begins at the conclusion of the summer ALA Conference following their election. President-Elect succeeds to the President. The President will succeed to the Past-President.

### **Section 2. Terms**

The President-Elect will succeed to the President following their one-year term as President-Elect. The President



serves for one year, followed by one year as Immediate Past-President (serving three years or until their successors are elected). The Secretary will serve a two (2) year term or until their successor is elected. The Treasurer will serve a three (3) year term or until their successor is elected. The four Members-At-Large will serve one-year terms or until their successors are elected. The ALA Councilor will serve a three (3) year term as set by ALA guidelines. The SELA State Representative will serve a two (2) year term.

### **Section 3. Vacancies**

A vacancy on the Executive Board shall be filled by an interim appointment by the President, with the approval of the Executive Board, and shall serve the remainder of the unexpired term.

### **Section 4. Removal from Office**

Any officer may be removed from office for cause by a two-thirds vote of all the voting members of the Board, at any regular or special meeting. Cause shall include a violation of any provision or obligation of the Articles of Incorporation, Bylaws, or Handbook, has occurred. Conduct unbecoming an officer, conduct detrimental to the welfare of ArLA, and indebtedness to ArLA shall also be causes for disciplinary action. Complete procedures are included in the Handbook.

### **Section 5. Duties of Officers**

The officers shall perform their duties as outlined in these Bylaws and the Association's Handbook.

A. President. The President shall be the chief executive officer of the Association and shall, subject to the control of the Executive Board, have general supervision, direction, and control of the business and officers of the Association. The President shall preside at all meetings of the members and the Executive Board. The President shall have the general powers and duties of management of the office of President of a corporation. The President shall succeed to the Past-President following their term as President.

B. President-Elect. In the absence or inability of the President, the President-Elect shall perform the duties of the President and shall assume the office of the Presidency if the President is unable to serve. The President-Elect shall succeed to the President following their term as President-Elect. The President-Elect shall serve as the Conference Chair. The President-Elect shall have such other powers and perform such other duties as from time to time may be prescribed by the Executive Board or these Bylaws.

C. Past-President. The Past-President shall serve in an advisory role to the President and President-Elect and serve as chair of the Nominating & Elections Committee.

D. Secretary. The Secretary shall be responsible for the records of the Association; keep a record of all meetings of the Executive Board and of the general membership; process correspondence as directed by the Executive Board or the President; and have such other powers and perform such other duties as may be prescribed by the Executive Board or these Bylaws.

E. Treasurer. The Treasurer shall be the chief financial officer of the Association. The Treasurer prepares the annual budget, makes a financial report at all Executive Board Meetings and the Annual Business Meeting, advises the Board regarding other financial matters affecting the Association, has general powers and duties of the office of Treasurer and performs such other duties as may be prescribed by the Executive Board or these Bylaws.

F. Treasurer-Elect. The Treasurer-Elect assists the Treasurer with duties of the office of Treasurer and any other duties as prescribed by the Executive Board or these Bylaws. In the absence or inability of the Treasurer, the Treasurer-Elect shall perform the duties of the Treasurer and shall assume the duties of the Treasurer if the Treasurer is unable to serve. The Treasurer-Elect shall succeed to the Treasurer following his/her term as Treasurer-Elect. The Treasurer-Elect shall have such other powers and perform such other duties as may be prescribed by the Executive Board or the Association's Bylaws. The Treasurer-Elect is a non-voting member.

F. ALA Councilor. The ALA Councilor represents the Arkansas Library Association (ArLA) and the American Library Association (ALA) members in Arkansas in accordance with ALA guidelines.

G. SELA State Representative. The SELA State Representative represents the Arkansas Library Association (ArLA) and the Southeastern Library Association (SELA) members in Arkansas in accordance with SELA guidelines.

H. Members-At-Large. Members-At-Large are elected to represent the entire Arkansas Library Association membership.

## **Section 6. Eligibility**

Full-rate, individual members are eligible to serve on the ArLA Board. Employees of firms that provide goods or services directly to ArLA are excluded from serving on the ArLA Board.

### Article IX. Nominations and Elections

#### **Section 1. Nominations**

The Nominating & Elections Committee shall annually present a slate of at least one or more nominees for President-Elect, and no fewer than four nominees for Member-at-Large positions to the Executive Board. The Nominating & Elections Committee shall present a slate of at least one or more nominees for [a Treasurer-Elect](#) [and](#) an American Library Association Councilor every three years. The Nominating & Elections Committee shall present a slate of at least one or more nominees for a [Secretary and a](#) Southeastern Library Association State Representative every two years. All nominees must be members in good standing when nominated and during their tenure as an elected officer. Additionally, each nominee must either live in Arkansas or work in or be retired from an Arkansas library.

The Nominating & Elections Committee shall present its slate of nominees to the Board for approval at least 90 days prior to the opening date for elections. Names of nominees submitted by the Nominating & Elections Committee shall be communicated to the membership at least 60 days prior to the opening date for elections.

#### **Section 2. Additional Nominees**

Additional candidates may be added to the slate of nominees by self-nomination or nomination by any current ArLA member. A nomination by an ArLA member must include a statement by the nominee agreeing to be a candidate. The names of additional candidates must be submitted to the Board at least 30 days prior to the opening date for elections.

#### **Section 3. Elections**

Ballots and statements of professional concern shall be distributed to all voting members in a timely manner to permit notification of the winners at least 14 days prior to the beginning of the Annual Business Meeting. Only current ArLA members may vote in ArLA elections. To be eligible to vote, members must be current in their membership at the start of the election. Only ballots received by the designated deadline shall be counted. A committee of two selected by the Executive Board shall count all ballots prior to the Annual Business Meeting. In the event of a disagreement, an Executive Board member may be appointed by the President to act as a third committee member. Election results will be formally recognized at the Annual Business meeting, normally held during the Annual Conference. A plurality vote shall elect. In the event of a tie vote, those eligible members present at the Annual Business Meeting shall vote to determine the outcome.

### Article X. Membership Meetings

#### **Section 1. Annual Business Meeting**

The Annual Business Meeting is traditionally held at the Annual Conference of the Association.

#### **Section 2. Voting Body**

The meeting(s) shall be open to all members of the Association. The privilege of making motions, debating, and voting shall be limited to Individual Members and Affiliate and Institutional Member representatives.

#### **Section 3. Quorum**

The quorum shall consist of thirty members or ten percent of the total Association membership, whichever is less.

#### **Section 4. Special Meetings**

Special meetings may be called by physical or electronic means by the President upon a majority vote of the

Executive Board or by petition from thirty members or ten percent of the total Association membership, whichever is less. All members shall be notified of any special meeting.

### **Section 5. Postponement or Cancellation**

In the event of an emergency, the President, with a majority vote of the Executive Board, may postpone or cancel any meeting.

### **Section 6. Voting**

- A. Any Individual, Affiliate or Institutional Member in good standing has a one vote privilege.
- B. An Institutional or Affiliate Member shall designate one voting representative.
- C. Voting may be conducted in writing, electronically, by voice, or by show of hands.
- D. For a vote to be valid, a majority of the votes cast is needed for approval unless otherwise provided in these bylaws.
- E. An institutional or affiliate member representative may designate a proxy voter by notifying the Board President in writing prior to a vote.
- F. Prior notification of not less than 30 days is required for any items requiring a vote of the membership.

## Article XI. Executive Board

### **Section 1. Composition**

The Executive Board shall be composed of the President, President-Elect, Past-President, Secretary, Treasurer, ALA Councilor, SELA State Representative, and four Members-At-Large, all of which have voting privileges. The Treasurer-Elect shall be a non-voting member.

### **Section 2. Powers**

The Executive Board shall have all power and authority over the affairs of the Association during the interim between meetings of the Association, excepting that of modifying any action taken by the Association. Without prejudice to such general powers, but subject to the limitations of the Articles of Incorporation and of these Bylaws, the Executive Board shall have the following powers:

- A. To conduct, manage, and control the affairs and business of the Association, and to make such rules and regulations therefore not inconsistent with the law or with the Articles of Incorporation or the Bylaws, as they may deem best.
- B. To delegate to committees any of the powers and authority of the Executive Board in management of the business and affairs of the Association.
- C. To adopt rules of procedure for the transaction of business by the Executive Board and a handbook for committees provided they do not conflict with these bylaws.
- D. To approve the Budget and all fees other than membership.
- E. To remove any officer, agent, or employee of the Association, prescribe such powers and duties for officers, agents, and employees of the Association as may not be inconsistent with the law or with the Articles of Incorporation of the Bylaws, fix their compensation, and require from them security for faithful service.

### **Section 3. Meetings**

The meetings of the Executive Board may be held before and after the Annual Business Meeting. The Executive Board shall meet, physically or by electronic means, a minimum of five times throughout the year, the place and date to be fixed by the President. There shall be a Board meeting in November to adopt the budget. The agenda of all regular meetings of the Executive Board shall be determined by the President and must include all items submitted by members of the Executive Board.

### **Section 4. Special Meetings**

Special meetings of the Executive Board may be called by the President. If the President is absent or unable or



refuses to act, any other officer may call a special meeting upon the request of five members of the board.

**Section 5. Annual Report**

The Executive Board shall make an annual report of its activities to the Association.

**Section 6. Quorum**

A simple majority of the Board shall constitute the quorum.

**Section 7. Action without a Meeting**

Any action that may be required or permitted to be taken at a meeting of the Executive Board may be taken without a meeting if a two-thirds majority of majority all members of the Executive Board consent to the action in writing. The action shall be reported in the written consents filed with the minutes of the next regular or special meeting of the Executive Board.

Article XII. Committees

**Section 1. Committees**

There shall be standing and ad hoc committees.

**Section 2. Composition**

The composition and requirements of standing and ad hoc committees shall be as set out in the ArLA Handbook. Plan of work shall be approved by the Executive Board prior to action by the committees.

Article XIII. Parliamentary Authority

The rules contained in the latest edition of *Robert's Rules of Order Newly Revised* shall govern the Association in all cases to which they are applicable and in which they are not inconsistent with these Bylaws and any special rules of order the Association may adopt.

Article XIV. Amendment of Bylaws

Proposed amendments may be approved by one of the following methods:

- a. By sending proposed changes to all members in good standing at the time of the ballot at least 30 days in advance of the annual or a special meeting. Approval must be by a majority vote of total ballots returned at the annual or special meeting.
- b. By sending proposed changes and an electronic or paper ballot to all members in good standing at least 30 days in advance of the voting period. Approval must be by a majority vote of total electronic and paper ballots returned. The voting period shall be no less than 14 days.

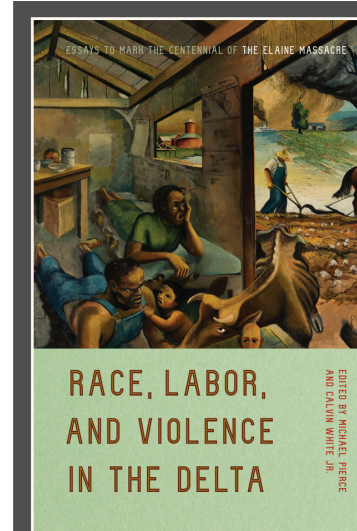
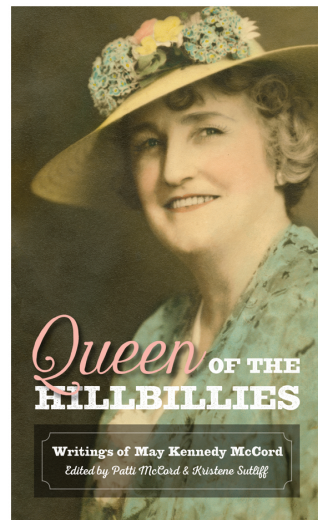
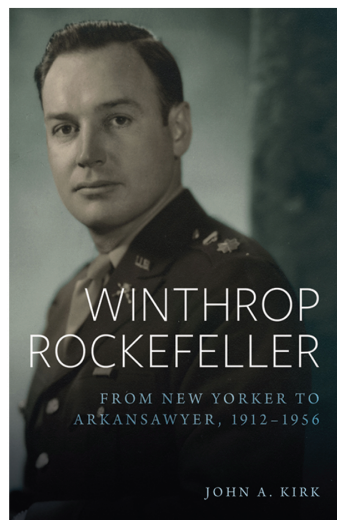
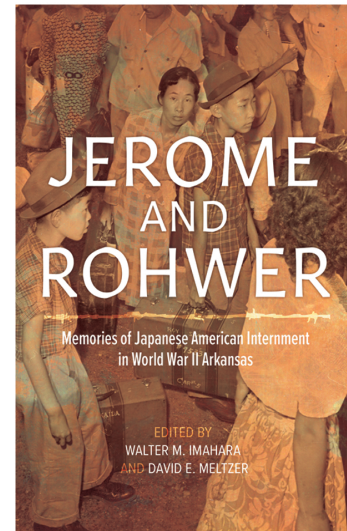
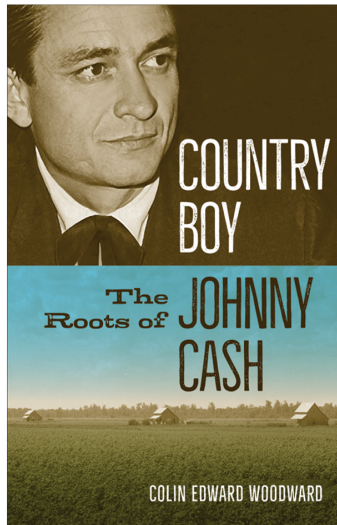
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**Dues Structure for Institutional Membership**

The dues structure below is informed by the various dues structures reviewed during the 2020 process. This should offer small libraries an excellent opportunity to get all employees involved in ArLA at a very low cost, while also offering larger libraries full staff involvement at a significantly higher, but reasonable cost.

<u>Annual Operating Budget</u>	<u>Annual Dues</u>	<u>Annual Operating Budget</u>	<u>Annual Dues</u>
Less than \$50,000	\$50	\$500,000 - \$999,000	\$500
\$50,000 - \$99,000	\$75	\$1,000,000 - \$1,999,999	\$750
\$100,000 – \$249,999	\$100	Over \$2,000,000	\$1,000
\$250,000 - \$499,000	\$250		

Approved by the ArLA Membership \_\_ 2019 \_\_\_\_\_  
Amended \_\_ 2020 \_\_\_\_\_



“This ingenious collection of essays circles around the Elaine Massacre of 1919, taking the topics of violence, race, cotton plantations, labor, and law back to the 1880s and forward through the 1960s. Especially impressive are the ways the essays analyze strategies of resistance in Arkansas and Mississippi—from labor unions and fraternal organizations, to reform groups like the NAACP, to migration and public protest. Every essay is thorough and powerful.”

—Ted Ownby

TRAINING: TIPS, TOPICS & TECHNIQUES:  
**Lightning Rounds - Training in a Flash**  
*by Chrissy Karafit, Joanna Warren, and  
Guest Columnist Zane Ratcliffe, University of  
Central Arkansas*

Each year the UCA Library seeks new ways to engage personnel during our Professional Development Day, striving to strike a balance between team-building, stress relief, and sharing important work-related information. This year, we are trying lightning rounds as a method to involve more personnel in the presentations and create a sense of library investment as well as mutual information sharing. Rather than using a top-down approach in which supervisors provide all instructive content, this format gives support personnel the opportunity to tell their part of the library's story and to participate in sharing institutional and professional knowledge. A variety of speakers helps to maintain the interest of those listening, keeping personnel engaged in training. Personnel attending lightning rounds may feel more comfortable asking questions of their peers than administrators or supervisors.

Although the idea was inspired by lightning round sessions presenting research at professional conferences, the planning committee decided to make our sessions much more informal. We created a survey to gather information on what personnel want to know, what they are passionate about, and what knowledge of library workflows they can share. The survey was created using Google Forms and included questions about what kinds of presentations or training topics staff might be interested in. If individuals were interested in doing a presentation, they could provide their name and topic description and indicate if they would like to present with a partner or team.

We received several suggestions for training topics from the survey. The responses ranged from general library training, such as emergency preparedness and finding library policy and procedure documentation, to more specific topics, such as fixing broken links in Discovery, creating accessible documents, and citation management. We also had suggestions for technology tips, such as navigating our phone system and fax machines, as well as fun topics such as campus cat identification. (We love our cats around here!)

From our responses, we were able to see where we have knowledge gaps among staff, particularly because we have many new staff members across departments, and we were able to gauge which topics would be most popular for our training day. We are only able to close the library once a year to do training for all our staff, and so we really wanted to have as much participation and feedback as possible.

It is our hope that by requesting suggestions on topics ahead of time, we will have an engaged and informed group of staff during Professional Development Day.

Of course, some libraries have fewer staff that need or can provide training, but arguably all libraries with more than one employee need to train personnel, student workers, or volunteers at some point. Lightning round training can be recorded to create a bank of training materials. Maintaining a bank of brief tutorials enables staff to pursue training in small windows of time. Once procedures are documented, they can be stored in an information center or online manual for use with onboarding new personnel. Lightning rounds can also be used to introduce and explain the roles of positions or departments as an orientation to new employees. Additionally, lightning rounds can be a fun option to break up a training event with a variety of presenters and topics delivered in quick, digestible chunks.

Several options are available for recording lightning round training sessions, including both free and commercial applications. Within Zoom, both free and paid subscribers can record meeting content. You can record a Zoom meeting with the desktop app for free, but recording with the mobile app requires a paid subscription. With a free Zoom account, a call/meeting with just one other person (total of two people) can be up to 24 hours. If a call includes two or more attendees (total of three or more people), the maximum duration is 40 minutes. Local recording allows participants to record meeting video and audio locally to a computer. Recorded files can be uploaded to a file storage service such as Dropbox, Google Drive, or a streaming service like YouTube. See the support documentation on the Zoom website for more information.

For those with access to Google Apps, recording is available within Google Meet on a computer, but not within the mobile app. Mobile app users are notified when a recording starts or stops, but they can't control recording. Google Meet can record for up to eight hours. After eight hours, the meeting will automatically stop recording. See the Google Meet documentation on the Google Support website for more information.

If you are looking for a way to add variety to your next employee training day or a method of providing quick on-demand training sessions for your personnel, lightning rounds may be a useful technique to try. We look forward to implementing this training strategy in our upcoming Professional Development Day. Happy training!

*Chrissy Karafit, Joanna Warren, and Zane Ratcliffe are faculty librarians at the University of Central Arkansas in Conway.*



## SPECIAL LIBRARIES: Introducing *Mockingbird* - the Arkansas Statewide Virtual Union Catalog

by Karen O'Connell, Arkansas State Library

I hope readers will indulge this brief interlude on a topic that involves many types of libraries: the soon-to-be live statewide virtual union catalog!

Utilizing funding through the American Rescue Plan Act, the Arkansas State Library initiated a project this year that addresses a critical need for our statewide community of users. Implementation of the platform began in February, and our Go-Live date is June 22, 2022.

For background information, following up on discussions with public library directors, the Arkansas State Library surveyed Arkansas public, academic, and special library directors last May on their interest in participating in a statewide virtual union catalog and resource sharing platform. Some of the Library Development Districts had been researching this on their own and based on survey responses, the State Library moved forward with a Request for Proposal (RFP) solicitation for a flexible and configurable commercial off-the-shelf platform. That process was finalized in November, and the Arkansas State Library received legislative approval at the end of January to use the Auto-Graphics SHAREit platform for this resource. The Arkansas State Library is covering the cost of the platform implementation as well as the ongoing annual costs associated with the platform itself, and we are pleased to have the opportunity to provide this resource for our libraries and library users. Arkansas is Auto-Graphics' 15<sup>th</sup> statewide system.

Essentially, the Arkansas State Library is providing a virtual Statewide Virtual Union Catalog and Resource Sharing Platform (VUC) for libraries and library users to use for discovery and fulfillment. Since February, we have been working with our first phase of interested libraries. SHAREit uses Z39.50 to connect with library catalogs to be able to pull together search results in real time for discovery. For libraries with systems that do not support Z39.50, Auto-Graphics is building a union database into which those libraries can FTP records periodically. In other cases, such as with OCLC WorldShare Management Services, an API can be used to connect



O'Connell



to the platform. There are also ILL tools built into the backend of SHAREit to assist with resource sharing workflows, and SHAREit can utilize longstanding information sharing protocols such as SIP2 (Standard Interchange Protocol, version 2) and NCIP (NISO Circulation Interchange Protocol) for more seamless circulation functions between a given library's system and the platform. In addition, SHAREit has load-leveling algorithms so no given library or library system will be overloaded with requests.

The overall vision for the VUC is to expose multiple libraries' catalogs and collections to library users in Arkansas. This will make it possible for library users of all library types and from all geographic areas within the state to discover items and to request them in either a mediated or unmediated way, based on the preferences of individual participating libraries. Some libraries may opt to participate in the VUC and not use it very heavily for resource sharing. Other libraries are invested in resource sharing amongst their localities and with other libraries around the state.

As of the writing of this column, we are well into the process of implementing the phase 1 group of libraries, which includes approximately thirty library systems around the entire state. Training on the SHAREit platform for the phase 1 group is scheduled for May 31 through June 10, with our Go-Live date again set for June 22, 2022. We expect this to be a soft launch, as several more library systems will be implemented this year. Auto-Graphics is gearing up for us to begin implementation for the next group of interested libraries, and those libraries will be added to the platform in the summer months, including another round of training on the platform.

Last but not least, the Arkansas State Library has decided to name the platform after our state bird: the mockingbird! For more information and/or any questions, please feel free to reach out to Karen O'Connell (501-682-2874; [karen.oconnell@ade.arkansas.gov](mailto:karen.oconnell@ade.arkansas.gov)).

*Karen O'Connell is coordinator of the Arkansas Center for the Book at the Arkansas State Library in Little Rock, Arkansas.*

## TWO YEAR COLLEGE LIBRARIES: A Case for Librarians as Organizational Leaders on Campus

by Tina Bradley, Arkansas State University  
Mountain Home

**W**orking on a small two-year college campus, employees are quite often asked to wear more than one hat. Operating with a small staff can be a challenge, but it also offers opportunity to take skillsets endemic to one area and bring them to use in other areas that could greatly benefit from them. One such skillset that is deeply entrenched in librarians is the ability to organize information in a logical and efficient way. That's what we do, that's our true nature! However, what can often be second nature in a library is sometimes surprisingly lacking in other areas of a college campus. This is a narrative of how librarians on our campus use their superpowers for good and positively affect the entire school.

When our college was embarking on our ten-year Higher Learning Commission (HLC) reaccreditation process a few years ago, I was involved as a criterion co-chair. When meeting with representatives from HLC as part of the accreditation team, it interested me to hear the HLC specialist tell our team that if they wanted to excel at the vital task of organizing the huge amount of information needed to complete this process, then it would strongly benefit them to have a librarian involved (or, better yet, in charge) of that part of the self-study. Cue the Rodney Dangerfield line, finally we get some respect! This advice from HLC really was on point, which we discovered repeatedly as the process continued. The mindset needed in order to look at many disparate pieces of information and mold them into categories that make sense and make them easily retrievable and accurately archived seems to come naturally to those who work in libraries. I assure you that this is not the case across the board. We found that our library-learned organization skills were greatly appreciated, and it opened up new windows of opportunity to apply this type of organization in other projects.

One such example was when we were implementing a new shared governance structure on our campus. Library employees were heavily involved in the creation of the new shared governance document and then took the forefront in coming up with a system to implement the new structure. It was really just a matter of finding a way to organize the membership of each committee



and workgroup. A librarian still serves as the main keeper of the annual rotation structure for our shared governance on campus even after the new guidelines were put in place.

Another example is a current long-term project to gather, organize and implement a review process for all policies and procedures for our campus, which has never been done in a systematic way before. This is a monumental multi-year task that we are still shaping as we go. It was requested by campus administration to be headed by a librarian in conjunction with a faculty leader, along with a committee of faculty and staff.

Granted, some might consider this to be more curse than benefit (asked to head up another project??! Who has time???) and there are some days that I would be in full agreement with that opinion. However, on other days I remind myself that by sharing our superpower in the most needed areas while still allowing ourselves some time to breathe, we can really show what libraries and librarians have to offer and just how beneficial they are to the campus and to the community as a whole.

*Tina Bradley is library director of the Norma Wood Library at Arkansas State University Mountain Home in Mountain Home, Arkansas.*



*Nature Play Space at Saline County Library.  
See article on page 5.*

# 2022 Annual Conference - The New Normal

by Carol Coffey

Conference Committee Chair

The long wait is over! Thanks to the pandemic, we met virtually for the last two years but ArLA will finally be together again in person for our annual conference Friday, October 14 through Sunday, October 16, 2022. We will gather at the Fort Smith Convention Center, located at 55 S. 7<sup>th</sup> Street in Fort Smith. The conference hotel is the Wyndham Fort Smith City Center, conveniently located next door to the convention center at 700 Rogers Avenue.

Rachel Shankles, 2022 President of the Arkansas Library Association, has selected “**The New Normal**” as the conference theme for this year. We’re all aware of how much has changed since the pandemic began, even as we work to continue the services our patrons need. The variety of programs available at the conference will give library workers from all types of libraries new tools and techniques to use going forward. We’ll also have a chance to network and reconnect with friends from across the state.

## What to Expect at the Conference

The morning of Friday, October 14, will be taken up with preconferences and vendor setup in the exhibit hall. Registration will open by 8 a.m. to allow preconference attendees time to check in beforehand and will remain open all day. The vendor hall and basket auction will open shortly after the first general session, with a vendor reception scheduled for later that afternoon. Once you’ve had time to chat with vendors and make your first bids on a basket or two, it will be time to get ready for the awards dinner, where we’ll honor our colleagues for the amazing work they do all the time.

On Saturday morning, make your way to the vendor hall for a continental breakfast and more opportunities to visit with vendors and continue your bidding war for that basket everyone has their eyes on. The second general session will take place at 9 a.m. with breakout sessions to follow. Following a short break, the author luncheon will take place in Hall C. Once lunch is done, return to the vendor hall for one last round of basket bidding, door prize giveaways, and vendor visits. More breakout sessions will follow. The annual ArLA members’ business meeting will take place on Saturday afternoon following the afternoon breakout sessions.

Saturday evening provides an opportunity for more socializing and networking. Plan to visit the



UA-Fort Smith Boreham library for a reception and tour of the library. After the reception, you’ll have the opportunity to participate in dine-arounds at various local restaurants or gather your trivia team to compete for glory at the annual Trivia Night competition.

Sunday morning will provide the opportunity for more breakout sessions as well as a final closing session and final keynote address. We’ll be finished by noon, leaving plenty of time for your travels home.

## Preconferences

We have two exciting and timely optional preconferences for you this year. Both preconferences will take place on Friday morning, October 14, and will last approximately 2.5 to 3 hours. First, **Adam Webb**, director of the Garland County Library and President of Advocates for All Arkansas Libraries (AAAL), will conduct a preconference titled ***Know Your Rights: First Amendment Rights in the Library***. 2021 was a record year for book challenges in the United States. The ALA Office of Intellectual Freedom tracked 729 book challenges last year alone, and it seems like there is no end in sight for challenges in our state. Arkansas’ legislature is poised to take up copycat legislation that we have seen in other states, and libraries need to be ready. The challenges so far have been focused on obscenity and pornography, but those who are trying to control access to information have their sights set on banning any voices that do not conform to their sense of morality, sexuality, or orthodoxy. This preconference will focus on our nation’s long history of protecting First Amendment rights, how to prepare yourself for challenges, what tools you need to have at the ready, and will go over



a number of hypothetical scenarios that are most likely to face libraries in Arkansas.

The second preconference is titled *Creating an Autism Friendly Library Environment: A Hands-On Workshop for Library Employees*. Attendees at this preconference can expect to go beyond gaining basic knowledge about Autism Spectrum Disorders (ASD) and best practices in accommodating library patrons and employees on the Autism Spectrum. Participants will learn to design library environments that are welcoming for those with ASD, develop ASD friendly programming and ASD awareness programming, and consider strategic relationships with community partners to benefit patrons and employees on the Spectrum (as well as all library constituencies). Participants will work toward developing their own plan for an Autism-friendly library. ArLA veteran **Amanda Moore** will present along with **Jessica Riedmueller** of MARLA.

### Breakout Sessions and Meetings

The Programs Committee is hard at work selecting presentation proposals for inclusion as one of the many breakout sessions available to conference attendees. We received many great proposals, and it will be challenging to choose from among all the options. Several Committees and Communities of Interest (CIs) have also requested a meeting time slot. If you are a member of one or more committees or CIs, be sure to watch the schedule for your meeting time.

### Keynote Speakers

The President's Program and Opening General Session will take place on Friday afternoon. **Stony Evans**, operations manager at Cross County Library, will present a program titled *Targeting the Library Experience*. Join Stony as he takes a journey exploring the library experiences we can provide our patrons through vibrant materials, services, programming, and technology. This will be a great moment to reflect and plan for those you serve!



Evans

Stony is the new Operations Manager for the Cross County Library in Wynne, Arkansas. He is a virtual adjunct instructor in school librarianship for McDaniel College in Westminster, MD. He serves as Commander of the 106th Army Band (Army National Guard) in North Little Rock, Arkansas. A veteran Arkansas public school educator with 25 years of service, Stony

was a library media specialist at Bethel Middle School in Bryant, Arkansas, and Lakeside High School in Hot Springs, Arkansas. His main focus is on making the library the hub of activity. The goal is always to create lifelong learners through relationships, literacy, and technology. Stony has co-authored *Hacking School Libraries* with Kristina Holzweiss. He also contributed a chapter in the book, *Using Social Media to Build Library Communities*. He wrote a monthly column in *School Library Connection* magazine from 2015-2020.

**Steve Hughes**, of Hit Your Stride, will join us on Saturday morning for a keynote address and one breakout session to follow. His keynote address will



Hughes

be titled: *Influence: The Art & Science of Changing Minds*. Attending this program will give you tools to:

- Identify the four kinds of decision makers and how to win over each type.
- Utilize the four keys to persuasion to gain buy-in and acceptance of your ideas.
- Shine a light on your blind spots as they relate to persuading others.
- Act more confidently when you propose an idea or make a suggestion.

Steve Hughes is a sought-after speaker and consultant who helps people look and sound smart when they talk. He's the author of *Captivate* and has been featured on NPR, CBS, BBC Radio and in *The Wall Street Journal* and *Businessweek*. Today he works with a select list of blue-chip clients including national associations, Fortune 500 companies, top law firms, and leading universities. Steve holds a BA in French Literature and European History from the University of Kansas and an MBA in Marketing from Washington University's Olin School of Business, where he was awarded the prestigious Olin Cup.

**Bailee Hutchinson** will present the final keynote address of the conference during the closing general session on Sunday morning. Bailee Hutchinson has worked in public libraries for seven years. Hutchinson has a deep passion for serving her community. She started her library journey



Hutchinson

as a director of a small and rural library in West

Tennessee, then moved back to Oklahoma to be near family and manage a library branch in Southwest Oklahoma. During this time she spearheaded community conversations, broke down barriers to access for library users, created a community StoryWalk® and more. Hutchinson received her master's in Library and Information Science from the University of Oklahoma in 2021. Prior to her work as a librarian, Hutchinson worked as a mental health case manager for a homeless shelter in downtown Tulsa, OK. Much of her community outreach, and facilitation work that she does with the library today is informed by the work she did as a mental health case manager for five years. Hutchinson proudly serves as the current President of the Association of Rural and Small Libraries Board. Serving on different ARSL committees since 2017 gave her a unique insight on libraries and library professionals from across the country.

### Awards Dinner

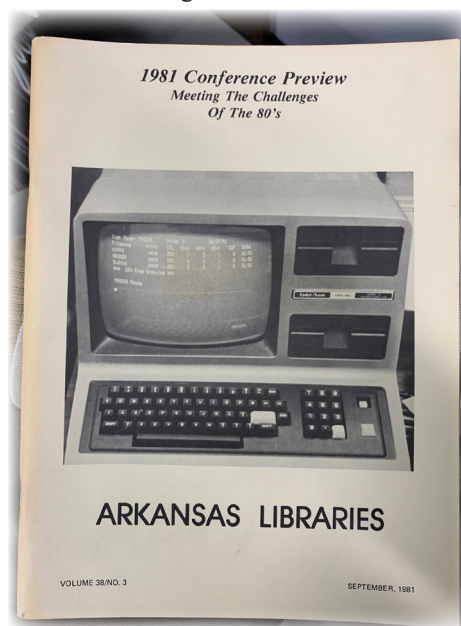
On Friday evening, we will gather for the annual awards dinner and the opportunity to honor our fellow library workers who go above and beyond in service to their patrons and communities. We have solicited nominations for the following awards:

- **LaNell Compton Award** - given to the author of the best contribution to library literature published in *Arkansas Libraries* during the eligibility period.
- **Lorrie Shuff Paraprofessional Award** - to recognize distinguished Paraprofessional library service in Arkansas libraries.
- **Ann Lightsey Award Children's Librarian Award** - given to honor a children's librarian who is currently working or has been retired less than a year.
- **Suzanne Spurrier Academic Librarian Award** - recognizes an outstanding academic librarian within the state of Arkansas.
- **Rising Star Award** - to recognize a library worker who has worked in libraries less than 5 years.
- **Distinguished Service Award** - to recognize distinguished service in librarianship, e.g., continuing service to the Arkansas Library Association, outstanding achievement in some area of librarianship, active participation in library affairs, notable published professional writing, etc.
- **Retta Patrick Award** - recognizes an individual member of the Arkansas library profession who has made an outstanding state or national contribution to school librarianship and school library development.

- **Frances P. Neal Award** - given to recognize a career of notable service in librarianship within the state of Arkansas. Recipient must no longer be employed in a library.
- **Bessie B. Moore Trustee Award** - given to an individual trustee or board of trustees who/ which has made a significant contribution to the development of a library at the local, regional, or state level.
- **Intellectual Freedom Award** - given to a person(s) or group(s) for notable contributions that have furthered the cause of intellectual freedom on behalf of a library in the state of Arkansas.

### Scholarships

Each year the Arkansas Library Association invites applications for its annual scholarship for graduate study in librarianship. The Arkansas Library Association will select one scholarship recipient each year from a pool of eligible applicants. Criteria for selection include 1) applicant's interest in librarianship as a profession, 2) academic record, 3) compliance with application requirements. Awards are made without regard to race, sex, age, religion, sexual orientation, or ethnic background. The Scholarship Committee encourages a higher standard of professional education for libraries in Arkansas by awarding scholarships and soliciting contributions to the scholarship fund. For more information and to apply, visit <https://arlib.org/Scholarship-Committee>. The application deadline is September 1, 2022, and the scholarship recipient will be announced at the Awards Dinner during conference.



*A blast from the past!*

### Author Luncheon

**Sabine Schmidt** and **Don House**, authors of *Remote Access: Small Public Libraries in Arkansas*, will be the featured speakers at Saturday's author luncheon. We can look forward to an interesting and entertaining presentation about places we know and maybe some that aren't so familiar.

### Fundraising Opportunities and Socializing

The basket auction will begin on Friday and continue through early afternoon on Saturday. We need donations – be creative and deliver a basket on a theme close to your heart! And don't forget about Trivia Night! Trivia emcee extraordinaire Amber Wilson will make a return appearance to ask questions, make judgments, and generally keep things on track. Start gathering your team now. We'll have more information on location and time closer to conference.

If trivia isn't your thing, maybe you would like to

grab dinner with a group of like-minded colleagues. We'll have some suggestions for dine-arounds at local restaurants. Pick your favorite for a fun night of food and friends.

As you can see, the 2022 conference is shaping up to be a fun time of learning as well as networking and socializing with friends old and new. Don't miss out. You can visit <https://arlib.org/conference> to register and find the link to book your hotel room. Early Bird Registration ends September 1 and the final deadline for all registrations is October 1, 2022.

*Carol Coffey is the patron experience and library analytics coordinator at the Central Arkansas Library system in Little Rock, Arkansas. She is the 2022 ArLA President-Elect and Conference Committee Chair.*

## ALA COUNCILOR'S REPORT: LibLearnX and Annual 2022

*by Crystal Gates, North Little Rock Public Library System*

The last several council activities, including LibLearnX (fka Midwinter) and its subsequent meetings this spring, consisted of long, and often spirited, discussions regarding ALA's restructuring ideas. Over the last several years, ALA has tasked numerous focus groups and task forces with the duty to consider how to better meet the needs of the membership as discovered via a membership survey. Some of those ideas included removing council completely, moving to a smaller council, changing council duties and responsibilities, creating new leadership assemblies, reorganizing the Executive Board structure and makeup, and methods for better communicating with membership.

Throughout the last few months, I attended these various Council Forums, Town Halls, and Council Meetings to gather as much information about the proposals as possible and to participate in these vital discussions. During the LibLearnX 2022 Council meetings, the Transforming ALA Governance Taskforce (TAG) presented three proposals for



Gates

moving ALA forward in its quest to meet members' preferences for changes to ALA's governance structure. Much of the discussions revolved around Council's role within ALA and its charge as a policy-making body.

Council endorsed IN CONCEPT the principles for the allocation of governance-related functions as proposed by the ALA TAG Taskforce, as amended. Those principles are:

- ALA's governance priorities must be set with the benefit of regularly solicited input from its Members and affiliated Units.
- A mechanism (Taking ALA Pulse, or TAP) must be in place by which ALA leadership places current and emerging governance issues before the ALA Members and Units for input. Such issues may include ones that are identified by the ALA leadership as well as ones initiated by ALA Members and Units.
- ALA leadership must report to the ALA Members and Units on a regular and timely basis on identified governance issues and on any developments on related issues and priorities.
- ALA Staff and possibly a designated Committee must regularly review, organize and report input received through the TAP mechanism.
- ALA Governing Body must regularly refer emerging and ongoing governance issues to a BODY OF KNOWLEDGE (BOK) (or possibly four, as in the Four Assemblies model) to examine the complexities of the issues at hand and advise the ALA Governing Body on options that should be considered. The BOK/s (One or 4 Leadership Assemblies) should be sufficiently



large so its advice can be considerate of input from a diversity of views and perspectives, but sufficiently small to enable meaningful engagement of the diverse knowledge and expertise of its members.

Council endorsed IN CONCEPT the principles for the culture of ALA governance, as proposed by the TAG Taskforce, as amended. Those principles are:

- A Body of Knowledge (BOK) should generally make its recommendations to the Governing Body by consensus. If needed, parliamentary procedure can be employed to resolve differences of opinion by a majority vote.
- To provide informed and credible input to the ALA Governing Body, the BOK must receive all relevant analysis (legal, financial, human resources issues, etc.) of the issues it is asked to comment on. It must receive such analysis well in advance of a meeting, so each member can review it and be fully prepared.
- Deliberations of the BOK must be at a high level. In the interest of good time management, minor amendments that do not alter the intent of a proposal must be delegated to the ALA Executive Director or the ALA Governance Office for processing, as they see fit.
- A BOK must have an Agenda Planning Committee (APC), which has the authority to determine what to include and what to exclude from the BOK's agenda. Legitimate reasons for the APC's decision to reject an item would be the degree of relevance and connectedness of the proposed agenda item to ALA's mission, as well as the degree to which the item is time sensitive. ALA Bylaws may establish a method by which a proponent can appeal the APC's decision. If the size of the BOK is substantial, all efforts must be made to engage all its Members and their insights in the BOK's deliberations, and thereby ensure that relevant input is not missed before decision making.
- Diverse discussion methods should be employed, to enable as many members as possible to participate. Given the potential large size of the BOK, meeting time must be treated as a precious commodity, to ensure that time is logically allocated based on the significance of the issues at hand.
- TWO HATS discipline: Given that a BOK is to be a constituency-based body, it is crucial that all its members understand that their role IS NOT to serve solely as ADVOCATES for the constituency that elected them. Although it is their duty to present relevant constituency input, they must also listen to others with open minds

learn from their input, and make balanced and fully informed decisions for ALA. Constituency representatives must inform the units that chose them on how this process works, so no one ever develops the incorrect expectation that their representatives must vote as they order them to. The person chairing the BOK should emphasize the TWO HATS process at the start of every BOK meeting.

The third proposal, which addressed which body would be the governing body – either the Executive Board or Council – required much discussion. No action was taken on this item, and Council met again in March to complete the discussion on TAG's final proposal. TAG took Council's feedback into consideration in determining an amended proposal for that meeting, which included Council retaining policy-making authority, reducing the size of Council, and providing additional details regarding the Bodies of Knowledge and TAP mechanism.

During the last Council meeting, spirited debate again ruled. Although resolutions had been submitted on multiple occasions for an alternative motion that would allow Council to retain its policy-making responsibilities, those motions never came to the floor because they were always on the agenda *after* the TAG motions. Much of the discussion at the meeting consisted of the same sides presenting the same information as before. The general consensus became "let's get this done and move on – let's stop beating a dead horse." It was apparent to me that leadership wanted policy making at the Executive Board level, and no amount of discussion was going to change that. Even when considering an informal poll in which Council was clearly divided almost evenly on the advisory vs. policy-making body language/charge, debate continued.

My concern, which I shared at numerous meetings, was the need for a checks and balances system and the need for diversity in the makeup of our decision-makers. In fact, a desire for increased inclusivity at the Executive Board level and on Council was presented as a core reason for removing Council's policy making authority and decreasing council's size while also changing the makeup of the Executive Board. As you can probably gather, politics abound in our profession, too, with opposing sides often using the same argument to defend their preferred stand.

With minutes to spare (as you may know, Council meetings can go three hours or longer!), Council approved that the TAG Task Force's mandate be extended until the ALA Council determines that its work has been completed, that the

motion on the ALA governance structure that was included in part C of the TAG Taskforce's report (as amended by Council) be sent back to the Taskforce for further consideration, and that the TAG Taskforce be directed to proceed as follows:

1. Arrange to have virtual Council Meetings scheduled for March, April, and May 2022, with the purpose of continuing the discussion of the TAG Task Force's recommendations;
2. Direct that, in preparation for the virtual Council meetings, the TAG Task Force develop and present for Council's consideration its proposed composition of a reduced size ALA Council, functioning as an *advisory* body, and that the TAG Task Force also present options for the proposed composition of the new ALA Executive Board;
3. Direct that, in preparation for the virtual Council meetings, the TAG Task Force prepare, for Council's consideration, ideas to advance the implementation of the 'Taking ALA Pulse' (TAP) concept, as a method of bringing feedback and issues from ALA Members, Units, and Affiliates for Council's consideration in its potentially added role as a Body of Knowledge;
4. Direct that the Committee on Organization review the standing committee structure and charges in light of the new ALA Governance function, culture, and structure;
5. Direct that, in preparation for the virtual Council meetings, the TAG Taskforce present, for Council's consideration, measures that could promote the culture for the effective functioning of ALA Council, with such measures including, but not limited to, improvements to the Council agenda development process, Council evaluation tools, exit interviews, and more.

Council then continued to meet later in March, April, and May to discuss how to continue moving forward.

### **Annual 2022**

Throughout the process, the TAG Task Force met together weekly in addition to welcoming feedback and thoughts from members, ALA staff, and councilors. Due to those ongoing discussions, TAG modified its final recommendations for Council at the Annual Meeting in June. Some of those modifications included specifying a total of three (3) Division Councilors be included on the Executive Board, with one of those seats being dedicated to school librarians, and updating the reduced Council size to include specified Councilors at Large, Councilors from specified groups, and 53 Chapter Councilors with no regional chapters represented.

Additionally, TAG continues to recommend the creation of an Oversight Review Board, an Agenda Committee, and a mechanism for Taking ALA's Pulse. The form these committees will take is still to be determined. TAG further asked Council to direct the Committee on Organization to examine and make recommendations to Council on these issues.

After much discussion, Council APPROVED, as amended, the following resolution:

That the Council of the American Library Association:

1. Endorse, making the new ALA Executive Board composition as follows:
  - a. President of the American Library Association
  - b. President- Elect of ALA
  - c. Immediate Past President of ALA
  - d. Treasurer
  - e. Executive Director of the American Library Association (non-voting)
  - f. 2 Division Members, elected for 3-year terms by Council
  - g. Round Table Member, elected for a 3-year term by Council
  - h. NALCo Member, elected for a 3-year term by Council
  - i. Chapter Member, elected for a 3-year term by Council
  - j. American Association of School Librarians Member, elected for a 3-year term by Council
  - k. 3 At-large Members, elected for 3-year terms by Council
  - l. The Rainbow Round Table Councilor

All Executive Board members must be active members of the American Library Association. The Executive Board members, who are elected by Council, must be both current Councilors and current members of the Chapter, Division, NALCo, or Round Table they are representing. The 3-year terms should be staggered.

2. Endorse, the reconfiguration of Council which would debate, deliberate, and make association policy for topics relevant and important to the Membership of the American Library Association
  - a. A Chapter Councilor from each of the ALA Chapters elected for three-year terms by the Chapters (Currently 53)
  - b. A Councilor from each of the ALA Divisions, elected for three-year terms by each of the Divisions (Currently 8)
  - c. A Councilor from each of the National Associations of Librarians of Color which includes the American Indian Library Association, the Asian Pacific American Library Association, the Black Caucus of the American Library Association, the

Chinese American Library Association, and REFORMA The National Association to Promote Library and Information Services to Latinos and the Spanish Speaking elected for three-year terms by each of the NALCOs (Currently 5)

- d. A Councilor from each of the Round Tables with personal membership equal or greater than 1% of ALA's personal membership plus 1 Councilor for the remaining Round Tables (Currently 12)
- e. 18 Councilors At-large, elected for three-year terms directly by the ALA Membership.

Additionally, the Officers of the Association and the Executive Board, including the immediate past president and treasurer, are members of the Council as provided in current Bylaw Article III, Sec. 6(c) and IV, Sec. 2(e). The Officers of Council are the President, the President-Elect, and the Executive Director.

All Councilors must be active members of the American Library Association. The 3-year terms should be staggered. All Council terms will begin immediately following the American Library Association's Annual meeting.

- 3. Direct, the ALA Constitution and Bylaws Committee, in consultation with ALA's Parliamentarian, to rewrite the ALA Constitution and Bylaws reflecting the changes to the ALA governance structure and consider revising the ALA Constitution and Bylaws to create one core governing document to represent a flexible and modern association. The draft should be available to Council by October 1, 2022, for comment, review, and reflection with discussion and a vote on the new Constitution and Bylaws to be taken at LibLearnX 2023.
- 4. Direct, the ALA Committee on Organization to evaluate the proposed new structure of the Council and Executive Board, providing recommendations for additions, revisions, or deletions to the current ALA committee structure by October 1, 2022, in preparation for Council's approval of a new Constitution and Bylaws at LibLearnX in January 2023.
- 5. Direct, the ALA Committee on Organization to review whether the recommendations of the Transforming ALA Governance Task Force and the actions approved by Council in *ALA CD#35 b* including the creation of an Agenda Review Committee, a mechanism for regular membership input (Taking ALA's Pulse), and an Oversight Review Board require the creation of new committees or might already fall in the charge of existing committees.
- 6. Direct, the ALA Executive Board and the ALA Membership Committee to consider and



recommend ways to make the ALA Membership meetings more meaningful and relevant to all members of the ALA including a mechanism for recommending the issues presented by membership be discussed by Council in an effective manner.

As you can see, much work has been done to reimagine ALA's governance structure while keeping in mind accountability and a desire to increase accessibility and encourage new voices. While it seems that this would be the end, alas, it is not. This is just the beginning. Again. Now, the work falls to the Constitution and Bylaws Committee and the Committee on Organization to consider how to make these directives work for the betterment of ALA and its members.

In other work, ALA celebrated the retirement of longtime parliamentarian Eli Mina. First, Council participated in a lovely tribute to Eli during its virtual meeting. A special farewell celebration was held at Annual. Council also approved the creation of the Coretta Scott King Book Award Round Table. Honorary Memberships were awarded to Jim Neal and Maureen Sullivan. Special resolutions adopted at the March virtual meeting included the Resolution to Support School and Youth Services Librarians Facing Increased Intellectual Freedom Challenges and the Resolution to Promote Equity, Diversity, and Inclusion (EDI) Efforts in AASL While Addressing Historical Effects of Racism. Special resolutions adopted at the Annual meetings included the Resolution Calling for Student Debt Cancellation, Resolution on Damage and Destruction of Libraries, Schools, and other Cultural Institutions in Ukraine, and Resolution to Discontinue ALA Council Forum.

Arkansas members attending ALA Annual were invited to two dinners while in D.C. We first enjoyed a lovely dinner at Fogo de Chao. Then, a few nights later, we enjoyed a nice evening at The Unconventional Diner. Thank you to those who attended. I look forward to seeing you all in October at our annual ArLA Conference. Registration is now open, so don't delay!

*Crystal Gates serves as ArLA's ALA Councilor and is executive director at the North Little Rock Public Library System.*



## AROUND ARKANSAS:

by Heather Hays, Associate Editor

Please congratulate the good people at UA Fort Smith on their hiring of a new library director! The following is from the press release:

“The University of Arkansas at Fort Smith has selected Jason Byrd to head the Boreham Library beginning Jan. 18....Byrd comes to UAFS with more than a dozen years of working in libraries in higher education. He currently serves as the associate dean of research and user engagement at Adelphi University Libraries in New York, where he is responsible for leading strategic planning for the libraries, participating in the libraries’ operating budget, and building and maintaining relationships with student success centers and faculty development centers on campus. Prior to joining Adelphi University Libraries, Byrd spent six years working for George Mason University Libraries. He has earned promotions into positions of increasing leadership opportunities at both institutions.”

We hope to meet Jason soon (perhaps at ArLA’s conference in Ft. Smith this October?) and look forward to his contributions to the Arkansas library community!

Ron Russ was recently awarded an ASU-Beebe Student Life Impact Award. “The award recognizes the outstanding work and impact of a professional staff member who has enhanced the college through their student involvement, leadership, and commitment to excellence. Recipients are considered for selection by the Dean of Students through open nominations from students.” Congratulations Ron!



Photo submitted by ASU-Beebe.

David Eckert has left the Craighead County Jonesboro Public Library for a director position at the Waterloo Public Library in Waterloo, Iowa. He has been the CCJPL Director since 2013 after serving for almost five years as the Assistant Director. Tonya Ryals, assistant director of Craighead County Jonesboro Public Library, has also resigned her position to become the library consultant for governance and management in the Vermont Department of Libraries. We wish them both the best in their new jobs!

In February, the Craighead County Jonesboro Public Library board hired Vanessa Adams, library director at the Independence County Public Library, as the library’s new executive director.

Bentonville Public Library hired a marketing specialist. Jess Pendergrass is a Bentonville local and calls Northwest Arkansas her home. She grew up in a library family; her mother worked at the Bentonville Public Library when she was a child. Now all grown up, Jess was hired to the Children’s Department of the Bentonville Public Library in June of 2019 where she undertook the duties of Family Storytime and maintaining the Youth Library of Things collection. After almost three years at the Library, Jess was hired as the Library Marketing Specialist in March of 2022. She said, “This new position combines my two favorite things, business and books!” Currently, Jess is finishing her degree in English and Marketing at the University of Arkansas at Fayetteville. Her dream job is to be Editor-in-Chief of a large publishing house.



Pendergrass

Lisa Smith, library director at the University of Arkansas for Medical Sciences, retired in January 2022. Lisa commented, “It has been a tremendous honor to work at UAMS and to be part of a team of such dedicated colleagues and health professionals. The UAMS administration has been so very supportive during my tenure here and throughout the pandemic we have been able to realign services and programs to meet the needs of our community and acquire new talent to extend the reach



Smith

of UAMS on campus and throughout the State.” Lisa organized the Arkansas Health Information Professionals (ArHIP) organization, a diverse group of informational professionals from around the state of Arkansas who convene frequently to discuss items of relevance to health information professionals and their audiences. We wish her well in retirement!

L. Angie Ohler has departed the University of Arkansas at Fayetteville in order to take a new position in Minnesota. She is the new Associate University Librarian for Collections and Content Strategy at the University of Minnesota Libraries, with responsibilities for collections strategy and budget, statewide enterprise systems, acquisitions

and e-resource management, cataloging and metadata, preservation, ILL and digital delivery, copyright, and scholarly communications.

A reminder to Arkansas librarians: please submit news items to me for the next *Arkansas Libraries* issue! Births, deaths, new hires, retirements, funding, new buildings, and news that affects Arkansas libraries would be perfect fits for this column. Just jot me an email at [hhays@bentonvillear.com](mailto:hhays@bentonvillear.com), and you'll most likely see it published in our journal.

*Heather Hays is senior librarian at the Bentonville Public Library.*

## Seeking ArLA Scholarship Applicants

*by Chance Griebel*

*ArLA Scholarships Chair*

The Arkansas Library Association invites applications for its annual scholarship for graduate study in librarianship. The Arkansas Library Association will select one scholarship recipient each year from a pool of eligible applicants. Criteria for selection include 1) applicant's interest in librarianship as a profession 2) academic record 3) compliance with application requirements. Awards are made without regard to race, sex, age, religion, sexual orientation, or ethnic background.

To be eligible to apply for the scholarship, applicants must meet the following conditions:

- Applicant must hold or be completing work toward a bachelor's degree from an accredited college or university and must not currently hold a master's degree in library science.
- Applicant must be currently accepted and enrolled in a program leading to a master's degree in library science. An official transcript of coursework toward the master's degree shall be submitted as proof. Applicants who have enrolled but not yet begun coursework shall submit proof of acceptance and enrollment in a program leading to a master's degree in library science.
- Applicant may be currently employed in a library in Arkansas provided all other conditions are met.

Recipients of the scholarship must meet the following requirements:

- Within one year of completing their graduate program, accept or maintain professional employment in a library or in a library-related

position in Arkansas.

- After accepting or maintaining such employment, continue to work in a library or library-related position in Arkansas for at least one year.
- Maintain membership in the Arkansas Library Association during the one year of required employment in a library or library-related position in Arkansas.
- Upon graduation, provide to the Arkansas Library Association an official transcript showing the completion of their prescribed course of graduate studies and an official letter from their workplace verifying employment in a library or library-related position in Arkansas.
- Sign a promissory note agreeing to repay the Arkansas Library Association the full amount of the scholarship award should any of the above conditions be unmet.

To apply for the annual scholarship, applicants should submit the following items by **September 1**:

- Completed ArLA Scholarship application form (available on the website at <https://arlib.org/Scholarships-Page>, as is a list of past scholarship recipients)
- Letter of application from the applicant
- Resume
- Official transcript if applicant has already begun graduate studies OR proof of acceptance and enrollment in a graduate program of library science if applicant is just beginning graduate studies.
- Three letters of reference from individuals qualified to address the academic and professional potential of the candidate.

ArLA Scholarship applications should be mailed or emailed to:

Arkansas Library Association  
P.O. Box 3821  
Little Rock AR 72203  
Email: [info@arlib.org](mailto:info@arlib.org)

[arlib.org](http://arlib.org). Emailed applications are preferred.

You may contact me directly if you have any questions, but please submit all application materials to ArLA's official address or email address at [info@](mailto:info@arlib.org)

*Chance Griebel is the Teen Center manager and acquisitions librarian at the North Little Rock Public Library System.*

## ARKLink Institutional Repository Task Force Report

by **Gwen Dobbs**

*IR Task Force Chair for ARKLink*

An Institutional Repository Task Force was created by ARKLink in the spring of 2021 to investigate the feasibility of a shared institutional repository. Gwen Dobbs, Wendy Crist, Chris Stewart, Carolyn Filippelli, Sonya Lockett, and Philip Shackelford participated on the IR Task Force.



*Dobbs*

Conversations and investigations included both state-wide IRs and smaller entities, such as an IR shared by academic institutions. The task force members started with a literature search and examples of other shared IRs, or "multi-occupancy" IRs. Chris Stewart guided the task force with a document listing the 50 states and any shared IRs currently in use, and the software solution used, if it could be determined (Appendix A). The committee shared some foundational articles with each other (Appendix B), and spoke with both the University of Arkansas at Fayetteville about their IR instance, and the University of Oklahoma.

At the initiative of committee member Philip Shackelford, two representatives from the Arkansas State Library joined us to help us center the work in regards to the history of similar endeavors in the state. What follows are the highlights of these conversations, the best practices we could discover, and a recommendation from the task force. While this report was submitted for ARKLink members in October of 2021, the value of the data gathered could benefit libraries of



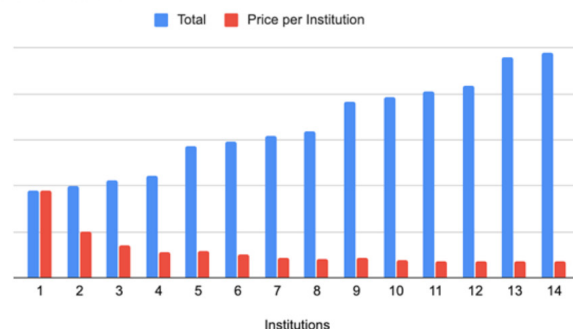
all kinds, and so we thought it pertinent to include in *Arkansas Libraries*.

More states operate some form of multi-tenancy institutional repository than those that do not. However, these can take all sorts of forms, from true, state-wide endeavors to public or academic only consortia. Those that emphasize digital collections and open access seem to be more robust than others, particularly those with image collections. A brief survey of Arkansas Academic Libraries found that 45% of 11 respondents said they have an IR, and 54% of 11 respondents said they did not. Three of four respondents said they were using Digital Commons (BePress) for their IR software, a proprietary, and more expensive software (Appendix C).

Cost savings and a commitment to open source software are the two primary incentives for building a consortial or multi-tenant IR. Multi-tenancy IRs tend to require a few leading organizations/institutions, with collections and MOUs in place, to get off the ground, and launching one can take up

### HOW THIS BECOMES AFFORDABLE AT SCALE

Annual Estimate total cost and per institution cost  
Includes Demo Infrastructure





to five years. Funding can come from grants from IMLS, targeted state funding such as in Georgia, and financial commitments from larger institutions to support infrastructure costs in the beginning—such as staffing to run an open source software (OU) or paying for a hosted open source service until other institutions join and costs can be distributed.

Once funding and primary partners are identified, MOUs are drafted, often including governing documents and work flows for each partner. Examples of MOUs and work flows can be found online (Georgia: <https://digitalcommons.georgiasouthern.edu/mou/>).

Larger institutions that currently run their own IRs tended to start with internal student or faculty publications—theses, dissertations, journal articles, and so on. The graduate college is often an early partner, as well as scholarship from on-campus research centers. Some institutions employ staff to run the open source software, while other partners pay a fee to be hosted. Over time other state educational institutions and government agencies join the IR to further distribute the cost among multiple institutions. Only library staff at the partner institutions can upload content to the IR. Faculty and students do not upload directly. The IR is generally managed at a library leadership level, associate dean, and/or with dedicated staff, such as a director level staff member. A Steering Committee for the IR meets regularly. In one example there were two tiers of membership. Less expensive membership just allows use of the platform, more expensive membership level sits on the Steering Committee. Here is a link to the ShareOK policy document, and similar documents from other institutions can also be found online: <https://shareok.org/handle/11244/330071>

Many shared IRs started with open source, such as DSpace, created and managed by programmers on library staff. However, there seems to be a preference for a hosted, open source solution these days—such as Lyrasis. <https://www.lyrasis.org/Pages/Main.aspx>. Some of our interviewees shared that the programmers and developers needed to run a locally hosted version are often hired away by the private sector.

The conclusion of the task force is that there are numerous examples of small and large state level multi-tenancy IRs. The task force believes that the Arkansas State Library would support, and would even assist in, the creation of a state-wide IR, as long as open access to content is a priority. ARKLink member libraries would have to address the issue that some academic content may be restricted access,



either by request of the author or copyright law, with the State Library. But we do believe a solution for both could be found.

The Arkansas State Library suggested ARKLink consider applying for an IMLS' National Leadership Grant (<https://www.ims.gov/grants/available/national-leadership-grants-libraries>) (there is a category for digital infrastructure), and they have allocations for planning grants. If ARKLink does apply for such a grant the State Library would be happy to join in the application and provide a letter of support. According to state library personnel, a conversation on a state-wide IR solution has taken place in the past with other entities such as the DHA and the State Archives. At this time the Arkansas Digital Collections (<https://digitalheritage.arkansas.gov>) (from DHA) is using Digital Commons from BePress, while the Arkansas State Library is using CONTENTdm for the repository of state documents (<https://cdm16039.contentdm.oclc.org/digital>).

Given the many moving parts, leadership, and coordination required for a state-wide IR at this time, the Task Force respectfully recommends that ARKLink could start smaller with a consortia of academic libraries now, if there is adequate interest, on a hosted, open source solution such as that offered by Lyrasis or Ubiquity. There are numerous examples of steering committees, governing documents, and work flows to start a shared academic IR for Arkansas academic libraries. While we do agree that a state-wide IR is desirable, with some schools and agencies already operating IRs on different software solutions, and the lack of a powerful lead organization such as the State Library, pursuing a smaller, academic only endeavor appears to be the solution that will be most successful at this time—as long as any software solution we choose is open source and can be migrated at some date in the future to true state-wide IR. We also believe that if we lay the ground work for a multi-tenancy IR for Arkansas academic libraries, we could then invite other organizations to join us as their individual contracts come up for renewal at, hopefully, a reduced cost.

*Gwen Dobbs is director of Northwest Arkansas Community College's library in Bentonville, Arkansas.*

## Appendix A: Inventory of State IRs

State	Site	Platform
Alabama	<a href="http://www.alabamamosaic.org/about.php">http://www.alabamamosaic.org/about.php</a>	<a href="https://www.lockss.org/">https://www.lockss.org/</a>
Alaska	<a href="https://scholarworks.alaska.edu/">https://scholarworks.alaska.edu/</a>	<a href="https://www.atmire.com/">https://www.atmire.com/</a>
Arizona		
Arkansas		
California	<a href="https://cdlib.org/">https://cdlib.org/</a>	<a href="https://github.com/CobwebOrg/cobweb">https://github.com/CobwebOrg/cobweb</a>
Colorado	<a href="https://lib.colostate.edu/find/csu-digital-repository/">https://lib.colostate.edu/find/csu-digital-repository/</a>	<a href="https://duraspace.org/dspace/">https://duraspace.org/dspace/</a>
Colorado	<a href="https://mountainscholar.org/">https://mountainscholar.org/</a>	<a href="https://duraspace.org/dspace/">https://duraspace.org/dspace/</a>
Connecticut	<a href="https://ctdigitalarchive.org/">https://ctdigitalarchive.org/</a>	<a href="https://www.drupal.org/">https://www.drupal.org/</a>
Delaware		
Florida	<a href="https://floridadlresearch.org/">https://floridadlresearch.org/</a>	<a href="https://wordpress.org/">https://wordpress.org/</a>
Georgia	<a href="https://radar.auctr.edu/">https://radar.auctr.edu/</a>	<a href="https://islandora.ca/">https://islandora.ca/</a>
Georgia	<a href="https://www.gaknowledge.org/">https://www.gaknowledge.org/</a>	<a href="https://www.ebsco.com/products/ebsco-discovery-service">https://www.ebsco.com/products/ebsco-discovery-service</a>
Hawaii	<a href="https://dspace.lib.hawaii.edu/">https://dspace.lib.hawaii.edu/</a>	<a href="https://duraspace.org/dspace/">https://duraspace.org/dspace/</a>
Idaho		
Illinois	<a href="https://constellation.libras.org/">https://constellation.libras.org/</a>	<a href="https://duraspace.org/dspace/">https://duraspace.org/dspace/</a>
Illinois	<a href="https://collections.carli.illinois.edu/">https://collections.carli.illinois.edu/</a>	<a href="https://www.oclc.org/en/contentdm.html">https://www.oclc.org/en/contentdm.html</a>
Indiana	<a href="https://scholarworks.iu.edu/dspace/">https://scholarworks.iu.edu/dspace/</a>	<a href="https://duraspace.org/dspace/">https://duraspace.org/dspace/</a>
Iowa	<a href="https://iowa.researchcommons.org/">https://iowa.researchcommons.org/</a>	<a href="https://bepress.com/products/digital-commons/">https://bepress.com/products/digital-commons/</a>
Kansas	<a href="https://kuscholarworks.ku.edu/page/about">https://kuscholarworks.ku.edu/page/about</a>	<a href="https://duraspace.org/dspace/">https://duraspace.org/dspace/</a>
Kentucky	<a href="https://kdl.kyvl.org/digital/">https://kdl.kyvl.org/digital/</a>	<a href="https://www.oclc.org/en/contentdm.html">https://www.oclc.org/en/contentdm.html</a>
Louisiana	<a href="https://louisianadigitallibrary.org/">https://louisianadigitallibrary.org/</a>	<a href="https://islandora.ca/">https://islandora.ca/</a>
Maine		
Maryland	<a href="https://mdsoar.org/">https://mdsoar.org/</a>	<a href="https://duraspace.org/dspace/">https://duraspace.org/dspace/</a>
Massachusetts	<a href="https://www.digitalcommonwealth.org/">https://www.digitalcommonwealth.org/</a>	<a href="https://samvera.org/">https://samvera.org/</a>
Michigan		
Minnesota		
Mississippi	<a href="https://msdiglib.org/">https://msdiglib.org/</a>	<a href="https://www.oclc.org/en/contentdm.html">https://www.oclc.org/en/contentdm.html</a>

Missouri	<a href="https://mospace.umsystem.edu/xmlui/">https://mospace.umsystem.edu/xmlui/</a>	<a href="https://duraspace.org/dspace/">https://duraspace.org/dspace/</a>
Montana		
Nebraska		
Nevada		
New Hampshire		
New Jersey		
New Mexico		
New York		
North Carolina	<a href="http://libres.uncg.edu/ir/asu/">http://libres.uncg.edu/ir/asu/</a>	<a href="https://www.discoverygarden.ca/">https://www.discoverygarden.ca/</a>
North Dakota		
Ohio	<a href="https://drc.ohiolink.edu/">https://drc.ohiolink.edu/</a>	<a href="https://www.drupal.org">https://www.drupal.org</a>
Oklahoma	<a href="https://shareok.org/">https://shareok.org/</a>	<a href="https://duraspace.org/dspace/">https://duraspace.org/dspace/</a>
Oregon	<a href="https://www.oregondigital.org/catalog?">https://www.oregondigital.org/catalog?</a>	<a href="https://samvera.org/">https://samvera.org/</a>
Pennsylvania	<a href="https://project.common-archive.org/">https://project.common-archive.org/</a>	<a href="https://hyku.samvera.org/">https://hyku.samvera.org/</a>
Pennsylvania	<a href="http://padl.pitt.edu/ohs/index.php/about">http://padl.pitt.edu/ohs/index.php/about</a>	<a href="https://pkp.sfu.ca/ohs/">https://pkp.sfu.ca/ohs/</a>
Rhode Island		
South Carolina	<a href="https://scmemory.org/">https://scmemory.org/</a>	<a href="https://wordpress.org/">https://wordpress.org/</a>
South Dakota	<a href="https://explore.digitalsd.org/digital/">https://explore.digitalsd.org/digital/</a>	<a href="https://www.oclc.org/en/contentdm.html">https://www.oclc.org/en/contentdm.html</a>
Tennessee		
Texas	<a href="https://www.tdl.org/repositories/">https://www.tdl.org/repositories/</a>	<a href="https://duraspace.org/dspace/">https://duraspace.org/dspace/</a>
Utah	<a href="https://mwdl.org/">https://mwdl.org/</a>	<a href="https://exlibrisgroup.com/products/primodiscovery-service/">https://exlibrisgroup.com/products/primodiscovery-service/</a>
Vermont		
Virginia		
Washington		
Washington DC	<a href="https://islandora.wrlc.org/">https://islandora.wrlc.org/</a>	<a href="https://islandora.ca/">https://islandora.ca/</a>
West Virginia		
Wisconsin		
Wyoming	<a href="https://mountainscholar.org/">https://mountainscholar.org/</a>	<a href="https://duraspace.org/dspace/">https://duraspace.org/dspace/</a>
<b>Platforms</b>	<b>Instances</b>	
Dspace		11
ContentDM		4
Islandora		3



Drupal	2
Samvera	2
Wordpress	2
Atmire	1
Cobweb	1
Digital Commons	1
Discovery Garden	1
Ebsco EDS	1
Hyku	1
Lockss	1
OAI-PMH Harvester	1
Primo	1

## Appendix B: Foundational Readings and Works Cited

Estland, K. and Neatrou, A., 2007. "Utah Digital Repository Initiative: Building a Support System for Institutional Repositories." *D-Lib Magazine*, 13 (11/12).

<http://www.dlib.org/dlib/november07/neatrou/11neatrou.html>

Hurford, Amanda. *PALNI Consortial Institutional Repository*. Private Academic Library Network of Indiana. Jan 2018. <https://www.palni.org/wp-content/uploads/2018/03/PALNI-IR-Vision-2018.pdf>

Rimkus, K., 2020. *BUILDING A SUSTAINABLE STATEWIDE INSTITUTIONAL REPOSITORY SERVICE*.

<https://www.ideals.illinois.edu/bitstream/handle/2142/108978/StatewideInstitutionalRepositoryRimkus2020.pdf?sequence=2&isAllowed=y>

Rieh, S.Y., Markey, K., St. Jean, B., et al, 2007. "Census of Institutional Repositories in the U.S.: a Comparison Across Institutions at Different Stages of IR Development." *D-Lib Magazine*, 13 (11/12). <http://www.dlib.org/dlib/november07/neatrou/11neatrou.html>

Examples of IRs on the Ubiquity Platform

- [Pacific University](#)
- [University of Colorado Anschutz Medical Campus](#)
- [University of Redlands](#)

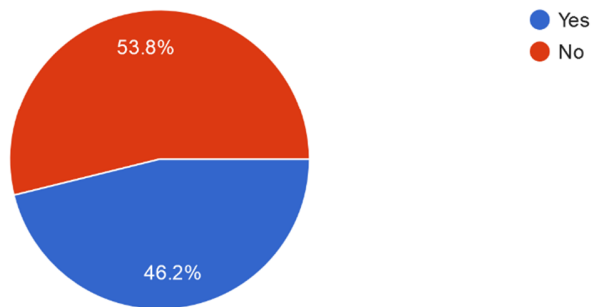
## Appendix C: ARKLink Survey

13 responses

Accepting responses

Does your library/institution have an Institutional Repository?

13 responses

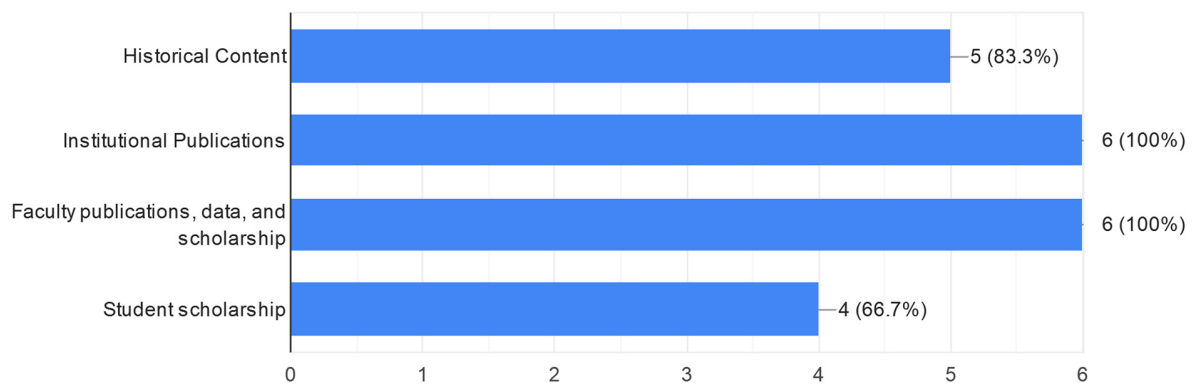


Yes 6

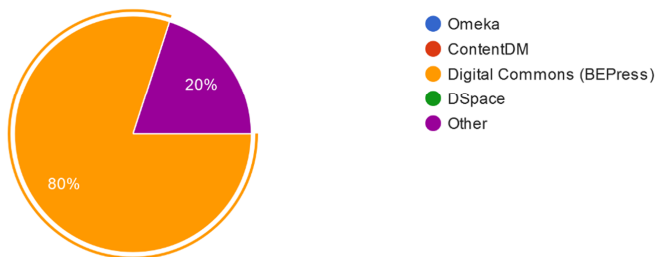
No 7

If yes, what is the scope and purpose of your IR (please check all that apply)

6 responses



If yes, what IR software are you utilizing for your IR  
5 responses



Is there anything else you would like to share with us about Institutional Repositories?

3 responses

We are considering our future IR to be for Institutional Publications, Faculty publications, data, and scholarship, and Student scholarship

We are in our third year of building our IR.

There is interest within the library for an IR, but the campus doesn't seem to care.

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## ArLA Officer Nominees for the 2022 Election

*by Philip Shackelford, Nominations  
Committee Chair and Past ArLA President*

Below is a list of the ArLA Executive Board nominations approved by the ArLA Board in June. Biographical information will be forthcoming in advance of the online vote, which will occur shortly before our October conference. Every current ArLA member is eligible to vote. Election results will be announced to the winners prior to the ArLA Annual Business Meeting of the ArLA Conference, and then formally presented at the Annual Business Meeting. Thanks to all our fine library workers who have volunteered their time and talents to run for an ArLA Board position!



*Shackelford*

### President-Elect

- Taylor Vanlandingham – *John Brown University*

### Secretary

- Jessica Riedmueller – *University of Central Arkansas*

### SELA Representative

- Emily Rozario – *North Little Rock Public Library*

### Treasurer-Elect

- Ron Russ – *Arkansas State University-Beebe*

### Members-at-Large (4 positions)

- Cassandra Barnett – *Arkansas Department of Education*
- Amy DeVooght – *Hendrix College*
- Gwen Dobbs – *Northwest Arkansas Community College*
- Tammie Evans – *North Little Rock Public Library*
- Leah Frieden – *Fayetteville Public Library*
- April Griffith – *Eureka Springs Carnegie Public Library*
- David Johnson – *Fayetteville Public Library*
- Jessica Kirk – *Arkansas State Library*
- Simone Kirk – *Star City Public Library*
- John McGraw – *Faulkner County Public Library*
- Janine Miller – *Arkansas State Library*
- Karen Pruneda – *University of Central Arkansas*
- Relinda Ruth – *UA Cossatot*
- Rachel Smith – *Arkansas School for Math, Sciences, and the Arts*
- Darby Wallace – *Former school librarian and public library director*
- Jennifer Wann – *Arkansas State Library*



# Proposal on Institutional ArLA Memberships

by **Britt Anne Murphy**

*ArLA Membership Committee Member*

The ArLA Membership Committee that served in 2020 brought forward a recommendation for ArLA institutional memberships after extensive research on best practices in other states. Their findings that more than half of state associations have some form of graduated institutional membership dues, while only ten associations have fixed institutional dues like ArLA led to a proposal that ArLA adopt institutional memberships.



*Murphy*

One of the biggest barriers to membership and participation in the Arkansas Library Association is the cost of individual memberships. Those who can't afford an individual membership to ArLA are often those for whom even a lower dues payment is impossible, resulting in the exclusion of many paraprofessionals and those representing Arkansas's BIPOC population. We should remove as many barriers to a state library association as possible so that we get as full participation as possible. Many institutions cannot or will not pay for individual memberships in professional organizations, but might pay one cost for all library employees to participate in ArLA.

Another barrier to membership is a perception that ArLA membership does not deliver enough benefits for a library worker to pay the cost of an individual association membership in more than one professional association. Therefore, the 2022 ArLA Membership Committee, whose members are Chair Janine Jamison-Miller, Rachel Shankles, Lavoris Martin, Mandy Bashaw, Lynn Valetutti, Lacy Wolfe, and Acting Chair Britt Anne Murphy, suggest ArLA consider adopting the below dues structure with the following benefits.

## Benefits

The institutional fee would include ArLA memberships for *all of the professional and support staff members of that library* with the following benefits:

- Participation in as many Communities of Interest (CI) as desired, and ability to serve on ArLA committees, *however, to hold an office in ArLA or chair a committee or CI would require a personal membership.*
- Participation in ArLA events or workshops for

free or at member/discounted rate.

- Participation in ArLA conferences at a discounted rate.
- Receipt of ArLA publications.
- Participation in elections (one vote per institution) and business meetings.
- Free access to ArLA listservs and participation in any ArLA blogs or online forums.
- Recognition of institutional members in ArLA publications, the ArLA website, and special recognition at the annual conference.
- Free postings on job lines.
- Discounted exhibit space at conferences and discounted ads in association publications.
- Access to group purchasing programs.
- Participation in statewide advocacy and legislative programs.

The ArLA Board would have the option of adding to or changing benefits over time and also adjusting the dues structure as needed.

## Dues Structure

The dues structure below is informed by the various dues structures reviewed during the 2020 process. This should offer small libraries an excellent opportunity to get all employees involved in ArLA at a very low cost, while also offering larger libraries full staff involvement at a significantly higher, but reasonable cost.

<u>Annual Operating Budget</u>	<u>Annual Dues</u>
Less than \$50,000	\$ 50
\$50,000 - \$99,000	\$ 75
\$100,000 – \$249,999	\$ 100
\$250,000 - \$499,000	\$ 250
\$500,000 - \$999,000	\$ 500
\$1,000,000 - \$1,999,999	\$ 750
Over \$2,000,000	\$ 1,000

## Changes Requiring Board and/or

### Membership Vote:

#### ArLA Bylaws

Article V. Membership

Section 1. Types

B. Institutional

Libraries and other institutions may become members by complying with prescribed conditions regarding total library income as specified on the Institutional Membership Application. Institutional membership includes one vote, and each Institutional Member must designate an Institutional voting representative. ~~Institutional membership also includes the privilege of sending one representative to any ArLA-sponsored event at the member rate.~~

## ArLA Handbook

### Chapter 5. Membership

#### Section 1. Types

#### 2. Institutional

##### 1.1.2 Institutional

Libraries and other institutions may become members by complying with prescribed conditions regarding total library income as specified on the Institutional Membership Application. Institutional membership includes one vote, and each Institutional Member must designate an Institutional voting representative. Institutional membership also includes the privilege of sending one representative to any ArLA-sponsored event at the member rate.

The institutional fee includes ArLA memberships for all of the professional and support staff members of the Institutional Member including participation in as many Communities of Interest (CI) as desired, and ability to serve on ArLA committees. However, to hold an office in ArLA or chair a committee or CI would require an Individual Membership. Participation in ArLA events or workshops will be available for free

or at a discounted rate. Participation in ArLA conferences will be available at a discounted rate.

### Chapter 5. Membership

#### Section 2. Dues

##### 1. Dues Structure in Effect

##### 2. Institutional \$100

<u>Library's Annual Operating Budget</u>	<u>Annual Dues</u>
Less than \$50,000	\$ 50
\$50,000 - \$99,000	\$ 75
\$100,000 – \$249,999	\$ 100
\$250,000 - \$499,000	\$ 250
\$500,000 - \$999,000	\$ 500
\$1,000,000 - \$1,999,999	\$ 750
Over \$2,000,000	\$ 1,000

*Britt Anne Murphy is library director of Hendrix College's Bailey Library in Conway, Arkansas. She is the managing editor of Arkansas Libraries and served as the acting chair of the ArLA Membership Committee for several months during 2022.*

## Arkansas Books & Authors Bibliography

*Compiled by Timothy G. Nutt, Historical Research Center, UAMS*

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\*Indicates Arkansas author; inclusion does not indicate recommendation.

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*Library Faculty & Cataloguer, Torreyson Library,  
University of Central Arkansas*

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## Photos from Arkansas Libraries



*The Mullins Library at the University of Arkansas at Fayetteville received an extensive remodel. Photo submitted by University Relations at the University of Arkansas.*



*Studious students at Mullins Library. Photo submitted by University Relations at the University of Arkansas.*



*Oliver the Cat, designated greeter of visitors to Bailey Library at Hendrix College in Conway.*



*Tulips at Garvan Gardens near Hot Springs. Photos submitted by Ron Russ, ASU-Beebe.*







*Media Center at Fountain Lake School District in Hot Springs. Go Cobras!*



*Visit to Crowley Ridge Regional Library System from Jonesboro Kindergarten Center. Photo submitted by Vanessa Adams.*



*Grand Opening at Brookland Public Library. Photo submitted by Vanessa Adams, director at Crowley Ridge Regional Library System.*



# Educational Pedigree and Prestige: Does Where Librarians Earn Degrees Matter?

by *Emmitt Lombard*,  
*Gannon University*

## Abstract

This study investigated educational pedigree of academic librarians employed at prestigious colleges and universities in the United States. Similar studies exist that discuss relationships between having degrees from prestigious colleges and/or universities and career success, but few directly address librarianship. Results of this study found that most librarians employed at the most prestigious schools did not earn their degrees from those same types of schools. This could be significant for a number of reasons, including higher education perception of librarians and equity and inclusion concerns.

## Introduction

This study sought to describe the educational pedigree of librarians working at prestigious colleges and universities in the United States. It basically asks, “Are schools from where these librarians earned degrees as prestigious as the ones where they work?” Such studies are important given societal influence prestigious colleges and universities enjoy in the United States, and that privilege often accompanies high educational pedigree. An example of the pedigree affect can be found when considering presidents of the United States; the institutions from where they earned their degrees would likely be associated with prestige by many.

Colleges and universities typically do not state in job advertisements that librarians must have graduated from certain types of schools. However, that does not mean that implicit bias concerning educational pedigree does not exist. Although it is not possible to prove or disprove such bias without methodological deception, it is possible to describe the situation of librarian educational pedigree at prestigious colleges and universities as it exists without inference.

## Literature Review

Although no studies were found that directly addressed academic librarian educational pedigree, some were related. Studies that dealt with librarian educational backgrounds mostly dealt with vocational guidance, career development, continuing education, and librarian perceptions of their education and skills (Cross, Richardson, 1989; Gilman, Lindquist, 2010; Jackson, Clouse, 2010; Kendrick, 1990; Kneip, 2007; Smith, 1982). Although Weiner (2009) analyzed the relationship between institutional reputation and library performance, there was no direct connection to college or university prestige or actual educational

pedigree.

Cain (1988) examined characteristics of American and Canadian academic librarians, including educational background, and concluded that there was not enough overall diversity. Although Swisher et. al (1983) found that changes were occurring in what librarians majored in as undergraduates, more recently Clarke and Kim (2018) demonstrated a lack of diversity in terms of librarian undergraduate degrees (i.e., heavy on humanities) and the contrast with current undergraduate student focus (i.e., more STEM). Clarke and Kim assert that this is significant because having the ability to relate to students in terms of educational interest and background could better enable librarians to support them, a point that could be relevant to this study in terms of those who work at prestigious colleges or universities. A question might be, does having a prestigious collegiate experience help serve students at prestigious schools?

Condic (2019, 2020) examined employment and educational backgrounds of library directors. She found that of those who earned master’s degrees in library science, almost forty percent were from nine programs. Two examples outside the United States illustrated the importance of academic librarian educational background. Bavakutty (1986) assessed librarian status, including educational qualifications, and Onadiran and Onadiran (1983) discussed importance of Nigerian librarians obtaining British Library Association qualification. However, there was no explicit consideration of academic librarian educational pedigree in relation to employment at prestigious institutions.

There were important studies dealing with educational pedigree outside librarianship. Ones that related well to this study addressed hiring practices regarding sociology faculty: findings suggested that doctoral program from which a faculty member graduated was more important than overall institution in terms of pedigree. White-Lewis (2019) described how faculty search committees evaluate and select early career faculty and found that, among other things, selection is more about committee interactions, elevating departmental reputation, and larger institutional dynamics than candidates. Burris (2004) found that the network created by the exchange of Ph.D. graduates among prestigious programs, in this case sociology, history, and political science, was important for being hired at a school with a well-known program in those fields. Headworth and Freese (2016) discussed how job allocation can devolve into caste systems, while Nevin (2019) asserted that institutional prestige was

likely an organizing force in Canada's sociology higher education job market.

Warshaw, Toutkoushian, and Choi (2017) detected relationships between educational pedigree and institution of first employment, research productivity, and salary. Again, evidence suggested that the graduate program from which one earned a degree was a greater moderator than overall institution that conferred the degree, at least for first-time faculty appointment. Smith-Doerr found that life science faculty who earned degrees from prestigious schools did not have a significantly different chance of acquiring leadership positions than those from less prestigious ones; however, within prestigious schools themselves, those with Ph.D.'s from "top 10 programs" did have better chances (2006). Implications here are similar to Condic's findings in that educational pedigree can moderate perceptions of leadership.

Educational pedigree was also considered outside higher education. Kaspari's (2017) dissertation discussed the value employers place on academic credentials. Job advertisements may not explicitly state it, but to some hiring committees, where a person earns a degree may be as important as the degree itself. Her findings indicated that it depends on the organization and the backgrounds of human resource professionals involved.

Three other studies also considered educational pedigree and career success. Hall and Appleyard (2011) discussed how pedigree can create conditions of elitism within the financial sector, and Brint, German, Anderson-Natale, Shuker, and Wang (2020) applied status transmission theory to examine how prestigious institutions prepare privileged individuals for influential roles. Henderson and Zahorsky (2012) considered lawyer educational pedigree, specifically impacts of law degrees from elite schools as opposed to lower-ranked ones in terms of job prospects, and the threat such brand bias poses to the legal profession. These studies indicated that prestigious institutions can play a role in elitism, and according to Brint, German, Anderson-Natale, Shuker, and Wang, one's educational pedigree seemed even more important in terms of a culturally influential sector like higher education.

A pervading theme throughout the literature was that academic inbreeding contributes to elitism. The most general consideration of this topic, and perhaps most disturbing, was provided by Piketty who described elitism in higher education and the dangers it poses to equity and justice on national and global scales (2020). The cited literature helped inform this study, but none actually described the educational pedigrees of librarians at prestigious institutions; therefore, to do so required primary research.

### **Methodology**

Much of the literature indicated that the specific graduate program was a greater factor in educational

pedigree for faculty than the larger institution that conferred the degree. However, librarians would differ from most faculty in this way: apart from the ALA-accredited MLS degree, their undergraduate backgrounds vary. Unlike many faculty who earned degrees in the same subject throughout their careers, different librarians earned degrees in different disciplines before applying to library school, and often obtain additional and different degrees depending on a multitude of possible motivations (e.g., subject specialization; increased technology or management acumen).

To describe educational pedigree requires considering all degrees, not just one. Not everyone involved in librarian personnel decisions might know the reputations of specific bachelor's or master's programs from which any particular librarian may have earned degrees; however, it is possible that they are familiar with overall college and university brands. Therefore, it seemed more useful to analyze annual rankings published in general sources concerning higher education to help describe college or university prestige rather than exclusively focus on MLS program prestige.

Rankings from four highly viewed sources were used. Americans in general, including colleges and universities themselves, evidently place significant stock in these rankings as evidenced by how many are compiled, along with unethical tactics some schools use to improve rank (Jaschick, 2018; Nietzel, 2019; Rim, 2019). The four sources used for this study were magazines that for many years have reported news in different sectors, including higher education. They neither have nor do focus exclusively on rankings, as do some websites with lots of advertisements; thus, these four sources provide journalistic if not academic reliability.

Based upon the number of American colleges and universities currently in operation it was determined that the top fifty that appeared in rankings examined between 1995 and 2021 be considered as high in prestige. Note: instead of ranking what it considered best colleges and universities in one overall list like the other three sources, one had separate rankings for universities and liberal arts colleges; thus, the top fifty for both of these separate rankings were included for this study.

The next step involved examining educational pedigrees of librarians employed at colleges and universities identified as prestigious. The schools' staff directories were used; only personnel with the word "librarian" in their title were considered. As with the decision to use annual rankings, this approach was imperfect for at least two reasons: one, new hires may not have been added at time of analysis nor those no longer employed removed; two, the word "librarian" in a title neither guaranteed the person actually was a librarian nor not having it meant they were not. An example is archivists:

depending on school, this may or may not be classified as a librarian position.

The final step required identifying from where the librarians at these schools earned their degrees. The school websites themselves were scanned; in instances when information was unavailable, a well-recognized social media site that focuses on managing one’s professional identity and provides members the option to list educational credentials was consulted. One inclusion criterion was that librarians had to have earned the degree before hire; many librarians earn degrees after hire but this study was only concerned about pedigree at time of hire. It is not uncommon for librarians to earn degrees at schools for which they work; by so doing, they may increase educational pedigree. However, this study was only concerned about a librarian’s educational pedigree before hire. Another criterion was that only actual degrees were considered; certificates, licensures, and other auxiliary training were not included.

Another major limitation of this study was its American focus. In the course of collecting data, degrees earned from what were arguably prestigious colleges and universities outside the United States were found. These were not considered for three reasons: same data quantity and reliability unavailable for colleges and universities outside United States; study’s focus was relationship between American librarian educational pedigree and employment at prestigious American institutions; researcher’s familiarity with or knowledge of higher education institutions outside United States not as reliable.

### Findings

Two types of colleges and universities emerged. One was schools that appeared in the top fifty in every ranking analyzed (i.e., most prestigious); the other was those that appeared in the top fifty at least one time. Nineteen institutions appeared in all rankings analyzed, and thus, according to this study, constituted the most prestigious colleges and universities in the United States.

Four categories of librarian educational pedigree emerged. Category 1 was those that included at least one degree, undergraduate or graduate, from one of the nineteen schools identified as most prestigious. Category 2 was at least one degree from at least one

school ranked top fifty at least one time. Category 3 was no degrees from any school that appeared in any of the rankings. Category 4 were those for which no pedigree could be determined, including degrees from foreign institutions. Table 1 shows rounded mean percentages in parentheses of librarians who fall within Categories 1, 2, and 3.

### Discussion

The names of the four magazines (and social media site) used in this study would likely be recognizable to many people. They are proprietary sites that did not provide permission to be identified; however, it is likely the same results this study produced using them would closely match results using other rankings. Further, the nineteen colleges and universities that emerged as most prestigious would also likely be recognized, but the researcher’s Institutional Review Board required anonymity. Regardless, the purpose of the study was to describe educational pedigree of librarians who work at the most prestigious institutions as a collective group, not about the individual colleges or universities themselves.

Although the analysis was descriptive, had a hypothesis been posited it would have predicted Category 1 to be a larger number. That nineteen percent of librarians at nineteen of the most prestigious schools had degrees from at least one of those same schools before hire could be, on the surface, smaller than expected. However, it becomes more impressive considering the fact that there are over 2,800 higher education institutions in the United States that confer bachelor’s degrees (Educational, 2021). On the same token, that twenty-six percent of these librarians do not have a degree from either Category 1 or 2 schools could also be surprising when considered within context of numerical probability.

One can accept these findings for the description they provide. However, the findings can also inspire discussion. It is impossible to definitively prove or disprove that the most prestigious colleges and universities consciously or subconsciously seek to hire only librarians with the highest educational pedigrees (the findings offer no reason to believe they consciously discourage such hiring); however, it does not mean this should not be discussed, especially given implications to higher education

Educational Pedigree	Category 1 (most prestigious)	Category 2 (at least one ranking)	Category 3 (unranked)	Category 4 (no available information)
Number of Librarians (mean)	59 (19%)	171 (56%)	87 (26%)	170

Table 1 Educational pedigree of librarians working at the most prestigious colleges and universities in the United States.

inclusion and equity initiatives, including amongst the nineteen schools themselves.

One of the nineteen schools identified in this study once stated in a librarian job advertisement that it preferred prospects have experience in a school similar to itself. Granted, many schools refer to themselves as “prestigious,” but unlike the nineteen that emerged in this study, lack the brand to make serious claim to it. Although such preference in the above advertisement could seem discriminatory, it could also be justified on grounds that such experience better enables prospective librarians to understand needs and expectations of students. Librarians provide academic support: understanding the environment and context in which students learn might help provide that support.

Preference for librarian ability to relate is reasonable in light of Clarke’s and Kim’s (2018) work. Although their focus was subject major rather than pedigree, there might indeed be cultural or academic similarities amongst prestigious colleges and universities useful for a librarian to have experienced themselves when accommodating stakeholders. However, Weiner’s (2009) findings indicate that such preference would guarantee no positive results. Additionally, it could be counterproductive to inclusion and diversity initiatives about which the entire higher education sector is concerned. This relates to another of the study’s findings.

All nineteen colleges and universities identified as most prestigious for this study had acceptance rates lower than twenty-two percent, with a mean just under ten percent. The point is, it might be beneficial for these schools to hire more librarians from other types of schools who might be able to relate to more diverse stakeholders. Again, these nineteen schools all have significant diversity, equity, and inclusion goals; hiring librarians outside their prestigious (and exclusive) collective could not only facilitate such initiatives, but also demonstrate they practice what they preach.

A problem with the sort of socioeconomic diversity suggested above could be marketing. A likely appeal of these prestigious colleges and universities is that they are exclusive; thus, those accepted can enjoy that distinction and also network with elite peers. One might argue that this is good for overall society; graduates of the most prestigious schools can work together to forge a better future. However, a byproduct could be an elitist network based upon educational pedigree that excludes those outside itself. Some, like Piketty (2020) and Burris (2004), argue such a network already exists; adding legitimacy to their concerns is that both these scholars themselves have affiliations with some of the nineteen schools identified as most prestigious for this study.

A negative consequence of an exclusive educational pedigree network could be that the privileged few who comprise it make decisions that impact the vast majority. This would include hiring librarians at the very institutions on which such a network would rest. If a person is not even given the chance to attend such schools, which is probable, considering acceptance rates which will likely become more rather than less daunting (Kim, 2022), then they would have fewer opportunities compared to those who do enjoy that privilege. This aligns with the power and influences Hall and Appleyard (2011), and Brint, German, Anderson-Natale, Shuker, and Wang (2020) described. An “old boys club” could materialize based on educational pedigree that could not only determine who gets what but also produce groupthink.

One last finding from this study: of the nineteen schools that emerged as most prestigious, none had ALA accredited library science programs. In fact, few universities that appeared in any of the rankings provided them. In addition to further validating this study’s institutional rather than program focus, the finding raises concerns about perceptions regarding the library profession itself in higher education.

#### **Future Research**

Again, this study described, without inferences, the educational pedigree of academic librarians at highly ranked colleges and universities. Although difficult to make sweeping generalizations across the higher education sector based on survey responses, perhaps case study could be used to further describe individual institutions.

Related to the above study, another question is, “How does librarian educational pedigree compare to that of faculty in other subject disciplines in prestigious colleges and universities?” For instance, would Category 1 be a higher number for faculty in history than it is for librarians? Does it indicate anything about the perception prestigious colleges and universities have regarding librarians? A related study might ask, “Why do the most prestigious colleges and universities have no library programs?” Answers could provide insight into how the profession is perceived within the higher education sector.

Additional research might look beyond prestigious colleges and universities and/or beyond the United States. Does librarian educational pedigree matter in less prestigious institutions? Does it matter in other countries? To the second question: perhaps bounded case study could shed light on librarian educational pedigree amongst prestigious institutions in nations with shared or similar cultural attributes.

Related to the Brint, German, Anderson-Natale, Shuker, and Wang (2020) study, “Does educational pedigree matter in terms of professional influence?”



(e.g., professional governing body appointments; high impact journal editorial assignments; keynote address invitations). If not educational pedigree, then what about where one works? (i.e., employment pedigree). Do librarians who work at prestigious colleges and universities have more opportunity for professional influence? Out of curiosity to this last question, where members of ACRL's current governing board work were identified and their pedigrees researched – only one member currently worked at one of the nineteen institutions identified in this study.

### Conclusion

Is a degree from a prestigious college or university important in terms of career? Common knowledge and review of relevant literature indicate educational pedigree matters in the United States, so why would the situation be different for academic librarianship? Although arguments could be made for one or the other based upon this study's findings, as librarians focus more on diversity, equity, and inclusion, standards and structures that may inhibit these initiatives in the profession itself deserve attention. Additionally, further discussion about the perception of librarians in higher education is important, not only to librarians but to higher education. The author of this article believes librarians are more important than ever, yet his experience indicates that they are far from fully utilized in higher education. Hopefully this study's findings inform about these topics as well as inspire continued research and discussion.

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*L-R: Jess Pendergrass, Paola Galdamez, Christina Clark, Bella Wu and Megan Coupaud of Bentonville Public Library. Please see article on Page 8.*



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